

Indiana University Health Breakthrough Leadership Program

3-DAY HANDBOOK



**KANSAS
LEADERSHIP
CENTER**

Julia Fabris McBride

WITH THE KANSAS LEADERSHIP CENTER TEACHING TEAM

Table of Contents

DAY 1

LEADERSHIP FRAMEWORK AND DIAGNOSE SITUATION 5

- Redefining Leadership6
- The Nature of Leadership and Authority7
- Diagnose Situation.....8
- Distinguish Technical and Adaptive Work.....9
- Smart Experimentation 10
- Explore Systemic Interpretations 11
- Patterns and Process in Systems..... 12
- Describe Your System..... 14
- Map Your System..... 15
- Case Consultation Instructions 16
- Identify Who Needs to do the Work 20
- Tips for Working Across Factions 21
- Getting on the Balcony.....22

DAY 2

ENERGIZE OTHERS AND MANAGE SELF 24

- Energize Others25
- Lead with Powerful Questions 26
- Energize Others with Powerful Questions.....27
- Coach-like Conversations 28
- Kolb Learning Style Inventory..... 29
- Learning Styles: Working with Others..... 31
- Manage Self.....32
- Know Your Vulnerabilities and Triggers 33
- Experiment Beyond Your Comfort Zone..... 36
- Leadership Starts with You37
- Take Care of Yourself..... 38
- Energy Inventory40
- Practice and Preparation Before Day 3 42

DAY 3

INTERVENE SKILLFULLY AND CAPSTONE ACTIVITY 44

- Intervene Skillfully 45
- Inspire a Collective Purpose 46
- Getting into the Productive Zone 48
- Take the Temperature..... 50
- Raise the Heat 51
- Tips for Intervening Skillfully52
- Create a Trustworthy Process..... 54
- Tips for Creating a Trustworthy Process..... 55
- Debriefing a Meeting or Group Process 56
- Capstone Activity.....57
- Faction Maps..... 58
- Act Experimentally 62

KEEPING LEADERSHIP SKILLS ALIVE

- Preparing for Your Application Sessions & Coaching Sessions 65
- Enhance Your Skills with YLE Online 66
- Leadership is an Activity..... 67
- Create a Trustworthy Process..... 70
- Give the Work Back.....72
- Coaching Sessions75

Message from Jason Gilbert

We are truly excited about our partnership with the Kansas Leadership Center. Indiana University Health and KLC are both focused on expanding the effectiveness and definition of nursing leadership in our organization and communities. We believe we must invest in the leadership development of our team members to address the uncertainties of an ever-changing healthcare environment to improve healthcare outcomes and address social determinants of health.

You have been selected to participate in the program due to your talent and performance as well as your high level of commitment to IU Health's vision, promise, mission and values. This experience and corresponding KLC activities are designed to support our core values, strategic initiatives, and building blocks that will empower us to advance the profession and lead into the future.

By participating in the Center for Nursing Excellence leadership programs, you will have an opportunity to:

- Develop new problem-solving skills
- Intervene more effectively on the challenges that matter most
- Resolve differences through an understanding of conflict styles
- Identify opportunities to experiment, mobilize others for change

On behalf of Indiana University Health, we are looking forward to seeing how you put these concepts and leadership principles into action and thank you for accepting the challenge to help us progress towards the vision of making Indiana one of the healthiest states in the nation.

Thank you for your time, your passion, and your involvement in this program.

Jason H Gilbert, PhD MBA RN NEA-BC

Executive Vice President and Chief Nurse Executive

Preparing for Your KLC Experience

The Kansas Leadership Center, working with international partners, has adopted and developed cutting-edge leadership ideas and teaching methods. KLC is not interested in providing training that merely informs. We encourage participants to experience a transformed view of leadership that expands their ability to make progress. Below are considerations and quotes from past participants to help you prepare.

IT MAY GET UNCOMFORTABLE. Most find their KLC experience rewarding and beneficial. But they don't always see it that way at first. It is common to feel confused or frustrated at times during the program; this is a natural part of the learning process when wrestling with ideas that may disrupt common assumptions. In those moments of discomfort, we encourage you to remain open to new possibilities.

"My head was spinning after the first day, but our facilitator told us to stay curious. I'm glad I took his advice, or I could have missed out on so much."

ACCEPT THE CHALLENGE. Our programs will engage and challenge you. We create space for you to practice in the moment rather than simply discussing leadership. Be willing to absorb new concepts, test your assumptions and consider other points of view.

"I'm a person who likes having all the data to inform my decisions, but I took a leap of faith and spoke even when I didn't have all the answers. It changed everything for me."

BE FULLY PRESENT. Give yourself time and space to devote to learning. Attending to outside demands during the program reduces learning for you and others. Stay present for every opportunity to make the most of your experience.

"It was nice to remove myself from the daily grind, step back and examine my work from a different perspective. Breaking up my normal routine was so beneficial."

PROGRAM STRUCTURE. Your facilitators ask provocative questions, challenge interpretations, and expect the group to rent and test ideas. This approach ensures that participants explore a model that questions popular beliefs about leadership. Individuals share in the responsibility of helping the group learn, and there is much to glean from those in the room.

"I'm glad I let myself get outside my own comfort zone. My fellow participants helped me stretch my understanding of leadership and even my understanding of myself."

DAY 1:

Leadership Framework and Diagnose Situation

Get ready to understand what makes progress difficult in your system. Practice making tough, adaptive interpretations and ask yourself who needs to do the work.

DAY 1

DAY 2

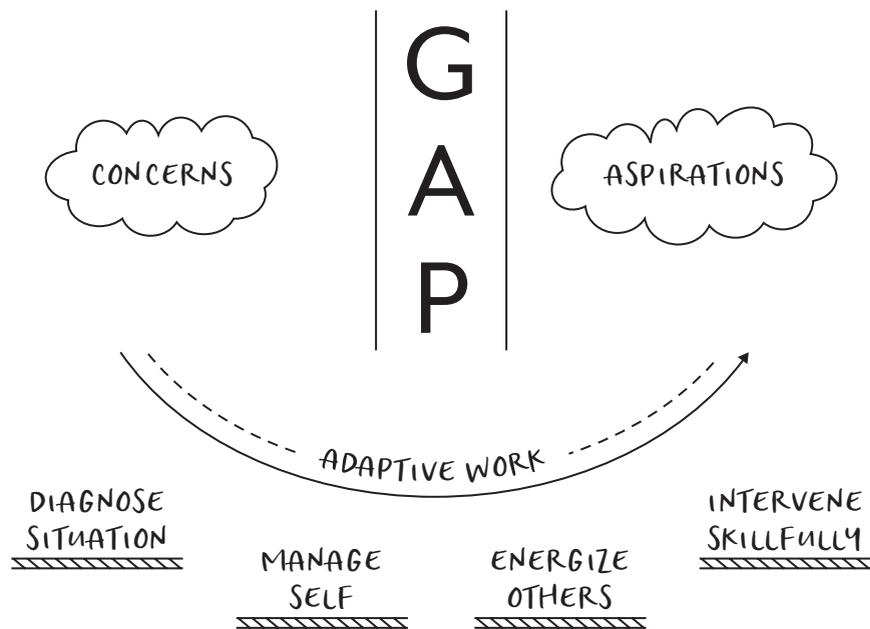
DAY 3

WE ALL HAVE ASPIRATIONS.

You have aspirations – for your family, your community, your company. And at some level, you know that bridging the gap between your current reality and your aspirations is going to take leadership.

REDEFINING LEADERSHIP

Leadership is mobilizing people to make progress on complex, adaptive challenges.



KLC PRINCIPLES

For a short introduction to the KLC definition of leadership and how leadership and adaptive challenges go hand in hand, see pages 7-11 in *Your Leadership Edge*.

The Nature of Leadership and Authority

If you have authority, use it wisely to make progress on what you care about. When the challenge is technical your authority or expertise may be enough to get the job done. With adaptive challenges, by all means, use authority to highlight issues and focus attention where it needs to be.

When authority is not enough, try the leadership activities listed in the right-hand column, below.

AUTHORITY	LEADERSHIP
<p>POSITIONAL INFLUENCE</p> <ul style="list-style-type: none"> • Use your role and position. 	<p>EARNED INFLUENCE</p> <ul style="list-style-type: none"> • Use relationships and earned credibility.
<p>PROVIDE EXPERTISE</p> <ul style="list-style-type: none"> • Provide direction and speak from your expertise. • Demonstrate your knowledge. • Act based on your expertise. 	<p>MODEL NOT KNOWING</p> <ul style="list-style-type: none"> • Explore what you and others don't know. • Demonstrate curiosity and learning. • Take smart risks, even when unsure.
<p>FOCUS ON EFFICIENCY</p> <ul style="list-style-type: none"> • Create efficient agendas. • Hold to tight timelines. 	<p>FOCUS ON PROCESS</p> <ul style="list-style-type: none"> • Loosen agendas and timelines. • Ensure engagement and honest conversation.
<p>PROVIDE SUPERVISION</p> <ul style="list-style-type: none"> • Answer questions. • Give direction. • Provide accountability. 	<p>PROVIDE SUPPORT</p> <ul style="list-style-type: none"> • Ask questions. • Encourage ambiguity. • Tolerate uncertainty. • Encourage collective accountability.
<p>MANAGE CONFLICT</p> <ul style="list-style-type: none"> • Avoid. • Manage and control. • Resolve quickly. 	<p>ENCOURAGE PRODUCTIVE CONFLICT</p> <ul style="list-style-type: none"> • Support and allow productive conflict. • Help others explore sources of conflict. • Stay curious and don't rush to resolution. • Encourage collective accountability.
<p>USE HIERARCHY OR RANK</p> <ul style="list-style-type: none"> • Stay within your span of control. • Decide whom to engage. • Engage those who have clear connection to the work. • Make most decisions. • Use authority to override undesired results. 	<p>STRETCH BEYOND HIERARCHY OR RANK</p> <ul style="list-style-type: none"> • Act beyond your pay grade. • Engage all levels in the system equally to identify and solve problem. • Let others decide whom to involve. • Give decision making authority to the group. • Cede control of the outcome to the group. • Trust the outcome even if it isn't what you imagined.

“A problem well stated is a problem half solved.”

CHARLES KETTERING

DIAGNOSE SITUATION

- **Explore tough interpretations**
- **Distinguish technical and adaptive work**
- **Understand the process challenges**
- **Test multiple interpretations and points of view**
- **Take the temperature**
- **Identify who needs to do the work**

What dimensions of Diagnose Situation are strengths for you?

Given your current work and purposes, what are opportunities for more thorough diagnosis?

DIAGNOSE SITUATION

Distinguish Technical and Adaptive Work

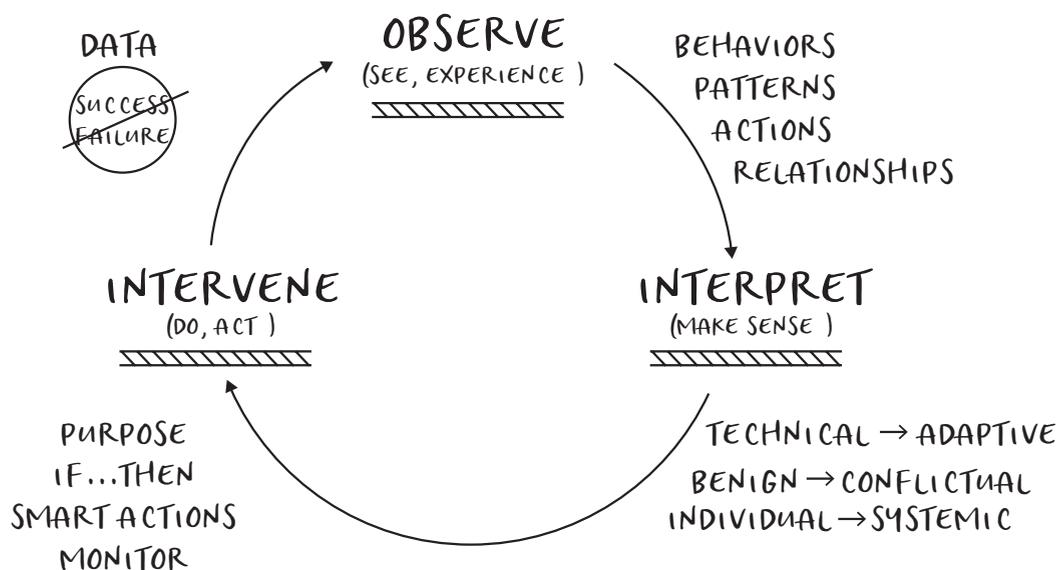
An adaptive challenge is a problem, issue or opportunity that demands a response outside your current repertoire - you don't have the information you need or a checklist you can follow to make the problem go away. Your usual tools won't work and your expertise is not enough. Addressing an adaptive challenge requires motivating people to change by engaging and challenging both their hearts and their minds. Making progress means helping people navigate loss and helping them do what is necessary instead of what is comfortable.

*DISTINGUISHING TECHNICAL
AND ADAPTIVE WORK*

	TECHNICAL WORK	ADAPTIVE WORK
THE PROBLEM	IS CLEAR	REQUIRES LEARNING
THE SOLUTION	IS CLEAR	REQUIRES LEARNING
WHOSE WORK IS IT?	EXPERTS OR AUTHORITY	STAKEHOLDERS
TYPE OF WORK	EFFICIENT	ACT EXPERIMENTALLY
TIMELINE	ASAP	LONGER TERM
EXPECTATIONS	FIX THE PROBLEM	MAKE PROGRESS
ATTITUDE	BEING RIGHT	BEING CURIOUS

Good Diagnosis Leads to Smart Experimentation

It's a leadership skill to hold multiple interpretations of your situation. Most people jump to technical and benign interpretations. If you wish to lead, explore multiple interpretations that are more adaptive, conflictual and system-oriented. In other words, don't shy away from tough or uncomfortable interpretations.



MAKE TOUGH INTERPRETATIONS

TECHNICAL:

Known solution that can be carried out by experts/authorities.



ADAPTIVE:

Requires new learning with stakeholders engaged in smart experimentation.

BENIGN:

Interpretations that don't challenge the status quo or the story we like to tell.



CONFLICTUAL:

Raises the heat by revealing unspoken motivations and "our part of the mess."

INDIVIDUAL:

Accounting for actions by assigning cause to a specific individual.

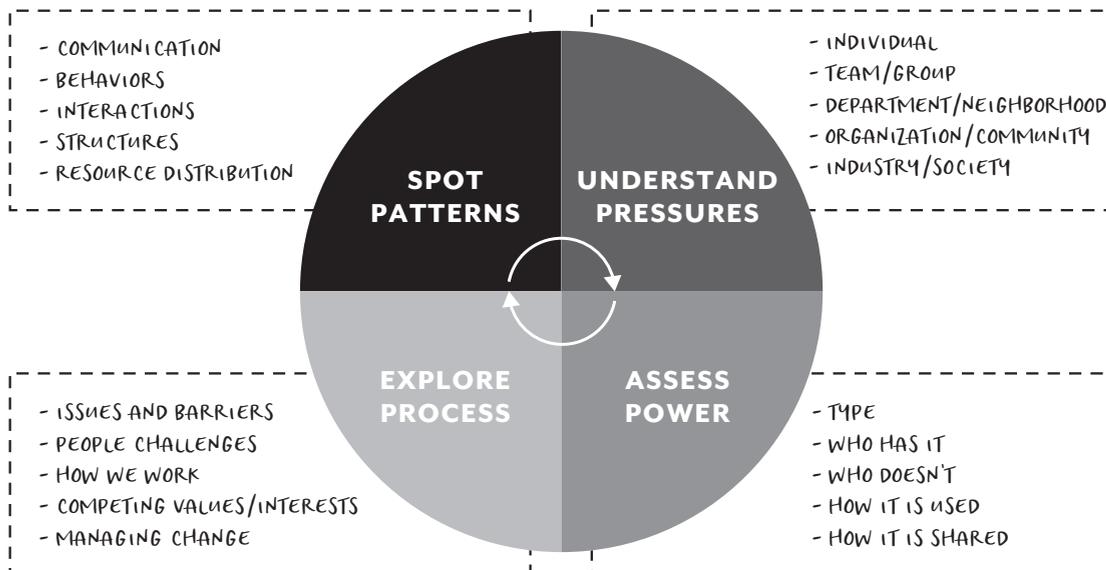


SYSTEMIC:

Accounts for pressures, patterns and roles that exist in any group.

Explore Systemic Interpretations

Take time to consider what's going on in the systems related to your challenge and you may discover new ways forward. Look for patterns and pressure points. Think about how people communicate, what's working and what isn't. Don't be afraid to ask questions about power and process.

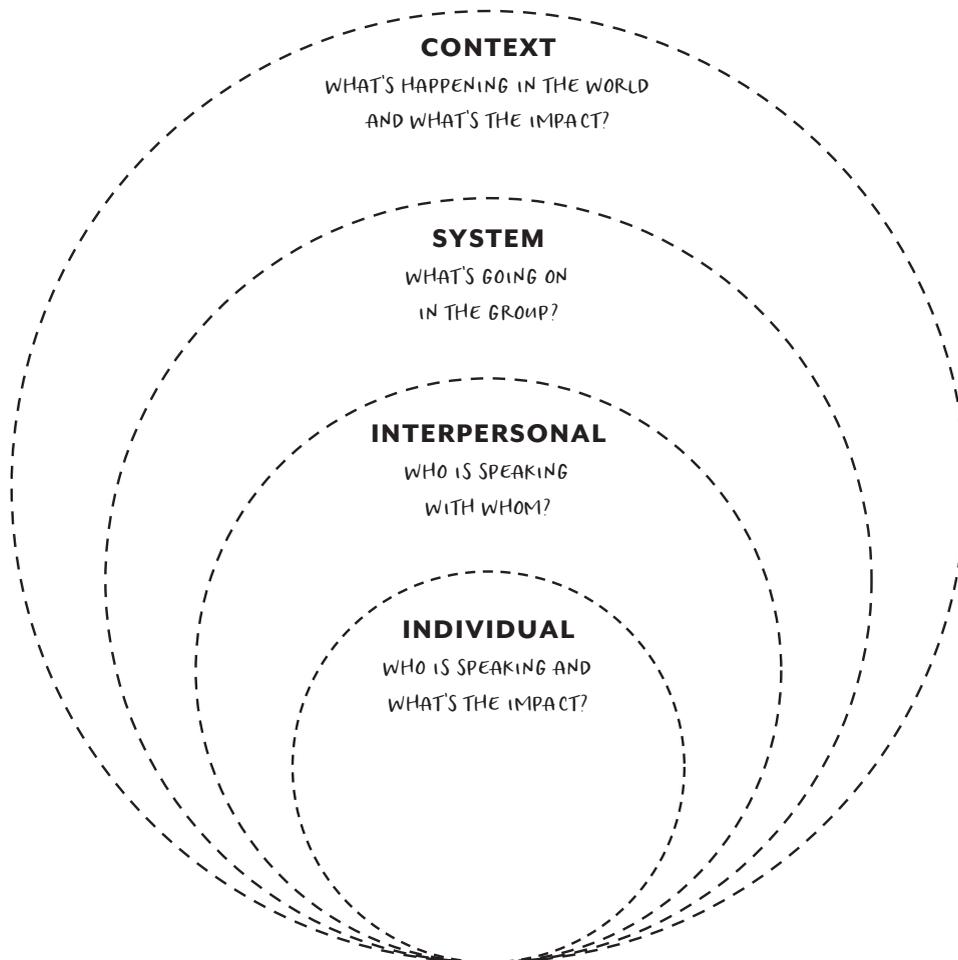


- What patterns have you noticed?
- What pressures are at play?
- How is power influencing the situation?
- What process challenges need to be addressed?

DEEP DIAGNOSIS

Patterns and Process in Systems

SPOTTING PATTERNS AT FOUR LEVELS OF ATTENTION



INDIVIDUAL LEVEL

Observe what individuals are doing.

- How are members of the group responding to the person who is speaking?
- Are individuals contributing separate ideas or do they build on each other's comments?
- How frequently is an individual speaking?
- Is it just the same people or are new voices getting heard?
- Are individuals asking questions of each other or just making their points?
- What is the pattern of communication between individuals and the authority?
- Do participants mostly speak to the authority or are they speaking to other participants?
- What happens when there is a pause in the speaking?
- Do you observe individuals playing the same role repeatedly? (For instance, joker, sense maker, expert, caretaker, substitute authority.)

INTERPERSONAL LEVEL

Observe who is interacting with whom.

- Who is speaking with whom?
- What patterns are you observing between participants?
- Is anyone trying to engage new voices in the system?
- How are members of the group responding?

SYSTEM LEVEL

Observe interplay among multiple people.

- What is the pattern of interaction between the participants and the authority in the room?
- Do you see any factions developing? Who are in these factions?
- What roles do you observe in action? What is the impact on the group when you see roles played repeatedly?
- What elephants are in the room? Is anyone willing to bring the topic up?
- What happens right before a time boundary? Does the group display consistent patterns, such as bringing up a difficult subject (race, gender, etc.) just before a break?
- What happens when someone in the room makes a provocative statement or interpretation? Do you see that pattern repeated in the room?
- How does the system deal with loss or casualties?
- Does the conversation stay focused on what is happening in the room?
- Does seating in the room have any relation to who speaks most often?
- Do individuals jump in with separate ideas or build on each other's comments?

CONTEXT LEVEL

Discern impact of outside events and dynamics on what happens in the room.

- How might outside forces be affecting the dynamics in the room? (For instance, a current event, homophobia, someone experienced outside of this group, institutional racism, etc.)
- How are relationships between co-workers in the room impacting the system?

EXPLORE PROCESS

Issues and barriers

- What differences exist among group members with respect to vision, purpose?
- What uncertainty and lack of clarity exists in the group?
- What bridges need to be built among the factions?

How the group is working together

- Is the process helping the group move forward?
- Is the process led in an authoritarian or collaborative manner?
- Is the group moving to solutions too quickly?
- Are helpful relationships being built?
- Are group members asking questions of each other?
- What roles are being played in the system? Are they helpful?

Competing values

- What values are talked about? What values are not?
- Is progress being made to understand each other's values?
- Does conversation focus on differences or moving toward identifying overlapping interests?
- Are group members asking for feedback on their own opinions?

Describe Your System

SYSTEM MAKE-UP

WHO MAKES UP THE SYSTEM?

PRESSURES

WHAT ARE THE PRESSURES YOUR SYSTEM IS EXPERIENCING?

POWER

HOW IS POWER DISTRIBUTED IN THIS SYSTEM?

PATTERNS

WHAT PATTERNS MAY BE IMPACTING THE PRODUCTIVITY OF THIS SYSTEM?

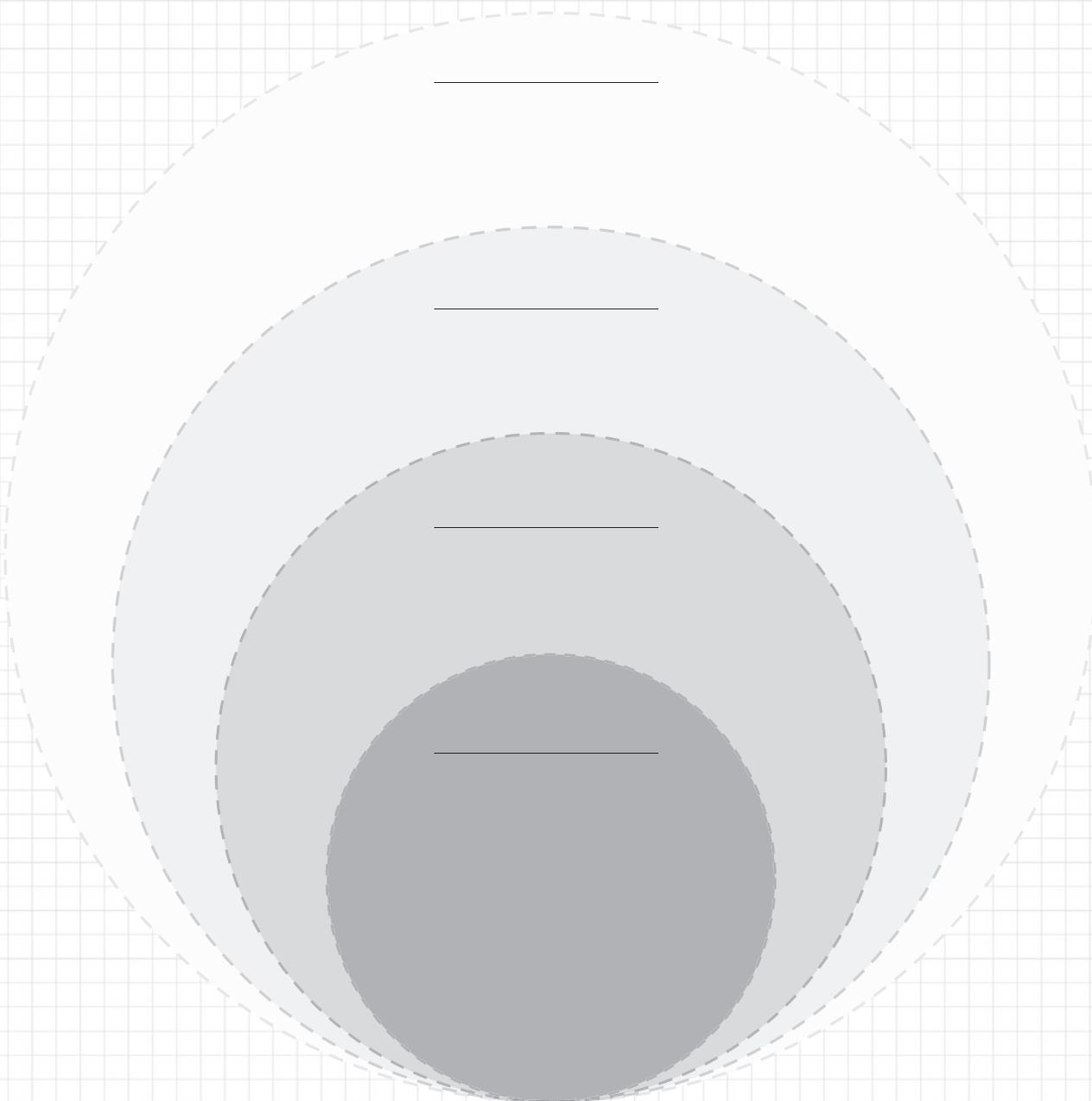
PROCESS

WHAT ARE THE RELEVANT PROCESS CHALLENGES THAT ARE IMPEDING PROGRESS?

YOU

WHERE DO YOU HAVE INFLUENCE IN THIS SYSTEM?

Map Your System



 PRESSURES  POWER  PATTERNS  PROCESS CHALLENGES

Case Consultation Instructions

HOW CASE CONSULTATION WORKS

Case Consultation is a structured discussion designed to be different from how you typically talk about a challenge. The case presenter invites a group of employees to consult about a challenge. If you are the presenter, invite people who share a stake in the challenge, but don't stop there. Include a few people who are from areas less affected by the issue, but equally committed to the company's success, who will add refreshing interpretations and perspectives. This is a structured 45-minute process that fits easily into a one-hour meeting. Once your group is gathered, take a few minutes before starting the structured consultation to review tips and assign roles (below). Then, at the end, take a few minutes to reflect on how well your group followed the process. Using the debrief questions on page 19 of this handbook, discuss ways to be even more effective the next time around.

CASE CONSULTATION ROLES

Presenter: Prepares the one-page case (see Case Writing Instructions on page 19), makes copies, and hands out the written case at the beginning of the case consultation session. After allowing time for the group to read the case, the presenter uses the written case as an outline to present data about the adaptive challenge during the Data Gathering section. The presenter is not the only person who can answer questions during Data Gathering. Others who have information related to the case can provide data.

Facilitator: Keeps the process moving - engaging others in the process. Reminds the group of each section's purpose as the group moves through the case consultation. Refocuses the group on the intended purpose of each section when necessary.

Note-taker: Records notes during the Diagnostic Questions and Action Brainstorming sections of the case consultation process. The presenter and others working on the case can use these notes to make progress on the adaptive challenge.

Time-keeper: Manages the time boundaries. Gives one "heads-up" when half the time for each section has elapsed and another when one minute remains. Stops the conversation at the time boundary.

IMPORTANT EXPECTATIONS AND CONSIDERATIONS

Honesty, forthrightness, openness, courageous exploration, freedom of expression, and curiosity are needed to make progress on adaptive issues. *Confidentiality* among participants is required to create the right “holding environment” to do case consultations. *This means no comments made during the consultation may ever be attributed to any individual in notes or other communications and conversations.* The group may decide if the case itself can be discussed outside of the consultation based on the nature of data and perspectives shared. *The written case should be returned to the presenter after the consultation.*

Traps to watch for:

- Lack of clarity on the adaptive challenge. Make sure you establish this during the Data Gathering section.
- Presenter or those directly in authority dominate the conversation, defending and explaining.
- Group members jump too quickly to solutions, especially technical solutions.
- Group members are afraid to tell the presenter or those in authority difficult news or information that would be helpful.
- Group members “stomp” on others’ ideas during the Diagnosing and Action Brainstorming sections of the consultation.
- Presenter hides or authorities in the case hide real stakes and anxieties.
- Group members tell stories about their own experience or expertise, rather than see the problem through the eyes of the presenter and other people in the case.

MAKE TOUGH INTERPRETATIONS

When up against a difficult adaptive challenge, the usual ways we make sense of the situation fall short. We need more and tougher interpretations that can lead to innovative action. The more and tougher interpretations your group can generate during the Case Consultation Diagnostic Brainstorming section, the more options open up for addressing the challenge.

TECHNICAL:

Known solution that can be carried out by experts/authorities.



ADAPTIVE:

Requires new learning with stakeholders engaged in smart experimentation.

BENIGN:

Interpretations that don't challenge the status quo or the story we like to tell.



CONFLICTUAL:

Raises the heat by revealing unspoken motivations and “our part of the mess.”

INDIVIDUAL:

Accounting for actions by assigning cause to a specific individual.



SYSTEMIC:

Accounts for pressures, patterns and roles that exist in any group.

CASE CONSULTATION 45-MINUTE PROCESS

OBSERVE: Gather Data and Observations

15 MINUTES

The presenter should use part of the time to share the challenge. Participants should use the questions to the right to help the group illuminate the adaptive components of the challenge.

GOAL:

To understand the adaptive challenge and gather information (data) to help in next steps.

- What is the issue?
- What is our intention? (AI)
- What draws us to this inquiry? (AI)
- Have we named all the major players? What are their formal relationships? What are their informal alliances?
- Where is the senior authority on the issue?
- Who are the unusual voices in this situation? What do we know about them?
- What has been done so far to make progress?
- What options seem off the table or non-negotiable related to the case?
- Who cares and what do they care about? (AI)
- What would progress look like?
- Describe when this has been handled well or team/org has been at its best? (Positive Core) (AI)
- What do we know so far and what do we still need to learn? (AI)

INTERPRET: Generate Multiple Interpretations

20 MINUTES

The group, including the case presenter, should generate as many interpretations as possible about the adaptive challenge. Practice using the language, "one interpretation is..." and "another interpretation is..." If stuck, use the questions to the right to help the group consider new areas to generate interpretations, not gather more data from the presenter.

GOAL:

To generate more/tougher interpretations and illuminate new ways to understand the case.

- What are possible adaptive, conflictual, and systemic interpretations of the case?
- What are the underlying or hidden issues?
- What are the relevant groups or factions in this challenge and what do they care about?
- What values are represented in the case for various players? Competing values?
- What assumptions need to be challenge or tested? (AI)
- In what way are loyalties (to people, places, ways of doing things) at work in this case?
- What's at stake for players: real or anticipated losses (personal and corporate)?
- What strengths exist that could be leveraged to address these issues? (AI)
- What would someone with very different beliefs have to say about this case? (AI)
- How does the situation look to the others? What's the story they are telling?
- What do players in this case seem unwilling to try? Why?
- What are you and/or your team contributing to the problem? What's your part of the mess?
- What is the level of disequilibrium (heat) in the system? Too low for any real learning to take place? Too high for people to tolerate?
- For real change to happen, who has to do the work on this? Who else?

INTERVENE: Brainstorm Possible Interventions

10 MINUTES

The group should generate as many experiments as possible that the presenter might consider. Use the list of interpretations to help imagine possible interventions. Don't explain. Be pithy with your ideas.

GOAL:

To offer possible smart risks and experiments to consider in an effort to make progress.

- What's our purpose for taking action?
- How might we build on strengths (the positive core)? (AI)
- What's the next level of thinking we need to do? (AI)
- What would it take to make real change on this issue? (AI)
- What needs our immediate attention going forward (AI)
- What difficult choices or unpopular action might be necessary?
- How might we leverage our strengths to address this challenge? (AI)
- What are low risk ways to test interpretations discussed?
- How might we build bridges between (cross) factions?
- What courageous conversations need to take place?
- How can we energize others to get and stay involved?
- How might we raise or lower the heat as needed to make progress?
- How can we build a more trustworthy process to address this challenge?
- What should be monitored as signs of progress on the adaptive challenge?
- What SMART experiments could be undertaken?

CASE CONSULTATION DEBRIEFING

To make future case consultations more powerful and efficient, take five minutes to debrief how well you worked as a team. Score the items below individually then discuss as a full group:

We asked the most important data gathering questions.	We identified the adaptive challenge(s) in the case.	We stayed in diagnosis for the full 20 minutes, not jumping to actions.	We raised tough interpretations from multiple points of view.	We made space for all group members to have input.	We stuck to the consultation format and timing.
Consistently	Early	Consistently	Consistently	Consistently	Always
Occasionally	Late	Occasionally	Occasionally	Occasionally	Sort Of
Not At All	Not At All	Not At All	Not At All	Not At All	Not At All

CASE WRITING INSTRUCTIONS

Use these instructions to write a case to be used in a 45-minute group case consultation session. The purpose of case consultation is twofold: To help the group make progress on the issue you present and to strengthen skills in diagnosing adaptive challenges in ways that lead to more skillful interventions. These are important leadership skills. Below is an outline for writing the case. The case should fit on one page. You will be presenting the case so you and others can always add more data and information as you introduce the case or respond to data gathering questions.

Case Name: Give the case a name that captures the issue at hand. Sometime it's a question, "How do we...?"

Synopsis: A paragraph describing background and the current situation. It is important to include, as best you can, a description of the adaptive components of the challenge.

Key Players: List individuals (by title), teams, units or other groups within and outside the company (such as customers) who have a stake in the case – directly or indirectly. One sentence explaining why each is a key player is always helpful.

What's at Stake? Explain anticipated gains or losses associated with progress or lack of progress with the case. Different key players might have different "stakes" in this case – point those out as best you can.

Why do we Care? What is important enough to make addressing the issue in the case critical to the company? This is another way of saying "What's at stake?" but at a higher level than individual groups or stakeholders.

What have we done so far? List any actions you or others in the company have taken so far to address the issue(s) in the case.

Questions: List questions you would like case consultants to address.

Here are a few examples:

- *What competing values might be involved?*
- *What factions are involved and what does each faction value?*
- *What hard choices might we need to make in order to make progress?*

DIAGNOSE SITUATION

Identify Who Needs to do the Work

FOR WHAT? TO UNDERSTAND AND ENGAGE OTHERS.

The diagram consists of a central circle labeled "YOUR ISSUE:". Six dashed arrows point from six surrounding boxes towards this central circle. Each box is a form for a "Faction" and contains the following fields:

- FACTION: _____
- VALUES: _____
- LOYALTIES: _____
- LOSSES: _____
- Degree to which they care about my issue (1 to 10) []
- Degree to which I need them in order to make progress (1 to 10) []

Factions are groups of people who share values and viewpoints on an adaptive challenge. They often share a common perspective on the work you are trying to accomplish.

Values are deeply held beliefs, which often are based in significant life experience or how you were raised.

Loyalties present dedication to a group, a place, people or a way of doing things. (Loyalties often trump values.)

Losses are things we give up if progress is made. Loss of control, loss of prestige, loss of comfort or familiarity. We anticipate loss and see it as a risk we may not be willing to take.

When you've completed your faction map, ask yourself: Which two or three factions should I focus on first? For more on identifying who needs to do the work, see *Your Leadership Edge* page 42.

Tips for Working Across Factions

(FOR MORE, SEE PAGE 120 IN *YOUR LEADERSHIP EDGE*.)

EXPLORE:

- Who isn't in the discussion but should be and invite them.
- The story being told about you or your faction and the impact.
- Where others stand on the issue (before asking them to understand your point of view).
- Assumptions.
- Values, loyalties and losses for different factions.
- The impact of power and privilege.

BE:

- Clear about the purpose at hand.
- Willing to accept disappointment, uncertainty and conflict.
- Curious - ask questions.
- Willing to talk about your own struggles.
- Open to exploring approaches other than your own.
- Willing to name the "elephant in the room."

CREATE:

- Agreements about how stakeholders will work together.
- Opportunities to define and recognize progress.
- Space to share personal stories.
- Different settings for the work to take place.
- Tolerance for differing viewpoints by acknowledging them without judgment.

DO:

- Work to establish a collective purpose.
- Identify key factions, guarding against biases.
- Ask questions to gather data in real time instead of assuming where people stand.
- Engage everyone.
- Acknowledge the losses or potential losses of all parties.
- Actively stay engaged even when frustrated.
- Acknowledge how your interests may be getting in the way of progress.

DEBRIEF

Getting on the Balcony

HERE'S WHAT WE KNOW SO FAR:

1. There is a gap between where we are and where we want to be.
2. The gap is difficult to close because it's adaptive.
3. Authority alone is not sufficient to close the gap.
4. Leadership is required to mobilize people to do difficult work.
5. Progress will require us to do something different.
6. We need to diagnose the situation more effectively.

AND HERE'S WHERE WE'RE HEADED:

7. Multiple stakeholders (factions) must be energized for real progress to be made.
8. We are a stakeholder too and therefore we must learn how to manage ourselves.
9. We will need to intervene skillfully with our hand on the thermostat.
10. Leadership is all about acting experimentally.

"Achieving a balcony perspective means taking yourself out of the dance, in your mind, if only for a moment. The only way you can gain both a clearer view of reality and some perspective on the bigger picture is by distancing yourself from the fray."

RONALD A. HEIFETZ AND MARTY LINSKY
Leadership on the Line



A debrief is a short timeout from the action. We debrief during KLC sessions to provoke insight and encourage application of key ideas. Back at home, you can use the same process to debrief a meeting. If you are running the debrief, your job is to invite participants up to the balcony and help them see more options for leadership. Take care not to let the debrief become a replay of conversations. Ask provocative questions and leave plenty of space for people to make meaning of their own. Start with a simple question like, "What's on your mind?" Or try something more challenging like, "How would you describe the way our group worked together today?"

For an outline to use when debriefing a meeting, see page 56 in this handbook.

NOTES

DAY 2:

Energize Others and Manage Self

Increase your self-awareness, sharpen your interpersonal skills and engage with others to do adaptive work.

DAY 1

DAY 2

DAY 3

*“There are two ways of spreading the light:
to be the candle or the mirror that reflects it.”*

EDITH WHARTON

ENERGIZE OTHERS

- **Engage unusual voices**
- **Work across factions**
- **Start where they are**
- **Speak to loss**
- **Inspire a collective purpose**
- **Create a trustworthy process**

Which dimensions of Energize Others are strengths for you?

How effectively do you engage different voices and perspectives?

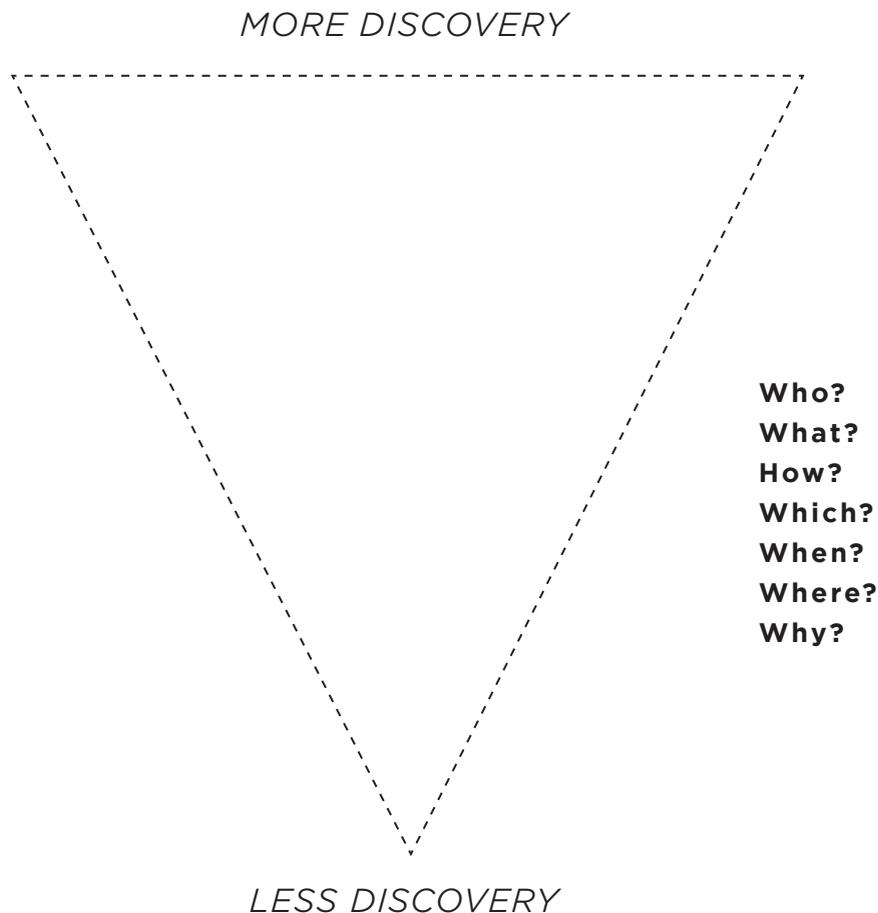
For the people you need to energize, what makes a trustworthy process?
What gets in the way?

Lead With Powerful Questions

KLC defines leadership as “mobilizing people to make progress on complex, adaptive challenges.”

This kind of leadership requires an attitude of curiosity. (See *Your Leadership Edge*, page 17.)

Curious questions drive discovery. And discovery drives change. If you practice designing more powerful questions, you will be more successful at diagnosing the situation, energizing others, intervening skillfully and managing yourself.



How will asking more powerful questions support your exercise of leadership?

Energize Others with Powerful Questions

QUESTIONS FOR FOCUSING ATTENTION

- What questions, if answered, could make the most difference to the future of (your situation)?
- What's important to you about (your situation) and why do you care?
- What draws you/us to this inquiry?
- What's your intention here? What's the deeper purpose ("the big why") that is really worthy of our best effort?
- What opportunities can you see in (your situation)?
- What do we know so far/still need to learn about (your situation)?
- What are the dilemmas/opportunities in (your situation)?
- What assumptions do we need to test or challenge here in thinking about (your situation)?
- What would someone who had a very different set of beliefs than we do say about (your situation)?

QUESTIONS FOR CONNECTING IDEAS AND FINDING DEEPER INSIGHT

- What's taking shape? What are you hearing underneath the variety of opinions being expressed?
- What's emerging here for you? What connections are you making?
- What had real meaning for you from what you've heard? What surprised you? What challenged you?
- What's missing from this picture so far? What is it we're not seeing? What do we need more clarity about?
- What's been your/our major learning, insight, or discovery so far?
- What's the next level of thinking we need to do?
- If there was one thing that hasn't yet been said in order to reach a deeper level of understanding/clarity, what would that be?

QUESTIONS THAT CREATE FORWARD MOVEMENT

- What would it take to create change on this issue?
- What could happen that would enable you/us to feel fully engaged and energized about (your situation)?
- What's possible here and who cares? (Rather than "What's wrong here and who's responsible?")
- What needs our immediate attention going forward?
- If our success was completely guaranteed, what bold steps might we choose?
- How can we support each other in taking the next steps? What unique contributions can we each make?
- What challenges might come our way and how might we meet them?
- What conversation, if begun today, could ripple out in a way that creates new possibilities for the future of (your situation)?
- What seed might we plant together today that could make the most difference to the future of (your situation)?

Source: Vogt, E., Brown, J., and Issacs, D. (2003). *The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action*.

Coach-like Conversations

GOOD IN THE BEGINNING

When opening a conversation think, “What can we discover?” and “What do we need to understand?” and “How do we set the table for success?”

Design your “Good in the Beginning” questions to:

- Generate maximum possibility.
- Learn as much as you can about the challenge.
- Understand the issue from as many perspectives as possible.
- Push people to be honest about who is in the room, and about who else should have a voice in shaping the future.
- Help people with diverse points of view see what they can learn from each other.

In the beginning, ask questions like:

- **What would be a good outcome for this conversation (meeting, process, etc.)?**
- **What’s important to you about this?**
- **What would someone with a very different set of beliefs have to say about this?**
- **What’s your/our intention here?**
- **What is the deeper purpose?**
- **What is worth your/our best effort?**

GOOD IN THE MIDDLE

In the middle of a conversation (whether one-on-one or with a group) think, “How can we go deeper?” and “What are we missing?” and “What could get in the way of progress?”

Design your “Good in the Middle” questions to:

- Analyze the work that is and is not being done.
- Push people to delve deeper and challenge assumptions.
- Challenge current understanding of the issue.

In the middle, ask questions like:

- **What do you/we know so far and what do you/we still need to learn?**
- **What assumptions do you/we need to test or challenge?**
- **What’s taking shape?**
- **What are you/we hearing underneath the variety of opinions being expressed?**
- **What new connections are you/we making?**
- **What’s missing? What are you/we not seeing? If there was one thing that hasn’t been said yet, what would it be?**

GOOD IN THE END

Near the end of the conversation think, “What’s next?” and “What’s left to consider before we experiment and see what there is to learn?”

Construct your “Good in the End” questions to:

- Move the group forward in new ways with a shared purpose.
- Help the individual or group to move into action.

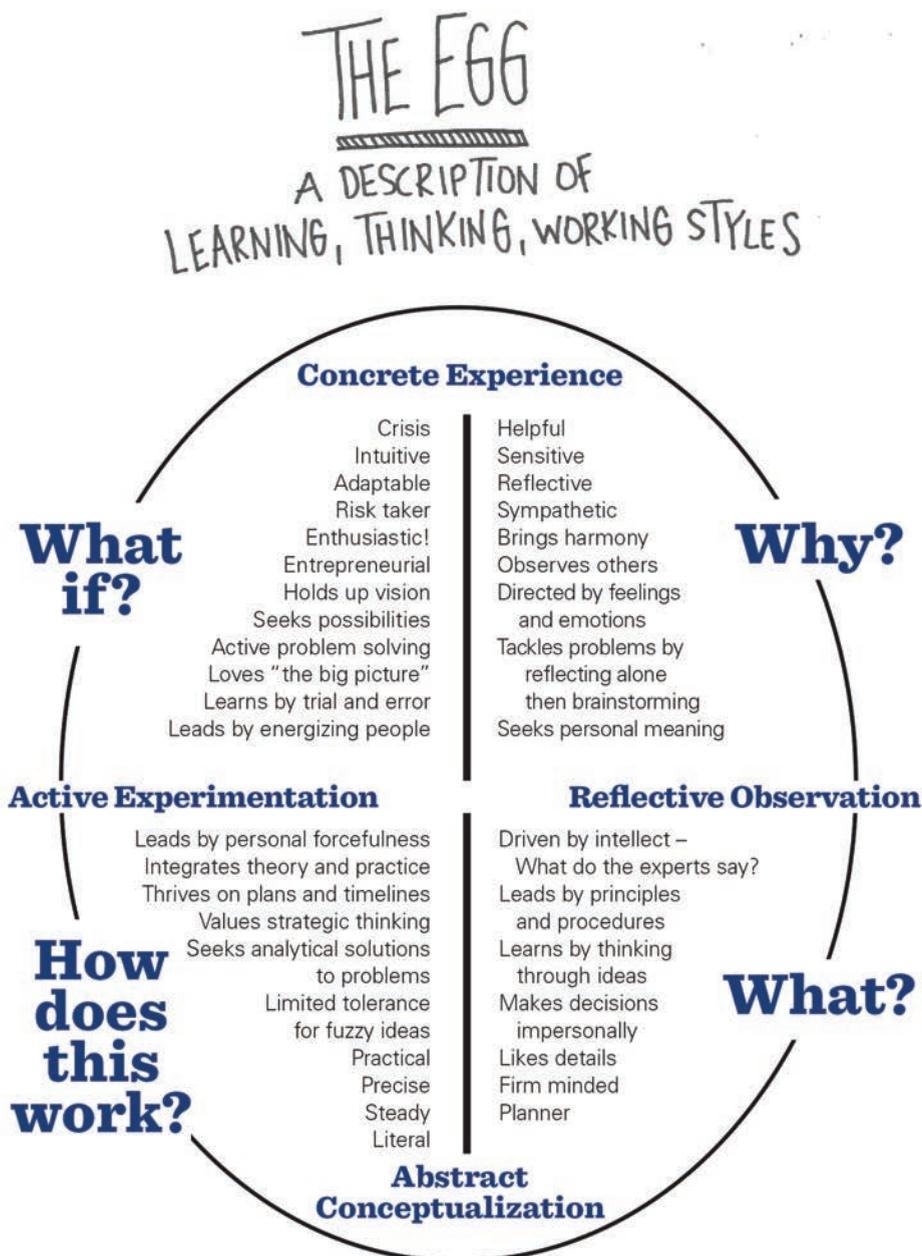
In the end, ask questions like:

- **How will you/we experiment?**
- **What’s possible here and who cares?**
- **How can I support you in taking the next steps?**
- **What unique contribution can you and others make?**
- **As you/we move forward, what challenges might come your/our way?**
- **How will you/we meet the challenges?**
- **What will it mean to hold to purpose?**

Kolb Learning Style Inventory

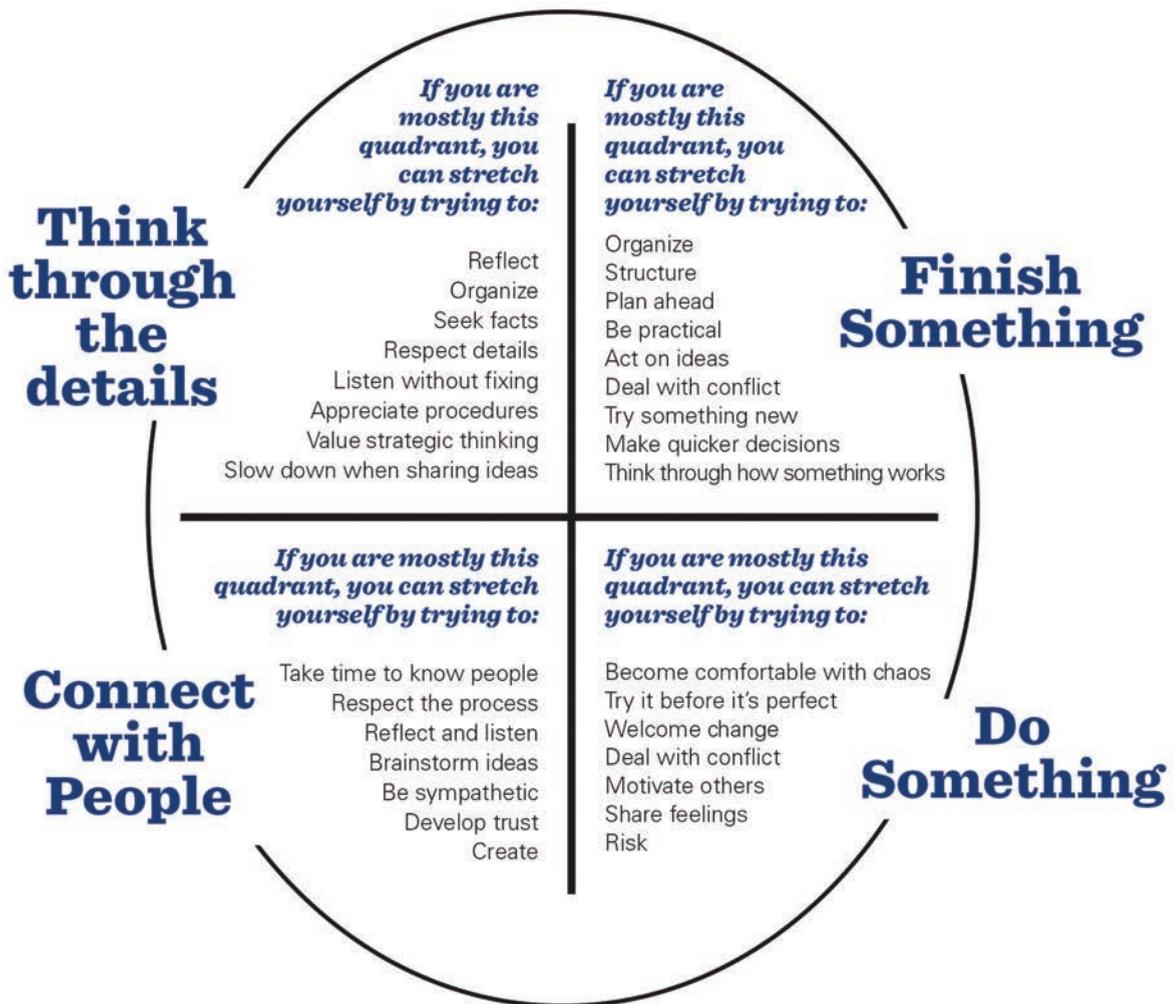
KLC uses the Kolb Learning Style Inventory to get you thinking about your own and others' preferred learning styles. Knowing more about the individuals you work with may lead to ideas about how to intervene and clues about what it looks like to experiment outside your comfort zone.

To learn more about the work of psychologist David A. Kolb visit <https://learningfromexperience.com/>



THE STRETCHING EGG

BALANCING OUR ACT



Learning Styles: Working with Others

As you discover more about the range of learning styles, and what individuals are likely to find painful or satisfying, you'll be better equipped to work across factions and help people make progress together.

Painful:

- Rigid adherence to an agenda or timetable
- Tentative, cautious people
- Long monologues
- Pretense at discussions when decisions have already been made

Satisfying:

- A flexible agenda
- Participants looking beyond stated objectives
- Strong, spirited interactions and energy
- Actions based on intuition
- Open discussion and interaction

Painful:

- Person in charge is insensitive to feelings
- Lack of trust among the group
- Unresolved conflicts
- Not giving consideration to those affected by a decision
- Meetings that have no personal relevance

Satisfying:

- Making connections
- Honesty
- Interests are elicited
- Time is allowed for discussion about feelings
- Process for consensus building

Painful:

- Lack of focus, leading to side issues
- Venting of emotions
- Dealing with personalities, not issues
- Inattention to practical realities
- Person in charge does not move to closure

Satisfying:

- A productive, problem-solving environment
- Exercising common sense
- Using ideas
- Decisions congruent with values
- Achieving closure

Painful:

- No agenda
- Person in charge does not understand the total picture
- No time for preparation
- Insufficient time spent defining the problem
- Lack of clarity as a meeting progresses
- Insufficient information for problem solving or decision making

Satisfying:

- Clearly defined issues, tasks, or problems
- Information is based on facts
- Adequate notice and time for preparation
- Pros and cons are weighed
- The group stays on task
- An objective perspective, a solid structure

“The first and best victory is to conquer self.”

PLATO

MANAGE SELF

- **Know your vulnerabilities and triggers**
- **Know the story others tell about you**
- **Choose among competing values**
- **Get used to uncertainty and conflict**
- **Experiment beyond your comfort zone**
- **Take care of yourself**

Which dimensions of Manage Self are most difficult for you?

What helps you manage yourself? What hinders you?

Know Your Vulnerabilities and Triggers

A big part of exercising leadership is understanding and appreciating our humanness. Take time to self-assess. Get to know your own vulnerabilities and triggers. You'll be better equipped to make conscious choices about leadership.

VULNERABILITIES

Concerns you have about yourself – weaknesses, uncertainty driven by competing values, doubts about your abilities, fears. Instead of finding ways to deal directly or openly with these limitations, energy is expended to conceal these parts of yourself, play it safe, or overcompensate (perfectionism, intellectualizing, cynicism, numbing, controlling). This effort to conceal vulnerabilities is what Brene Brown calls “The Hustle.”

TRIGGERS

Actions, behaviors, events or ideas that simply set you off – negatively or positively. Often caused by a core value being offended. Your response is not conscious or productive. Your reaction is out of emotion and not strategy.

TRIGGERS, REACTIONS, AND THE OPPORTUNITY TO CHOOSE YOUR RESPONSE

Triggers are those people, situations and behaviors that simply set you off. Research by the Gottman Institute shows that when most of us are triggered we gravitate toward one of four common (and automatic) reactions.

Is one of the reactions in the left-hand column your default trigger reaction?

What would happen if you replaced an automatic reaction (left column) with a more effective response from the right-hand column? How much more progress could you make if instead of criticizing or shutting down you took a breath, acknowledged your trigger and made a conscious choice?

TRIGGER REACTION

CRITICISM:

Verbally demean the other's personality or character.



CONTEMPT:

Assume the worst motives. Believe the other is not worth consideration.



DEFENSIVENESS:

Victimize yourself to ward off a perceived attack.



STONEWALLING:

Withdraw to avoid conflict. Convey disapproval, distance, and separation.



CONSCIOUS RESPONSE

EASY START UP:

Start with "I" statements and express a positive need. "This is what I hear." "This is what I need in order to make progress."

BUILD A CULTURE OF APPRECIATION:

Remind yourself of the worth and positive qualities of the other.

TAKE RESPONSIBILITY:

Consider "What's my piece of the mess?" Verbally accept responsibility for anything you might be contributing to the problem. Offer to consider the feedback.

PRACTICE HOLDING STEADY:

Stay present in the situation without attacking or withdrawing. Be the first to listen and be curious.

PSYCHOLOGICAL SELF-SOOTHING:

Take a break and do something rewarding or distracting.

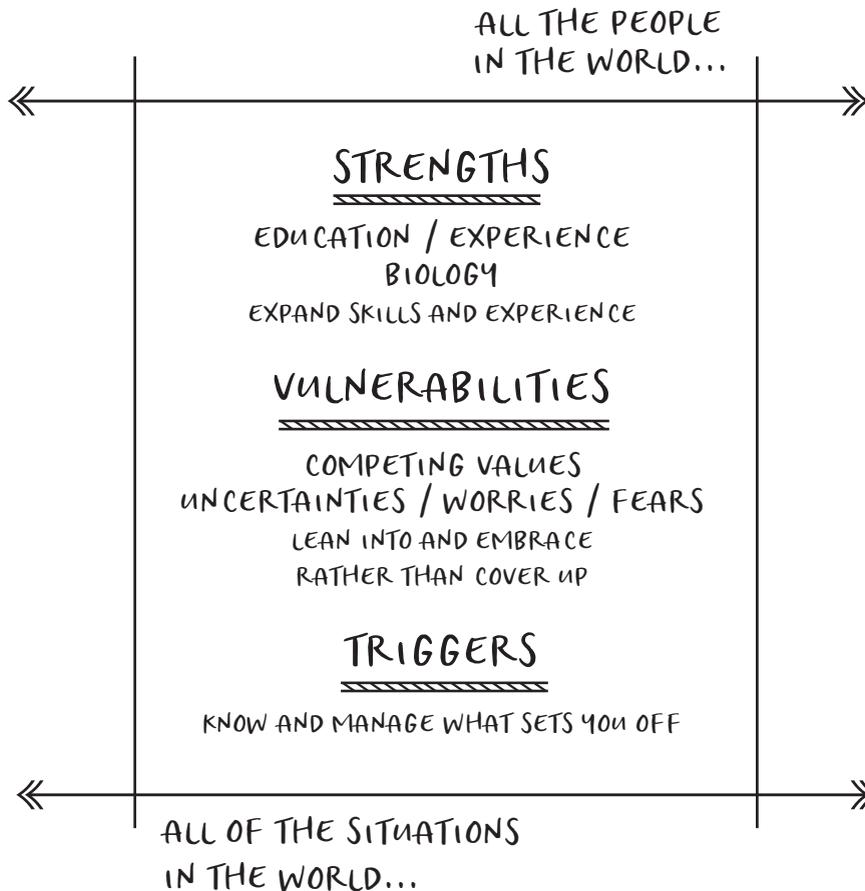
SOURCE: GOTTMAN INSTITUTE

NOTES

Experiment Beyond Your Comfort Zone

If you want to make progress on your adaptive challenges, you'll need to say yes to a little discomfort. Your preferred way of working – your usual style – that's your comfort zone. You have achieved a lot operating this way. But chances are that if you want to make progress on the next really big, complex challenge – or if you want change to happen faster or last longer – you'll need to push beyond what's comfortable.

This image may help you think about your leadership edge. What would it mean to experiment at that edge? Would you find ways to engage more people? Would you contribute to progress and success in more situations?



Leadership Starts with You

If you buy this principle that leadership starts with you, and if you want to exercise more of it, you'll need to experiment beyond your comfort zone. What would it look like to stretch your leadership edge?



For more about the leadership skill Manage Self with tips about how to experiment beyond your comfort zone, see *Your Leadership Edge* by Ed O'Malley and Amanda Cebula, page 86.

Take Care of Yourself

What drains your energy? When does this happen most?

What are you doing when you feel drained?

What time of day do you feel most drained or unlikely to want to connect with others?

What boundary violations drain you most?

What is your mindset when you feel drained?

When you are most drained, what aspects of self-care have you abandoned?

When you are most drained, what are you typically focused on?

What adds to your energy? When does this happen most?

What are you doing when you feel really alive and energized?

What time of day do you feel most energized and likely to want to connect with others?

What boundaries do you successfully protect when energized?

What is your mindset when you feel most energized?

When you are most energized, how do you take care of yourself?

When you are most energized, what are you typically focused on?

Take a look at page 94 in *Your Leadership Edge* to learn why taking care of yourself is a leadership behavior.

KLC ENERGY INVENTORY

Habits to Support Your Leadership

Every day, you make choices and strengthen habits that either deplete or develop your energy. The more energy-generating habits you create, the greater your ability to be present with and for your leadership.

Review the following list of energy-boosters, checking all of the statements that are true for you. (Congratulations! Those are the ways in which you are cultivating your optimal flow of energy.) The remaining items give you some clues about what may be draining your energy. What you do with those clues is up to you.

Of course, if there is anything listed here that does not feel right for you, based on your values and priorities, cross it off. But resist crossing something off because it seems unachievable given the way you currently allocate your time. Use the blank spaces to add your own ideas to the list.

PHYSICAL ENERGY

- I eat well, including at least five servings of fruit and vegetables daily.
- I stretch my body every day.
- I know and practice (at least once a day) some form of breathing exercise that helps me tune into the strength and wisdom of my body.
- I don't smoke.
- I drink no more than one caffeinated beverage each day.
- I drink no more than three or four alcoholic beverages each week.
- I exercise every day.
- I get at least eight hours of sleep each night.
- I have had a full physical within the last 12 months and have been to the dentist within the last six months.
- _____
- _____

INTELLECTUAL ENERGY

- I read for pleasure.
- I regularly take it upon myself to learn something that has absolutely no relation to my work.
- I know my net worth and am comfortable with the flow of money in my life.
- I regularly engage in some type of professional development.
- I have a mentor and a mentee.
- I take at least one complete day off work every week and have set aside time for my next vacation.
- I set aside time during each workweek to reflect on my leadership, pausing to consciously learn from my successes and failures.
- I turn off my small electronics for several hours every day.
- I have a place in my home or office where I can work uninterrupted whenever I need to.
- I have friends and colleagues who challenge my assumptions.
- _____
- _____

EMOTIONAL ENERGY

- I have a best friend or a soulmate.
- I have a circle of friends who meet my needs for sociability and companionship.
- My friends and family accept me for who I am.
- There is nothing unspoken between me and any member of my immediate family.
- I do not have any habits I find unacceptable.
- Everything about my home environment is just the way I want it to be.
- Everything about my work environment is just the way I want it to be.
- I have a coach, therapist or spiritual director that I can call on in times of transition.
- I laugh several times each day.
- I hug someone every day.
- _____
- _____
- _____

SPIRITUAL ENERGY

- I have reflected upon what “spiritual” means to me and have begun making choices that deepen my spiritual life.
- I set aside at least five minutes of quiet time every day for meditation, prayer or contemplation.
- I have a daily gratitude practice.
- I have a journal and use it.
- I listen to music I love every day.
- I notice and appreciate something about the natural world every day.
- I spend time outdoors every day.
- Upon awakening, I acknowledge the new day before I begin reviewing my to-do list.
- I know my life purpose and can articulate my core values.
- My work is meaningful to me.
- _____
- _____
- _____

What stands out for you?

What new habits are you considering?

Practice and Preparation Before Day 3

DESIGNING EXPERIMENTS

One of the key activities of leadership is acting experimentally. Like anything else, you'll be more effective and more comfortable with experimentation if you practice. Design one or two experiments that you can complete between now and your next KLC session.

Stretch yourself by choosing an experiment that is outside your comfort zone. Choose from among one of the ideas below or find other ways of putting the skills you have learned into action:

- Make tougher multiple interpretations. Apply this skill to adaptive issues at Lockheed Martin.
- Consult with others using the case consultation questions or format.
- Complete a faction map related to a challenge you face and explore values, loyalties, and losses (your own and others').
- Carefully select and ask powerful questions.
- Stretch outside your preferred Kolb learning, thinking, working style.
- Adjust your approach to engage people with different styles.
- Practice creating a more trustworthy process. See tips on page 55 of this handbook.
- Identify two or more factions related to your work and make an effort to cross factions. See tips on page 21 of this handbook.

PRACTICE PLAN:

1. What is my purpose for practicing? What would success look like?

2. What will I do to "stretch"?

3. What will I watch for (as a result) in myself and others?

4. How risky is my plan?

Practice and Preparation Before Day 3

PREPARE YOUR LEADERSHIP CHALLENGE

In *Day 3* of this program, you will apply leadership skills and tools to a real work adaptive challenge you are facing. Participants should identify an individual leadership challenge using the following instructions as your guide.

1. Select an adaptive challenge where you can apply your new leadership skills and tools.

The challenge should be adaptive, meaning that it requires learning to understand both the problem and solution, engagement of stakeholders, and SMART experimentation.

You should select a challenge where you have struggled or anticipate struggling to make progress using your usual approach and skills.

The challenge should offer an opportunity for you to use Breakthrough Leadership skills and tools outlined in this course such as:

- Balancing authority and leadership. (HB Page 7)
- Helping others generate multiple interpretations. (HB Page 10)
- Case Consultation. (HB Page 18)
- Faction mapping and tips for working across factions. (HB Pages 20-21)
- Starting where others are. (YLE Pages 110-115)
- Using powerful questions. (HB Pages 26-28)
- Knowing and managing your triggers. (YLE Pages 58-6 and HB Pages 33-34)
- Inspiring a collective purpose. (YLE Pages 140-145 and HB Pages 46-47)
- Raising the heat. (YLE Pages 156-161 and HB Pages 48, 50-51)
- Tips for intervening skillfully. (YLE Pages 148-187 and HB Pages 52)
- Tips for creating a trustworthy process. (YLE Pages 124-131 and HB Pages 54-55)

2. Write out your one-page adaptive challenge using the steps below and submit it to the link below before Day 3.

- Describe the adaptive challenge where you are struggling or anticipate struggling to make progress. Clearly state “*What is adaptive about this challenge.*” (See characteristics of adaptive work on HB Page 9.)
- List the major players involved and their role. Include yourself.
- Describe what progress on this challenge would look like.
- Outline what you have done so far to make progress.
- Please submit your challenge at least 3 days prior to Day 3 via the Learning Management Page.

WHEREVER YOU ARE GOING,
SOMEONE NEEDS TO LEAD.

DAY 3:

Intervene Skillfully and Capstone Activity

Now it's time to act. Make plans to get people going in the same direction. Raise the heat high enough to make it happen.

DAY 1

DAY 2

DAY 3

*“To dare is to lose one’s footing momentarily.
Not to dare is to lose oneself.”*

SOREN KIERKEGAARD

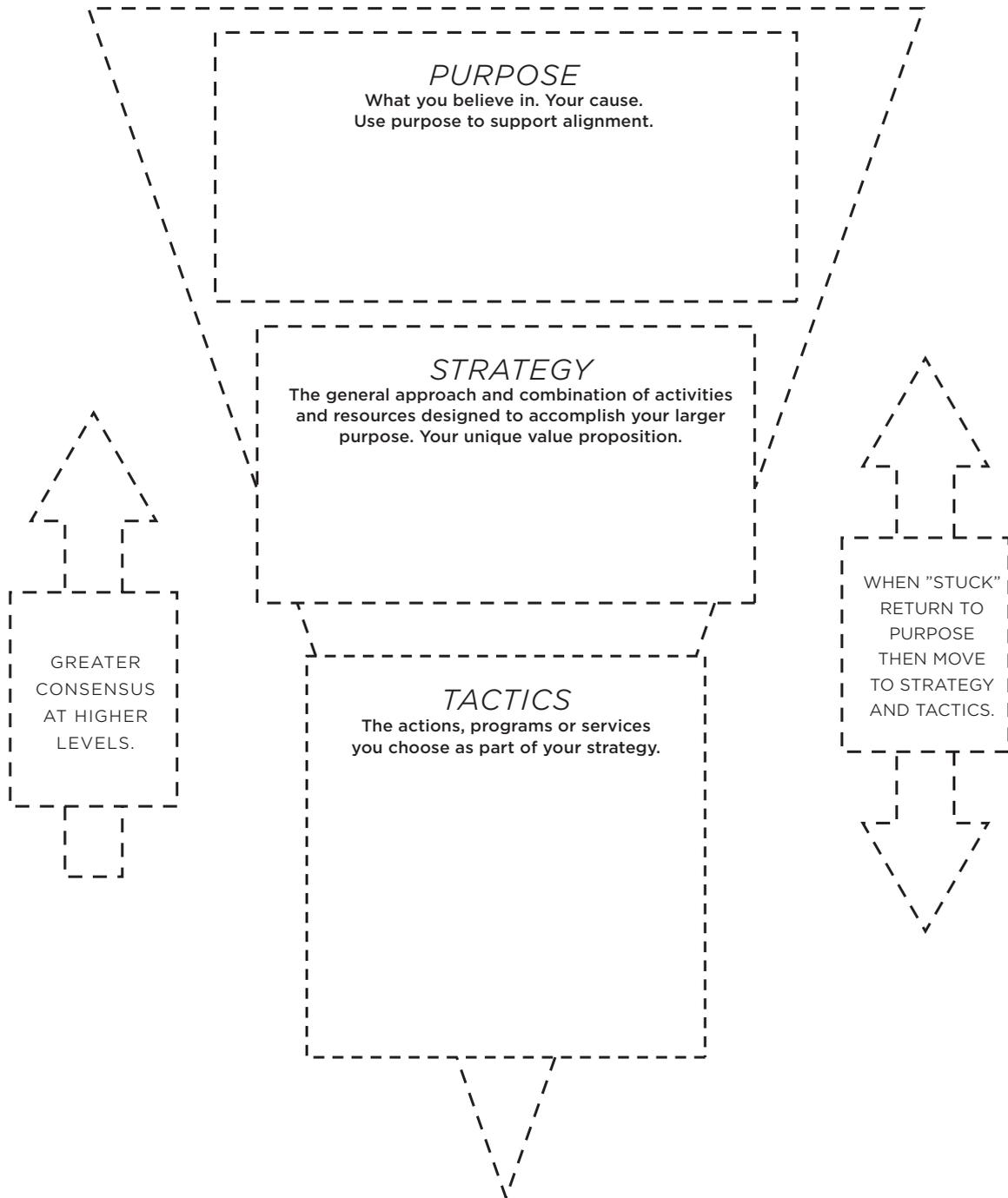
INTERVENE SKILLFULLY

- **Make purposeful choices**
- **Raise the heat**
- **Give the work back**
- **Hold to purpose**
- **Speak from the heart to the heart**
- **Act experimentally**

What are you always willing to do in order to make progress?

What are you less willing to do?

Inspire a Collective Purpose



For more about the role of purpose in adaptive work, see *Your Leadership Edge*. Pages 140-145 are about inspiring a collective purpose and pages 182-187 will help you hold to purpose.

Inspire a Collective Purpose

EXCERPTED FROM A TALK BY KLC CEO ED O'MALLEY, NOVEMBER 2019

1. Not all purposes are “Big ‘P’ Purposes.”
2. People often hold to strategy instead of purpose.
3. Clarity of purpose helps you assess risk. Think hard about risk versus reward.
4. For a purpose we may need to challenge authority (or adherence to expectations of authority, your own and others’).
5. If you are not getting resistance, you may not be holding to purpose. When you are doing adaptive work, expect opposition.
6. Purpose requires focus. You can’t do it all. You will disappoint people.
7. Decide how critical certain people are for your purpose. If certain people are not that critical, speak to loss. Be kind and move on.
8. If certain people are critical to accomplishing your purpose and are not getting on board, you must have deep conversations with them and keep experimenting. Your purpose in the context of those conversations is to get them intrigued.

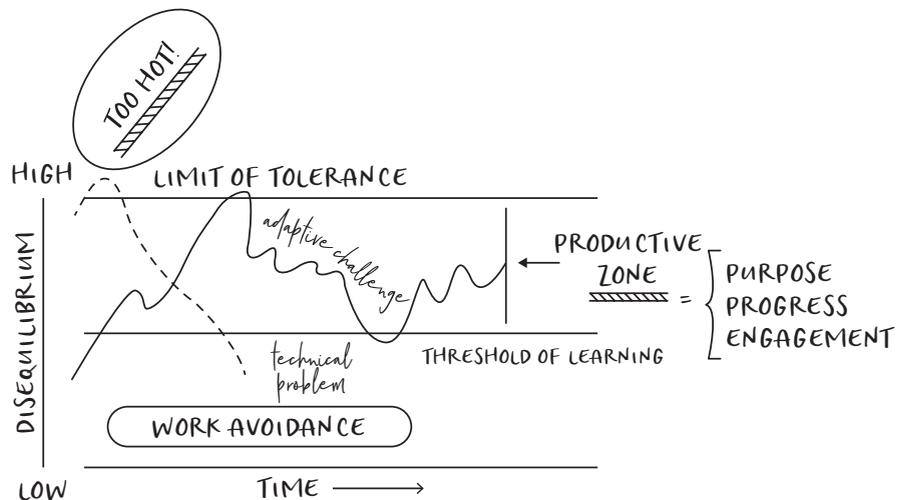
INTERVENE SKILLFULLY

Getting into the Productive Zone

FOR WHAT? TO MAKE SUSTAINED PROGRESS ON AN ADAPTIVE CHALLENGE.

If you want to make progress, you need the right people engaged and heading toward a common purpose. Often, leadership requires intervening to raise the heat. Brainstorm ways to intervene and energize more people to make progress on your challenge.

Possible ways to get people in the productive zone	Which faction(s) will be impacted?	Whose support do you need?	Rate the risk 1 = No Risk 6 = High Risk
EXAMPLE #1: Start where they are by spending time with each team member. Ask questions about how they see the challenge. Share data I've collected. Really listen to their perspective and interpretations.	Mostly me. I have to slow down and let go of thinking I know the right way forward.	R. needs to understand what I'm up to and why. And that it may take longer to see progress than we anticipated.	4 - the risks of going slower will be worth it, because more people will be energized to help and whatever changes we make are more likely to stick.
EXAMPLE #2: Speak to loss by compassionately stating that S. and J. are feeling incompetent about the new procedures.	Two senior Directors will hear and have to recognize that the skills they have relied on throughout their careers are outdated.	I need the boss to know that I'm going to acknowledge this issue out loud in the team meeting.	5 - this could backfire if I fail to communicate the real compassion I feel. Role play it out with my coach before the meeting.



NOTES

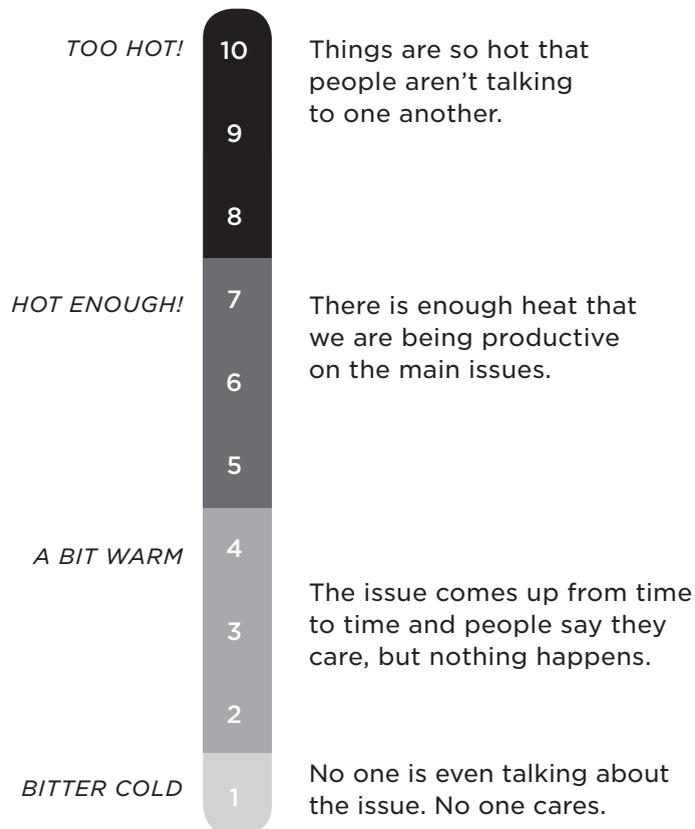
HEAT IN SYSTEMS

Take the Temperature

To lead effectively, you need to understand the level of urgency, discomfort, conflict, pressure or disequilibrium. We call that heat. If your challenge is adaptive, for change to happen, you'll need a certain level of heat.

For more on taking the temperature, see page 36 in *Your Leadership Edge*.

CIRCLE A NUMBER BELOW TO INDICATE THE CURRENT TEMPERATURE OF YOUR LEADERSHIP CHALLENGE.



Raise the Heat

If you want to make progress, you need the right people in the productive zone and heading toward a common purpose. Often, leadership requires intervening to raise the heat. Brainstorm ways to intervene and energize more people to make progress on your challenge.

For more about raising the heat, see page 156 in *Your Leadership Edge*.

Possible ways to get people in the productive zone	Which faction(s) will be impacted?	Whose support do you need?	Rate the risk 1 = No Risk 6 = High Risk

Tips for Intervening Skillfully

MAKE PURPOSEFUL CHOICES

- Do something other than your normal (default) behavior.
- Stop deferring to authority or reduce use of your own authority.
- Pause the conversation and ask if this is “business as usual” and if so, “Will it get the best result?”
- Ask someone to check an assumption with the group before going forward.
- Get people thinking about how organizational culture is affecting progress.

RAISE THE HEAT

- Take time to check in on individual discomfort and levels of engagement. (Use a low to high “heat scale.”)
- Ask provocative questions from the KLC Quick Guide.
- Speak to the pressures that preserve the status quo.
- Identify who has privilege and power in the room.
- Ask people to talk publicly about what they say in the hall or parking lot.

GIVE THE WORK BACK

- Ask a question instead of answering a question.
- Use silence.
- Urge others to state their position.
- Support someone who took a risk.
- Challenge someone to ask the best question they can think of to help the group make progress.

HOLD TO PURPOSE

- Establish up-front norms or agreements about how people will work together.
- State the group’s purpose and keep the written purpose in front of the group.
- Ask people to connect their comments or suggestions to the group’s stated purpose.
- When there are disagreements, stop and confirm the group’s larger purpose.

SPEAK FROM THE HEART TO THE HEART

- Share your own values, loyalties and losses related to the change at hand.
- Ask for stories about how the issue has impacted others personally.
- Be frank about the risks you and others share as you move to collaboration or compromise.
- Identify your own feelings and ask about others’ emotions.

ACT EXPERIMENTALLY

- Suggest an “If we did this, then this might happen” hypothesis. Ask others to do the same.
- Ask, “How will we know if this intervention is getting the results we need?”
- Ask for more adaptive, conflictual and systemic interpretations before moving to action.

NOTES

Create a Trustworthy Process

Energizing others is not about gaining a majority. It's about engaging enough people across different factions in a trustworthy process. Find the balance between asking too much of people and not asking enough. Most often, you'll underestimate how much you can ask of other people. It's worth taking the time to engage all the necessary voices if you want to create solutions that last. KLC mentor and friend David Chrislip describes what he calls the "collaborative premise" saying, "If you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns."

For more about creating a trustworthy process, see page 124 in *Your Leadership Edge*.

RATE THE LEVEL OF ENGAGEMENT	1 - NEVER 6 - ALWAYS	WHY
Those involved have a shared purpose.		
Those involved equally share the risks in the work together.		
Those involved openly share the issue that concerns them.		
Conflict is handled openly.		
Individuals in the group openly express ways that enable them to learn and help others work with them most effectively.		
Members tell "why" this issue is important to them.		
Members with differing viewpoints listen to understand, rather than to change opinions.		
"Us versus them" dynamics among the group are named.		
Group members are able to empathize with voices affected by the issue who are not at the table.		
Hidden issues get surfaced and handled so they don't get in the way of progress.		

Tips for Creating a Trustworthy Process

SHIFT THE CONTEXT. Bring people to a location that is different than their everyday environment or the expected meeting location. It helps people suspend judgment and be more curious about the process.

HELP PEOPLE UNDERSTAND THE LARGER SYSTEM. Ask people from different factions to present for three minutes about their concern related to the issue at hand. Allow two minutes of questions. Schedule a few of these at each meeting.

REINFORCE EMPATHY FOR OTHERS. Ask everyone to imagine someone who is not at the table. Then have them describe to the group how that person (or faction) might be impacted by what is being considered.

TELL YOUR STORY. Set aside time for people to share. Ask, “Why I do what I do” or use some other prompt to elicit personal stories. Invite people to be open and vulnerable.

CREATE DIVERSITY AND DIALOGUE. In small groups, ask participants to share something they have not fully expressed to the full group. For instance, ask individuals to talk about what peers could do to help them fully engage in the work, or ask them to share ideas about the kinds of conversation they would like to have in the large group.

DEBRIEF MEETINGS. Use the last five minutes of a meeting to ask participants to get “on the balcony” and identify how the group worked together, what went well and what could be improved as we go forward.

PROMOTE TRANSPARENCY AND ACCOUNTABILITY. List the purpose of the meeting on every meeting agenda and review it. Record commitments by creating a chart of “Who” will do “What” by “When.” Revisit commitments at the start of each meeting, celebrating work completed and adapting action steps as needed.

WHO	WHAT	BY WHEN

GETTING ON THE BALCONY

Debriefing a Meeting or Group Process

A debrief is a short timeout from the action to assess process and communication.

We debrief during KLC programs to provoke insight and encourage application of leadership ideas. Back at home, you can use the same process to debrief a meeting or longer group process. In that case the purpose is learning and improvement of your group process. If you are running the debrief, your job is to invite participants up to the balcony and ask questions to help them think critically. Take care not to let the debrief become a replay of conversations that have already taken place. Ask provocative questions and leave plenty of space for participants to make meaning of their own. A good debrief challenges people to think differently and practice new behaviors.

HERE IS A SET OF QUESTIONS TO GET YOU STARTED:

1. How would you describe the way the group worked together?
2. What worked?
3. What could we do differently next time?
4. What else is on your mind?

Capstone Activity

STEP 1

CLARIFY YOUR LEADERSHIP CHALLENGE.

STEP 2

DIAGNOSE SITUATION & MANAGE SELF ON YOUR CHALLENGE.

2A. DIAGNOSE SITUATION:

Generate observations and multiple tough interpretations.

2B. DIAGNOSE SITUATION:

Identify and map factions.

2C. MANAGE SELF:

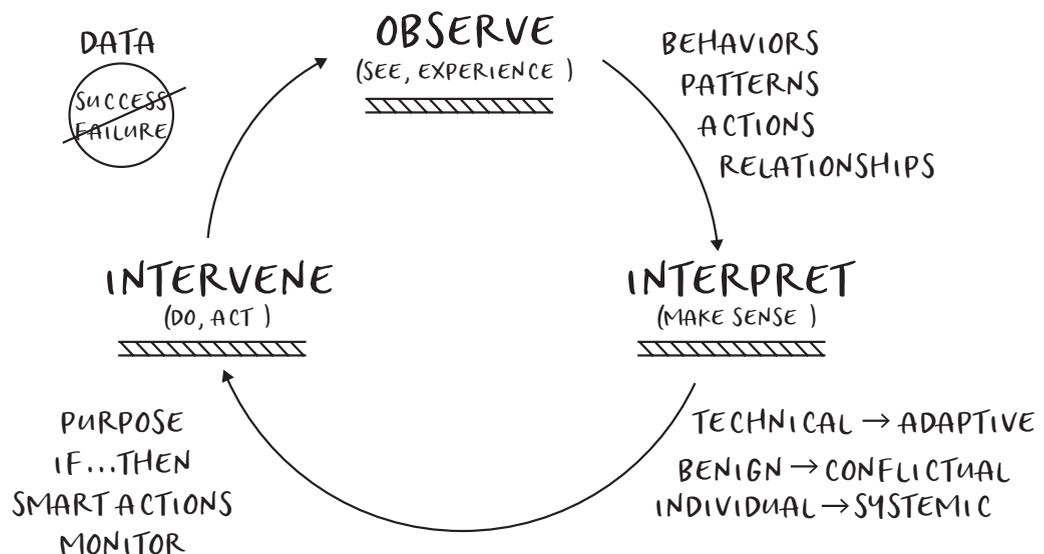
Identify my strengths, vulnerabilities, and triggers with each faction.

STEP 3

ENERGIZE OTHERS & INTERVENE SKILLFULLY ON YOUR CHALLENGE.

3A. *Generate individual experiments*

3B. *Peer consultation on your experiments.*



CAPSTONE ACTIVITY

When in Doubt Make a Faction Map

Factions are groups of people who share values and viewpoints on an adaptive challenge. They often share a common perspective on the work you are trying to accomplish.

Values are deeply held beliefs, which often are based in significant life experience or how you were raised.

Loyalties present dedication to a group, a place, people or a way of doing things. (Loyalties often trump values.)

Losses are things we give up if progress is made. Loss of control, loss of prestige, loss of comfort or familiarity. We anticipate loss and see it as a risk we may not be willing to take.

When you've completed your faction map, ask yourself: Which two or three factions should I focus on first? For more on identifying who needs to do the work, see *Your Leadership Edge* page 42.

Once you've identified and mapped the factions, you'll want to get them energized. For more about energizing others by working across factions, see *Your Leadership Edge* page 116.

FACTION: _____

VALUES: _____

LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

FACTION: _____

VALUES: _____

LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

FACTION: _____

VALUES: _____

LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

FACTION: _____
VALUES: _____
LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

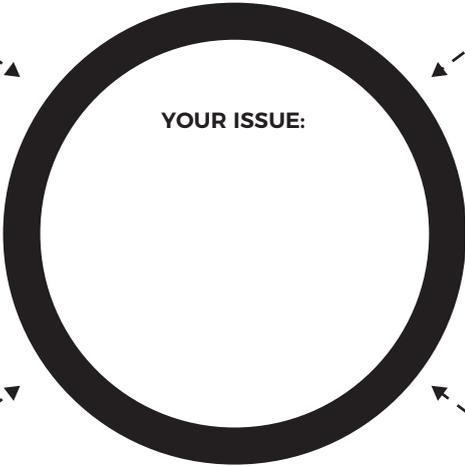
Degree to which I need them in order to make progress (1 to 10)

FACTION: _____
VALUES: _____
LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)



FACTION: _____
VALUES: _____
LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

FACTION: _____
VALUES: _____
LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

FACTION: _____
VALUES: _____
LOYALTIES: _____

LOSSES: _____

Degree to which they care about my issue (1 to 10)

Degree to which I need them in order to make progress (1 to 10)

If you want to manage yourself effectively, take time to reflect on your relationships with the people you need to energize. As you design experiments to engage them, manage your triggers and play to your strengths.

For more about this key aspect of Manage Self, see page 58 in *Your Leadership Edge*.

The situation or challenge I face:

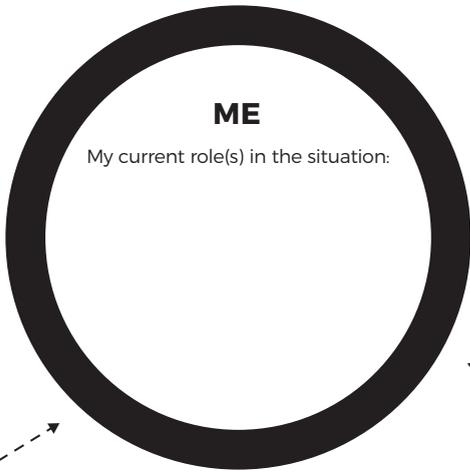
Faction: _____

My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____



Faction: _____

My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____

My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Faction: _____
My strengths with this faction: _____

Vulnerabilities: _____

Triggers: _____

Story they are telling about me: _____

Act Experimentally

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”

NELSON MANDELA

Use the following pages to list your ideas - we'll call them experiments. These experiments might come out of Peer Consultation, in a conversation with your team, from the different activities in this book or while you are talking with a friend over dinner. Whenever it comes and whether you think it's a great idea or not, use these pages to keep track of each possible experiment. You can go back later and decide which experiments are most likely to lead to progress.

Remember we experiment to find more data, learn and discover effective new ways to intervene and make progress. As long as you are learning, there is no such thing as failure.

FOR EACH EXPERIMENT, ASK YOURSELF:

1. What is my purpose for this experiment?
2. What is my hypothesis? (If I do _____, then _____ might happen.)
3. What actions will I take? What KLC skills, tools and tips will I use? How will I use them?
4. What do I hope to learn? (What will I watch for as a result of my experiment?)

PURPOSE/HYPOTHESIS/ ACTIONS/LEARNING	How much of a stretch is this for me?	How risky is this for me?	How much effort will it take?	How sure am I of learning something?
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all
	Big Stretch 5 4 3 2 1 No Stretch	High Risk 5 4 3 2 1 No Risk	High Effort 5 4 3 2 1 No Effort	Absolutely 5 4 3 2 1 Not at all

Keeping Leadership Skills Alive

Application Sessions & Coaching Sessions

Stay accountable to the experiments you've designed in the Breakthrough Leadership program by participating in all five 90-minute follow-up sessions. These include three application sessions, provided by your KLC teachers, and two full-group coaching sessions, provided by a KLC coach.

Preparing For Your Application Sessions

So, you've completed your KLC program. What now? How do you continue to apply leadership ideas and skills? Here's some key findings from KLC's own Third Floor Research that conducted a research study with a high-tech global company that participated in multiple cohorts where KLC provided follow up support and accountability for application of KLC skills and tools.



Cultures become open to change, more trustworthy and more equitable.²

Organizations make progress on their most challenging issues.³

98% of tech company alums agree their KLC experience will help them make more progress on their challenges.⁴

One of the major key findings was the perception of “leadership” shifted toward an activity that could be performed by anyone. Individuals understood the benefits of empowering and motivating their peers so that they could successfully lead activities and solve adaptive problems. We want the same shift to happen amongst all individuals who will be participating in the Breakthrough Leadership program.

APPLICATION SESSIONS WILL HELP SOLIDIFY THIS MINDSET SHIFT.

During the Breakthrough Leadership program, each participant designed a leadership experiment with specific actions to make progress on a self-identified real-work challenge. Following the program, participants will engage with the KLC teachers in a 90-minute application session over three consecutive months. During these application sessions, each participant will review observations made from experiment actions to date, refine interpretations about their challenge, and generate their next interventions with help from their peers. KLC teachers will also provide short “booster” sessions introducing useful leadership tips that can be applied to their challenges. KLC partners have called this aspect of the program a “real differentiator” in creating greater return on their training investment.

Objectives for Application Sessions

- *Gain a new skill and apply it to making progress on your challenge*
- *Build your OII muscle by intentionally practicing each step*
- *Make progress on an adaptive challenge through continued experimentation*

Enhance Your Skills with Your Leadership Edge Online

As part of your Breakthrough Leadership experience, you will receive a 1-year Your Leadership Edge Online (www.yourleadershipedge.com) subscription which provides you access to KLC content anytime, anywhere. YLE Online is a virtual, interactive platform that teaches proven leadership skills—through videos, blogs, worksheets, skills labs and assessments—in an easy-to-learn framework. Utilizing the resources on YLE Online will propel your learning beyond the classrooms, provide you resources for the adaptive work ahead, and space to practice applying the ideas.



YOUR SUBSCRIPTION GIVES YOU ACCESS TO:

- **Experiments Module:** hold yourself accountable to working on your edge by utilizing the Experiments Module to develop smart experiments and clear next steps. You can choose accountability partners to ensure you follow through.
- **The YLE Leadership Assessment:** this assessment will reveal your strengths and weaknesses within the KLC framework.
- **Customized Pathway:** the results of the assessment will create a customized pathway to guide you to the specific courses that will help you most. Each pathway is designed for you every time.
- **Skills Labs:** Participate in 25 recorded video courses led by skilled KLC teachers. Submit responses after each video and get feedback on your reflection.
- **Rich Library of Content:** Access over 100+ pieces of leadership content completely focused on the KLC framework.

INSTRUCTIONS FOR HOW TO CREATE A YLE ONLINE ACCOUNT:

- KLC will send you an invitation email with a link to create an account. This email will come from thane@yourleadershipedge.com.
- Fill in the information to create an account on yourleadershipedge.com.
- Begin exploring!

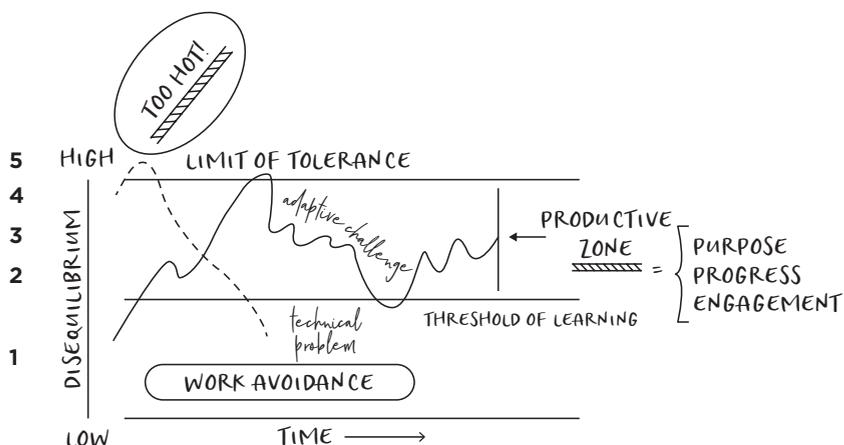
APPLICATION SESSION: Leadership is an Activity

OBJECTIVES FOR THIS SESSION:

- Explore more deeply the idea of leadership as an activity.
- Select specific leadership actions that “raise the heat” to get and stay in the Productive Zone resulting in clear purpose, progress, and engagement on your adaptive challenge.
- Connect interventions with ways to monitor what is learned from each experiment.

REFLECTION:

- Now that you are intervening to make progress on your adaptive challenge, use the Productive Zone scale below to rate that progress.

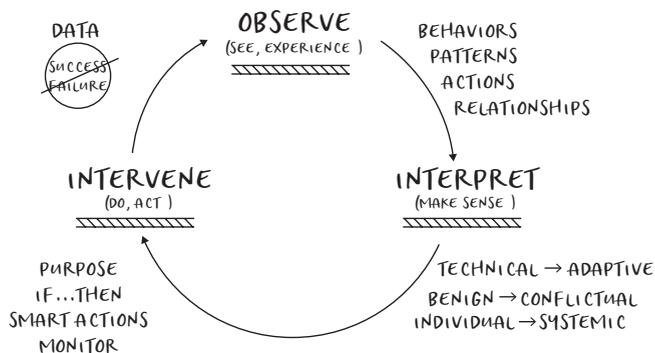


- 5 = Too hot for me or others to tolerate!
- 4 = Purpose, progress, engagement, but we might overheat.
- 3 = Productive level of purpose clarity, progress, engagement.
- 2 = We're getting there.
- 1 = Little or no purpose clarity, progress, engagement - Work Avoidance.

ACTIVITIES OF LEADERSHIP:

- What Activities of Leadership can inform your next steps?

- Use both Authority and Leadership (HB Page 7)
- Tips for Intervening Skillfully (HB Page 52)
- Use Powerful Questions (HB Page 27)
- Ways to Raise the Heat (YLE Book Pages 158-159)



Act Experimentally

FOR EACH EXPERIMENT, ASK YOURSELF:

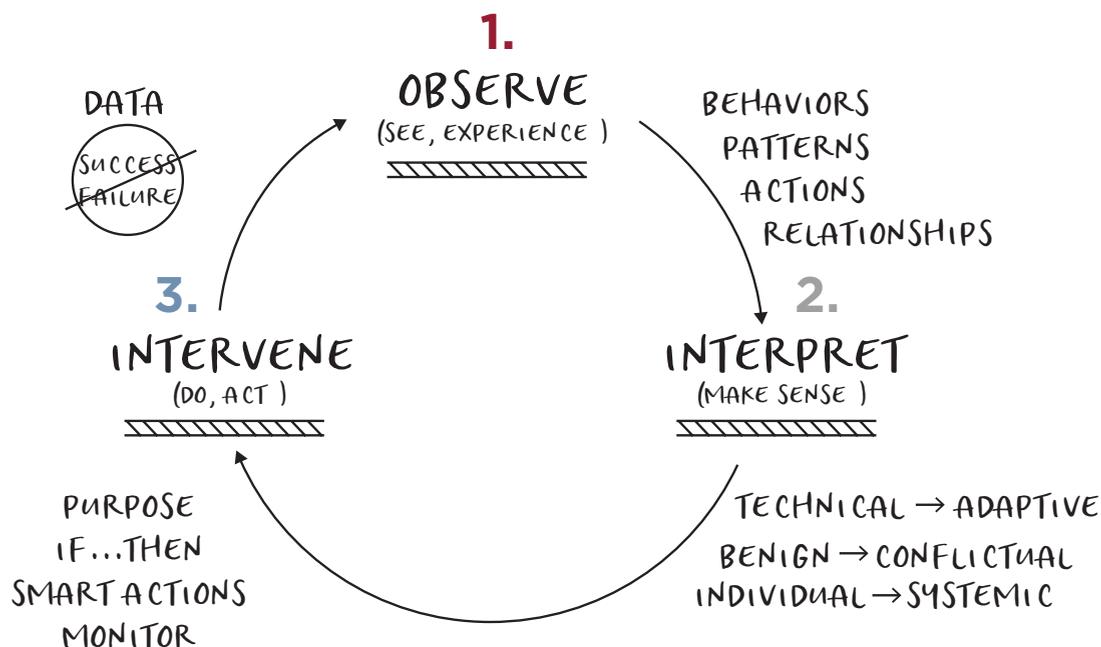
1. What is my purpose for this experiment?

2. If...Then...

3. Activity (What will I actually do?)
 -
 -
 -

4. Monitor (What will I watch for as a result of my experiment? In others? In myself?)
 - What you did and what others did as a result.
 - Signs of disequilibrium, engagement or lack of engagement.
 - Indicators of progress.
 - How you feel doing this action.
 - Actions others agree to take.
 - Insights others report.

5. How risky is this? (Risk assessment on page 63 of handbook).



Step 1: OBSERVE

Each person reviews progress on the experiment they left with in Day 3:

- What did you do? Specific leadership behaviors.
- How much heat did your experiment create? Consider yourself and those engaged.
- Rate this on the Productive Zone scale of 1-5.

Step 2: INTERPRET

PEERS AND PRESENTER

- Generate multiple interpretations about why this heat level.

Step 3: INTERVENE

PEERS AND PRESENTER

- Brainstorm possible leadership activity next steps to get and stay in the Productive Zone.
- What will you watch for as a result?

Ongoing Support & Accountability

If you want an opportunity for peer feedback and KLC coach support on your experiments, login to your account on www.yourleadershipedge.com and click on the Experiments Tab on the dashboard. This tab includes interactive components that will allow you to create a virtual experiment log to reinforce the application of the leadership skills.

APPLICATION SESSION

Create a Trustworthy Process

OBJECTIVES FOR THIS SESSION:

- Assess the level of trust present among those engaged in the participant's adaptive challenge.
- Understand the characteristics of a trustworthy process.
- Plan new ways to build trust among stakeholders.

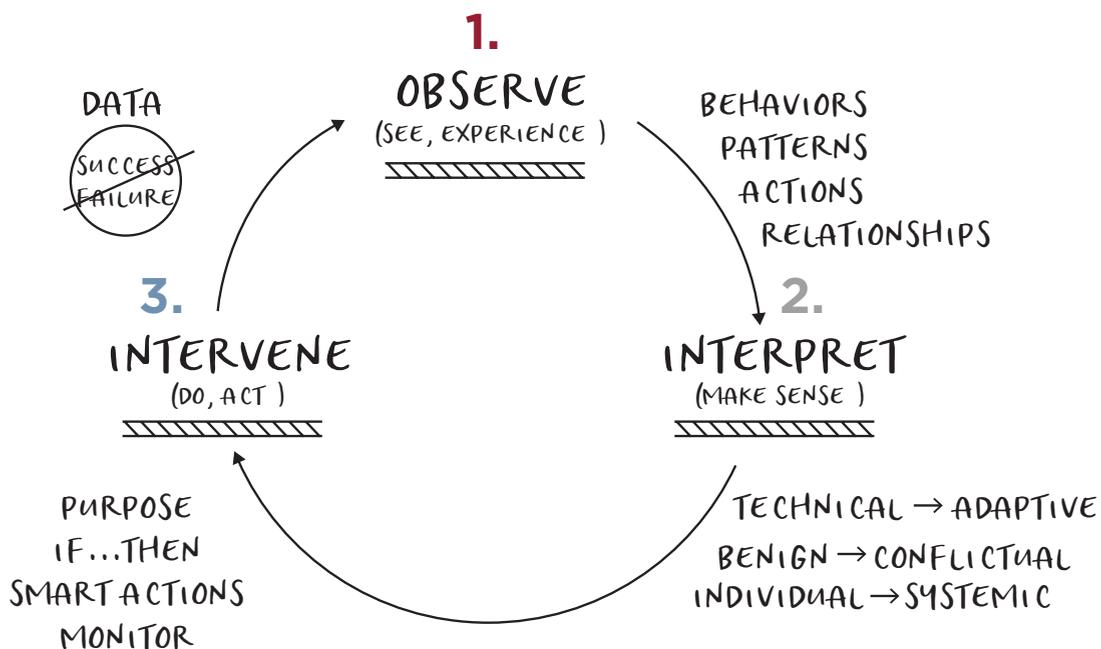
CHARACTERISTICS OF A TRUSTWORTHY PROCESS

Reference pages 124-130 from the Your Leadership Edge book.

- People free to express ideas, thoughts and opinions.
- Those affected most are part of the process.
- People know where they fit in the process (what happened before and what is coming next).
- Space and time for vulnerability.
- Authority is open to exploring new ideas.
- Lines of authority and non-authority are blurred as people work together.
- People in authority embrace failure as learning, alleviate fear of mistakes.

STRATEGIES FOR CREATING A TRUSTWORTHY PROCESS

- Be around. Be curious.
- Design the process with others.
- Establish group norms.
- Ask open-ended questions.
- Listen to understand.
- Create multiple environments to engage.



Step 1: OBSERVE

PRESENTER

- Here's what I did.
- Here's what I observed as a result.
- Here's how I rate the trust level (HB Page 54).

PEERS

- Gather data! Ask about specific aspects of trust on HB Page 54.

Step 2: INTERPRET

PEERS AND PRESENTER

- Generate multiple interpretations based on Step 1.
- What interpretations can you make about the presence or lack of trust among stakeholders?

Step 3: INTERVENE

PEERS AND PRESENTER

- Brainstorm possible next step "smart actions" based on interpretations.
- What can you do to create a more trustworthy process?
- What will you watch for as a result?

Ongoing Support & Accountability

If you want an opportunity for peer feedback and KLC coach support on your experiments, login to your account on www.yourleadershipedge.com and click on the Experiments Tab on the dashboard. This tab includes interactive components that will allow you to create a virtual experiment log to reinforce the application of the leadership skills.

APPLICATION SESSION:

Give the Work Back

OBJECTIVES FOR THIS SESSION:

- Assess the degree participants have engaged others in “giving the work back” while working on their adaptive challenge.
- Differentiate delegation from the idea of give the work back.
- Explore what mobilizing others by giving the work back looks like.
- Find ways to use this skill in ongoing leadership experiments.

PHASES OF GIVING THE WORK BACK

Reference pages 168-174 from the Your Leadership Edge book.

Phase One - Problem Solving

- What is the issue? What is going on?
- What is not satisfactory?
- What is the gap between our concerns and aspiration?

Phase Two - Solution Identification

- Of all the things we could do, what should we do?
- What is emerging here?
- What could we do today to set progress in motion?

Phase Three - Solution Implementation

- Who will do what, when, and how?
- When will we report back?
- How will we stay in communication?
- How will we continue learning?

If we don't give work back until *Phase Three*, that's delegation.

WHAT DOES THE WORK LOOK LIKE IN THESE PHASES?

Phase One & Two - Problem & Solution ID

- Asking questions about concerns and aspirations, what's possible, and what success looks like?
- Convening diverse factions.
- Staying in diagnosis.
- Generating multiple interpretations.
- Listening.
- Asking questions about what is possible and who cares, brainstorm actions, agree on smart experiments.

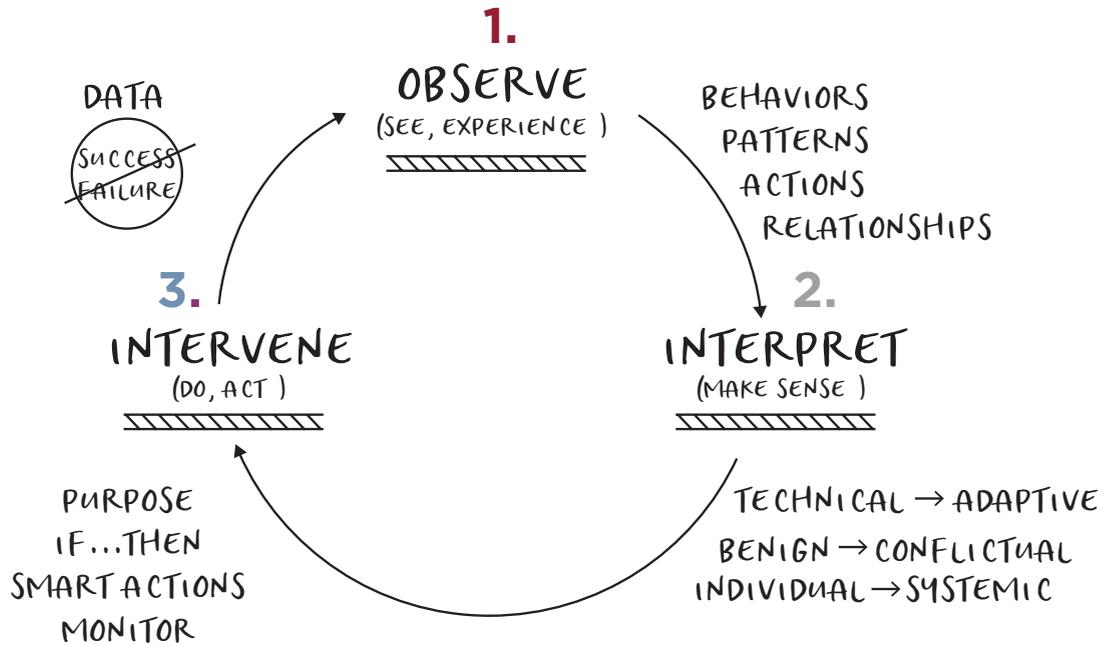
Phase Three - Solution Implementation

- Asking questions about what is being learned, challenges and opportunities, next steps.
- Support but don't jump in and take over.
- Encourage accountability to the team.
- Celebrate progress, not waiting until it's “fixed.”
- Identify resources.
- Encourage people to take care of themselves.

Give the Work Back Assessment

SELECTED LEADERSHIP BEHAVIORS FROM HB PAGE 7 AND YLE BOOK 172

Leadership Behavior	Have I tried it?	If no, why not?	If somewhat or yes, what did I learn?
Explore what you and others don't know.	Yes Somewhat No		
Be around. Be curious. Ask Questions.	Yes Somewhat No		
Loosen agendas and timelines. Design process with others.	Yes Somewhat No		
Establish group norms that encourage engagement and honest conversation.	Yes Somewhat No		
Encourage ambiguity. Tolerate uncertainty. Listen to understand.	Yes Somewhat No		
Encourage collective accountability.	Yes Somewhat No		
Support constructive conflict. Explore sources of conflict.	Yes Somewhat No		
Engage levels in system to identify/solve problems.	Yes Somewhat No		
Let others decide whom to involve.	Yes Somewhat No		
Give decision making authority to the group.	Yes Somewhat No		
Trust the outcome even if it isn't what you imagined.	Yes Somewhat No		



Step 1: OBSERVE

PRESENTER

- Here's what I did.
- Here's what I observed as a result.

PEERS & PRESENTERS

- Review Give the Work Back Assessment responses.

Step 2: INTERPRET

PEERS AND PRESENTER

- Generate multiple interpretations based on Step 1.
- Generate interpretations about giving the work back. What do I seem to be willing and unwilling to do?
- What do I seem to be willing and unwilling to do?

Step 3: INTERVENE

PEERS AND PRESENTER

- Brainstorm possible next step "smart actions" based on interpretations.
- How might I experiment to give the work back?
- What will you watch for as a result?

Ongoing Support & Accountability

If you want an opportunity for peer feedback and KLC coach support on your experiments, login to your account on www.yourleadershipedge.com and click on the Experiments Tab on the dashboard. This tab includes interactive components that will allow you to create a virtual experiment log to reinforce the application of the leadership skills.

Preparing for Your Coaching Sessions

Coaching provides a safe place and trustworthy process for individuals to work through difficult situations and/or seize opportunities by applying leadership skills and knowledge in real time. The KLC coach will utilize two of the follow-up sessions for full-group coaching to help individuals:

- diagnose the places where they feel most stuck,
- explore ways to move challenges forward,
- engage others and in a healthy, trustworthy manner,
- identify potential opportunities that need skillful interventions,
- manage themselves in the midst of uncertainty and conflict.

NOTES

NOTES

Breakthrough Leadership Skills

DIAGNOSE SITUATION

- Explore tough interpretations
- Distinguish technical and adaptive work
- Understand the process challenges
- Test multiple interpretations and points of view
- Take the temperature
- Identify who needs to do the work

ENERGIZE OTHERS

- Engage unusual voices
- Work across factions
- Start where they are
- Speak to loss
- Inspire a collective purpose
- Create a trustworthy process

MANAGE SELF

- Manage your vulnerabilities and triggers
- Know the story others tell about you
- Choose among competing values
- Get used to uncertainty and conflict
- Experiment beyond your comfort zone
- Take care of yourself

INTERVENE SKILLFULLY

- Make purposeful choices
- Raise the heat
- Give the work back
- Hold to purpose
- Speak from the heart to the heart
- Act experimentally

Breakthrough Leadership Principles

- Leadership is an activity, not a position.
- Anyone can lead, anytime, anywhere.
- It starts with you and must engage others.
- Your purpose must be clear.
- It's risky.



**KANSAS
LEADERSHIP
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