

Colorado Association of School Executives
Colorado Staff Development Council
November 12 & 13, 2010

Introduction
to the
Foundations
for
Conscious Leadership



...the heart of change is a change of heart...

Rob Bocchino

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www.heartofchange.com

Awareness

Distinction-making

What Does
Conscious Leadership
Really Mean?

Decision-making
(Choice-making)

Precision
of Language

Broadening
Perspective

Conscious Leadership

- Awareness
- Distinction-making
- Decision-making
- Broadening Perspective
- Precision of Language



Reflection:
Insights, Connections, Questions
and Personal Outcomes for the Session...

Consciousness Leadership

- Awareness



Awareness is like a flashlight....

Awareness is like looking at the world through a tube....

How do you know you are hungry?

Accuracy and Completeness

*It is foolish and naive to deny
the other person's reality
.....Barry Johnson*

Inhibitors and Promoters

Lack of Time

Stress

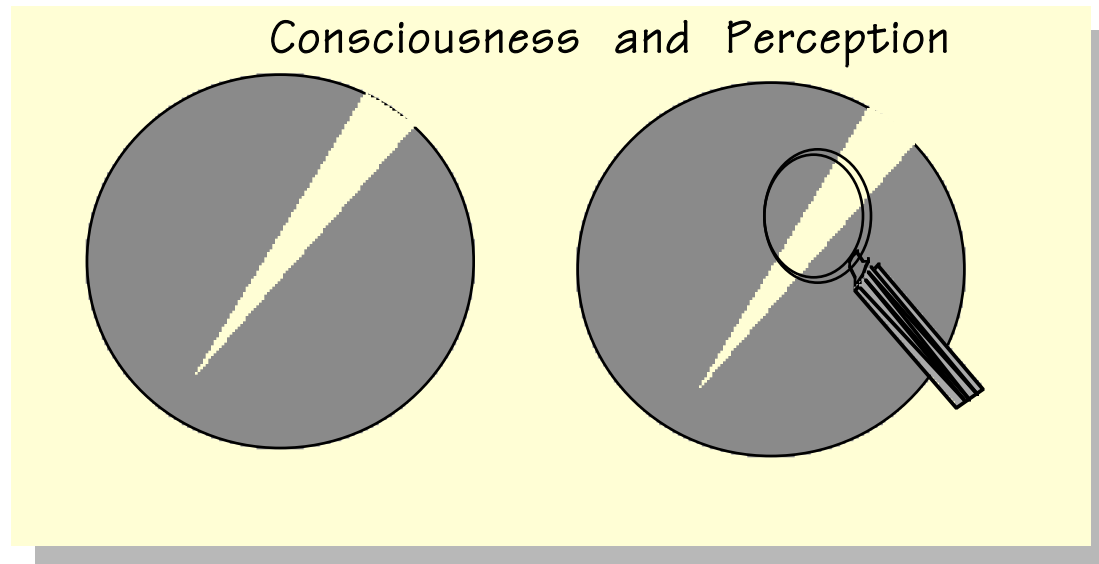
Expectations/Cognitive Filters

Domain One: Awareness

Sometimes a butterfly will come to sit in your open palm, but if you close your hand, one way or the other, it--and its choice to be there--are gone.....Barbara Hambly,

A system is able to change in one of two ways:

1. Individual parameters change in a continuous manner but the structure of the system does not alter; this is known as "*first-order change*."



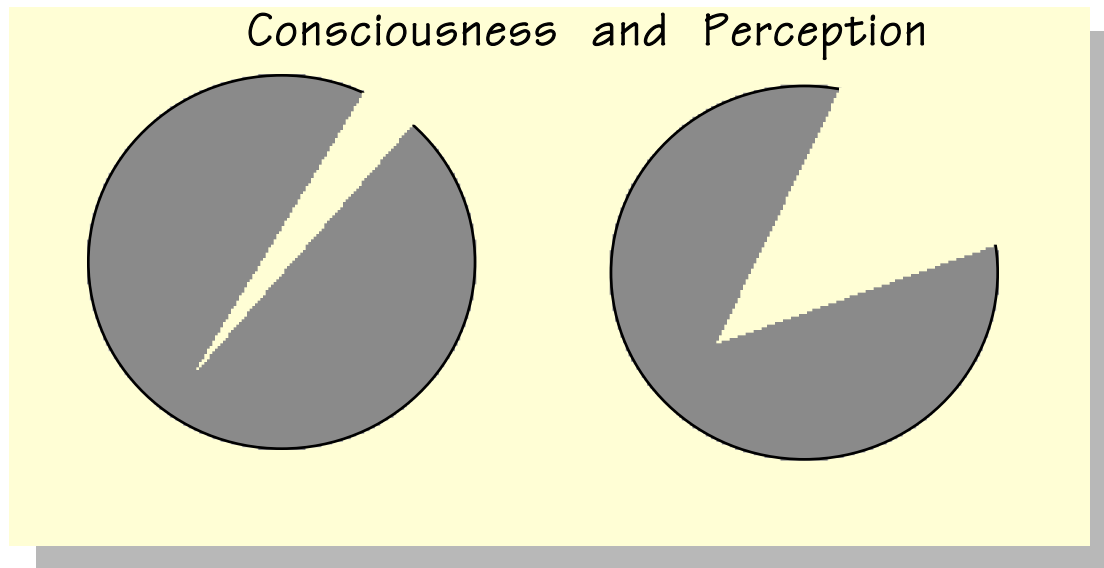
Ronald] Heifetz distinguishes between two kinds of change challenges, those he calls “technical” and others he calls “adaptive.” Technical changes are not necessarily easy, nor are their results necessarily unimportant or insignificant. Learning how to remove an inflamed appendix or how to land an airplane with a stuck nose wheel are examples of largely technical challenges, and their accomplishment is certainly important to the patient on the surgeon’s table or the nervous passengers contemplating a crash landing.

Consciousness and First Order and Second Order Change

A system is able to change in one of two ways:

2. The system changes qualitatively and in a discontinuous manner; this is known as "**second-order change.**" This second type of change in systems occurs with "changes in the body of rules governing their structure or internal order"

(Watzlawick, Weakland, & Fisch).

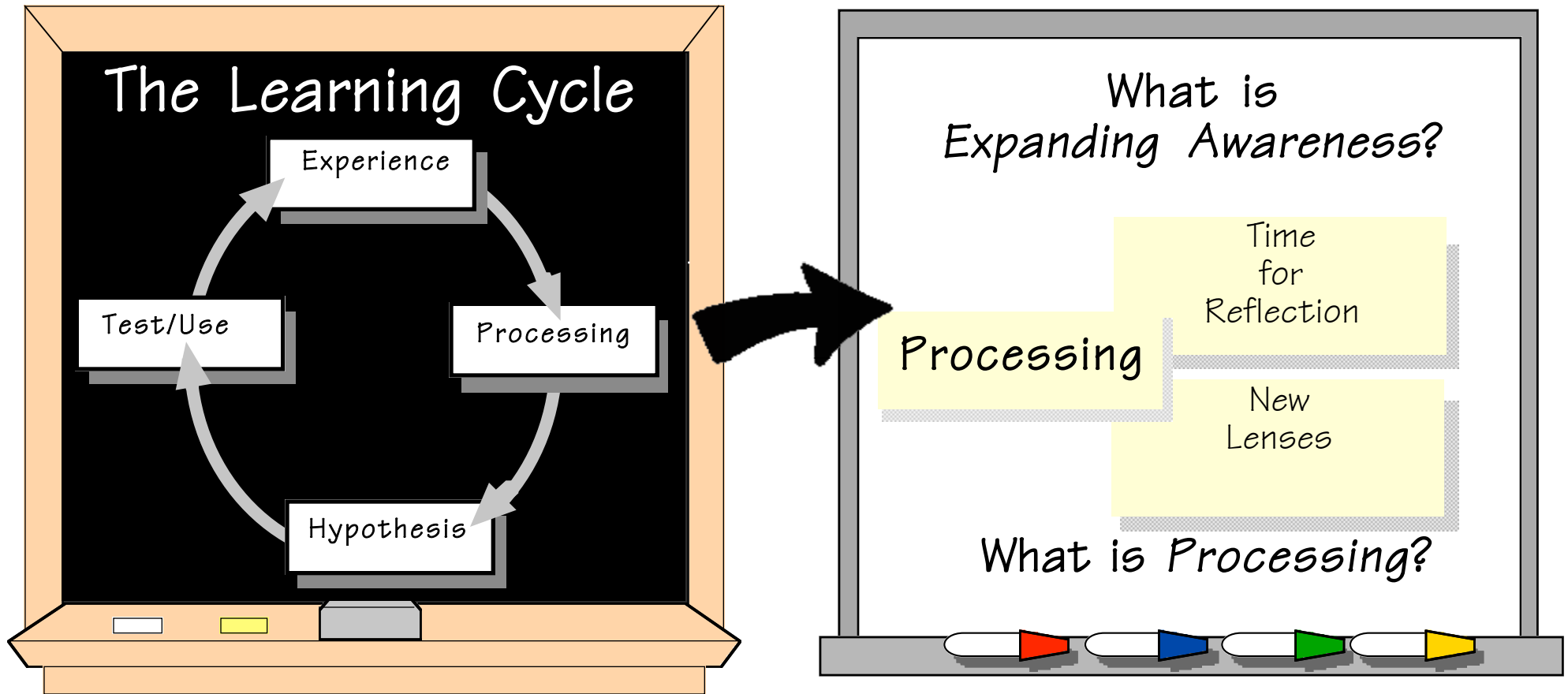


However, many, if not most, of the change challenges you face today and will face tomorrow require something more than incorporating new technical skills into your current mindset. These are the “adaptive challenges,” and they can only be met by transforming your mindset, by advancing to a more sophisticated stage of mental development.

Heifetz says the biggest error leaders make is when they apply technical means to solve adaptive challenges. In other words, we may be unable to bring about the changes we want because we are misdiagnosing our aspiration as technical, when in reality it is an adaptive challenge. The implication is that we must find *adaptive* (nontechnical) means of supporting ourselves and others to meet adaptive challenges.....Excerpt from *Immunity to Change*, by Robert Kegan and Lisa Lahey, (2009).

Kolb's Learning Cycle: A Model for Expanding Awareness

Thinking is an engagement of the mind that changes the mind.....Martin Heidegger



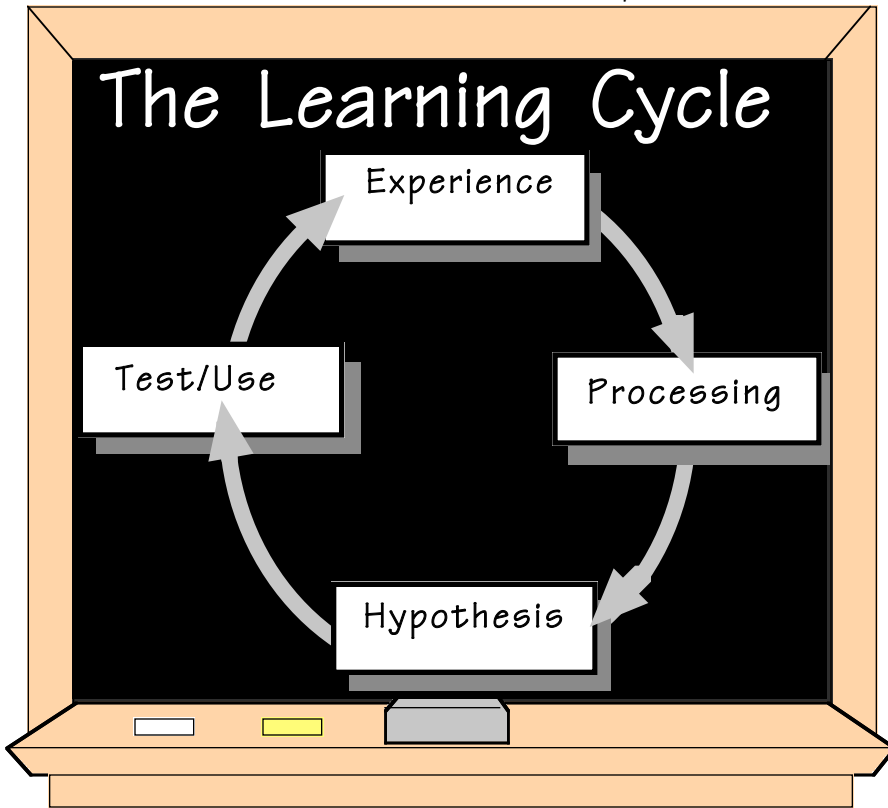
Exemplar Applications and Practices:

External: Data Sets, Intervisitation, Asking for Feedback, Allocentric Protocols, Sensory Acuity, Inquiry, Eliciting Interests, Hold Your Own Perception/Opinions Lightly, Listen First.

Internal: Reflection, Deliberation Protocols, Interest-based Problem-solving, Identifying Outcomes and Drivers

Learning From Experience

I have learned throughout my life as a composer chiefly through my mistakes and pursuits of false assumptions, not by my exposure to founts of wisdom and knowledge.....Igor Stravinsky



Cycle #1 _____

Cycle #2 _____

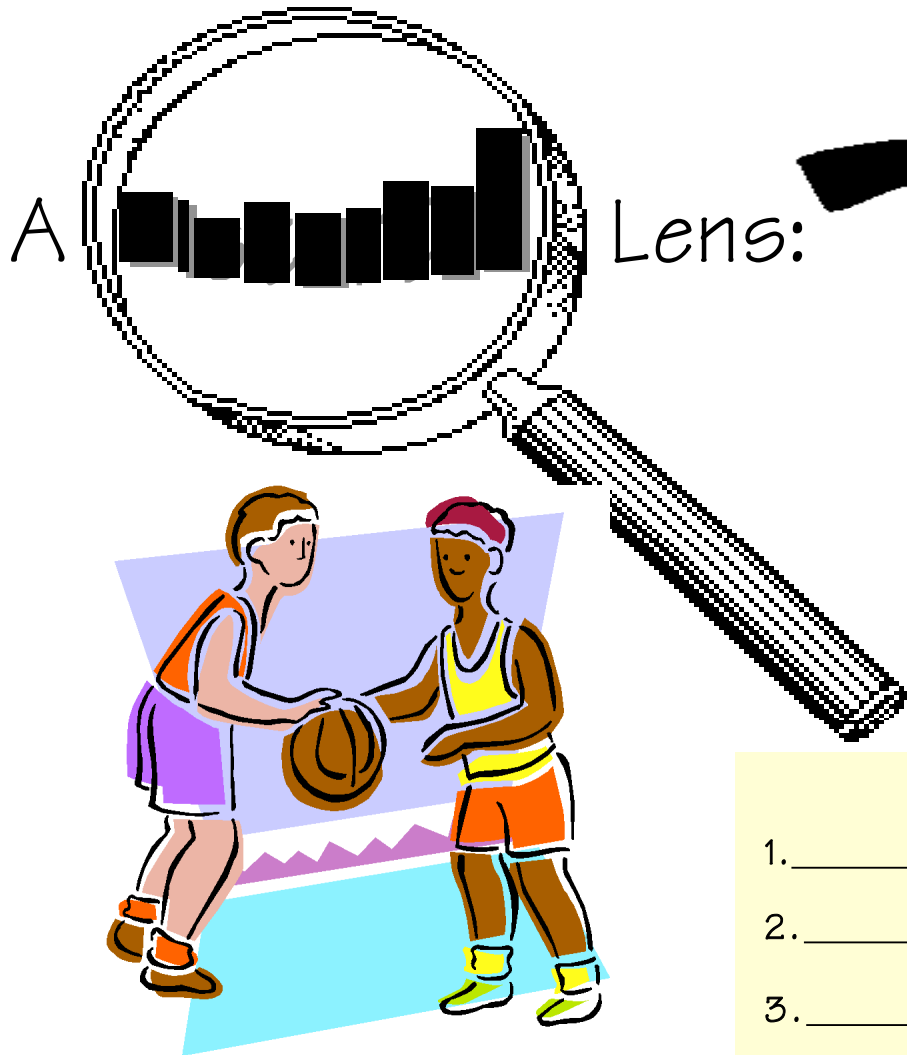
Cycle #3 _____

Well, then how do you decide? Who do you want to talk with about these insights? Why did you choose that person or persons?

Insights Regarding Awareness and:

- Data Sets
- What to Look for
- How to Record Observations

The Power of Cognitive Filters and Expectation to Influence Perception



~~But~~



And

Accuracy and Completeness

"It is foolish and naive to deny the other person's reality."—Barry Johnson

Quiz

1. _____
2. _____
3. _____

Plates



- At birth there are approximately 100 billion neurons in the brain.

- The number of possible connections is limitless. In fact, it is estimated that adults have about one quadrillion connections between neurons in their brains.

- Without mention, each individual has a unique pathway for their learning experiences.

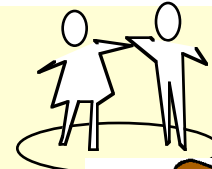
Neurons inside the human brain
Image by 3D4Medical.com/Getty Images

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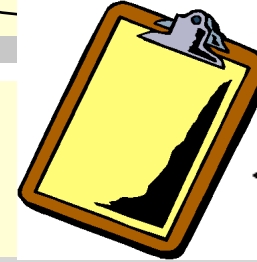
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Implications

Find the person you know least well.
Preferable the person you might be least likely to meet.



Identify three or more things you have in common:
1. some work related
2. some non-work related



List two challenges
Person A-challenges

Person B-challenges

Identify as many (at least one) hands-on resource or support that each of you could provide the other to help him/her meet his/her challenge. The resource should be specific and useful. Supports can range from the name of a particular person, protocol, strategy or it could be moral and/or emotional support. Either way, the resource should increase your partner's probability of success.



Data Protocol

Final Word for Looking at Data or Student Work

Purpose: A protocol for discussing data or student work in order to explore, stay focused and at the same time build upon one another's thinking.

Key to Facilitation: Timing and avoiding dialog/cross-talk

Number: Any multiple of 4 or 5

Time: 45-60 minutes

Steps:

1. The team gathers and distributes the data set or the student work* to be examined. Review the time frames and goals for each step. Identify the Time Manager.
2. Each person reads and writes about his/her reaction to the Data; remain silent. (5-10 minutes)
 - What do you notice about Students?
 - What do you notice about Instructional Setting?
 - What do you notice about School District Finances?
 - What do you notice about Academic Performance?

Note: in both cases, these are exemplar questions. Identifying the specific questions to be used in any analysis is a conscious act. It must be done carefully before the team meets.
3. The first person begins by sharing what he or she has written in response to any of the bulleted items. (3 minutes)
4. Proceeding around the table, each of the other group members respond briefly to the first person. (30 sec)
5. Then the first person has the "Final Word" to respond to what was said. (1 minute)
6. Next the first person makes a recommendation or suggestion for further action. The comment is recorded on chart.(1 minute)
7. The pattern repeats for each of the other members of the team.
8. The team discusses, organizes, and prioritizes the suggestions/recommendations on the chart list for further action.

Sample Student work questions

- What patterns of success are present?
- Why are we getting what we are getting?
- What practices should we continue?
- What questions do I still have about what I am seeing in the work?
- What patterns of errors are present?
- What practices should we stop?
- What things might we do differently?

Understanding Neural Networks and the Transderivational Search

Ring Ring. Hello little girl,...Is your mommy home?

Fort.....Fort...Fort....

Dan was visiting his home town when he saw an old friend,

“Hey Dan, how have you been? It must be 15 years since we last saw each other.”

“At least that,” replied Dan. “I’ve been doing pretty well, but tell me about you.”

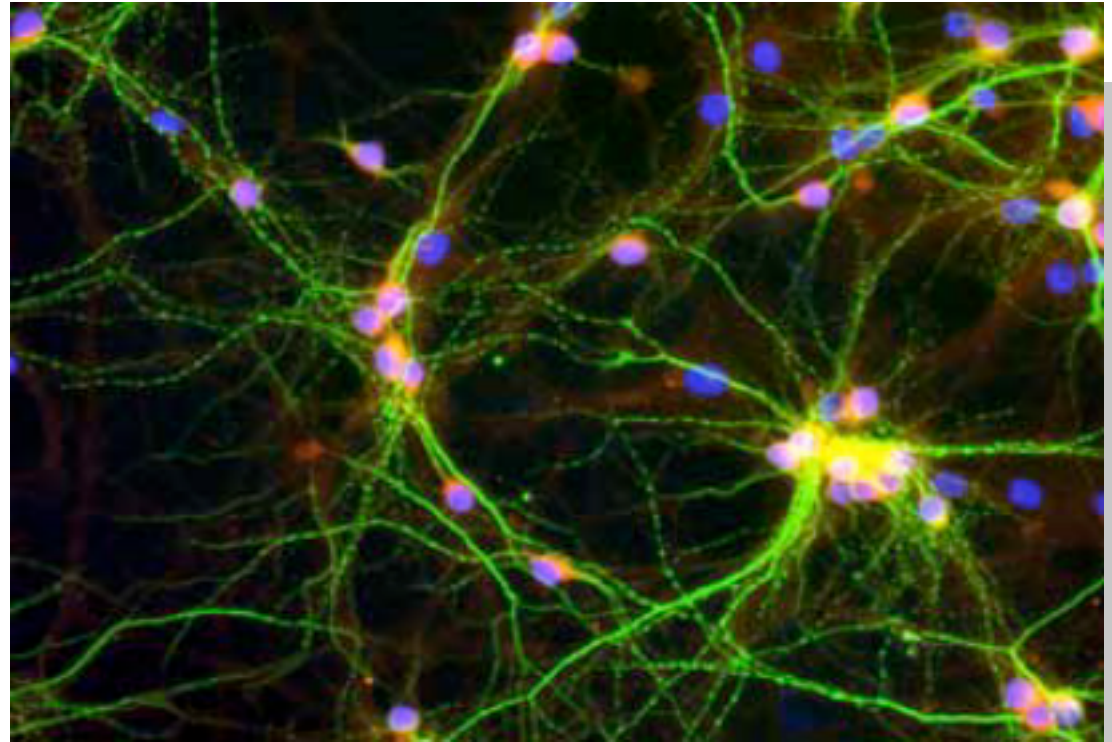
Dan’s friend answered, “ I’m married now, but to someone you don’t know. By the way this is my daughter.”

Dan looked down at the little girl and asked her name.

It’s the same as my mother’s,” the little girl replied.

“Then I’ll bet your name is Susan,” said Dan

How could Dan know?



The Allocentric Perspective::

Eliciting the Other’s Motivation or Driver:: *What would having that bring you...?
What’s the positive consequence of doing that...?*

Conscious Leadership-Decision-Making

- Decision-making
(Choice-making)



Inhibitors and Promoters

Overwhelmed by Number of Choices

Permission

Systems or Cultural Constraints

The Most Important Considerations

The Three Most Important Things to Consider when Making a Decision:

- 1.
- 2.
- 3.

What does this mean, and why is it so important?

- √ *The Fifth Discipline*
- √ *Start with the End in Mind*
- √ *Cognitive Psychology*
- √ *Research on Effective Leaders, Teachers, Emotional Literacy, Acquisition of Wisdom*
- √ *Change Management*

Examples: team meetings/problem-solving
 managing conflict
 interventions with individuals or groups
 lesson design
 planning ANYTHING

Gameboard of Change

"The future belongs to those who believe in the beauty of their dreams."Eleanor Roosevelt

Uses:

- Planning
- Diagnosing
- Intervening

The Gameboard Formula

$$C(E) = D \times V \times P > R$$

Explanation of Model

“C”= Change

“E” = Excellence

“R”= Resistance

“D”= Dissatisfaction

“V”= Vision of the Preferred Future

“P”= Plan of Action

Insights

No “D”= Lack of Motivation

No “V”= Lack of Commitment

No “P”= Lack of Action

Understanding the Three Leverage Points of Change Diagnosis Practicum

D 0-10	Evidence
Insights/Intervention	

V 0-10	Evidence
Insights/Intervention	

P 0-10	Evidence
Insights/Intervention	

Reflection Question:

Based on what you have learned about the The Three Leverage Point, how would you structure or refocus the conversations over the next six weeks differently than they have been in last six weeks?

Protocol: Steps for Coaching the Gameboard Teams of Three

1. Establishing the Timeline: B & C Ask A

2. Creating the Vision:

- Visual Questions
- Auditory Questions
- Step into the Vision-Kinesthetic Questions

3. Return to the Now Box to Assess the Current State

- Helping Forces/Resources to move closer to the Vision Questions
- Holding Forces Questions
- Raise Consciousness of Dissatisfaction

4. Action Steps/Initial Plan

- First Steps in the Action Plan

5. Reflection Questions

- Key Insight

B & C ask authentic questions to make sure A has a vivid and compelling vision.

B & C determine that A is ready to move to the next set of questions.

B & C confirm that A has answered all questions.

B & C confirm that A has his/her first steps.

Tipping Point Leverage in Systems

If 55 people per day/ 2% infection rate:

Day 1= 1,100 infected

Day 2= 1,210 infected

Day 3= 1,331 infected

Day 4= 1464 infected

End of week = 2,144

End of Next week= Full Blown Epidemic

Or IF

If 50 people per day 3% infection rate:

Day 1= 1,500 infected

Day 2= 2,250 infected

Day 3= 3,375 infected

Day 4= 5,063 infected

End of week = 25,628;

Full Blown Epidemic

therefore:

Leverage Points in Systems

- ✓ High Contact People
(contact with large numbers)
- ✓ High Influence People
(they will sell it)
- ✓ Make the Idea Sticky
(WII-FM)



Current State Analysis

- ✓ Who are your High Contact People?
- ✓ Who are your High Influence People?
- ✓ What would make "school culture" sticky?

Attaining Goals

Parameter Assessment Step #1- Subgroup/Constituents

Target Population

Who:

Characteristics:

Why Chosen:

Focus of Intervention/Change:



Clarified Vision of the Preferred Future- Gameboard Step 1

Attaining Goals Worksheet

Parameter Assessment Step #2-Tipping Point Group Identification

Identify: The High Contact People:

*How do you make it Sticky for them
(WII-FM?)*

Identify: The High Influence People:

*How do you make it Sticky for them
(WII-FM?)*

*The Tipping Point:
Attaining and
Sustaining
Your
Goal*

*Identify: The Change (or idea)
that you want to take
hold in your building:*

*How do you make it Sticky?
(WII-FM?)*

Systems Thinking and Planning for Interventions Worksheet

"The way to get people to build a ship is not to teach them carpentry, assign them tasks, and give them schedules to meet; but to inspire them to long for the immensity of the sea."

--Antoine de Saint-Exupery

Specific Stakeholder	Is this a Person of High Influence?	Is this a High Contact Person?	How can you Make it Sticky?

Current State Analysis

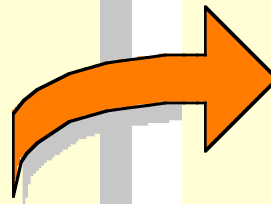
Parameter Assessment Step #3- Outside Forces

Steps for Force-Field Analysis

1. Draw a T-Chart Diagram.
2. Identify Current and Desired States
3. Identify Forces Acting on the Current State

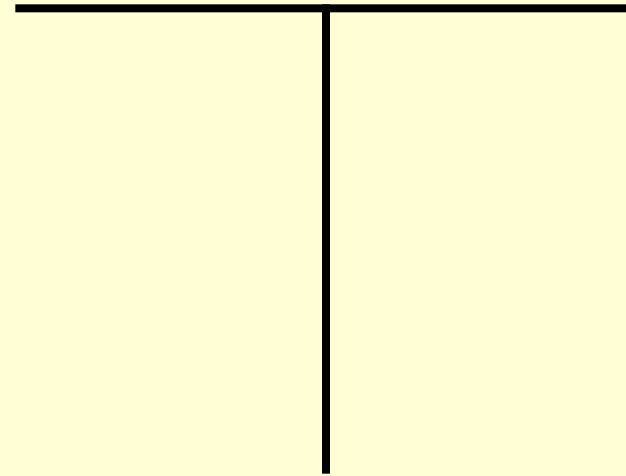


4. Weigh and Prioritize the Forces
5. Select High Priority Holding Force



Forces Promoting
You Goal

Forces Inhibiting
You Goal



Force Field Analysis:

List all the things which are already moving you toward your goal.

What things are holding you in place?

As you prioritize, on which of these areas will you begin work first?

Reflection

In a few minutes you will be asked to spend some time talking with members of your Learning Team about initial planning .

In doing so, your task is to thoroughly explore each of the first domains of Conscious Leadership.

Use the protocol to help think through the plan. Please use MORE TIME to explore those areas that your partner finds LEAST familiar.

Reflection Protocol

This is a user friendly strategy in which people, working together, make sense of information they have just learned.

Information Learned

- Chose a partner and place both your and the other person's notes or packet in front of you, so you can both see each other's notes.
- Decide how many pages you will look at silently before stopping to say something*.
- Peruse the notes to your chosen stopping point.
- Both partners say something.
- Continue the process until you have completed the packet.

*Something is often:

- a question,
- a brief summary,
- a key point,
- an interesting idea
- an important connection

In Today's Use of the Protocol
"Something" is a
Connection Between What You Are Learning
and
What You Are Planning.

Conscious Leadership

- Distinction-making

Differences that Make a Difference.

and

Diagnostics



Inhibitors and Promoters

Lack of Experience

Level of Expertise

Phases of Community

- Pseudo Community
- Chaos
- Trust, Listening, Emptying
- True Community



Background Information

All Systems-Predictable

Integration

Ability to Listen

Concerns Drive Attributes

Phases of Community

- Pseudo Community

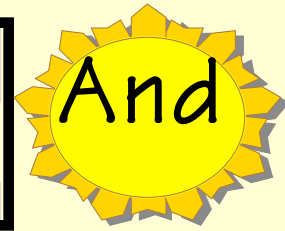


- Chaos



Phases of Community

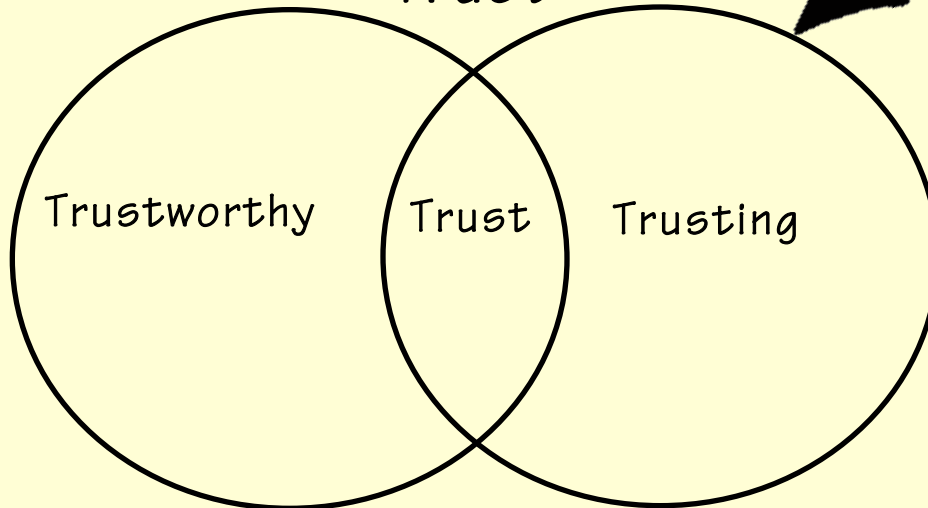
- Trust, Listening, Emptying



Accuracy and Completeness

It is foolish and naive to deny
the other person's reality
.....Barry Johnson

Trust



Insights

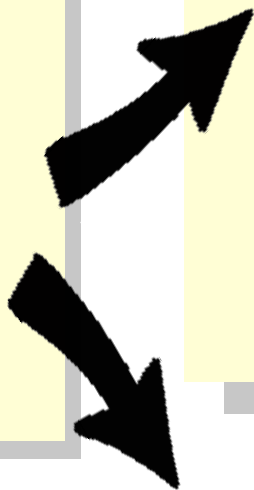
Phases of Community

- True Community



Phases of Community

- Pseudo Community
- Chaos
- Trust, Listening, Emptying
- True Community



Good News-Bad News



Diagnosis Tool: Phases of Community

What Phase Are We In...?	What Evidence Is There?	What Do We Need To Do To Move Forward...?

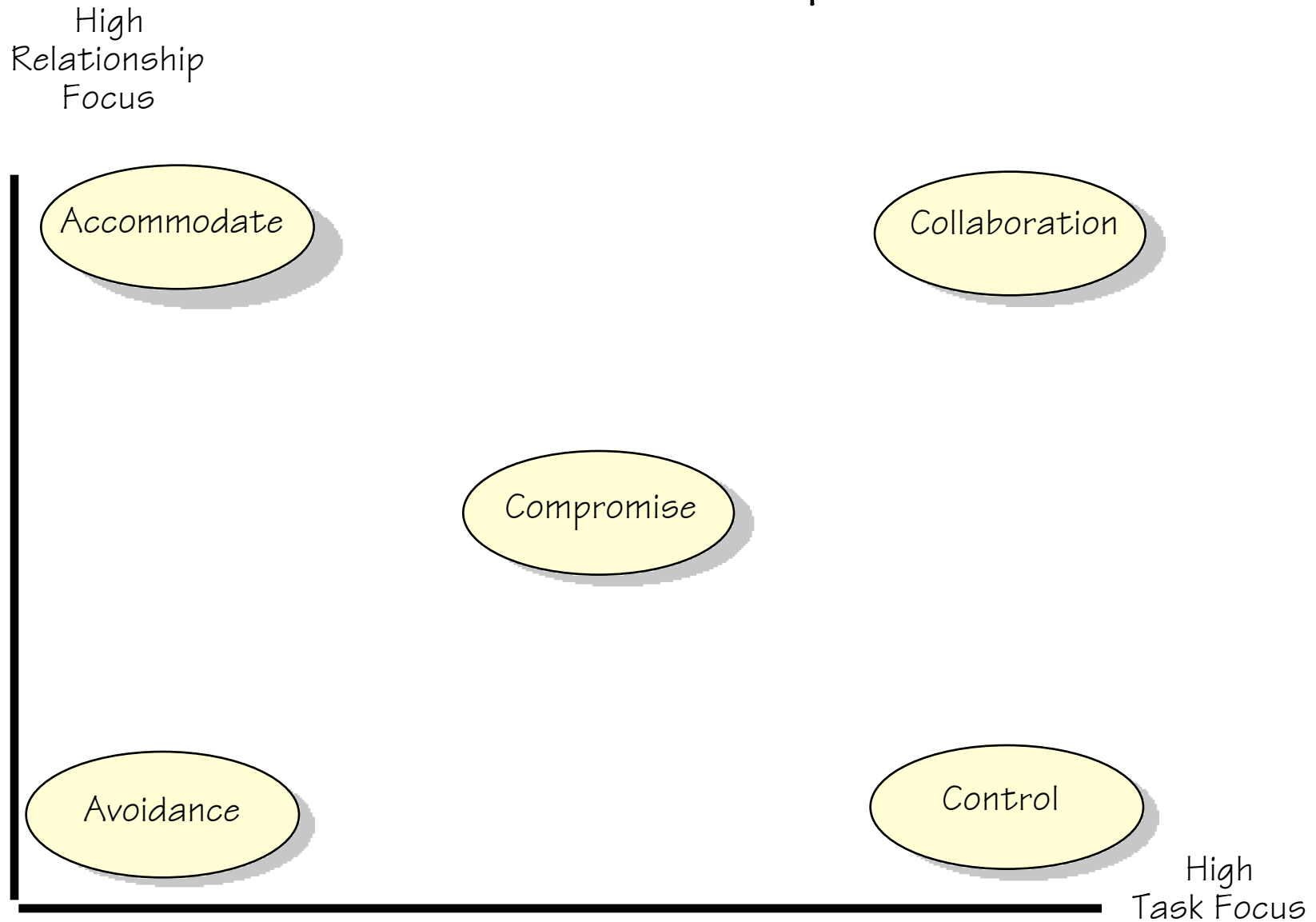
Diagnostic Assessment Protocol

Diagnosis Tool: Phases of Community

What Phase Are We In...?	What Evidence Is There?	What Do We Need To Do To Move Forward...?

Conflict Valance Self -Assessment

Mapping Conflict and Decision-making: The Task-Relationship Grid



Reflection

We are what we repeatedly do. Excellence, then, is not an act, but a habit.....Aristotle

Negotiating from Position to Interest

Background: _____

Definitions & Distinctions:

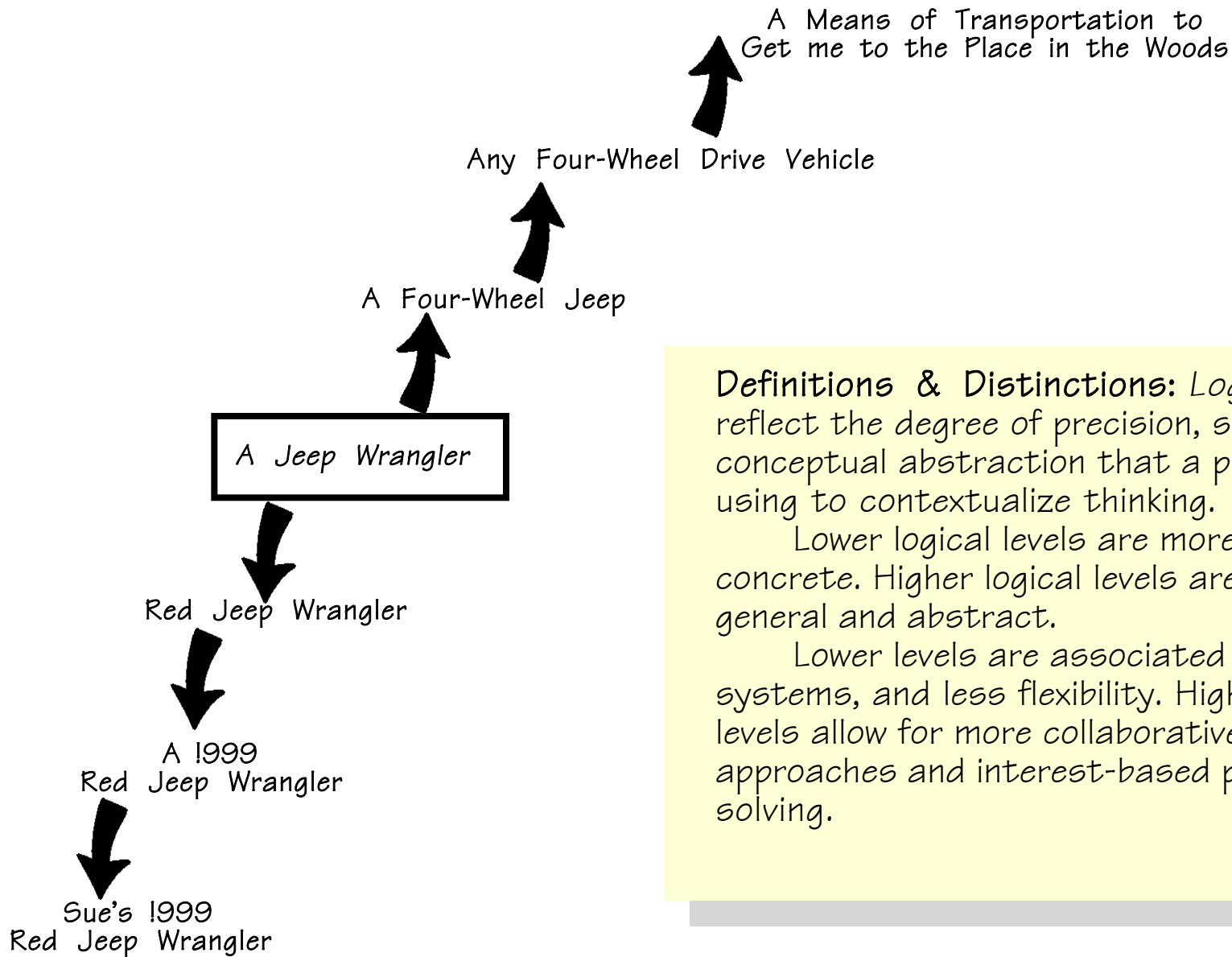
- Positions: _____

- Interest: _____

- Uncovering your own and the other's Outcome: What is the Real Interest?

- The Interest Check Question:

Logical Levels



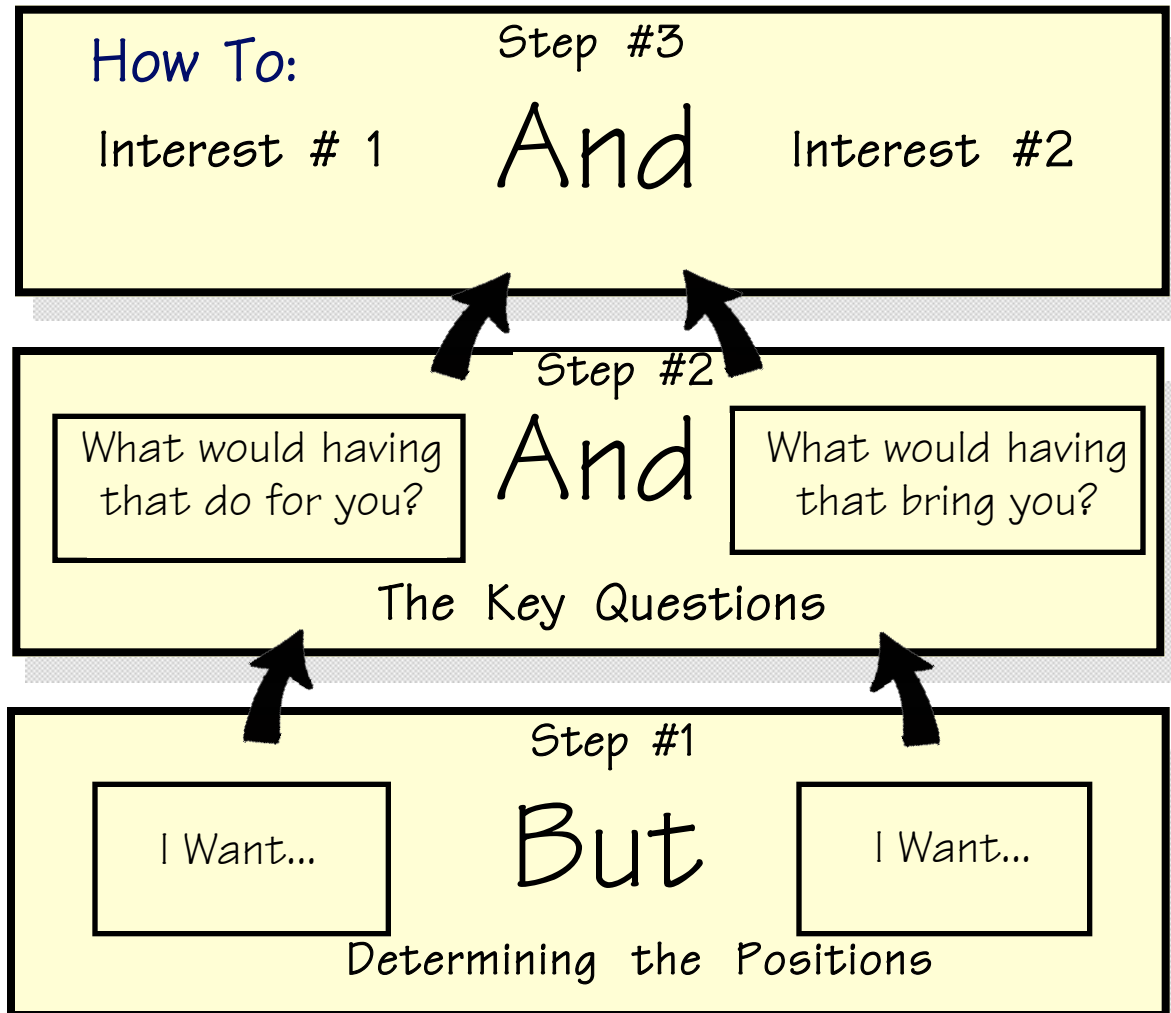
Definitions & Distinctions: Logical levels reflect the degree of precision, specificity or conceptual abstraction that a person is using to contextualize thinking.

Lower logical levels are more specific and concrete. Higher logical levels are more general and abstract.

Lower levels are associated with closed systems, and less flexibility. Higher logical levels allow for more collaborative, adaptive, approaches and interest-based problem-solving.

Negotiating from Position to Interest

Additional Notes

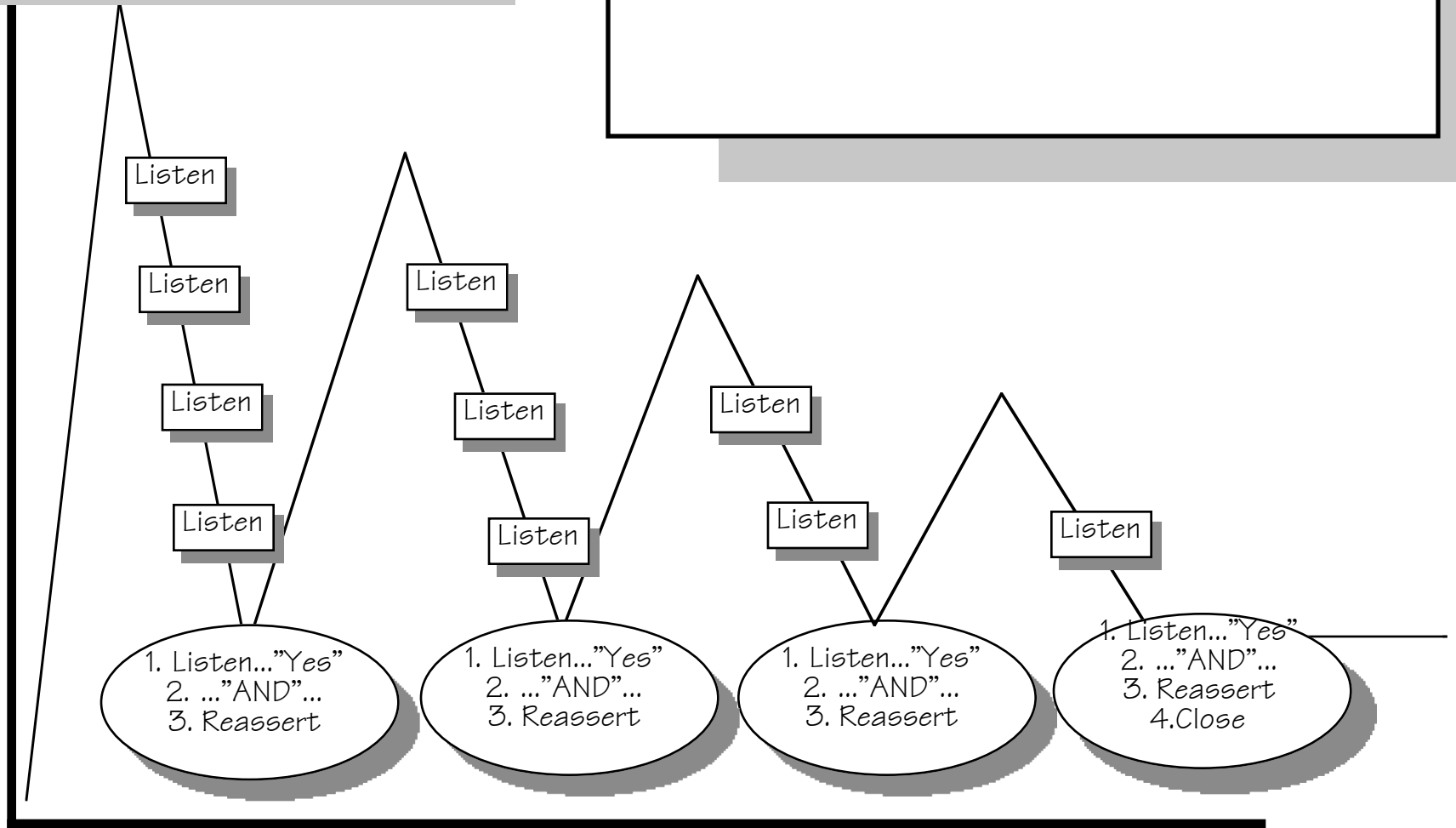
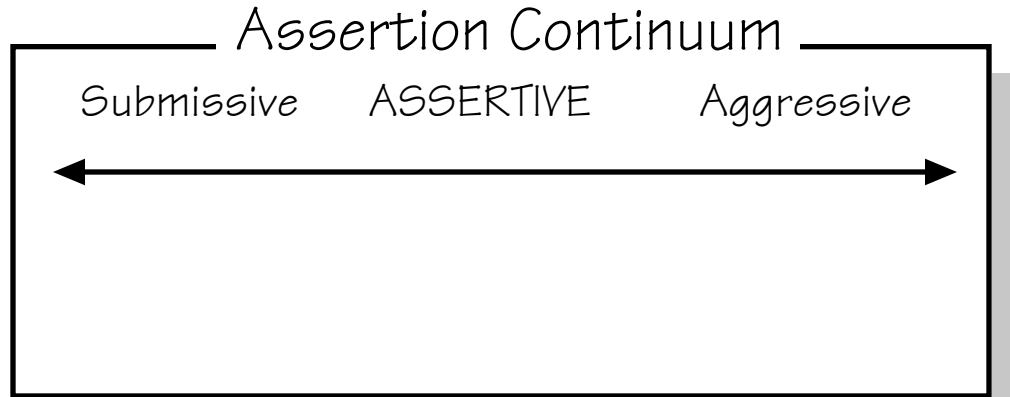


Assertion

Maintaining Resourcefulness in Difficult Contexts

Background:

- Task-Relationship Grid
- Trust



Assertion Statement Model

Statement

"When..".

"I feel..."

"because..."

Intent

Give a concrete, specific description of the circumstances

Disclose appropriate, accurate statement of feelings

Give a concrete and tangible description of the effect of the behavior (if one exists.)

"Mary, when description of circumstance, I feel [statement of feelings]
because description of the effect ."

In the example below underline the part that is the description of the behavior; bracket the statement of feelings and double underline the description of effect on the speaker:

"Mary, when we don't know that you are having trouble on your part of the project, I feel angry because I am responsible for knowing where things stand, and I end up passing on wrong information to Mr. Bocchino."

Conscious Leadership

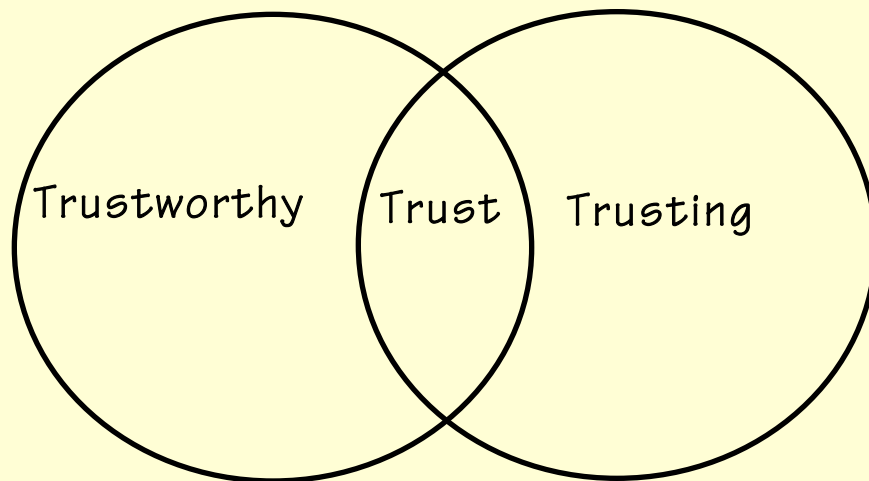
- Perspective

√ Egocentric

√ Allocentric

√ Third Position

Inhibitors and Promoters



Conscious Leadership

- Precision of Language



Inhibitors and Promoters

Congruency

Intention

Advanced Communication Skills-Presuppositions


Be not afraid of growing slowly, be afraid only of standing still..... Chinese Proverb

Beware of Presuppositions

Definition:


Theory:

- Surface Structure/Deep Structure of Language
- We respond "as if..."
- Types: **Negative** vs **Positive**



Definition & Effects _____

_____:



Definition & Effects _____

_____:

Using Positive Presuppositions

• Use of Plurals

√ “What were some of the reasons why ..?”

√ “There are a lot of options we could talk about that relate to Today let’s focus on a few of the things that.....”

√ “What are two or three of the goals you have in regards to what we talked about yesterday...?”

√ “We probably don’t have time to discuss all the outcomes for the lessons you’re thinking about, but which ones seem most important to you...?”

• Statement of Ability/Attitude

√ “I know you’ve been thinking a lot about this, and I am curious about....”

√ “I know you are seeing connections what are some of the things you’ve been doing...?”

√ “As you think about how different people might approach this, what are some of the ways”

√ “Help me make sure I am making sense, what are you hearing me say about the ways that.....?”

√ “Your insights are really the most important here, what are your thoughts ...”

Mediating Thinking through Questions-Presuppositions Practicum

Analyze the following examples then rewrite them with **Positive** presuppositions.

Remember: In addition to using plurals when appropriate, questions should contain or start with a Positive Presupposition regarding Ability/Attitude. Some of these examples may have to be completely discarded and rewritten based on your assessment of the speaker's positive intention.

1. While debriefing an team intervisitation, the principal says: "In the lesson what did Jack decide to do, and why was that the best choice?" or " I didn't see any evidence of _____.. Why do you think Jack is choosing to ignore what everyone else is already doing?"
2. As we begin this discussion remember, there's no right answer here.
3. I know that you are all going to think this is really a waste of time, but just don't complain until you try it.
4. Don't you think it would be a good idea to do the needs assessment after we see the budget?
5. Do you really think that there's anything you can do about that?
6. Have you thought about putting the kids in groups for these kinds of activities?

Next, create 3 questions/statements that you can use.

Advanced Communication and Intervention Skills
Calibration is the key to successful communication.....Genie Z Laborde



Sensory Acuity

Psychological States

Scenario A
"1-100"

Advanced Communication Skills- Rapport

Definition of Rapport:

Techniques for Pacing:

1. Be Flexible & Patient
2. Be Conscious to Cues
3. Pace-match to cues & signals
4. Be Flexible, Conscious & Patient

Pacing for Rapport

```
graph TD; A([Pacing for Rapport]) --> B[B  
M  
I  
R  
S]; A --> C[Non-Verbal]; A --> D[Techniques for Pacing];
```

B

M

I

R

S

Non-Verbal

Feedback

What are some of the things that were new or reconfirmed?

What topics from today would you like to explore more deeply in the future?

What are some of the ways you can see for using this information in you life?

What are some comments or things you would you tell Rob about the work you did?