Washington State Leadership Academy

Leading Change in System of Care for Youth

Participant Resource Guide

**Developed by Ellen B. Kagen, M.S.W., Georgetown University
with George Reese, Ed.M.**

ACKNOWLEDGEMENTS

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The Guide was designed by George Reese, Ed.M.

Many people provided support and guidance in the creation of this guide, including:

- The youth, family, and system partner leaders who participated in the Academy and generously shared their insights, expertise, and experience.
- Andrea Parrish, M.A., DBHR, System of Care Project Director
- DBHR, System of Care Implementation Team members
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1. Introduction to the Participant Resource Guide

HOW WILL THIS GUIDE HELP ME LEAD CHANGE?

> ***We are continually faced with a series of great opportunities brilliantly disguised as insoluble problems.***
>
> John Gardner

This guide was developed as an additional resource for those participants of the Washington State System of Care Leadership Academy, to support them in recognizing within their communities when a particular situation could benefit by using the concepts discussed at the Academy (i.e. when mental models are creating barriers to moving forward; when a technical solution is being applied to an adaptive challenge; when to use leadership vs. advocacy).

You and/or a team within your organization or Family, Youth, and System Partner Round Table (FYSPRT) can then reflect back on the basic concepts discussed at the training; and use the material found within this document to build awareness of these topic areas within your communities. By building an understanding of these leadership topics, you and your team can begin to assist communities in changing the way things currently stand, or the status quo. **Status quo* means the way things are now, and will continue to be, unless there is a change.

Think of this guide as one mechanism for taking what you learned as a participant at the Academy and bridging it to your work in your community. **Keep it handy and refer to it often, as you and your team lead change, and shape the System of Care in your community and across Washington State**.

This guide can be used to help you and your team build momentum and lead the changes you seek, when you:

- Need some tools to make progress on a step.
- Are unsure of what to do next or are feeling stuck.
- Are faced with difficult challenges.
- Just want to remember important ideas and tips.

As an <u>individual</u> leader, you can use this guide to:	**As a <u>team</u>, you can use this guide to:**
• Remind yourself that leadership is different from management, authority, and advocacy • Identify your strengths and opportunities for growth as a leader of change • Create and implement a leadership development plan • Use your leadership skills, habits, and behaviors in your role as a change agent • Recognize and stay focused on the adaptive work of leading change • Apply strategies and practices for overcoming the adaptive challenges that change presents • Take action, as a leader, to change the systems that serve youth, and shape the system of care in Washington State	• Apply strategies and practices for overcoming the adaptive challenges that change presents • Work through the steps of the strategic change leadership process • Create a sense of urgency, and identify and move beyond complacency and resistance • Build and sustain a powerful team for change • Develop a shared vision for the systems that serve young people and families • Identify your strengths and opportunities for growth as a team • Take action, as a team, to change the systems that serve youth and shape the system of care in Washington State

HOW DO I USE THIS GUIDE?

You might use this guide for one of two reasons.

1. **If you are using the guide to help you plan and carry out the work of implementing a System of Care,** the information on what to do first (page 13) will help you get started.

2. **If you want to quickly find advice on a specific topic, or to find a particular resource, tool, or activity**, the best ways to find what you are looking for are:

   - Check the Table of Contents

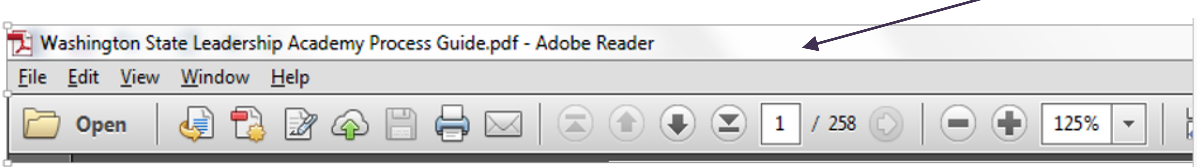
   - If you are reading the guide on a computer, phone, or tablet, try searching the document. For example, if you are using a PC (Windows computer) try pressing the Control key (CTRL) and the F key at the same time. A search box will appear. Type what you are searching for and press the Enter key. If you are using a Mac, press Command (⌘) and the F key at the same time to make the search box appear.

   - Terms that might be unfamiliar to some users are defined in the glossary at the end of the guide.

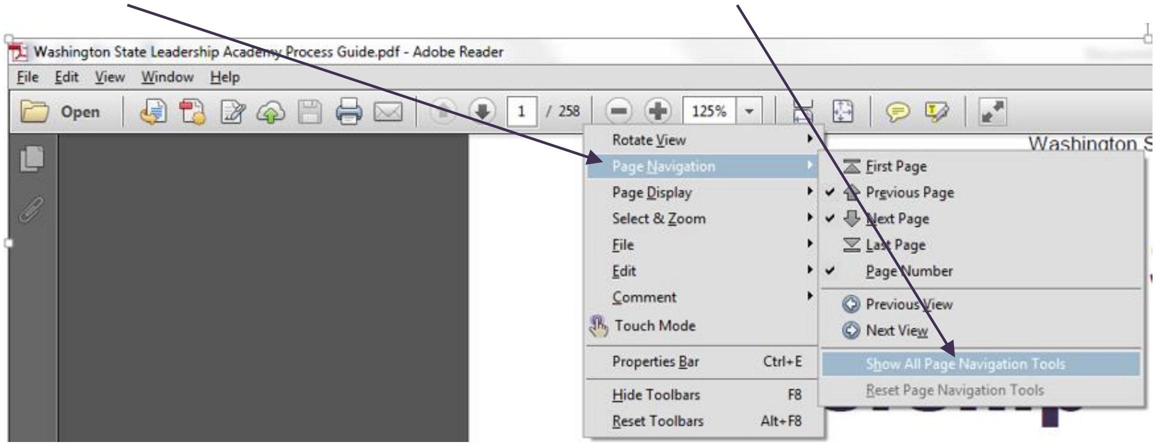
   - The guide contains many hyperlinks, which look like this. Clicking on a word or phrase that is hyperlinked will take you to the location in the document that provides a definition, explanation, or more information about that word or phrase. If you want to return to the page you were on before you clicked the hyperlink, you can press the Control key (CTRL) and the left arrow key at the same time. If you are viewing the guide in Adobe Reader, you can add a *Previous View* button that you can use to return to the page you were on before you clicked the hyperlink. See the instructions below for adding the *Previous View* button.

Instructions for adding a *Previous View* button to Adobe Reader.

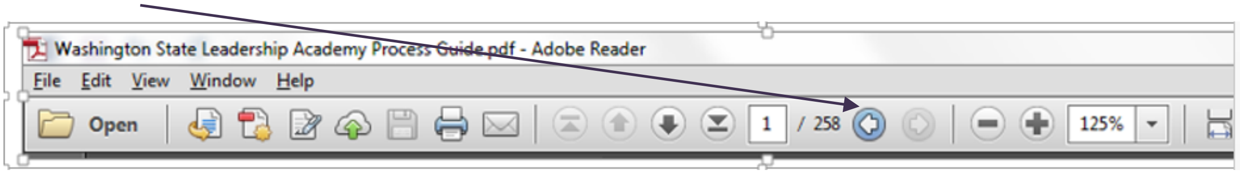
This is what your tool bar might look like without a *Previous View* button.



To add a *Previous View* button to your tool bar, **right click** on the tool bar, select ***Page Navigation***, then ***Show All Page Navigation Tools***.



The *Previous View* button should now appear in your toolbar.



What do the different kinds of formatting mean?

As you use the guide, you will notice that some of the information is formatted in a special way.

- The information in each major section of the guide is organized into headings

HEADINGS ARE FORMATTED LIKE THIS

- The information under each heading is organized into subheadings

Subheadings are formatted like this

- **Text that is formatted like this** means it is a key point or idea

- Information formatted like this means it is a hyperlink. If you click on the underlined part, it will take you to a definition, explanation, or more information about the topic.

Not sure what something means?

- Check the Glossary

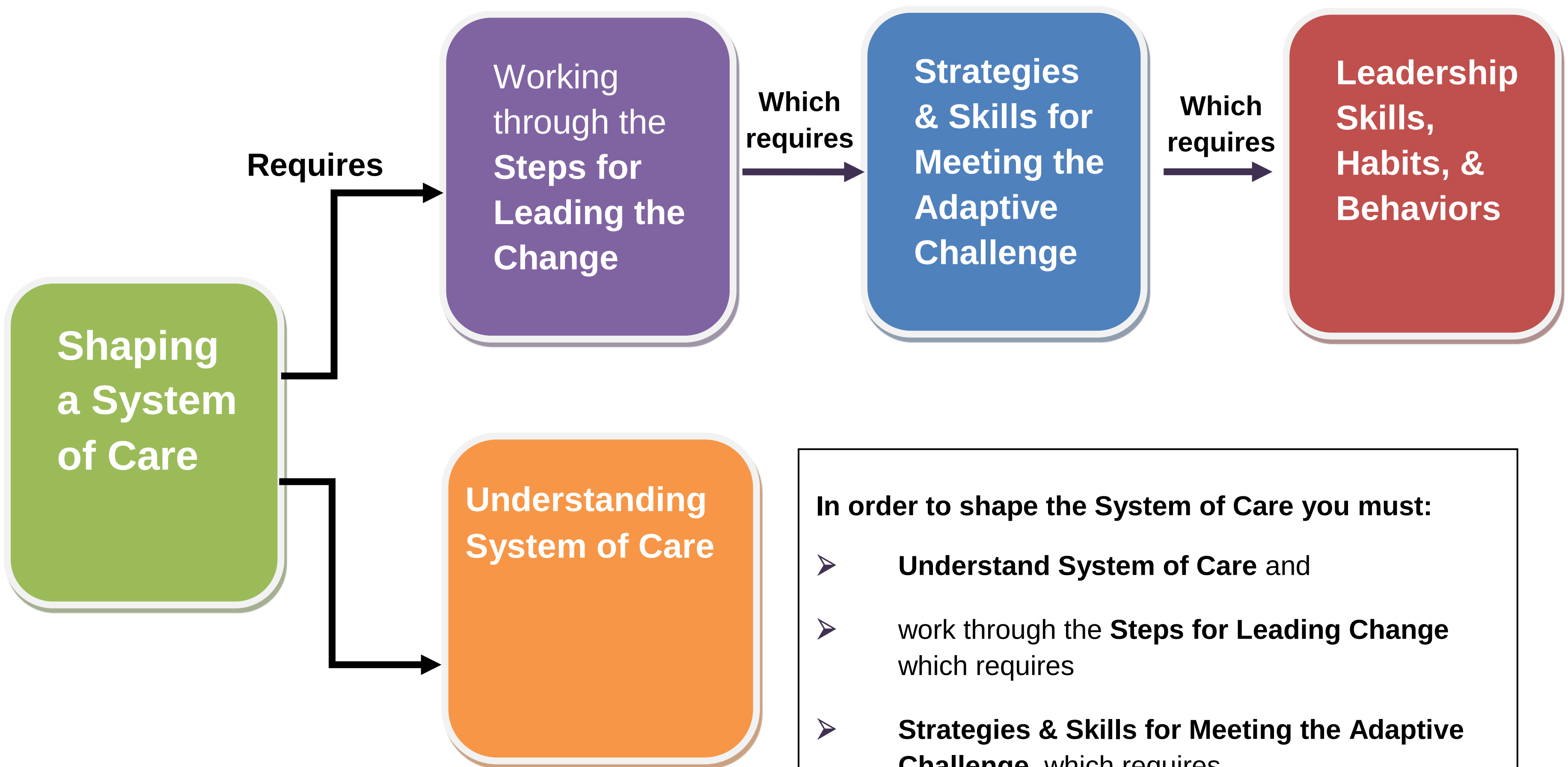
What are the major sections of the guide?

There are four major sections in the guide. Each section includes questions and activities you can use, as an individual and as a team, to reflect on your learning and put it into action.

Section	Importance	Begins on Page
Understanding System of Care	As a System of Care leader, you will need to be a knowledgeable champion and spokesperson for the effort to shape the System of Care in Washington State. This section of the guide provides you with information about System of Care and the Washington State Children's Mental Health System Principles. You can also use this section to prepare your System of Care "elevator speech."	16
Critical Leadership Skills, Habits, and Behaviors	To lead the work of shaping the System of Care, you will need fundamental leadership skills, habits, and behaviors. This section describes those skills, habits, and behaviors; helps you identify those that you already have; and walks you through a plan for strengthening your leadership abilities.	22
Leading in Times of Change and Transformation: Strategies and Skills for Meeting the Adaptive Challenge	Leading significant change is a special kind of leadership challenge – an adaptive challenge. It requires a focus on people, rather than procedures, products, or paperwork. This section of the guide provides you with strategies and skills you and your team can use as you lead change in the systems that serve youth, and as you meet the adaptive challenge of shaping the System of Care.	68
Strategic Change Leadership and the Steps for Shaping the System of Care	This section provides you with a framework for leading change, one that you can use to shape the System of Care. It begins by reviewing important points about strategic change leadership and introducing an eight-step Change Management model. It then supplies you with guidance, resources, and tools for completing the first three	124

	steps of the change process and evaluating your progress. By completing those three steps, you and your team will have a strong foundation for shaping System of Care.	

How are the sections of the guide related to each other?



In order to shape the System of Care you must:

- **Understand System of Care** and
- work through the **Steps for Leading Change** which requires
- **Strategies & Skills for Meeting the Adaptive Challenge**, which requires
- **Leadership Skills, Habits, & Behaviors**

What should I (or we) do first?

You should use the guide to continue your growth as an individual leader

and, at the same time

your team should use the guide to work through the steps for leading change.

The particular path that you take through this guide is up to you and your team. However, **recommended paths are shown below**.

Suggested Path for You

1. Review Section 2, **Understanding System of Care** as much as you need to in order to develop your elevator speech.

2. Review Section 3, **Critical Skills, Habits, and Behaviors for Leaders** and answer the questions there.

3. Take the **Leadership Inventory**.

4. Create your **Leadership Development Plan** and use the information in the guide to help you achieve your leadership development goals.

5. Review Section 4, **Leading in Times of Change and Transformation: Strategies and Skills for Meeting the Adaptive Challenge** and answer the questions there to help you identify ways in which you can grow as a leader of adaptive change.

Suggested path for your Team

1. Share your **Elevator Speeches** and use ideas from each other to make your speech as compelling as possible!

2. Review **What do We Have to Know about Leading Change to Shape the System of Care?** on page 125, and note the important points that will guide your work to shape the System of Care. Ask a member of the team to record the important points and share with everyone on the team.

3. Share your **Leadership Development Plans**.

4. Share your answers to the questions from Section 4, **Leading in Times of Change and Transformation: Strategies and Skills for Meeting the Adaptive Challenge** and note important points that will guide your work to shape the System of Care. Ask a member of the team to record the important points and share with everyone on the team.

5. Use the **Urgency Gauge** on page 170 to determine where you are in the first step of leading change. If your team agrees that you are at a 4 or lower on the gauge, work through the **How Do We Create a Sense of Urgency?** Section, beginning on page 143, in detail. When you are ready, use the gauge again to assess whether you have a sense of urgency.

   When your team agrees that you have scored a 5 on the Urgency Gauge and have evidence to support that score, celebrate! You are now ready to go on to Building a Powerful Guiding Team.

6. Use the **Guiding Team Gauge** on page 225 to determine where you are in the second step of leading change. If your team agrees that you are at a 4 or lower on the gauge, work through the **How Do We Build a Powerful Guiding Team?** Section, beginning on page 174, in detail. When you are ready, use the gauge again to assess whether you have a powerful guiding team.

   When your team agrees that you have scored a 5 on the Guiding Team Gauge and have evidence to support that score, celebrate! You are now ready to go on to How Do we Lead the Development of a Shared Vision, beginning on page 228.

7. Use the **Shared Vision Gauge** on page 247 to determine where you are in the third step of leading change. If your team agrees that you are at a 4 or lower on the gauge, work through the **How Do We Lead the Development of a Shared Vision?** Section, in detail. When you are ready, use the Gauge again to assess whether you have a shared vision.

   Remember that change takes time!

   When your team agrees that you have scored a 5 on the Shared Vision Gauge and have evidence to support that score, **celebrate**!

Remember that each step is never really over! To continue the momentum required to implement a System of Care, you need to maintain your sense of urgency, sustain your powerful guiding team, and ensure that your shared vision endures.

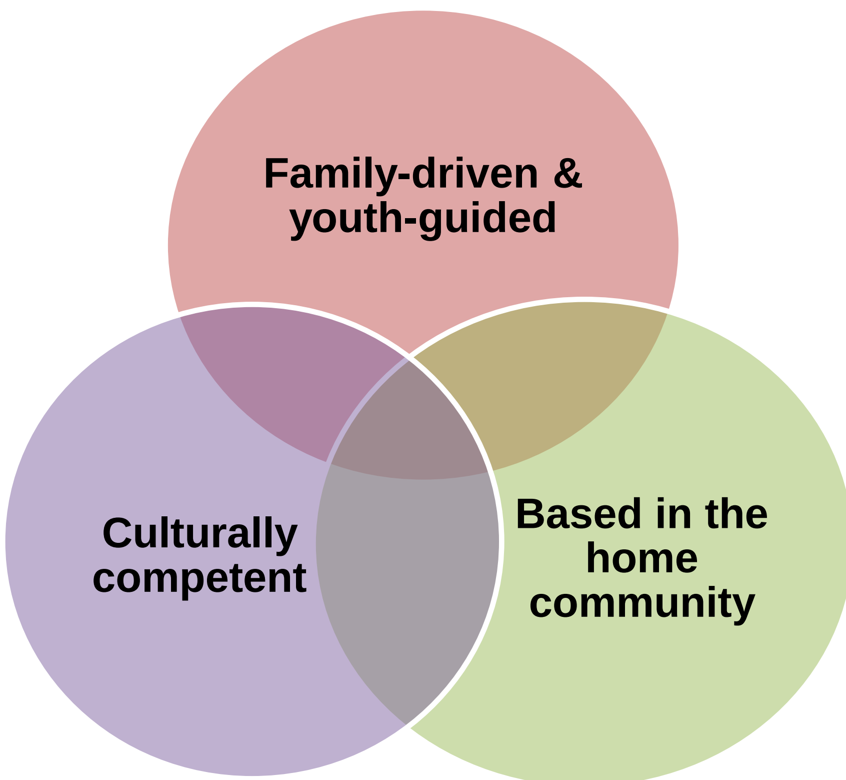
2. Understanding System of Care

WHAT DO I NEED TO KNOW ABOUT SYSTEM OF CARE?

A system of care is a *comprehensive spectrum of mental health and other necessary services which are organized into a coordinated network to meet the multiple and changing needs of children and their families.*

(Stroul & Friedman, 1986).

System of Care Core Values



Click here[1] to read the article, “Systems of Care: A Framework for System Reform in Children’s Mental Health”

[1] http://gucchd.georgetown.edu/products/SOCIssueBrief.pdf

What are the Washington State Children's Behavioral Health System Principles?

Family and Youth Voice and Choice: Family and youth voice, choice and preferences are intentionally elicited and prioritized during all phases of the process, including planning, delivery, transition, and evaluation of services. Services and interventions are family-focused and youth-centered from the first contact with or about the family or youth.

Team-based: Services and supports are planned and delivered through a multi-agency, collaborative teaming approach. Team members are chosen by the family and youth and connected to them through natural, community, and formal support and service relationships. The team works together to develop and implement a plan to address unmet needs and work toward the family and youth's vision.

Natural Supports: The team actively seeks out and encourages the full participation of team members drawn from the family and youth's network of interpersonal and community relationships (e.g. friends, neighbors, community and faith-based organizations). The care plan reflects activities and interventions that draw on sources of natural support to promote recovery and resiliency.

Collaboration: The system responds effectively to the behavioral health needs of multi-system involved children and their caregivers, including children and youth in the child welfare, juvenile justice, developmental disabilities, substance abuse, primary care, and education systems.

Home and Community-based: Children and youth are first and foremost safely maintained in, or returned to, their own homes. Services and supports strategies take place in the most inclusive, most responsive, most accessible, most normative, and least restrictive setting possible.

Culturally Relevant: Services are culturally relevant and provided with respect for the values, preferences, beliefs, culture, and identity of the child/youth and family and their community.

Individualized: Services, strategies, and supports are individualized and tailored to the unique strengths and needs of each child and family. They are altered when necessary to meet the changing needs and goals of the youth and family.

Strengths Based: Services and supports are planned and delivered in a manner that identifies, builds on, and enhances the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.

Outcome-based: Based on the family and youth's needs and vision, the team develops goals and strategies, ties them to observable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly. Services and supports are persistent and flexible so as to overcome setbacks and achieve their intended goals and outcomes. Safety, stability and permanency are priorities.

Unconditional: A child and family team's commitment to achieving its goals persists regardless of the child or youth's behavior, placement setting, family's circumstances, or availability of services in the community. The team continues to work with the family toward their goals until the family indicates that a formal process is no longer required.

WHAT WILL IT TAKE TO SHAPE THE SYSTEM OF CARE?

- The System of Care movement in Washington State is in a critical period – **a time of significant challenges and opportunities**
- Shaping the System of Care will **require overcoming the challenges and taking advantage of the opportunities**
- Overcoming the challenges and taking advantage of the opportunities will not be easy. **It will require creative, inclusive, and strategic responses**
- In order **to develop creative, inclusive, and strategic responses, you have to engage in increasingly complex communities with many, diverse stakeholders and interests**
- **Engaging others to develop creative, inclusive, and strategic responses requires leadership**
- **So ..... shaping the System of Care requires leadership**
- In other words, **shaping the System of Care requires you to lead the change!**

*A *stakeholder* is someone who has an interest in a project or program, especially its results or outcomes. A stakeholder might be interested because he/she is affected, working on, or funding the project or program.

My system of care elevator speech

As a leader in shaping the System of Care, **you have the responsibility to educate others about**:

- The status quo and why it needs to change
- What a System of Care is
- How a System of Care will improve the lives of young people and their families in Washington State

You never know when you will have an opportunity to raise awareness or attract a new supporter to your cause. So you always need to be ready to give a convincing "elevator speech." **If you are on an elevator for one minute with someone who should know about improving outcomes for youth through a system of care approach, what would you tell them**? Use the information above and, more importantly, your own knowledge and experience, to write your speech.

Share your elevator speech with others and incorporate their good ideas into your speech to make it as compelling as possible!

3. Critical Leadership Skills, Habits, and Behaviors

WHAT WILL IT TAKE FOR ME TO BE A LEADER OF CHANGE?

In order to lead change you need to:

Know **what leadership is**

Understand **how leadership is different from other work you do**

Believe **that you can lead**

Develop **your leadership skills, habits, and behaviors**

> ***A leader is a chaos-maker, self-believer, people-builder, change-maker, mind-changer, builder and destroyer.***
>
> Participant at the 2014 Washington State Leadership Academy

WHAT IS LEADERSHIP?

A ***Process*** of	• Envisioning and initiating change by mobilizing others to alter the status quo, in response to an urgent challenge or exciting opportunity
A ***Behavior*** that	• Embraces relationships and has change as its essential goal
An ***Awareness*** of your choice to	• Strengthen relationships • Bring clarity • Ask a good question ***OR*** • Shut someone down • Show frustration • Blame • Not be engaged

Source: Ellen B. Kagen, MSW, Georgetown University. Adapted from Laufer, N. The Genesis of Leadership, 2008

Leadership is a verb, not a noun.

Leadership is action, not a position.

Leadership is defined by what we do, not the role we are in.

Excerpted from Jim Clemmer's "Growing the Distance: Timeless Principles for Personal, Career, and Family Success"

HOW IS LEADERSHIP DIFFERENT FROM OTHER WORK I DO?

- Leadership is **a personal journey**, informed by your own life experiences. Your journey will be different from the leadership journey of others.

- Your leadership behaviors can **apply to every aspect of your life,** even how you carry yourself.
- Being a leader is **a 24/7 experience and a choice you will make at every juncture**.

Leadership is different from:

- Management
- Authority
- Advocacy
- Strategic Planning

How is leadership different from management?

Managers	Leaders
• Work to create stability	• Work to create change
• Managing will help you keep your job	• Leading will help you change the status quo

Management is important - continue to build management skills such as budgeting, supervising, evaluating, and reporting.

At the same time, be ready to move to leadership when you seek to change the status quo.

Managing Is… Leading Is…

The multiple skills and functions of a leader include:

Managing is…

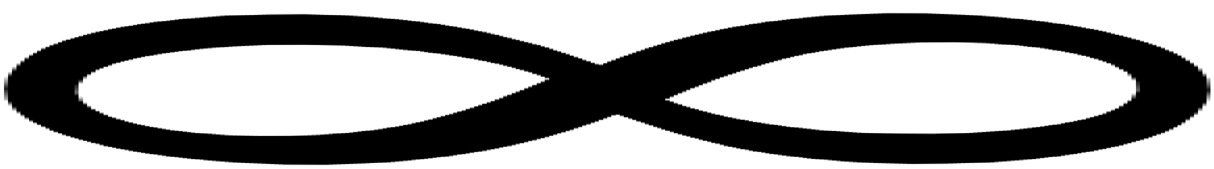
- Working within boundaries
- Controlling resources
- Planning to reach goals
- Contracting how and when work will be done
- Emphasizing reason and logic supported by intuition
- Deciding present actions based on the past and precedent*
- Waiting for all relevant data before deciding
- Measuring performance against plans

Leading is…

- Expanding boundaries
- Influencing others
- Creating a vision of a possible future
- Committing to get the work done no matter what
- Emphasizing intuition and feelings supported by reason
- Deciding present actions based on the envisioned future
- Pursuing enough data to decide now
- Assessing accomplishment against vision

Bellman, G.M. Leading When You Are Not in a Position of Authority, *Getting Things Done When You Are Not in Charge*, pp. 14.

*A *precedent* is something that happened in the past (like a decision or action) that is used to justify current or future decisions or actions.

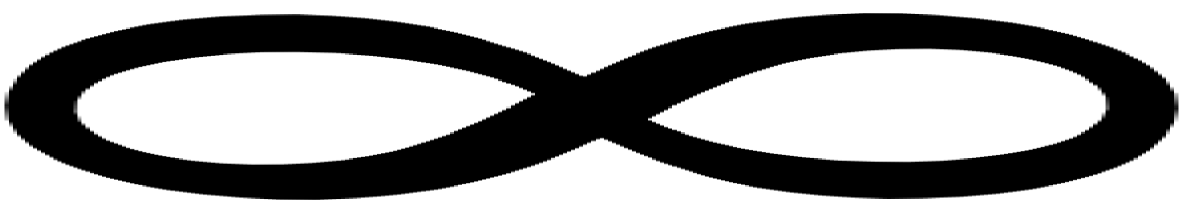


Leading change takes time. Over the long haul, you will often have to move back and forth between managing and leading.

Vision in Leadership
Fusion Leadership

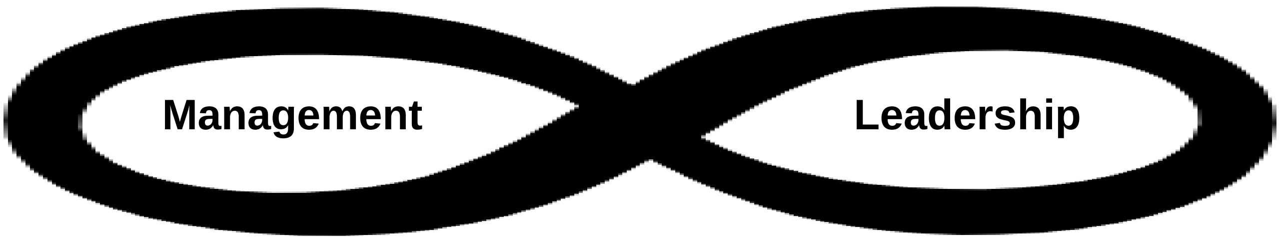
Leader in Management Role	Leader in Leadership Role
Manage with the future in mind	Create the future
Analyze hard data	Facilitate hopes and dreams
Pursue goals and objectives	Pursue higher purpose that touches the heart
Direct people	Inspire people
Focus on measures and money	Focus on values and yearnings
Consider dreams to be slightly fuzzy, perhaps unrealistic	Consider dreams to be concrete and reliable
Stick with the logical and doable	Think big and do the impossible
Scorn vision, but know we need a vision statement	Cherish vision as motivating and energizing
Live by tomorrow's deadlines	Live by hope and personal experience

Adapted from: Daft, R.L. & Lengel, R.H., Fusion Leadership, p.23



We all live and dance between both roles – managing and leading.

Management and leadership create different sets of experiences and feelings:



Safe	**Hard**
Stable	**Unstable**
Consistent	**Uncomfortable**
Calm	**Anxious**
Order	**Unknown**
Status quo	**Resistance**

Do not fear chaos and resistance - you are creating both.

If it doesn't feel chaotic, nothing is changing!

Resistance is a "loving partner" in the work.

My Actions as a Leader

As a leader, what will I do to:

Influence others to change the status quo?

Strengthen relationships?

Bring clarity to the vision?

Management vs. Leadership

After reviewing the differences between management and leadership:

These are ways in which I act as a manager

These are ways in which I act as a leader

These are areas of leadership I would like to build on

How is leadership different from authority?

Leadership is bringing people together to change the status quo. You can do that in **two ways:**

If you **have authority,** you are a **formal leader**

If you **do not have authority,** you are an **informal leader**

An example of informal leadership that changed the status quo: In the 1970's, the National Association of State Mental Health Program Directors (NASMHPD) had a rather combative relationship with the Federal government, which bypassed the state directors and provided mental health funding directly to local communities. Bypassing the states meant that planning was not well coordinated; states became, by default, responsible for institutional care and local communities provided counseling and consulting services. The tables turned when President Reagan created block grants to the states. Federal and local administrators lost control of much of the mental health funding and the state mental health directors happily gained control. Yet, the poor relationships and competition between the Federal government and NASMHPD continued.

It was in that environment that Ellen, as a 24-year-old professional, was working as the Program Director of the Children's Division at NASMHPD. When she received an invitation to meet with Dr. Ira Lourie and Judith Katz-Leavy, lead Federal Officials for children's issues at the National Institutes of Mental Health (NIMH). Ellen knew that her boss was not supportive because he saw no reason to cooperate with the Federal government. However, Ellen saw an opportunity and, in spite of her boss's objections, she met with Ira and Judith. Two things happened: (1) Ellen angered her boss and was disciplined and (2) she received a $25,000 contract from NIMH. She used that contract to engage children's mental health experts from around the country to envision a new approach to providing mental health services to young people – one that would be anchored within the authority of the States. Working with Ira and Judith, Ellen did two things (1) she created a gathering of experts which she facilitated and (2) she called for a series of white papers on a variety of topics, including: the current state of children with mental health challenges; possibilities for integrated state planning; innovations in services and supports; and the role of advocacy and families.

Ellen lacked formal authority, the people she gathered had years of experience in the field, **yet she acted as an informal leader** by building relationships and recognizing the opportunity at hand.

Self–authorizing* is the first step to becoming an informal leader, AND only when others see you within that role, do you actually gain authority when it is given to you by others.

**Self-authorizing* means taking authority before it is given to you by others; an individual who has self-authorized still needs to earn that authority.

To gain informal authority you must:

Be clear about your	Contribute	Be confident in your
• Passion • Purpose • Vision	• Give away credit • Bring resources • Acknowledge others publicly	• Experiences • Background • Preparation • Education • Resources • Conviction

Humility in Leadership

Remember, you only know what you know. There is always much to learn from other individuals and the collective intelligence*. It is a talent and true skill of individuals who are leading without authority to balance their passion for accomplishing great things with the humility to recognize their own limitations. **Balance your sense of confidence without slipping into arrogance. You do this by leveraging your values of learning, openness, and humility.** * Collective intelligence is a group's combined knowledge, wisdom, insights, expertise, experience, perspectives, and truths.

We all have authority to do things. Often, when we are doing things we have authority to do, we are being managers, not leaders.

Authority

These are things I will do to gain informal authority

These are risk(s) I need to take to gain informal authority

These are ways in which taking those risks could help me achieve my (or our) purpose - what I (or we) want to accomplish

How is leadership different from advocacy?

Advocacy is	Leadership is
• Using messaging and **telling**	• Using **questions and reflection**
• **Arguing** in favor of something	• **Bringing people together** to change the status quo
• **Trying to influence** by putting hard issues on the agenda	• **Mobilizing resources** to bring about the change
• **Keeping people focused** on the issues	• **Keeping people focused** on the issues

Sometimes leadership, not advocacy, is what is needed

Here is how one of your peers moved from advocacy to leadership:

At the 2014 Washington State Leadership Academy, one of the participants shared a story of how she moved from being an advocate, to being a leader: As a system-involved youth, she had experienced the consequences of ineffective practices by some particular providers. Later, she had the opportunity to speak to an audience that included those providers and their peers. The opportunity to call attention to those providers and their ineffective practices was tempting. However, she realized that, while embarrassing them in front of their peers might give her some personal satisfaction, doing so would do nothing to further her goal, which was to lead changes that would result in better treatment for all youth. As she said, "*It can be hard for youth and families who, as advocates, have had to fight for authority for so long. One of the biggest challenges we have is to take off our advocacy hat (and put on our leader hat).* **We have to consider – what my behavior will accomplish for the system change efforts– not what it will do for me."**

Leadership vs. Advocacy

These are ways in which I will act as a leader, rather than an advocate

How do I know when to use leadership and when to use advocacy?

If the change you want requires people to change their attitudes, values, or habits, you need to use leadership!

Do I have to stop being an advocate?

No! We often overuse our advocacy and underuse our leadership. However, you do not have to stop being an advocate. **Instead, you need to understand when advocacy is needed, and when leadership is needed**. As a leader, you need a certain amount of passion, but **you must manage that passion** in order to gain authority. If you do not, you risk losing credibility.

The changes required will be not only in our organizations but in ourselves as well.

….Only by changing how we think can we change policies and practices.

…Only by changing how we interact can shared vision*, shared understandings and new capacities for coordinated action be established.

Peter Senge. The Fifth Discipline

**Shared vision* is when a group of people have a similar mental image of the future.

How is leadership different from strategic planning?

Strategic Planning	Leadership
• **Focuses on goals, objectives, plans, and resources**	• **Focuses on the *people*** who will create the vision and make it a reality
• **Is not (necessarily) intended to create change**	• Is intended to **create change**

Ellen's own journey from strategic planner to leader:

At the 2014 Washington State Leadership Academy, Ellen described her journey from strategic planner to leader: "Early in my career, I was a social strategist. As an expert in strategic planning, I believed that strategy was the best way to change systems. When I was recruited to Georgetown the second time in 1997, I met people in the field who truly understood what it meant to be a leader of change. I realized that these leaders had a way of understanding – a level of working with others that was fundamentally different from using strategic planning or re-organizing departments. I became curious about the characteristics and behaviors of leaders. At Harvard's Kennedy School of Government, I studied with Ronald Heifetz, where I learned about leading change in the midst of chaos. **I came to understand that it was leadership, not strategic planning that was needed to create a System of Care.** I was inspired to translate the work of Heifetz, John Kotter, Peter Senge, and others into 'our' language, values, and principles, so that we could use those powerful leadership concepts to build communities and Systems of Care based on collaboration, strong consumer voice for youth and families, and cultural and linguistic competence*."

**Cultural and linguistic competence* means the ability to work effectively with people whose cultures and native languages are different from yours.

As Ellen has done, be prepared to tell your stories to others.

Can I really be a leader?

Yes! The fact that you chose to learn more about leading change is an act of leadership.

Often, when we think of leadership, we look "up" the chain of command to others in our community or organization. However, leadership can come from anyone. It is a choice *you* have to make! Like any other skill, **you can develop your leadership abilities if you work at it and** have a growth mindset[2].

WHAT ARE THE FUNDAMENTAL SKILLS, HABITS, AND BEHAVIORS I NEED TO LEAD?

Leadership requires many skills, habits, and behaviors. You probably already have many of them. To identify which you have, and which you should develop, **fill out your Leadership Inventory on the next page**.

1. Review the list of leadership skills, habits, and behaviors in the Inventory.

2. Check ***(***√***)*** the ones that you already have. ***Or*** ask people who know you well (co-workers, supervisors, friends who will give you honest feedback) to indicate which you already have.

3. Pick one or two skills, habits, or behaviors that you want to develop. What are some ways that you could develop those?

4. Use the Leadership Development Plan, found on page 65 to identify those that you want to develop and create a plan for developing them.

   Like any new skill, habit, or behavior, developing your leadership abilities will take practice. It might help to talk to friends, colleagues, or co-workers for ideas about how to learn and practice the skill, habit, or behaviors you want to develop first.

5. Identify people who could give you feedback on how you are doing as you develop your new skills, habits, and behaviors.

6. Take the Leadership Inventory again in 6 months to assess your growth.

[2] https://www.youtube.com/watch?v=pN34FNbOKXc

My Leadership Inventory

_______ I am clear about my personal values

_______ I am able to say, "I don't know the answer"

_______ I know where to go when I need help

_______ I am aware of my mental models

_______ I recognize that other people have mental models that are different from mine

_______ I am open to learning - staying curious

_______ I seek to understand others before trying to be understood

_______ I am able to reset – I work to change myself before trying to change others

_______ I am ready to create alignment with others and facilitate a new, shared truth

_______ I adapt to changing situations and environments

_______ I am willing to stretch myself, take risks, and allow myself to fail

_______ I am willing to put myself out there and be vulnerable

_______ I am aware of how present, or distracted, I am at every moment

_______ I invite feedback and work to improve over time

_______ I persist in my personal vision to change the status quo and create a new future, in spite of extreme difficulties

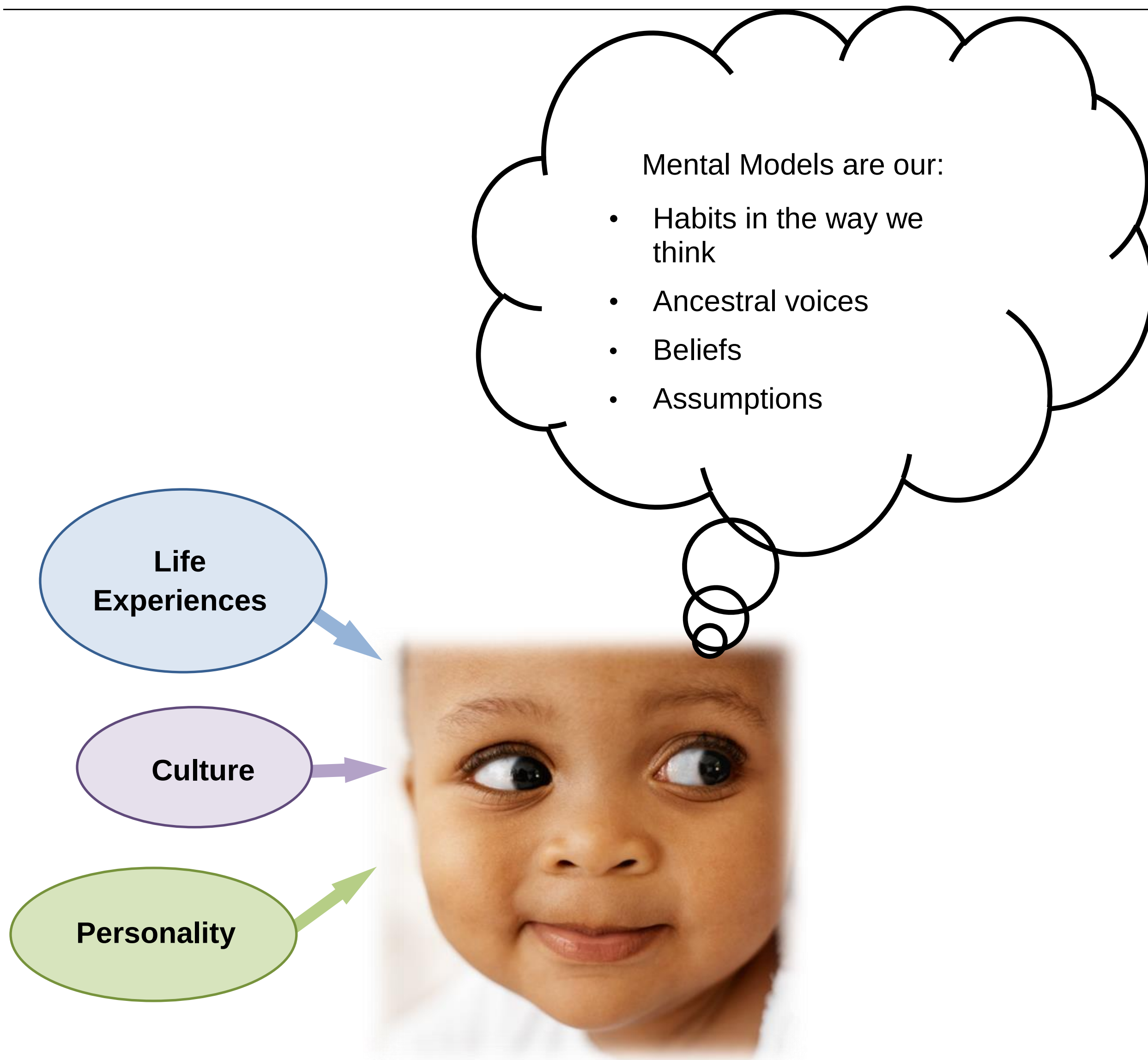
_______ Self-reflection

1. ***Check the skills, habits, and behaviors you already have***
2. ***Use the Leadership Development Plan to identify those that you want to develop, and how you will develop them.***
3. ***Ask for honest feedback.***

What fundamental skills, habits, and behaviors are needed to lead change?

All of the skills, habits, and behaviors listed in the Leadership Inventory above are important. The following sections of the guide provide guidance about some that can be the most challenging.

What are mental models?



Our mental models **are always shaping the way we see others, the world, and ourselves**.

Mental Models and Assumptions

- Everyone has them
- They are easier to see in others, harder to see our own
- They affect how we think and act - positively or negatively
- They may be conscious or unconscious
- They can help or interfere with our understanding of the world
- Some assumptions are warranted – there is evidence to support them
- Other assumptions are unwarranted – there is no evidence to support them
- We must always question whether our assumptions are relevant and warranted

If we believe something to be true that is not tested or not true, we often act as if it is true.

Daniel Kies, 2005

What are some of my mental models?

Think about each of the words below. What images or thoughts come to mind when you think of each one? Now talk with someone you know personally – someone who is different from you, who has had different life experiences and comes from a different culture than you, perhaps someone much older or younger than you. Tell them that you are thinking about mental models (explain what mental models are if they do not know) and ask them if they would share some of the images and thoughts that come to their mind when they think of each of the words. Those images and thoughts, yours and theirs, are mental models.

	Your images and thoughts	The other person's images and thoughts
Teenager	______________________	______________________
Education	______________________	______________________
Police	______________________	______________________
Silence	______________________	______________________
The government	______________________	______________________
President	______________________	______________________
Hospital	______________________	______________________
Religious	______________________	______________________

Ways in which my mental models are similar to, or different from, others'

Ways in which my mental models influence the way that I think about or interact with teenagers, education, police, etc.

Examples of how mental models can get in our way

At the 2014 Washington State Leadership Academy, Ellen shared a story about mental models. Early on in the System of Care movement, she and other leaders had negative mental models and assumptions about hospitals and residential treatment centers. They saw no place or role for those institutions in a System of Care. It took a long time before they began to question those assumptions. Once they did, they realized that their assumptions were not warranted. As they began talking with hospitals and treatment center personnel, they realized that their mental models had caused them to leave those valuable partners out of the System of Care. **As a result of questioning their mental models and assumptions, they gained a more accurate understanding of how hospitals and treatment centers are actually critical elements of an effective system of care in every community.** The Substance Abuse & Mental Health Services Administration went so far as to develop the Building Bridges Initiative[3] to turn this new awareness into action.

Click on this link[4] to watch a fun video about how mental models can get in our way.

- What kinds of mental models did the people in the video have?
- What were they imagining or expecting?
- Do you have mental models that are keeping you stuck or preventing you from seeing a solution?

Our mental models allow us to either be open to possibilities or shut them down.

Our mental models naturally drive us to notice and pay attention to some things, or blind us from other things. They cause our attention to be selective - to focus our attention on, or away from people, values, beliefs, or perceptions. **Our selective attention gets in the way of our ability to see the whole picture, and therefore, naturally limits our ability to see the full situation.** For example, selective attention limits our ability to see strengths or threats, potential problems, potential solutions, or opportunities.

[3] http://www.buildingbridges4youth.org/index.html
[4] https://www.youtube.com/watch?v=VrSUe_m19FY

Examples of how our selective attention can get in our way

Many of us like to think that we are great observers - that we hear, see, and feel all things just as they are. However, our attention is selective - we focus on some things more than others do. We all have biases and, sometimes, those biases influence what we focus on or how we see things.

Click on this link[5] and watch the video for a fun example of how our attention can be selective.

- After watching the video, can you think of ways that your biases or selective attention might have made you miss opportunities or potential solutions?
- How might your selective attention or biases be influencing your mental models?

If our mental models about teenagers are negative, how will we be family-driven when a teenager is the parent of a child we are working with? If we have negative assumptions about the police, how often will they be left off the invitation list as we move to build community collaboration? And, what about our perceptions about people who are late (disorganized, lazy, disrespectful, etc.).

Will our mental models and negative assumptions about people cause us to shut them out as colleagues during important decisions, thereby losing a piece of the collective intelligence?

> **It is in the collective intelligence of people at all levels, who need to use one another as resources, often across boundaries, and learn their way to new solutions.**
>
> Adapted from R. Heifetz and D. Laurie: "The Work of Leadership". Harvard Business Review, 1998

5 https://www.youtube.com/watch?v=vJG698U2Mvo

How do I manage my mental models?

Think back to the lessons about leaders moving from advocacy to leadership. You can manage your mental models by leading with inquiry and curiosity, and gathering the collective intelligence. **Moving from high advocacy/low inquiry to high inquiry/low advocacy (from telling to asking), helps you recognize your mental models, question your assertions, and become an adaptive leader of systems change.**

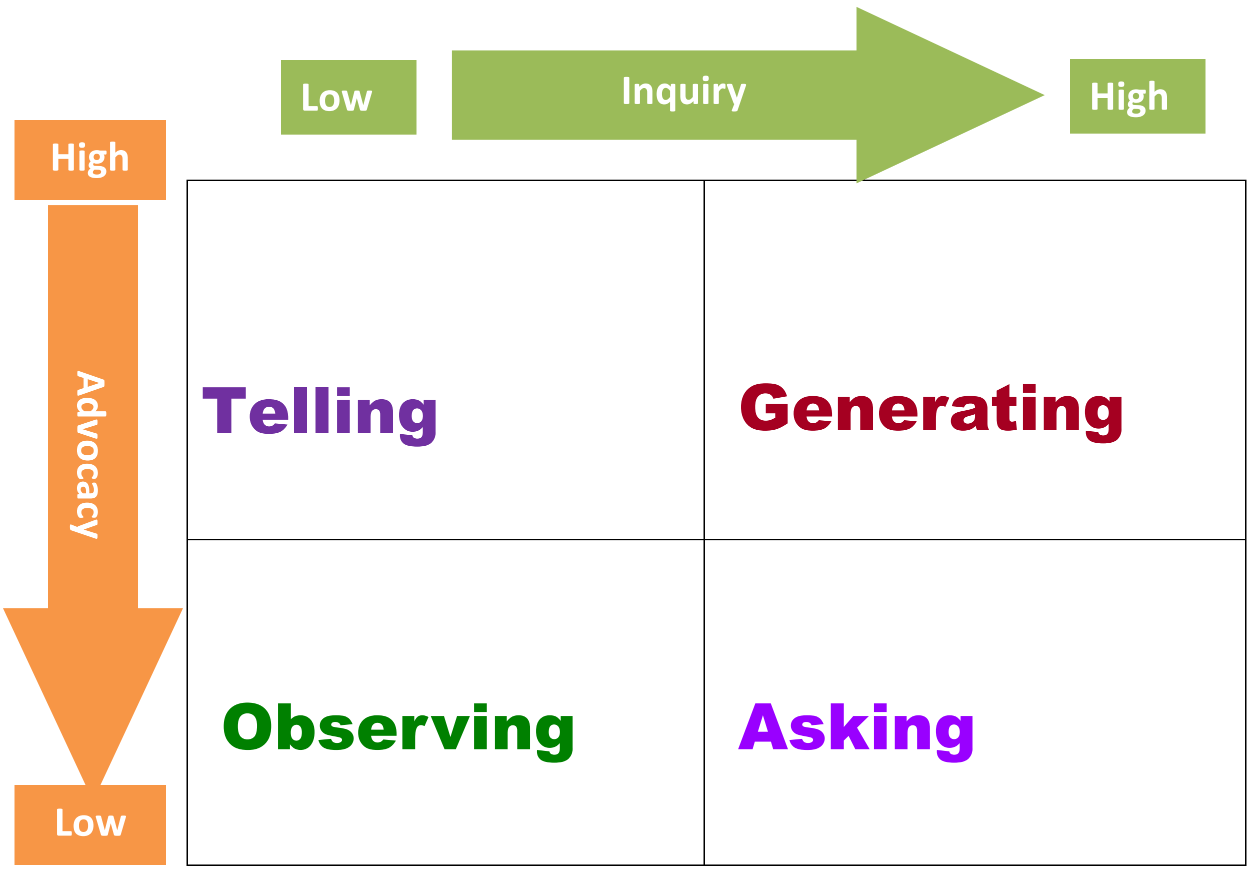
These are ways in which my mental models or selective attention might be getting in the way of my efforts to lead change and shape the System of Care

These are things I will do to be aware of my mental models and manage them

What is the difference between advocacy and inquiry?

Advocacy - stating a point of view, expressing opinion, urging action

Inquiry – asking questions, clarifying information, sensing process



1. High Advocacy/Low Inquiry (**EXPLAINING/TELLING**) = one-way communication – good for: sharing your perspective with others based on how you think the world works and why (your culture, your mental model, your experience), giving directions, explaining and asserting. Appropriate when bringing already-conceived ideas to a group of people (e.g.an organizational strategic plan used as the basis for a departmental strategic plan). **High advocacy/low inquiry cannot be used alone if your ultimate goal is to enhance understanding of diverse perspectives or build common ground. If used incorrectly, (e.g. dictating and imposing, which does not offer an explanation as to "why" and the underlying common values) you are likely to create resistance.**

2. High Inquiry/Low Advocacy (INTERVIEWING/ASKING) = one-way communication – useful for gathering information, for discovery, for exploring others' points of view and the reasons behind them. The speaker can also ask for clarification as in "what is the question/problem we are trying to address?" **If used exclusively, (e.g. not providing any input or feedback) the leader can appear as though they are interrogating and you can be thought of as having a hidden agenda**.

3. Low Inquiry/Low Advocacy (**OBSERVING**) = very little conversation occurs when you are mostly observing. You will be in a watchful mode; highly sensitive to process and watching the conversation flow without saying much. However, in this stance, you are keenly aware of **all** that happens. In this case, you are paying attention to and observing mostly process and not focused as much on content. This is useful when you need to observe what is happening (getting on the balcony for diagnosis- page 94). **It can create difficulty however, when you withhold your views for too long, and therefore appear to have "checked out" or are not paying attention** (withdrawn).

4. High Advocacy/High Inquiry (MUTUAL LEARNING/GENERATING) = two-way communication and high level of learning; both parties stating their views and asking the other's view. This is skillful dialogue where there is a strong balance of inquiry and advocacy. You suspend all assumptions and create a holding environment (page 99) in which collective thinking can occur. You are genuinely curious and you make your own reasoning explicit. You ask thoughtful questions that uncover assumptions without being critical or accusing. When using high advocacy/high inquiry, **you must take care to be real. Some leaders are so skilled that they can use high advocacy and high inquiry but, at the same time, already have their mind made up, be close-minded, or even manipulative. This can happen knowingly or unknowingly. Check yourself to make sure that you are truly curious, open to learning, and open to changing your mind.**

Source: Kagen, E.B. (updated 2014) based on Sockalingam, S. (2010) "Balancing Advocacy and Inquiry for Dialogue", Senge, P. *The Fifth Discipline* and Isaacs, W. *Dialogue: the Art of Thinking Together*.

How are assessments different from assertions?

As humans, we are constantly making assessments about the people and the world around us – it is natural. For example, if we see someone driving a fancy car, our assessment might be that the person is wealthy - but we do not *know* whether that is accurate. **As leaders, we must constantly check our assessments and our mental models to see if they are accurate.** We must hold our assessments lightly and consider multiple possibilities. We need to base our work on accurate information if we are going to be successful leaders of change.

Assessments	Assertions
• **Cannot be shown to be true or false**	• **Can be shown to be true or false**
• **"This room is hot"**	• **"This room is 75 degrees"**
• **An *aroma* is how we perceive the odor**	• **An *odor* is created by chemicals that can be identified in a laboratory**
• **Whether someone likes cilantro depends on how they perceive it**	• **The flavor of cilantro is based on the chemicals in the leaves**

If we are not careful, our assessments become stories that we constantly tell ourselves and each other. The stories can be about ourselves, other people, agencies, structures, systems, etc. Our stories are influenced by our mental models, our selective attention (page 51), and our assessments. As leaders, we must recognize when we, or others, are telling these stories. Then **we must step back and question whether our stories are true and fair**. We need to base our work on truth and fairness if we are going to be successful leaders of change.

Assessment or Assertion?

Here is an activity you can use to identify ways in which you make assessments and assertions every day.

Step 1. Find a partner

Step 2. Both you and your partner think about a difficult encounter you had recently with a co-worker, boss, friend, child, etc.

Step 3. One of you describes the encounter. Include answers to questions like these: *What happened? What did you say? What did the other person say? What did you hear? What did the other person hear?*

As you listen to your partner's story, write down each assessment that you hear and each assertion you hear.

Switch roles (telling the story and recording assessments and assertions)

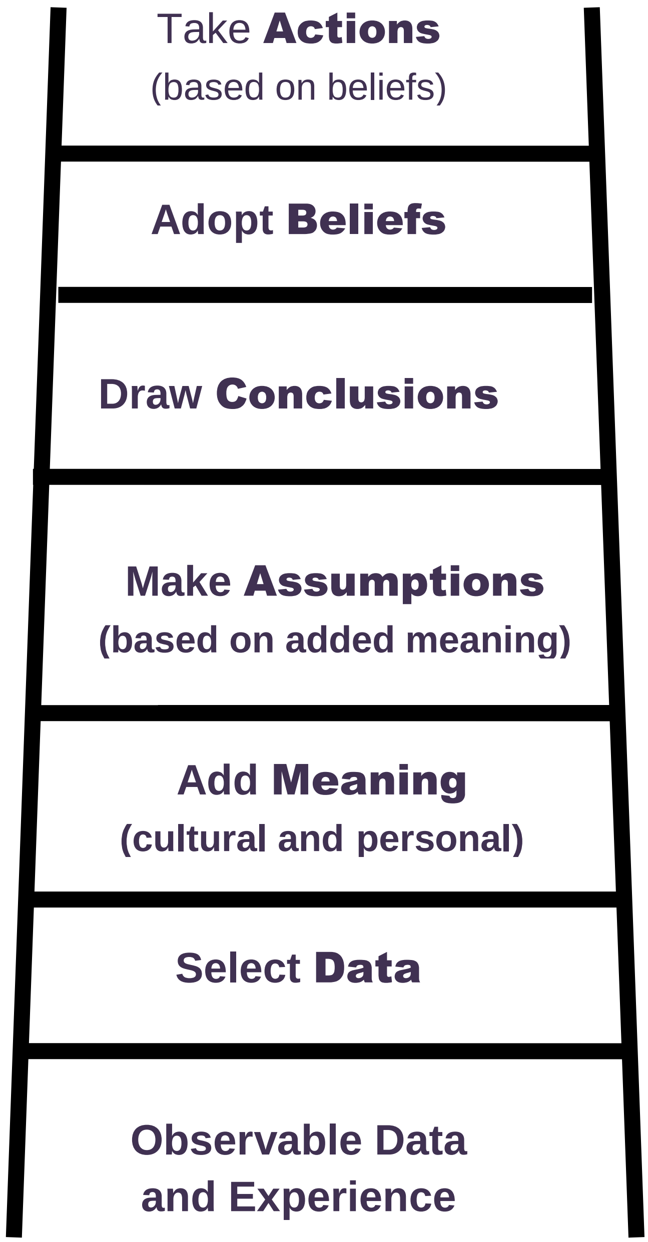
Step 4. Discuss. Do you agree with how your partner labeled each assessment and assertion? Discuss those you disagreed with.

Are you surprised at how many assessments you made?

Assessments	Assertions

What is the ladder of inference?

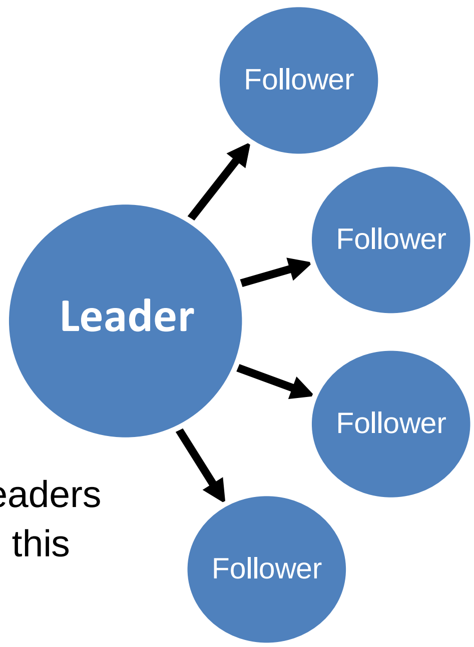
The "ladder of inference" **shows how we often move from receiving some data, or having an experience, to taking some action**. As with all ladders, we need to be careful when climbing our ladder of inference – each rung could be weak. The way we *select data, add meaning, make assumptions, draw* (or jump to) *conclusions*, and *adopt beliefs* can be faulty. **If we are not careful with each step, we can create great harm** – to others and ourselves!



These are ways in which I will try to prevent myself from moving too quickly up the ladder of inference (moving too quickly from observing data, to drawing conclusions, and taking action)

Why are curiosity and inquiry important?

Realizing that what you know is not enough, **being curious, and gathering and sharing the collective intelligence are at the heart of the model of leading change**.

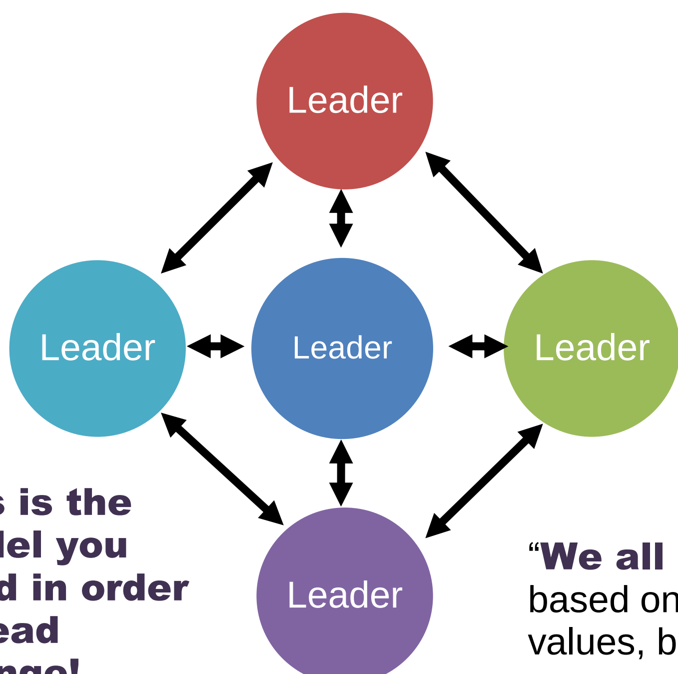


Many leaders still use this model

Old Model of Leadership:

- dictating
- selling
- convincing others that my way is the right way

"**I have the truth** and will use my skills to get others to see things my way."



New Model of Leadership:

- collaborating
- asking what each has to say
- gathering and sharing the collective intelligence

This is the model you need in order to lead change!

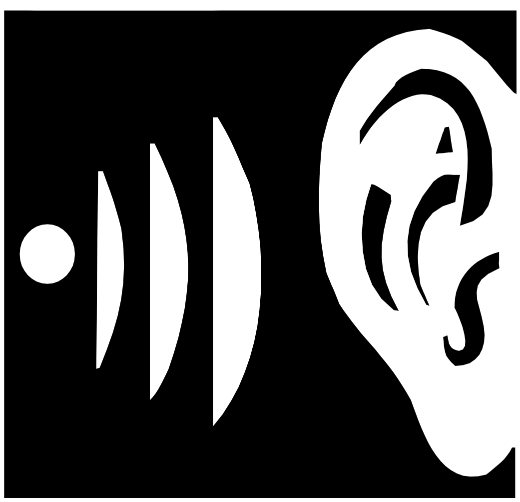
"**We all have our own truths** based on our unique experiences, values, beliefs, culture, etc."

The most powerful tool you have as a leader is the group's collective intelligence. As a leader your job is to:

listen	learn what you do not know	gather the collective intelligence	facilitate the development of a new truth

At the heart of System of Care values and principles is the understanding that **what you know is not enough**. Your job as leaders is to **learn what others know and use the collective intelligence.**

Here is how one of your peers learned about the power of learning what you do not know and gathering the collective intelligence:



At the 2014 Washington State Leadership Academy, one of the participants shared a story of how he learned about the importance of listening. As part of a quality assurance effort, he created a technical, quality assurance checklist for professionals in the field to use when working with clients. Several days after sending the checklist, he was surprised that he had not received any response. When he called some of the recipients, he learned that they had already developed their own quality assurance tools, which were working well for them - they did not need a new checklist! He realized that, if he had started by listening and gathering the collective intelligence, he would have learned about the quality assurance tools that already existed, and could have facilitated the sharing of tools and ideas among the professionals.

In order to shape the System of Care **you must develop a new, shared truth based on the voice and experience of all stakeholders**: youth, families, system partners, providers, the State, the Regional Support Network, etc.

Have a listening posture:

Quick to Listen (in order to hear others perspectives)
and
Slow to Speak (to justify my own)

Why should I try to understand the other person before trying to be understood?

Because you learn more!

Leaders are often "telling"...

- As a leader, you might be eager to explain your point of view
- But you already know your point of view and it is not enough!

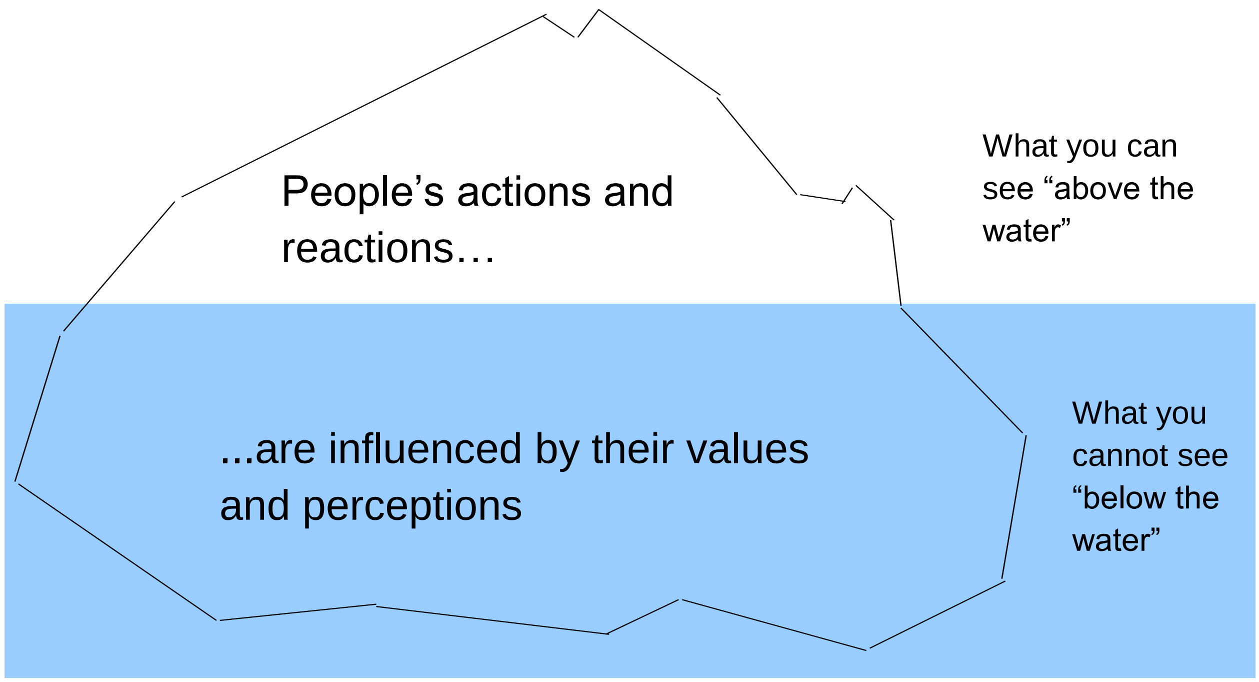
but it is better to listen...

- By listening, you get more information and different, important perspectives
- Listening gives you a more complete picture of the world

and even better to observe

- By stepping back "getting on the balcony" and observing, instead of telling or listening, you can see the big picture and learn even more
- **But** do not just observe for too long - people will think you are not engaged

When observing, remember the "iceberg principle"



Our job is to learn what is under the iceberg. The only way to do that is to use curiosity and inquiry.

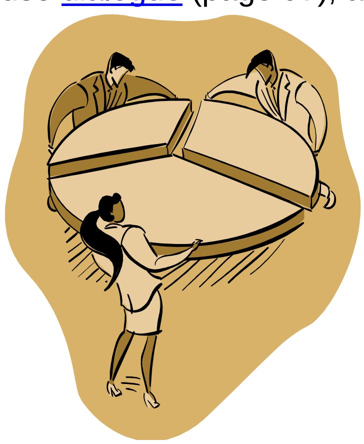
These are opportunities I will take (and make) to listen, gather the collective intelligence, and understand others, before trying to be understood

How do I facilitate the development of a "new, shared truth"?

Here is an example to help you see the difference between operating from your own truth and developing a new, shared truth: Imagine that you are the parent of a student who is struggling in school and you learn about a program in the school that you think would be perfect for your child.

If you approach the situation with only your own truth in mind, you might meet with the principal and start with a demand - to have your child enrolled in the program. You might use language such as, "I know you care about your budget, *but*…" You will be acting like an advocate. You will only understand your truth and risk seeing the other person (the principal) as your competitor.

If you seek to develop a new, shared truth you might meet with the principal, use dialogue (page 97), and reframe* the issue by starting with a question that you both care about such as, "What do we (the parent and the school) need to do so that my child will be successful?" You might use language such as, "I know that you care about your budget, *and*…" By doing so, you seek to understand the other person's truth and see that person (the principal) as a collaborator. You will be acting like a leader. Of course, it might not be easy. Try to avoid *"but"* and look for every opportunity to use "*and.*" Even when the person you are collaborating with keeps going back to their position, do not fall back to advocacy and "demand." Instead, keep going back to "*and*" (see page 119).



Remember that as a leader, you need to focus on the long-term. Use the language of leadership and collaboration such as, "I also care about your budget." **Acting as a leader is most important when faced with a difficult problem – one that might not seem to have a solution – one that requires a new, shared truth.**

**Reframe* means considering the idea or situation from different perspectives or truths, and turning the situation from the past or present to a future orientation, and from the negative to the positive.

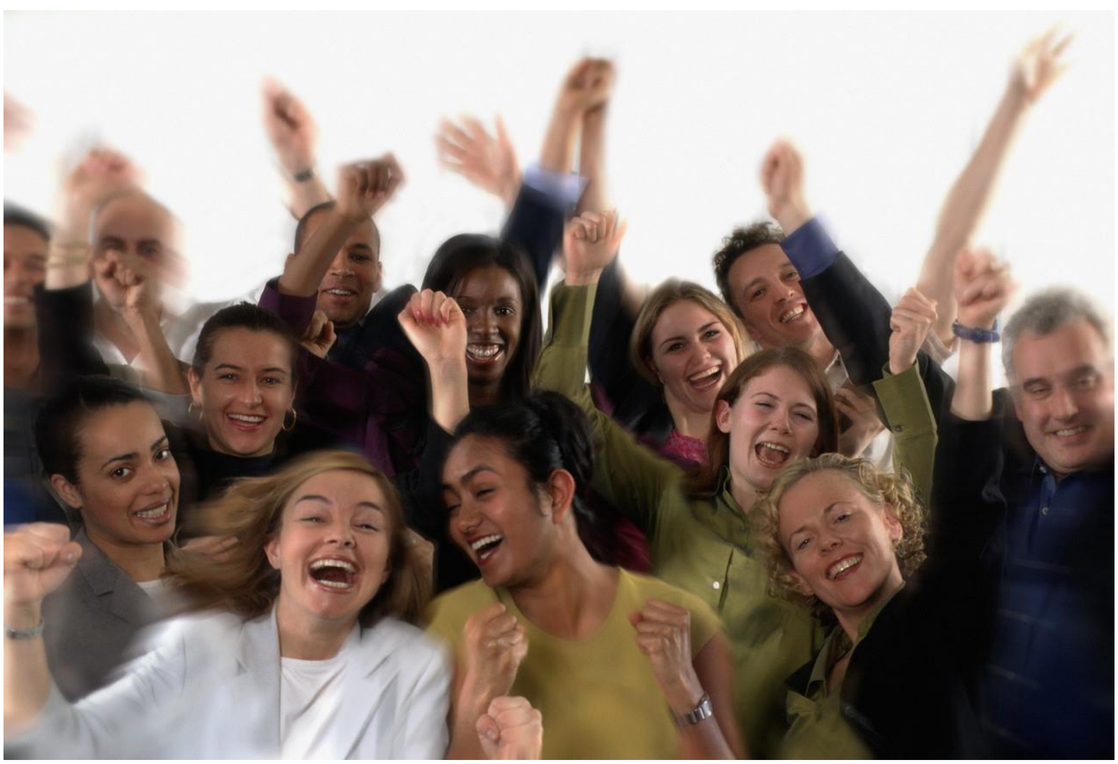
Summary of the new, shared truth example:

Your Own Truth	New, Shared Truth
• Start with a demand	• Start with a shared question
• Act as an advocate	• Act as a leader
• Understand only your own truth	• Seek to understand the other person's truth
• The other person is your competitor	• The other person is your collaborator
• Is not easy	• Is not easy
• "but"	• Is most important when the problem is difficult
	• "and"

As leaders, we need to reset – to decide what is really most important to what we are trying to accomplish…

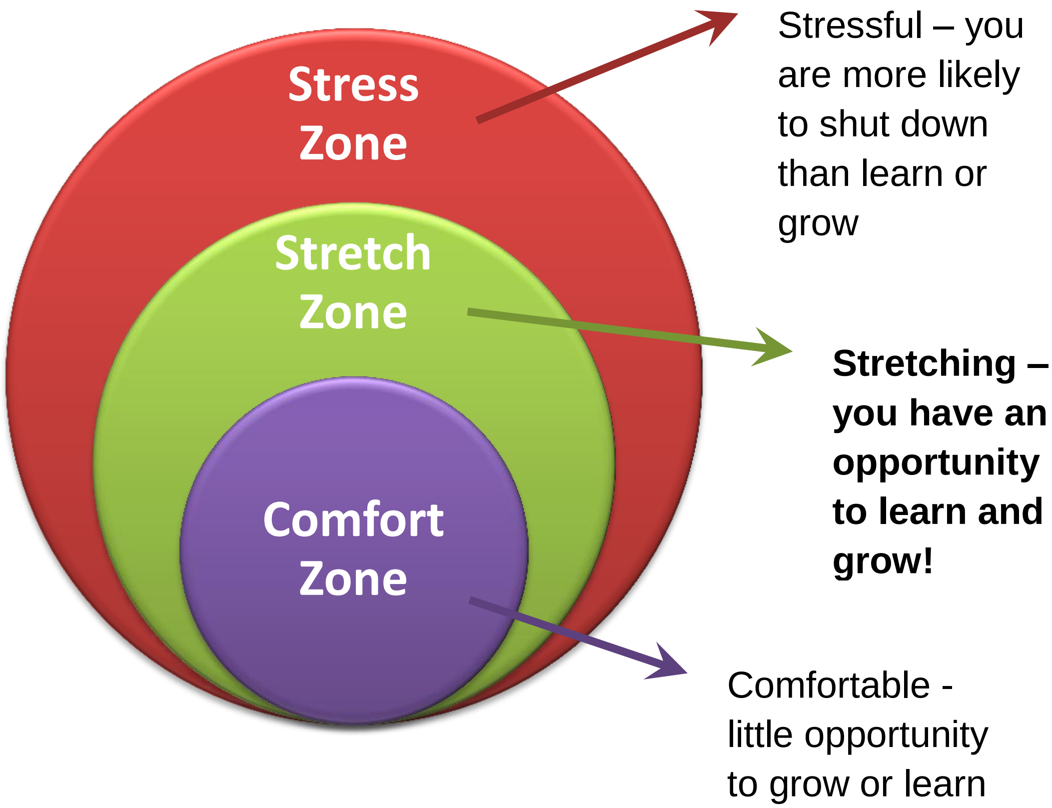
…and what we have to let go of in order to develop a new, shared truth.

These are things that my team and I can do to develop a new, shared truth



What do I need to know about stretching myself and taking risks?

Each of us operates in one of three zones:



What is comfortable, a stretch, or stressful can depend on the person.

You might be comfortable rock climbing ….

…but it might be a stretch or stressful for your friend.

What is comfortable, a stretch, or stressful can also depend on the situation or context.

You might be comfortable speaking in front friends ….

…but not in front of a large audience!

As leaders, we will sometimes need to move out of our comfort zone – to stretch ourselves to do things like be vulnerable in front of others, admit mistakes, or apologize to someone we have been in conflict with.

My Leadership Development Plan

Leadership skills, habits, or behaviors that I want to develop

Things I will do to develop those skills, habits, or behaviors

Ways that I can stretch myself (risks I can take) to build my leadership skills
(Refer to *What do I need to know about stretching myself and taking risks?* on page 63)

Some situations or contexts in which I will stretch myself to build those skills

How I will know that I am growing in the leadership skill, habit, or behavior that I want to develop. What I will do, see, hear, feel, or observe as a result of my growth

People I will ask to give me honest feedback about my leadership skills, habits, or behaviors

Ways in which I will celebrate my own growth and the growth I see in my colleagues

The reason the system is not changing is not because of someone else; it's because of us.

4. Leading in Times of Change & Transformation

Strategies and Skills for Meeting the Adaptive Challenge

SPECIAL SKILLS FOR MEETING AN ADAPTIVE CHALLENGE

During times of change, things **can feel unstable and chaotic**. The lack of stability **can create fear and resistance**.

Leading change, like changing the systems that serve youth, will require you to use all of the leadership skills described earlier in this guide, from Section 3, **and**……..

Speak in the language of shared values

(page 70)

Reset and let go

(page 72)

Distinguish between technical and adaptive work

(page 84)

Use the right approach for the type of challenge you are facing

(page 92)

> **Everything changes and nothing stands still.**
>
> Heraclitus, 402 A.D.

How do I speak in the language of shared values*?

*A group of people have *shared values* when they agree about what is important.

Speaking in the language of *shared values* means **always focusing on what is most important to people** – youth, families, and other stakeholders; **using words and images that motivate, inspire**, and **touch their hearts**. **Letting them know that you understand their frustration, fears, hopes, and dreams**.

Speaking in the language of shared values **helps people understand why change is needed**. **It maintains a sense of urgency** and **sustains people for the long haul** of changing the systems that serve young people.

An example of speaking in the language of shared values:

Just after the September, 2011 attacks on the World Trade Center, a reporter asked Mayor Rudy Giuliani how many people had been killed. He could have responded with a technical answer – with a number. Instead, he simply said, "Too many to bear."

In that way, he expressed what people were feeling, what was in their hearts, in the language of shared values.

Ways in which I can speak in the language of shared values. Words and images I can use to motivate, inspire, and touch peoples' hearts when talking about the importance of a System of Care

What can I do to reset* beliefs, attitudes, and behaviors?

**Resetting* means revising or adopting new values, beliefs, attitudes, and behaviors based on an openness to hear new information, perspectives, or truth. Resetting also means setting aside your own values, beliefs, attitudes, or behaviors so that a new perspective can emerge.

Minor adjustments or "tweaks" will not create major change.
Major change, like changing the systems that serve young people, cannot happen without resetting values, beliefs, attitudes, behaviors, priorities, resources, and power. It cannot happen without letting go of the past.

As a leader, you can reset beliefs, attitudes,and behaviors **by creating safe opportunities and environments for youth, families, service providers, and other stakeholders to share openly their perspectives, their truth about**:

Which values, beliefs, attitudes, or behaviors must change?

Whose values, beliefs, attitudes, or behaviors must change?

What changes in priorities, resources, and power are necessary?

What must be let go **and who** must let go?

Creating opportunities for people to share their own truths is the only way to reset and develop a new shared truth (page 60).

Developing a new shared truth is the only way that the change you are seeking will be generated, understood, accepted, and acted upon by all.

> **Reset requires figuring out what, of all that you say you value, is really important and must be preserved……**
>
> **and what, of all that you value, you must leave behind in order to adapt to a fundamental new reality.**
>
> **Heifetz, R., Grashow, A., Linsky, M., "Leadership in a (Permanent) Crisis", Harvard Business Review (2009)**

Me First!

Leaders work to reset themselves before trying to reset others.

Most of the time, we think we are right and it can become the most important thing to us. ("If they didn't think the way they do we could….") When you bump against someone with a different truth, you may need to reset yourself to reach a solution.

One way to help leaders reset is to use a case consultation process

Case Consultation

At the 2014 Washington State Leadership Academy, Ellen facilitated a powerful process called *case consultation* for adaptive challenges. **You and your team can use case consultations to**:

- Help each other better understand a particular challenge you are facing
- Help you reset in response to your challenge
- Identify potential solutions and next steps to overcome the challenge

The steps for conducting a case consultation are provided here, followed by: an example of a challenge that could be explored using a consultation, the kinds of realizations a presenter might have as a result of participating in a consultation, and the kinds of leadership lessons that might be gained by participating in a consultation. **A case consultation will take approximately one hour.**

Selecting the Challenge

Not all challenges are appropriate for a case consultation. A consultation challenge should be important enough to ask colleagues to invest their time and ideas in helping you understand and resolve your challenge. **The qualities of a challenge that would be appropriate for a consultation include**:

- **Something you have been trying to understand or resolve for some time**. Typically, you would not request a consultation for a challenge that you have just encountered, unless the stakes are high.
- Something that **is not close to being resolved** already.
- Something that **does not require others to change their beliefs, attitudes, or behaviors**. A consultation is intended to help you explore ways in which *you* might reset.
- Something that is **important enough that you would be willing to change your behavior beliefs, attitudes, or behaviors.**

Describing the Challenge

It is important to take some time to think about your challenge before the consultation so that you can state it precisely and clearly to your colleagues. Doing so will help you get the greatest benefit from the process. Questions to consider as you think about the challenge include:

- Why has the situation been a challenge for you?
- Why is it important?
- What have you already tried, and what has been the result?
- What assessments (page 51), assumptions, or conclusions have you made about the situation?

Write down your challenge in the form of a question. **It should not be a "yes" or "no" question.** Describe it as precisely and clearly as you can. It might be something like, "Why do only 25% of our system partners attend the monthly partnership meetings that I have been organizing?" Include as much background information as you think your colleagues will need to understand it. Then leave it for a while and come back to it later. Keep editing your question until you are sure it accurately and clearly describes the challenge.

Inviting Colleagues to Participate

One of the most powerful aspects of a case consultation is having outside perspectives about the challenge. **When inviting people to participate in a consultation, be sure to include people with different experiences and perspectives,** including those who are not experiencing the challenge you are exploring. **Let everyone know that the consultation will take approximately one hour.**

There are **four roles** in a consultation:

- The **presenter** is the person who has the challenge.
- The **consultants** are the colleagues who will help the presenter explore the challenge.
- The **facilitator** facilitates the conversation between the consultants and the presenter.
- The **timekeeper** monitors the time and lets the facilitator know when it is time to move to the next step in the process. The facilitator might choose to play this role or, if necessary, one of the consultants can be timekeeper.

Steps to Conducting the Consultation

Step 1. Facilitator Sets the Stage (10 minutes) - The facilitator sets the stage by explaining that **the consultation is not intended to solve the challenge** for the person presenting it. Instead, it is intended to help the presenter (the person with the challenge) think more deeply about the situation and challenge, and consider different perspectives and actions they could take. In other words, **the consultation is intended to help the presenter reset.**

Before continuing, **the facilitator asks the group what will be required in order to have safe conversations**. Responses might include the following:

- Respect – we are all equal
- Compassion
- Use full sentences
- Ask for clarification/explanation if necessary
- Complete confidentiality
- Share open and honest perspectives
- Manage our own mental models
- No verbal or physical judgment

Step Two. Presenter Explains the Situation and Challenge (5 minutes) - The facilitator invites the presenter to sit in the front of the room so it will be easy for the rest of the group (the consultants) to see and communicate with the presenter. The facilitator asks the presenter to briefly describe her situation, her role or position in that situation (e.g. is she a supervisor, team member, staff, etc.), and the challenge. **The presenter does not have to go into great detail at this point**, nor should she try to solve the challenge.

Step Three. Group Clarifies the Facts (5 minutes) - The facilitator gives the group (the consultants) five minutes to ask the presenter clarifying questions.

Clarifying questions:

- Are used by the group to get more detail and facts about the situation and challenge, such as who, what, where, when, and how.
- Are not typically why questions.
- Typically require short questions.
- Typically require short answers.
- Do not ask the presenter about her assumptions, perceptions, or conclusions about the challenge (that comes in the next step).

The facilitator facilitates the questioning and can ask clarifying questions as well. Only the presenter responds to the questions. Neither the presenter, nor the consultants, should try to solve the challenge at this point.

Step Four. Group Clarifies Assumptions, Perceptions, and Conclusions (5 minutes) - The facilitator now invites the group to ask the presenter probing questions to help the presenter clarify her perspective of the challenge and diagnose it. **Probing questions**:

- Should help the presenter clarify her perceptions and underlying mental models (page 42), which can be helpful in diagnosing the challenge.
- Are intended to help the group and the presenter get to the heart of the challenge.
- Might include questions about the presenter's values, culture, past experiences, assumptions, or ways in which she has been acting or perceiving the situation that might be influencing the challenge in some way.
- Require deeper thought and longer answers than clarifying questions.
- Might include questions such as, "Why do you think….."

The facilitator can ask probing questions as well. As before, the presenter and the group of consultants should not try to solve the challenge at this point.

Caution for the facilitator – during this step, it can be natural for the presenter to lock into, or try to justify or advocate for her own perceptions or mental models. The facilitator can help prevent this from happening by not letting this step go on too long.

Step Five. Group Engages in Diagnostic Reflection (15 Minutes) - **The presenter does not speak during this step**. The facilitator asks the presenter to turn her back to the group. This helps the presenter listen carefully and not react to the comments, or become distracted by things such as who is speaking, body language, etc. Even while doing this in small groups, **it is important for the presenter to turn her back to the group and be prepared to take notes**. The facilitator invites the group of consultants to reflect on what they heard and what they did not hear, and to consider different interpretations of the challenge.

Questions might include:

- What is at stake?
- What did we hear?
- What did we expect to hear but did not?
- What questions do we have? Is there some information we do not have that might be important?
- What is the presenter not seeing?
- Is she repeating actions again and again while expecting different results?
- What role is the presenter playing in maintaining the challenge and the status quo?
- Are any of the presenter's perceptions, assumptions, conclusions, or feelings (e.g. frustration, anger, etc.) keeping her stuck or maintaining the status quo?
- Are any of the presenter's values, attitudes, or behaviors keeping her stuck or maintaining the status quo?
- Did the presenter seem open to the probing questions or did she seem locked into her truth being the only truth?

Step Six. Group Brainstorms Actions (10 minutes) – The presenter's back is still turned to the group. In this step, the facilitator invites the group to brainstorm actions the presenter could take in response to the challenge. This part of the process could include questions such as:

- Similar situations that individual consultants within the group have experienced, how they handled them, and what the outcomes were.
- Additional information about the situation or challenge that the presenter might want to gather.
- What the presenter could do to address the challenge.

In this step, **the group is not trying to solve the challenge**. **Instead, they are providing ideas, approaches, etc. that the presenter can consider** for working through the challenge. During this part of the process, the facilitator can choose to write the suggestions on a white board or flipchart. However, it is primarily the presenter's responsibility to record what she hears. The presenter, whose back is still turned, will want to take a lot of notes during this step.

Step Seven. Presenter Reflects on What She Heard (5 minutes) – In this step, the presenter shares the most important thoughts and realizations she had during the consultation. She should not try to state all of her thoughts – only those that she found to be most significant. It is important for the presenter to reflect without being defensive and **remember that the consultation is intended to help the presenter reset or change her behaviors, not to identify ways that others should change**. In addition to reflecting on the strategic ideas that emerged during the brainstorm for action, the presenter might describe any reset of her values, attitudes, and behaviors that she thinks might be required.

Step Eight. Facilitator Closes the Consultation (5 minutes) – In this step, the facilitator leads the group in reviewing the suggested actions and identifying them as either technical or adaptive solutions (page 88). **Remember that a technical solution should never be applied to an adaptive challenge** (page 92). To end the consultation, the facilitator thanks the group of consultants for their contributions and acknowledges the presenter for having the courage to step up and share her challenge with the group.

Example of a challenge that could be explored using a consultation

The presenter's role, situation, and challenge:

Richard is the president of his neighborhood association. He has a challenge that he has been wrestling with for a few months and has been unable to resolve. Several small retail shops and restaurants have opened in the neighborhood. These businesses do not provide off-street parking so customers must park in the surrounding streets. The once-quiet neighborhood is now clogged with parked cars and traffic. Residents are upset because of the increased traffic and litter. Also, many residents do not have their own driveways and are sometimes forced to park several blocks from their home. Angry messages have been going back and forth between some of the residents and businesses in the newspaper and on social media. In order to find solutions to the problems, Richard has emailed the businesses and city officials, asking them to attend neighborhood association meetings to discuss the concerns. His challenge is that it has been difficult to get businesses and city officials to attend the meetings. It seems to Richard that they do not see themselves as part of the neighborhood, understand the role of the neighborhood association, nor take the residents' concerns seriously. He has had difficulty even getting the businesses and city officials to answer his emails about the situation.

Richard has asked a group of other neighborhood association leaders to conduct a consultation to help him:

- Better understand the situation and challenge,
- Consider how his values, culture, past experiences, or assumptions might be influencing the situation, and
- Explore how he might reset his beliefs, attitudes, or behaviors in order to work through the challenge.

He has asked the president from another neighborhood association to facilitate the consultation.

Richard described his challenge, in writing, this way: "*How can I get representatives from the city and neighborhood businesses to meet with neighborhood residents so that all sides can listen to one another and work toward a solution to the traffic, parking, and litter issues?*"

Kinds of Realizations a Presenter Might Have as a Result of Participating in a Consultation

At the end of the consultation, Richard's thoughts and reflections from the consultation might look something like this:

Richard said that, as a result of participating in the consultation, his reset was to realize that the more he kept *telling* (page 49) the businesses and city officials that they needed to attend meetings, the less likely they were to attend. He realized that by *telling*, he was applying a technical solution to an adaptive challenge. It was not helping him achieve his goal of building collaborative relationships among the residents, businesses, and city, so he had to change the way in which he was interacting and communicating with them. Richard also realized that, instead of approaching the situation with an answer in mind (e.g. that neighborhood association meetings were the best way to resolve the problems), he should approach it with vulnerability - admitting that he does not have the answer, and using curiosity and inquiry (page 49) to gather the collective intelligence. Richard realized that this approach would take time, but would be more likely to achieve his goal; he would *go slow to go fast*. Richard's shift was from advocate to leader (page 36). Instead of having to reset the business owners and city officials, he had to reset himself!

Key Leadership Lessons that You Might Gain from a Consultation:

- The number one thing leaders need to be able to say in adaptive work is, “I don’t know the answer.”
- Leaders need to seek feedback (page 112) and provide space and opportunities for input.
- Leaders need to individually, take 100% responsibility (page 215) for using that feedback, and for reflecting on their own perceptions and behaviors, to understand how *they* are contributing to the challenge.
- Leaders need to be aware that they can reset themselves to change the situation and overcome the challenge.
- Leaders need to get external perspectives.

Additional examples of how leaders like you have reset themselves:

At the 2014 Washington State Leadership Academy, one of the participants shared how she had to reset her mental model about housing and employment. She had always believed that it was important for adult children to find employment before leaving home and moving into their own apartment. Her views conflicted with those of her daughter, who had decided to get her own apartment even though she had not yet found a job. **Rather than try to change her daughter’s mind, this leader reset her own mental model**.

Her reset was vindicated when her daughter announced that she had found an apartment and, at the same time, a job as manager of the apartment complex!

Ellen also shared a story which demonstrates how our biases and judgments about others (which are part of human nature) require the self-awareness to recognize those biases and judgments; the courage to acknowledge them; and the ability to reset (page 72) to hear new information, perspectives, or truth and set aside our own values, beliefs, attitudes, or behaviors so that a new perspective can emerge.

Ellen was helping families build a children’s coalition in their community. Although Ellen did not know the community well, she did know how to build relationships, partnerships, and leaders, and that was the focus of her work. While visiting two members of the community, a mother and her teenage son, Ellen was treated to a tour of their home and garden. Up to this point in the visit, Ellen felt that there was values alignment between herself and the mother and son regarding family life. When the son excused himself to make a valentine for his girlfriend, Ellen asked the mother whether she was making a valentine for her husband. The mother replied that her husband was in prison, but she would be making a valentine for her boyfriend. Ellen wondered what offense the husband had committed, and was surprised to hear the mother speak so openly about her boyfriend. Later, as she reflected on the situation, Ellen realized that her surprise was based on her own truth and biases about family - she was being human. Although she was curious and surprised by the information the mother shared, Ellen knew that her reaction in that moment would affect her relationship with the mother and that could affect their ability to work together. **She had to reset – to let go of her own curiosity and set aside her own values, beliefs, and attitudes so that a new perspective could emerge and, together with the family, they could achieve the higher purpose of building a children's coalition in the community**. As a result, the relationship that Ellen and the mother built has continued, and remains strong even today.

Reset Framework

Use this framework to identify the shifts that you and your team need to make in order to shape the System of Care. Remember that developing a new, shared truth (page 60) is the only way that the change you are seeking will be generated, understood, accepted, and acted upon by all. So, you and your team should share your own truths about what needs to change, in order to develop a shared truth about what needs to change.

- What needs to change in order to shape the System of Care for young people?
- What do I need to reset as an individual?
- What does our team need to reset?

	Me As a Leader	**Our Team**
Which values, beliefs, attitudes, or behaviors must change?		
Which priorities, resources, and power must change?		
What do we have to let go of?		

How do I distinguish between technical and adaptive challenges?

In his book, *Leadership Without Easy Answers* (1996) Ronald Heifetz described **two kinds of challenges faced by leaders.**

Technical Challenge	Adaptive Challenge
Problem is clearly defined	Problem is not clearly defined
Solution and how to implement it are clear	Solution and how to implement it are not clear
Everyone's perspectives are aligned	People have competing, yet legitimate perspectives
The formal leader has primary responsibility	The formal leader does not have primary responsibility
Example - Planning logistics for a multi-agency meeting	**Example** - developing a vision that multiple agencies can support

Think about a challenge that you are facing and compare it to the criteria under Technical Challenge and Adaptive Challenge above.

Does it seem more like a technical challenge or an adaptive challenge?

If the challenge requires changing values, attitudes, or habits of behavior it is adaptive. You might still need to do some technical work, but your focus should be on the adaptive work.

How is adaptive work different from technical work?

Following are two tables. **The first table lists**:

- Five responsibilities of leaders
- Examples of technical and adaptive approaches to each responsibility
- Examples of how leaders can help people reset

The second table provides an opportunity for you to identify

- The challenges that your team is facing
- Potential technical and adaptive solutions for each challenge
- Ways to help people reset in response to the challenge

Responsibilities for Leadership

RESPONSIBILITY	TECHNICAL	ADAPTIVE	RESET EXAMPLE
Direction	Define problems or provide solutions	Identify the adaptive challenge and frame key questions and issues	Ask leading or open-ended, tough, provocative questions
Protection	Shield the team and stakeholders from external threats	Let people feel pressures within a range they can stand	Resist the urge to shield people from tension and uncertainty. Let the pinch of reality stimulate adaptation. Manage the rate of change
Orientation	Clarify roles and responsibilities, orient new team members	Challenge current roles and resist pressure to define new roles quickly	Recognize opportunities to re-orient people so that new relationships can develop and they can learn from each other
Managing Conflict	Restore order, quell conflict. Fix things and make them better	Expose conflict. Let it emerge	Draw the issues out, encourage debate, and facilitate differences as a source of creative energy
Shaping Norms*	Maintain norms	Challenge norms that are not productive	Change the way we do business. Give up obsolete practices. *"Just because we have always done something doesn't mean we have to keep doing it."*

Adapted by E. Kagen, from R. Heifetz and D. Laurie (1997). *The Work of Leadership.*

*Norms are the rules, habits, or standards that develop among a group of people. Norms are often not explicitly stated or intentionally developed.

These are the most important challenges *our* team is facing, possible technical and adaptive solutions for each one, and ideas for helping people reset.

(*Remember that not every challenge will have both technical and adaptive aspects*.)

Challenge	Possible Technical Solutions	Possible Adaptive Solutions	Reset Ideas
Example: *Members of my team do not attend meetings regularly.*	*Send a reminder; ensure all are clear about meeting dates & times, use Survey Monkey to pick a time that works for all*	***Ask** members why they are not attending*	*Create opportunities for conversations about why members are not attending - might learn that meetings are boring, or progress not being made*

To overcome challenges, you will need to use either a technical or an adaptive approach, depending on the type of challenge you are facing.

Many challenges can be addressed by both technical and adaptive solutions. As a leader, there will be times when **you will need to move to technical work to keep people from feeling overwhelmed and to adaptive work when you need to increase the urgency.**

Do not apply a technical solution to an adaptive challenge!

One of the biggest mistakes you can make as a leader is using a technical solution to solve an adaptive challenge because you want people to see things *your* way and you want to "get things done." As a person with passion, you are inherently a doer, a problem solver - you know how to get things done.

For example, *telling* people what the challenge is and directing them to do work - before determining whether it is a technical or adaptive challenge - can lead you to the biggest mistake leaders often make: putting a technical solution to an adaptive challenge. **Until you have developed a shared truth about the challenge, people are likely to resist and your change efforts will stall out.**

Examples of the consequence of applying a technical solution to an adaptive challenge:

A participant from the 2014 Washington State Leadership Academy described her initial efforts to get people to attend a series of meetings she had organized. Hoping to get many people to attend, she *explained* to people why they should attend, and mailed them a brochure and registration form – all technical solutions. Attendance at the first few meetings was low. So, she reset her own expectations, accepted that she would have to start small, and focused on making the meetings as valuable as possible. Eventually, word began to spread that the meetings were worthwhile and more people started to attend. The meetings now have very strong attendance. Getting people to attend the meeting was an adaptive challenge, not a technical challenge. **She was able to solve her adaptive challenge when she switched from a technical solution (explaining, paperwork, expecting that high attendance was the goal, etc.) to an adaptive solution.**

Ellen told her own story about the failure of a technical solution to solve an adaptive challenge. In the days before personal computers were common, Ellen was happy using her IBM Correcting Selectric II typewriter. One day, one of the formal leaders in her organization decided that everyone, including Ellen, would switch to personal computers. Ellen's computer was installed on her desk and it just sat there, unused. She had no idea what to do with it; she resisted trying it, and resented the space it was taking up on her desk. She and everyone else just continued using their typewriters and ignoring the computers. The organization provided training in how to use the computers, but Ellen and others continued to use their typewriters because it was what they knew and liked using. **The training was a technical solution; it did nothing to help change values, attitudes, or behaviors**. In trying to move people to computers, the organization forgot the human element of change; **it failed to realize that switching from a technology that people liked, to one they did not know, was an adaptive challenge and required an adaptive approach**.

Now that you understand the difference between adaptive and technical work, think about a time:

- **When you have experienced** a technical solution being used to solve an adaptive challenge, or
- **When you have tried** to use a technical solution to solve an adaptive challenge, either in your work to shape the System of Care or in other work.

What was the challenge? Why do you think it was an adaptive challenge?

What was the result of applying the technical solution? Did it provide a long-term fix for the adaptive challenge?

How did it *feel* when the technical solution was applied, or when you applied the technical solution?

What other (non-technical) solution could have been applied that might have worked better?

What is the right approach to use when faced with adaptive challenges?

You can use a technical approach when the problem or challenge is clearly defined and when people's perspectives about the challenge and solution are aligned.

Much of the work of **leading change requires changing values, attitudes, or habits of behavior**. In other words**, leading change is mostly an adaptive challenge**.

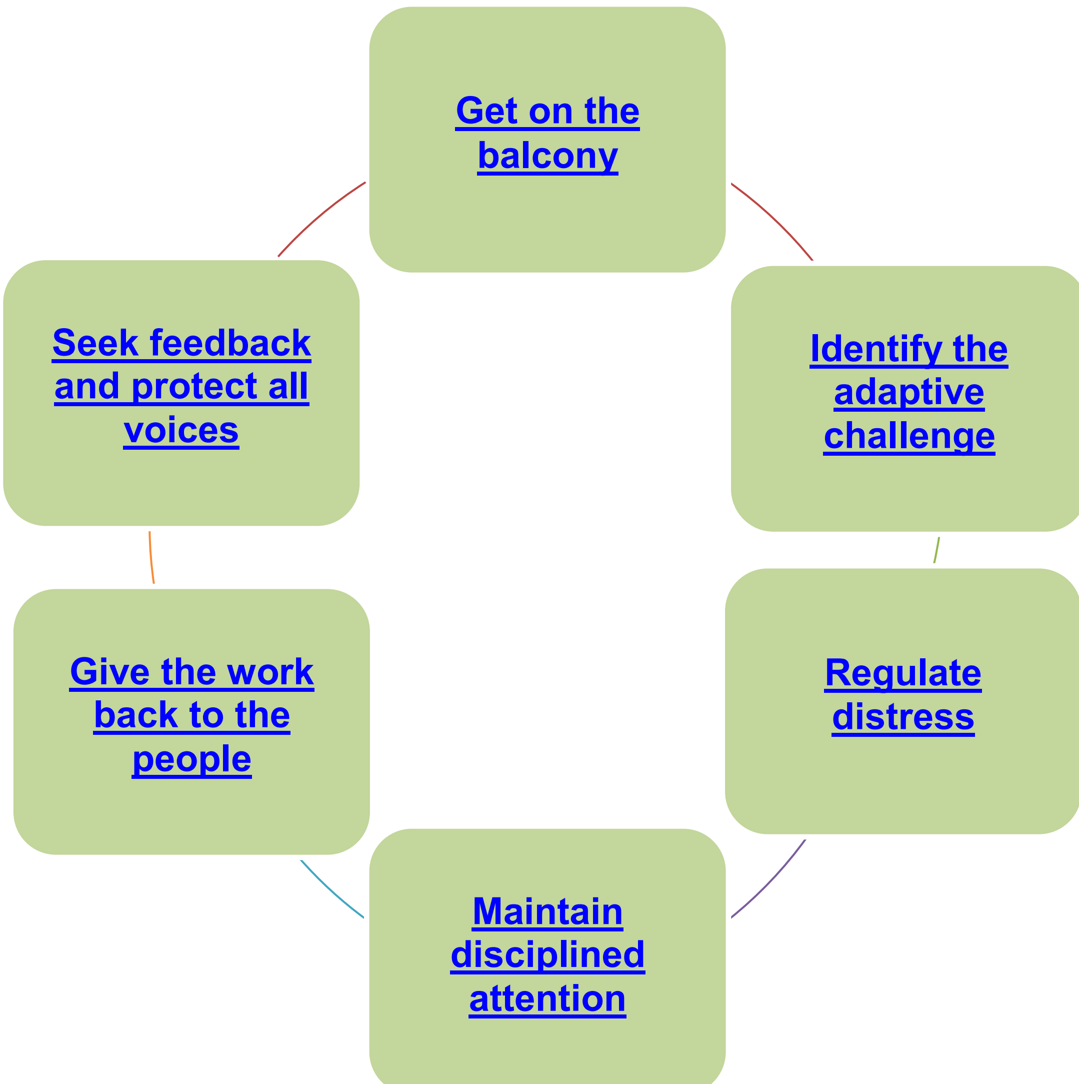
Leaders must approach adaptive challenges by **using all of the leadership skills described earlier in this guide** including:

- **Being aware of your mental models** (Page 42)
- **Gathering the collective intelligence** (Page 97)
- **Understanding others before trying to be understood**
- **Facilitating a new, shared truth** (Page 60)
- **Stretching yourself and taking risks** (Page 63)
- **Speaking in the language of shared values** (Page 70)
- **Resetting** (Page 72)

and...

...using the six skills for leaders facing adaptive challenges, described later in Section 4.

Those six skills are described by Ronald Heifetz and Donald Laurie in their 1997 book, *Leadership Without Easy Answers* and have been adapted by Ellen Kagen as skills for teams shaping the System of Care.



Key skill of adaptive work: Get on the balcony

Do you know the saying, “We can’t see the forest for the trees?” *Getting on the balcony* means **stepping back - zooming out so that you can see the big picture**, so you can see the forest.

It is **the first step you need to take** when faced with an adaptive challenge.

From the perspective of the balcony, **you can help yourself and other people see what is good about the past and the present, the circumstances that are calling for change, what values are bumping against each other, and the challenges that are getting in the way.**

In a very real sense, you are getting on the balcony so that you can do the work necessary to identify the adaptive challenge. **Your ability to identify correctly the challenge will help you identify the appropriate leadership intervention for change.**

Of course you cannot stay on the balcony.

As a leader, you need to move back and forth, between the balcony and the action on the ground.

How do I get on the balcony?

As you work to change systems and shape the System of Care, you will encounter many challenges, some technical and some adaptive (page 84). **Before you can tackle the challenges, you need to understand them**. Getting on the balcony can help you identify and understand the adaptive challenges.

One way to get on the balcony is to **observe, rather than engage directly** (page 49) in meetings, communications, and other team activities.

Another way is to schedule a few minutes at the end of every day to **reflect and write down what you have observed, heard, or sensed**. You can call it your Leadership Journal. **Review your journal every few weeks** and after several weeks of journaling, **look for any of the following that seem to be patterns**:

- **A disconnect between values and behavior**
- **Struggles over values and power**
- **Work avoidance**
- **Conflicts**
- **Complacency, resistance, or fear**

In the midst of leading change, it is very easy to get caught up in the details, but, as a leader, you need to get on the balcony to **look for patterns, not just isolated incidents**.

Key skill of adaptive work: Identify the adaptive challenge

Any of the situations identified above, by getting on the balcony, could be adaptive challenges that you are facing, but **they might only be clues to challenges that are less obvious** - like the fact that people might not even understand the problem in the same way, much less see the solution in the same way.

For example, if parents and professionals are not collaborating on finding the right services for the child, someone might suggest that the parents and child participate in “training.” Is training really the right solution? Do people recognize the lack of collaboration as a problem? Are underlying attitudes and past history preventing people from seeing the value in having a strong relationship? Perhaps training could be part of a solution, but it will not address the less obvious, yet important challenge of the lack of cooperation between the professionals and the parents.

Also, remember that telling people what you think the challenge is will not make use of the collective intelligence or help develop a shared truth about the adaptive challenges. **Simply *telling* people what you think the adaptive challenges are - your truth - might only create resistance**.

One tool for gathering the collective intelligence and developing a shared truth about the adaptive challenges is dialogue. Many people confuse dialogue with discussion, but they are not the same. **The following table will help you use dialogue, rather than discussion**.

Discussion is… Dialogue is….

Discussion …

- The solution has been defined
- How most people communicate
- To stress your idea clearly and with passion
- Ideas are presented for all to analyze and discuss
- To build support for your idea
- To make sure your idea "wins"

Dialogue …

- The challenge has not even been defined yet
- Is an exploration of ideas
- Everyone explores ideas together
- More is achieved as everyone works together and contributes to the idea
- Everyone suspends their assumptions
- No one tries to win. Everyone learns, defines, and creates

Once you think you have identified the adaptive challenge, be humble and courageous and put it on the table! If you have diagnosed it properly, the room may get silent because everyone will know that you have put the unspoken on the table. **Once there, it is your responsibility as the leader, to continue to create the shift in values, attitudes, and behavior, which will ultimately create change**.

These are things I will do to "get on the balcony"

Now that I have had a chance to get on the balcony, these are some of the adaptive challenges that I think our team might be facing, as we try to shape the System of Care

These are things that my team and I can do to gather the collective intelligence and develop a shared truth about the adaptive challenges we are facing

Key skill of adaptive work: Regulate distress

As you work to shape the System of Care, you will need to deal with adaptive challenges, and **adaptive challenges naturally create distress**. (Note: If there is not distress, you are probably doing technical work). Remember, **once you put the adaptive challenge on the table, the distress will increase. Your job is to regulate it**.

How do I create a holding environment?

Regulating distress means **creating enough of a sense of urgency** that people recognize the need to change values, attitudes, and habits of behavior, **without overwhelming people**. That situation, or "space," in which people feel a sense of urgency without feeling overwhelmed is called a holding environment. It is like making pasta – you want the water hot enough that you create change (from hard pasta to cooked edible pasta), without the water boiling over.

Ways to create a sense of urgency

- Make a compelling & emotional case for change (page 157)
- Draw attention to the tough issues
- Challenge the conventional wisdom
- Bring conflicts to the surface
- Do not let people explain away problems or failures in the system

Ways to help people not feel overwhelmed

- Provide opportunties for people to share their truth & feelings
- Invite and welcome diverse opinions
- Let people know that stress from change is natural
- Break large challenges into smaller, managable pieces
- Switch back to technical challenges to give people a break from adaptive work

You can **use a table like the one on page 87 to move to an adaptive approach when you are trying to increase urgency and to a technical approach when you are trying to help people not feel overwhelmed.**

Another thing you can do to help people not feel overwhelmed is to **prioritize and sequence what needs to be done**. Having a sense of urgency is critical, but **you cannot do everything at once**. Also, do not just add new initiatives, tasks, and responsibilities – **gather the collective wisdom about things that you can stop doing because they are unnecessary and not helping to** shape the **System of Care**.

Where Everyone is Safe to Speak: Additional tips for creating a holding environment to regulate distress

Create an Inclusive Process:

- Make sure that everyone has an opportunity to tell their story
- Share the stories of those not in the room

Communicate to Understand:

- Be patient and listen with intent - not just to respond with an answer
- Differentiate between positions and interests, and help others do the same
- Look for opportunities to change “or/but” conversations to “and” conversations
- Use the following for effective communication:
  - Restate - listen for factual content
  - Reflect - listen for emotional content
  - Reframe – consider the idea or situation from different perspectives or truths
  - Ask open-ended questions
  - Use ‘I’ statements – statements that begin with “I” instead of “you”
  - Summarize

Manage the Communication:

- Give everyone at the table equal time to tell their story - encourage (but do not require) those who might be hesitant to share
- Be careful and precise when setting up expectations and ground rules or norms
- Be flexible, but do not feel that you always have to compromise
- Support others to be solution-finders rather than just jumping in and give the work to the people (page 109).

Maintain Focus for the Communication:

- Separate the person from the problem
- If necessary, encourage the use of a "parking lot" to write down and come back to a conversation that is not relevant to the current topic
- Make sure there will be no retaliation from you or from others

Personal Management

- Slow yourself down
- Work through your own defensiveness
- Defer your own immediate emotional response and ask for clarification
- Take risks to slow things down for the group
- Empower others through listening

Ellen Kagen, MSW, Leadership Academy,
National Technical Assistance Center for Children's Mental Health,
Georgetown University Center for Child and Human Development

These are specific things that my team and I could do to increase the sense of urgency for shaping the System of Care

These are specific things that my team and I could do to help people not feel overwhelmed by the work of shaping the System of Care

So how do we keep calm?

Easier said than done! Leading change can be demanding, emotional, and frustrating. Maintaining your composure will be difficult at times. But, **as a leader, one way to regulate distress in others is to not let your own anxiety and frustration show**. Leading important change, like shaping the System of Care can take years. In order to sustain yourself through the long haul **you need healthy ways to let off your own steam** – exercise, spiritual practice, entertainment – whatever you need to do to keep calm and carry on!

Try this: Something Ellen learned from a wise mentor, Vera Pina, who was one of the founders of the Georgetown Leadership Academy and a true warrior for strength-based care. She encouraged Ellen to use presence and poise in the face of conflict, challenges, and values differences.

Close your eyes and breathe deeply at least three times

Still the body

Focus on stilling your body. Wait 60 seconds while breathing deeply

Calm the heart

Focus on calming your heart. Wait 60 seconds while breathing deeply

Quiet the mind
Focus on quieting your mind. Wait 60 seconds while breathing deeply

When in a meeting or other group setting you might want to step away from the group before doing this.

These are specific things I will do to take care of myself, let off steam, and stay calm during the long haul of shaping the System of Care

Key skill of adaptive work: Maintain disciplined attention

> **In every organization people develop elaborate ways to prevent the discomfort that comes with the prospect of change ……**
>
> **Heifetz, Linsky and Grashow, The Practice of Adaptive Leadership, 2009**

Important and significant change creates anxiety and conflict. **It is natural for people to react by denying the problems or shortcomings of the current system, blaming others, and focusing on technical issues so they do not have to deal with the adaptive challenges**. **They will make conflicts personal** rather than recognizing that most conflicts are just the result of people having different perspectives - different truths.

These are difficult adaptive challenges and **it is natural for leaders to want to avoid them**. Instead, leaders are tempted to "keep the peace," and fall back to manager behaviors (page 26) in order to restore order.

The change you are seeking will not happen if anxieties and conflicts are not dealt with.

Tip *– Exposing problems, failures of the system, and conflicts is uncomfortable. When it happens, we sometimes refer to it as being "called out" or "confronted." Instead, refer to it as "putting it on the table."*

When you do "put it on the table," your job as a leader is to regulate distress *(page 99).*

Things you can do to maintain disciplined attention

Identify distractions

- Keep the focus on the adaptive challenges when people try to switch to technical challenges (but do switch to technical if people are feeling overwhelmed)

Expose conflicts

- Do not allow conflicts to become personal
- Help people see conflict as a source for creativity

Celebrate diversity

- Diversity of race, culture, experience, values, beliefs, attitudes, and behavior
- Those differences can create new ideas and learning

Force people to confront tradeoffs

- Tradeoffs in values, procedures, ways of working, instructions, and power

Create a sense of urgency &100% responsibility

- Do not allow people to become complacent or blame the State or other external forces for a lack of progress

Demonstate the need for collaboration

- Help people recognize that their different truths, values, behaviors, etc., are valuable resources for one another, not just sources of disagreement

Have you ever put an issue "on the table" and no one does anything about it? Does that make you mad? Well, from now on, do not wait for someone else to make sure a difficult issue is attended to**…it is time to lead from your chair.**

Maintaining disciplined attention is a critical function and skill that leaders in adaptive work must perform. Your job is to continue to create opportunities to bring people back to the table. **Without this behavior, the status quo remains**. Research has shown that **resistance will be strong when people are not happy with the changes suggested**. Their behavior will show up as "work avoidance" or avoiding the work of change...and they will do this by not showing up at all to meetings, being too busy with other things, suggesting that the change is not in their job description etc. This is why the skill of maintaining disciplined attention is so important. Without it, the work avoidance behavior will prevail.

There will always be "so much to do" (as in technical work) the question is – will there be enough leadership present to maintain focus and keep people from avoiding the work of change!

These are *specific* things that my team and I could do to help keep people focused on the adaptive challenges when conflicts occur or the work becomes difficult

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____

Key skill of adaptive work: Give the work to the people

It is natural for people in organizations and communities to look "up" for leadership. They hope that politicians, CEOs, and other formal leaders will have the answers and solutions. In times of change, like when you are shaping the System of Care, the urge to look to others to take responsibility will be even stronger. But **each person has a unique set of experiences, information, and skills that will benefit the work**. As a leader, you must resist the tendency to do the work and solve the problems, instead, you should **encourage and support others to take 100% responsibility** (page 215), **and then get out of their way**.

Remember, the best solutions often come from the people who are affected by the problem. Make sure that those who are affected are included in the effort to solve the problem!

In the words of one participant at the 2014 Washington State Leadership Academy:

Sometimes leading means powering down to allow others to power up – to foster their leadership.

Things you can do to give work to the people:

- Involve people in identifying the challenges and solving them
- When people identify problems, challenges, or opportunities, ask them to take the lead on finding a solution, or taking advantage of the opportunity
- Support people, rather than trying to control them
- Do not ask, "How do I fix this?" Ask, "How can we work together to achieve our goal?"
- Move from doing things *to*, or *for*, to doing things *with*
- Consider how you can better tap into the knowledge, skills, and experiences of everyone on the team

> ***The leader's most important role is to instill self confidence in people. They (the people) must dare to take risks and responsibility. You must back them up if they make mistakes.***
>
> **Jan Carlzon as quoted in "The Work of Leadership" by Heifetz and Laurie, 2001**

These are <u>specific</u> parts of the work that I (or we) could give others to take the lead on

Key skill of adaptive work: Seek feedback and protect all voices

As a leader, you have important information, perspectives, and your own truth about the work of shaping the System of Care and the adaptive challenges that you face. Others have information, perspectives, and truths that might be different from yours. **Because their information, perspectives, and truths are different from yours, they are especially valuable**. They can identify disconnects between values and behaviors, raise important questions, and suggest solutions. **Even if it is expressed inappropriately or at the wrong time**, carefully consider the heart of the message. What can you learn from it? How might it benefit the effort to change the systems that serve youth and their families?

The information, perspectives, and truths that others hold can also help you become a better leader. **Create *intentional* opportunities for people to provide you with feedback about what you are doing well and how you could grow as a leader**. You are unlikely to get much feedback by simply saying something like, “feel free to give me feedback.” **Schedule time** to meet with your team or others who know your work as a leader. Let them know ahead of time that you will be asking for their feedback. You might **ask for specific comments about the skills, habits, or behaviors you identified in your Leadership Development Plan** (page 65). Of course, if you want honest feedback, you will need to **make sure that people feel safe providing it and they are not punished**, no matter what they tell you.

Things you can do to seek feedback and protect all voices:

Invite and *welcome* all voices

Include those who can provide feedback about how <u>you</u> are supporting or hindering the work of change

Create intentional opportunities for people to provide input and feedback - through meetings, surveys, etc.

Protect the messengers from retaliation or repurcussions, even when they expose conflicts, problems, or failures in the system

Remember that they are sharing their truth!

These are <u>specific</u> things I can do to seek feedback and protect all voices

---

Tip *– If you are making progress in shaping the System of Care, it is an indication that your leadership is effective. However, a lack of progress does not mean that you have failed as a leader; it only means that you need to seek feedback and consider ways that you can* *<u>reset</u>* *(page 72), so that you can make progress. Sometimes even the slightest shift can make a big difference.*

Comparing Technical and Adaptive Approaches to Addressing a Challenge

You can use this activity to help you better understand the difference between a technical and an adaptive approach to a challenge. You could also use this activity with your team or other stakeholders to build greater understanding about the differences between technical and adaptive approaches.

Directions

1. Read the scenario.
2. On the following pages, read how Rolita addresses the challenge with a technical approach, and then how she addresses it using an adaptive approach. Pay attention to the two characters in the scenario.
3. Return to this page and discuss the questions.

Scenario: In order to fulfill her organization's mission better, Rolita understands that the job description and responsibilities for one of her employees – John – must be changed. In addition to her own understanding of the need for the change, she is following the request of her boss and does not feel like she has any choice but to move forward.

Questions to consider as you read each approach that Rolita takes

- In what ways does John change?
- In what ways does Rolita change?
- Who changes the most?
- Imagine that you are John in this scenario. Which approach would you prefer that Rolita use?
- Why would you prefer that approach?
- What is an example of a challenge that your team is facing that requires an adaptive approach?
- What is an example of a challenge that your team is facing for which a technical approach would be appropriate?

NEW JOB/RESPONSIBILITIES

TECHNICAL APPROACH	ADAPTIVE APPROACH
Rolita understands that she has the technical knowledge and management perspective to redefine John's job responsibilities. Rolita gets behind her desk: ➢ She thinks about the job ➢ She writes expectations for the job ➢ She writes the job description and does the paperwork to reclassify the position ➢ She determines whether John has the right workspace for the new responsibilities and orders the equipment that John will need to be successful (software, iPad, phone etc.)	Rolita understands that she has to provide John with information that will help him understand and absorb (and perhaps even generate) the new position and description. Rolita "gets on the balcony" and sees: 1. That people have been in their jobs a long time 2. That there is a comfort level that people know how to do their jobs and everyone does their job well 3. That people like their jobs and are happy 4. That there has not been a change like this in many years 5. Where each person is with regard to the changes that are occurring in the organization Rolita schedules a meeting with her entire team (including John) to communicate ➢ That the environment is changing ➢ That the agency is changing. She includes details about the challenges the agency is facing so that she can help her team understand the coming changes ➢ That many on the team will be doing things differently and they should expect that positions and job descriptions might change. Rolita *asks* people to explore how they think these changes might affect their jobs

Rolita schedules a one on one meeting with John, in which she: ➢ Tells John what his new job responsibilities and expectations are	Rolita then schedules a one on one meeting with John, in which she: ➢ Asks John to reflect on the meeting ➢ Considers inviting John to outline a new job description ➢ Perhaps, co-creates a new job description with John based on the challenges the agency is facing ➢ At the very least, shares the new job responsibilities and expectations, testing the new idea with John in a way that invites him to share his thoughts and ideas
Rolita asks John if he has any questions.	Rolita asks John many questions, such as: ➢ What does this mean to you? ➢ How can you meet these expectations? ➢ How could this work for you? ➢ What do you need to be successful with these new job responsibilities? ➢ What will be the greatest challenge? ➢ What can you start now? ➢ What will take more time? ➢ What should we do next?
Rolita tries to answer John's questions during their meeting so that she can wrap up "the change".	Rolita will use John's answers to these questions to form the basis for their next meeting.

These are some of the observations shared by participants at the 2014 Washington State Leadership Academy after completing the Technical and Adaptive Approaches activity

- *Rolita starts by getting on the balcony to see the big picture, to look at the entire environment.*
- *Rolita is respecting and valuing others. She recognizes that others won't see it the same way (have the same truth) that she does.*
- *Rolita is asking questions, using the key leadership behavior of curiosity and learning.*
- *Rolita sees the change in John's job responsibilities as a process, and that she and John need to be in it for the long haul. She knows that she cannot expect a quick fix.*
- *Note the kinds of questions that Rolita asks John (on adaptive side). "What" and "how" questions are generative – they encourage dialogue. "Why" questions can close people down and make them take an advocacy approach.*
- *The adaptive approach felt more collaborative.*

What might get in the way of taking a more adaptive approach?

One of the most common reasons for trying to address an adaptive challenge with a technical approach, instead of an adaptive approach, is **time**. We all feel the pressure of time and that pressure can be used to create a sense of urgency (page 143). However, **trying to solve an adaptive challenge with a technical approach is more likely to create resistance, less likely to overcome the challenge, and could make the challenge more difficult to solve**.

When people say, "we don't have time for that (adaptive approach)" their mental model (page 42) *might* be that progress means completing tasks and checking off boxes. Those things can make it *seem* like progress is being made, but they are not likely to create important change. Leading change is an adaptive challenge. **Real progress means challenging and shifting values, attitudes, and behaviors**. **It means getting the people aligned** about why the status quo cannot continue and what the shared vision of the future should be. **Real progress in creating change requires an adaptive approach to leadership, and that takes time**.

To create any kind of important change, you must ***go slow to go fast***

Additional resources for adaptive work

In "[The Work of Leadership][6]," Ronald Heifetz and Donald Laurie provide more detail and examples about the six skills of adaptive work: *Get on the Balcony*, *Identify your Adaptive Challenge*, *Regulate Distress*, *Maintain Disciplined Attention*, *Give the Work Back to the People*, and *Protect Leadership Voices from Below*.

In "[Leadership in a Permanent Crisis][7]," Ronald Heifetz, Alexander Grashow, and Marty Linsky describe the skills that are required of leaders in "an environment of urgency, high stakes, and uncertainty."

Tip – Successful leaders use "and" whenever possible instead of "but" to link ideas and to maintain a right vs. right mentality. Listen to these examples as you read them:

*We could try that idea, **but** we would have to find the funding to test it,*

*We could try that idea, **and** we would have to find the funding to test it.*

Even though they essentially say the same thing, notice how "but" seems to discourage the idea, while "and" seems open to the possibility.

*Try to catch yourself whenever you are about to say "but" and try to replace it with "and." You can try it in all of your conversations, with family, friends, and coworkers, **and** with your team.*

Remember – take care with the language you use. It can either help, or hinder your efforts to lead change!

[6] https://hbr.org/2001/12/the-work-of-leadership
[7] https://hbr.org/2009/07/leadership-in-a-permanent-crisis

What are ways in which I can build my leadership abilities?

Remember what the mindset video[8] said about developing new abilities. **You can strengthen your leadership abilities if you have a growth mindset and practice with a commitment for improving**. The best way for you to learn new skills and abilities depends on your preferences, situation, and the resources available to you.

Self-reflection is one of the most important leadership habits you can develop.

Most great leaders have kept a journal.

[8] https://www.youtube.com/watch?v=pN34FNbOKXc

Ways that you can develop your leadership abilities

Identify your strengths and opportunities for improvement

- Use the Leadership Inventory (page 41) to identify your strengths and the skills, habits, and behaviors that you want to develop

Develop a plan

- Use the Leadership Development Plan (page 65) to determine how you will develop your new skills, habits, and

Examples and models

- Who exhibits the skills, habits, and behaviors that you want to develop?
- How can you learn more about or from them?

Experiences

- How can you stretch yourself (page 64) to take on a role or responsibility in which you can learn or practice the skill, habit, or behavior that you want to develop?

Education

- Read, take classes, or explore the many resources on the internet

Self-reflection

- Use a journal to reflect on your attempts to use your new skills, habits, or behaviors; what worked, and what you could do differently

Feedback

- Tell colleagues which skills, habits, and behaviors you are trying to develop and ask for feedback on how you are doing and what you could do better or more of

A few final reminders about leading change

1. You can lead important change if you choose to and you practice the leadership skills, habits, and behaviors described in this guide

2. Leading change requires a new model of leadership

	Traditional Model of Leadership	**New Model of Leadership**
Who can lead	People with advanced education and formal authority	Anyone who chooses to lead and practices the leadership skills, habits, and behaviors described in this guide
Role of the Leader	Leaders protect the organization from external threats and conflict	Leaders put difficult issues "on the table"
Required skills	Dictating Telling Convincing	Collaborating Gathering the collective intelligence Listening Developing a shared truth
Who has the solutions	Leaders	Everyone!

3. You will not always be successful.

That does not mean that you have failed. You just have not succeeded *yet.* Instead, you might have taken a step that did not work, so you need to **ask for feedback, reset** (page 72), **and try again**. Leaders always ask themselves, “What do I need to do differently?” Sometimes the answer might be to get out of the way and let someone else lead for a while until you are ready again – that is OK. It is what geese do[9] to get them through the long haul of their migration (change).

Remember, like all learning, stretching our capacities as leaders happens over time, in a series of successes and failures.

As a leader you must...

forgive yourself when you fail…

congratulate yourself for trying…

and **try again**!

> ***The greatest glory in living lies not in never falling, but in rising every time we fall.***
>
> **Nelson Mandela**

[9] https://www.youtube.com/watch?v=m4FkKrgxSl4

5. Strategic Change Leadership and the Steps for Shaping the System of Care

WHAT DO WE HAVE TO KNOW ABOUT CHANGE TO SHAPE THE SYSTEM OF CARE?

> ***The most general lesson to be learned from the more successful cases is that the change process goes through a series of phases that, in total, usually require a considerable length of time. Skipping steps creates only the illusion of speed and never produces a satisfying result.***
>
> **Leading Change: Why Transformation Efforts Fail (2007)**

System of Care is a major transformation in the way that services are provided to young people and their families. **This section, and those that follow, will: strengthen your understanding of strategic change leadership; guide your journey through the first, critical phase of change; and lay the foundation for successfully shaping the System of Care.** There will be opportunities in the future to learn about the other phases and steps.

What is strategic change leadership?

Strategic change leadership is **the phases, steps, strategies, and tools for achieving significant change by focusing on the people who will generate and be impacted by the change.**

Strategic Change leadership:

- Requires changes in values, attitudes, behaviors, or relationships
- Cuts across organizational boundaries
- Creates active and passive resistance
- Generates observable and measurable results

To help you see how these characteristics of change apply to your work of shaping the System of Care, answer the questions on the following pages.

These are the observable, measurable results my team expects to achieve by shaping the System of Care

These are the changes in values, attitudes, behaviors, or relationships that will be required to shape the System of Care

**These are the organizational boundaries* that will need to be crossed to shape the System of Care ***_Organizational boundaries_ are the "dividing lines" between areas of responsibility, such as the departments or divisions of an organization, team, or other group activity.

____

____

____

____

____

These are the kinds of active and passive resistance we might face when shaping the System of Care

____

____

____

____

____

How is strategic change leadership different from project management?

Strategic Change Leadership is	Project Management is
• Zooming out to see the big picture	• Zooming in to see the details
• Focusing on the people	• Focusing on tracking, monitoring, and reporting
• Communicating why change is needed	• Establishing performance standards
• Involving stakeholders in planning	• Measuring performance
• Creating alignment among people and systems	• Recommending corrective action
• Modeling and encouraging new behaviors	• Anticipating obstacles
• Identifying and overcoming resistance	

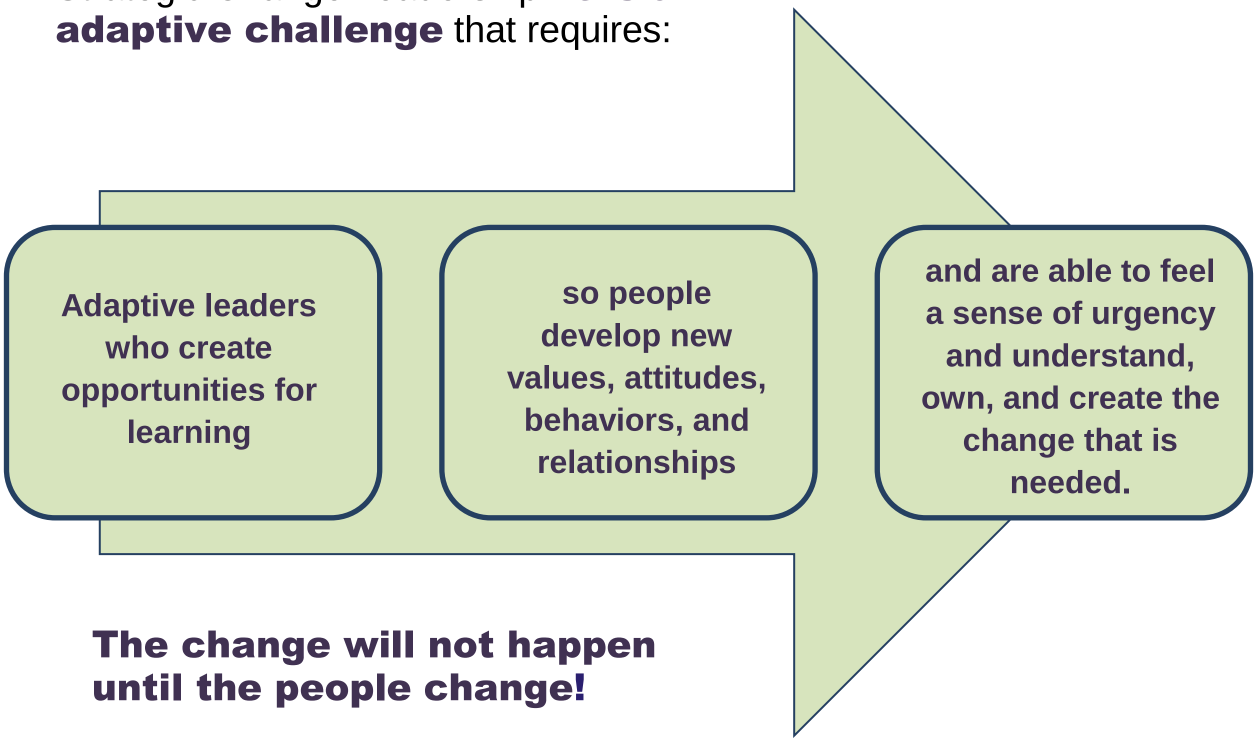
Focus on strategic change leadership before project management!

In the table below, list activities that you or your team are currently doing or planning that would fall into the category of strategic change leadership, and other activities that would fall into the category of project management.

Strategic Change Leadership	Project Management

What does strategic change leadership, like shaping the System of Care, require?

Implementing a System of Care *is* Strategic Change Leadership. **It is an adaptive challenge** that requires:

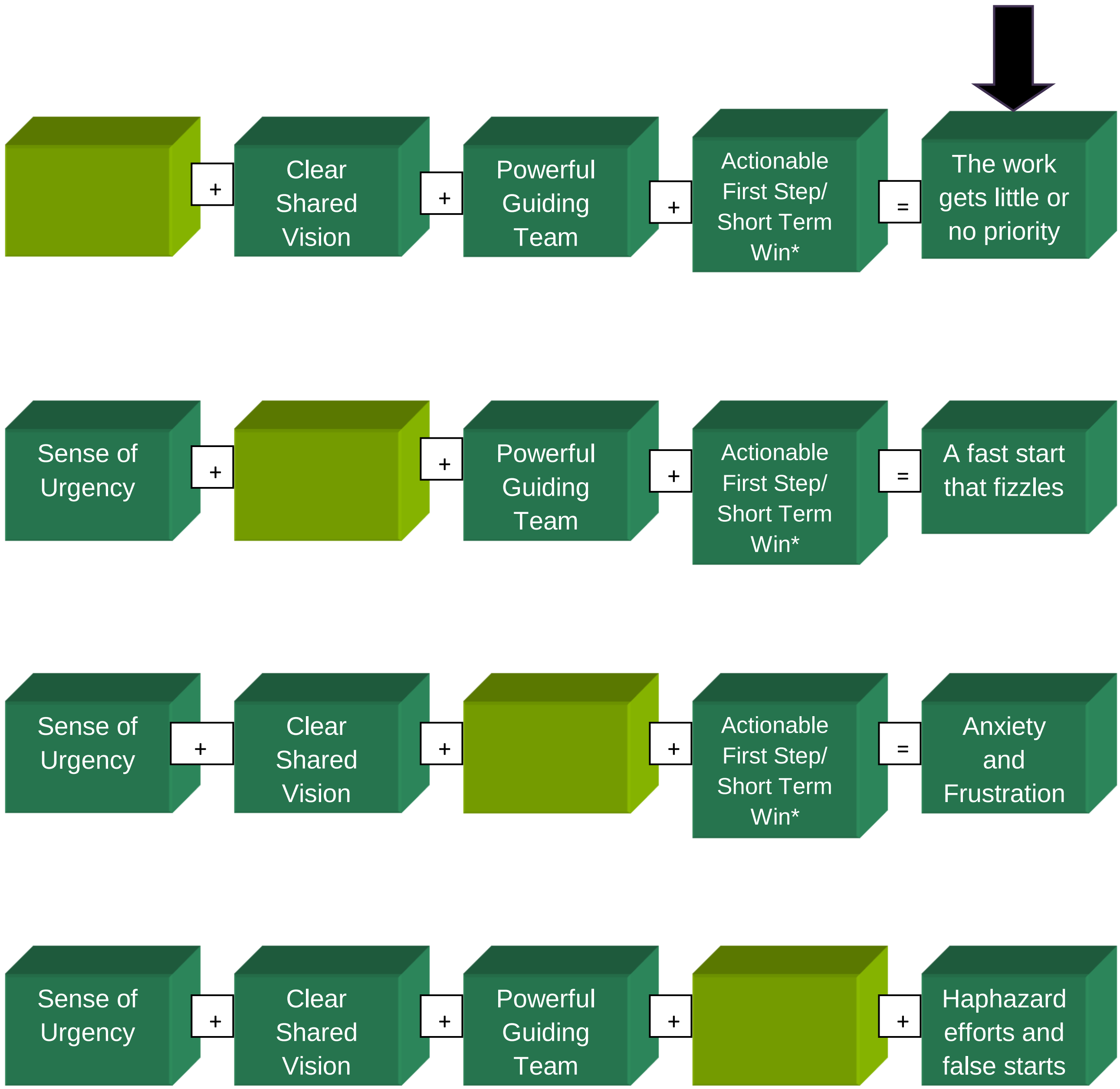


The change will not happen until the people change!

Strategic change leadership depends on four sets of circumstances, which must be in place to assure success

- **A sense of urgency** (page 143) **which could come from external forces (lawsuit, competition, grant requirement, Federal or State government) or internal (from "on top", client or employee dissatisfaction, or a Board of Directors)**
- **A powerful guiding team** (page 174) **that has the communication and other necessary skills, as individuals and as a team, and the ability to enable action in individuals and systems, to make the necessary change**
- A **clear, shared vision** (page 228) **and** strategies to create momentum and respond to resistance
- The **ability to implement the first steps** that will create the desired change

When any of these steps are missing from the change process, the outcomes you seek will be difficult to achieve. Instead, you get



By Ellen Kagen adapted from DME Consulting

*An *actionable first step/short term win* is something you or your team can do which will not take much time and is very likely to succeed. Short-term wins help build confidence in your ability to take on challenges that are more difficult later.

Have you ever been part of an effort to create change that was missing one of the four steps on the previous page? Which step or steps were missing? What was the result?

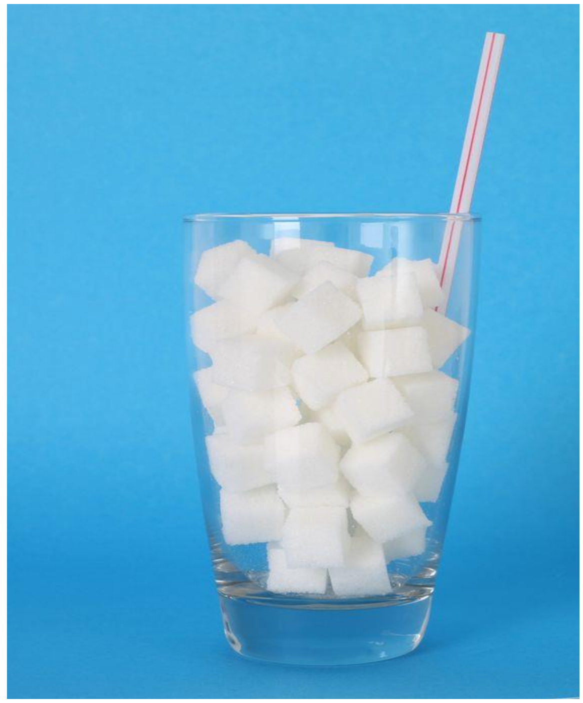
What kinds of approaches can we take to shape System of Care?

There are two basic approaches you can take in your effort to shape the System of Care

	Approaches	
	Logic	**Emotion**
How the approach leads to change	People: 1. Analyze data 2. Think about the data 3. Change	People 1. Observe – see images, hear stories, etc. 2. Feel something in response to what they observed 3. Change
What you do	You gather and present data, analysis, or reports about problems, solutions, and progress in solving urgency, teamwork, communication, momentum slippage, or other challenges of leading change	You gather or create compelling, eye-catching, dramatic images and stories to help others visualize problems, solutions, and progress in solving complacency, strategy, and other key challenges of leading change
What you get	The data and analysis influence how people think The data and analysis change people's thinking Ideas that are inconsistent with the needed change are dropped or modified New thinking changes behavior or reinforces changed behavior	Seeing something new hits people's emotions The images and stories provide useful ideas that hit people at a deeper level than surface thinking. They create a response that reduces the emotions that resist change and enhances emotions that support change Emotionally-charged ideas change behavior or reinforce changed behavior

Source: John P. Kotter and Dan S. Cohen, *The Heart of Change: Real-Life Stories of How People Change Their Organizations* (Boston: Harvard Business School Press, 2002),

Here is a side-by-side comparison of the two approaches

Logic	**Emotion**
There are 39 grams of sugar in the typical 12-ounce can of soda	

Which one creates a stronger reaction for you?

If you were going to try to convince someone to drink less soda, which approach would you use?

In your work to create change, **you will need to use both approaches – logic and emotion**. Each will be important at different times for different purposes. Although we use both sides of our brain to do most things, "left brained" is often used to talk about tasks that require logic and data. "Right-brained" is often used to refer to tasks that require creativity or imagination. **The questions on the next page include ones that you will likely use in your work to shape the System of Care. Notice how both can help you at different times and for different purposes**.

"Left-brained" Questions

- What are our most important strengths?
- What major problems do we face?
- What are our primary resources?
- Who are our key stakeholders/clients?
- What measurable outcomes will we accomplish?
- By when do we hope to achieve our goals?

"Right-brained" Questions

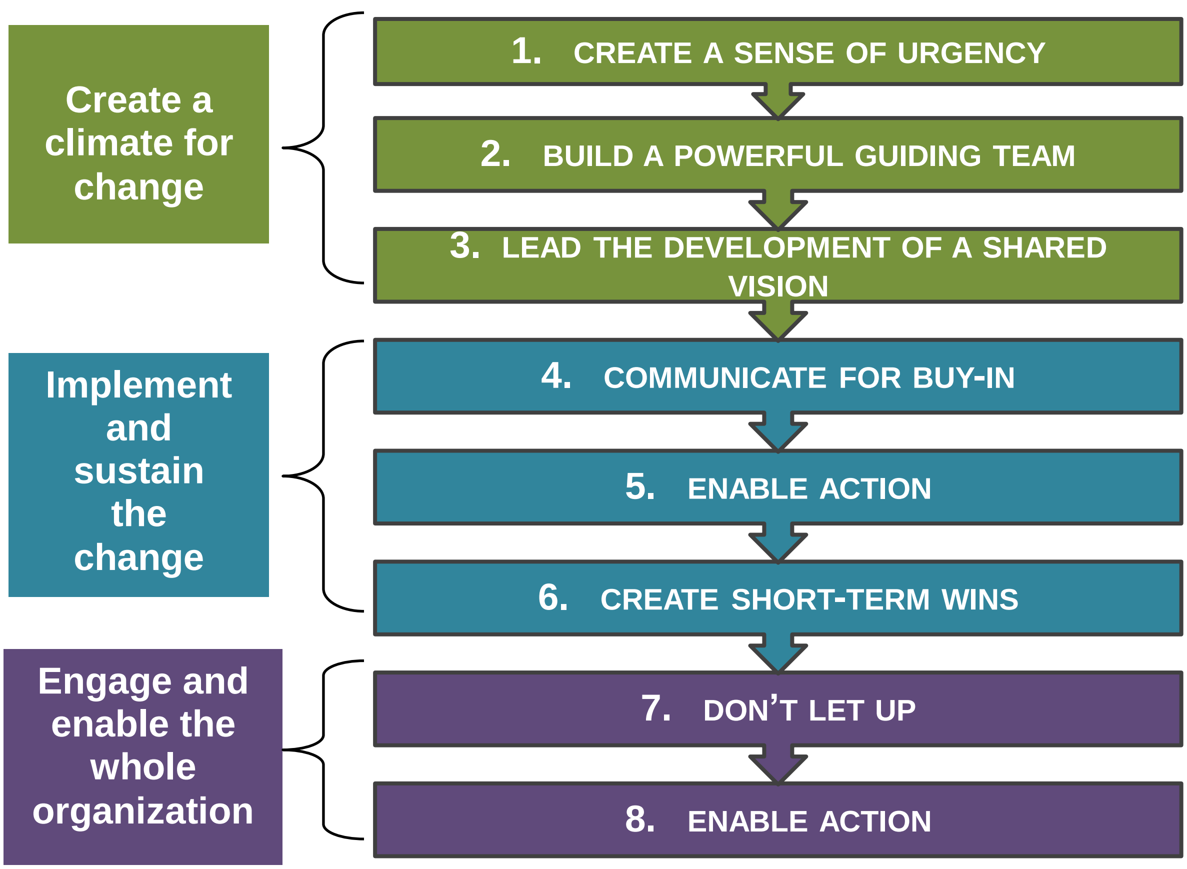
- What is the BEST we can achieve?
- What stories or events can we tell?
- What metaphors can we use?
- What symbols are appropriate?
- What colorful and inspirational language can we use?
- What songs or music will inspire our success?
- What will keep us going when the going gets tough?

Source: Kagen, E.B, (2009) Georgetown University
National Technical Assistance Center for Children's Mental Health

WHAT STEPS SHOULD WE FOLLOW TO SHAPE THE SYSTEM OF CARE?

Change can be chaotic, so it is useful to have a framework that helps you understand where you are in the change process and where you need to go next. As a professor at Harvard University's Business School, Dr. John Kotter examined over 100 companies that tried to transform themselves and found that their efforts failed the great majority of the time. His research identified eight steps **that are critical to successfully changing a system or organization**. In the diagram below, the eight steps are organized into three phases. Dr. Kotter refers to the eight steps collectively as "Change Management." In this guide, we use the term "Strategic Change Leadership" to reflect the work you are doing as you lead the effort to shape the System of Care.

The rest of this guide provides descriptions, strategies, tools, and tips for the first three steps. There will be opportunities in the future to learn about the other phases and steps.



What else should we remember about strategic change leadership as we shape the System of Care?

Creating significant change takes a long time

All eight steps in the change process are critical

Skipping steps only creates the *illusion* of speed while creating frustration and resistance

Some steps can happen simultaneously

You are never "finished" with a step; you must sustain each step as it is completed

Remember that strategic change leaderhsip is a learning process, for you and everyone involved

Strategic change leadership is a learning process. Carefully implementing each of Kotter's eight steps will help you achieve your goal of shaping the System of Care and improving the systems that serve young people and their families.

Additional resources on strategic change leadership

In the article "Leading Change: Why Transformation Efforts Fail[10]," Dr. John Kotter describes and provides examples of his eight steps for leading change.

> ***The measure of success is not that we have difficult problems to face, just that it's not the same problem we had last year."***
>
> **John Foster Dulles**

[10] https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail/ar/1

STEP 1: HOW DO WE CREATE A SENSE OF URGENCY?

Create a climate for change

1. CREATE A SENSE OF URGENCY
2. BUILD A POWERFUL GUIDING TEAM
3. LEAD THE DEVELOPMENT OF A SHARED VISION

Implement and sustain the change

4. COMMUNICATE FOR BUY-IN
5. ENABLE ACTION
6. CREATE SHORT-TERM WINS

Engage and enable the whole organization

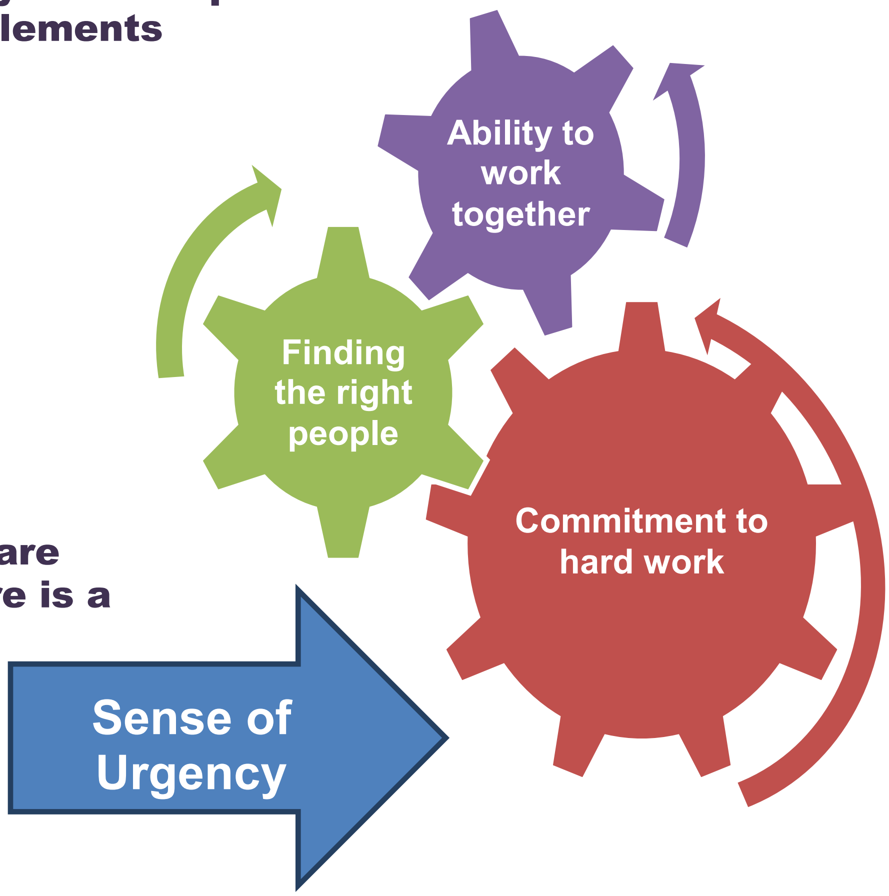
7. DON'T LET UP
8. ENABLE ACTION

> ***In successful change efforts, the first step is making sure sufficient people act with sufficient urgency, with on-your-toes behavior that look for opportunities and problems, that energizes colleagues, that beams a sense of "let's go."***
>
> **John Kotter, The Heart of Change, 2005**

Why do we have to start by creating a sense of urgency?

Changing systems requires three key elements

All of which are easier if there is a



Leaders often skip a sense of urgency and jump ahead to vision because it seems logical. Obviously, you cannot have sensible change without sensible direction. So, leaders often think that setting direction (the vision) must come first. **However**, without a sense of urgency, people hold back or complain if others try to initiate change. **The result is that the change effort does not start well (or at all!).**

Without enough urgency, there will not be enough energy to persist for the long haul. Large-scale change becomes an exercise in pushing a gigantic boulder up a very tall mountain.

What is your own sense of urgency?
It has to start with you, the leader.

If leaders do not have a sense of urgency
you cannot expect anyone else to have one.

How do we create a sense of urgency?

3 steps

1. **Identify and address sources of complacency and resistance** (page 151)
2. **Build a *rational* (page 153) and *compelling* (page 157) case for change**
3. **Communicate clearly and consistently** (page 16) **and practice adaptive leadership behavior** (page 92)

What is *your* sense of urgency?

Leaders need to feel a sense of urgency first. You cannot fake it!

Why don't people already have a sense of urgency?

Many things can decrease the sense of urgency and prevent change from happening, things like **complacency, organizational culture, and individual behaviors and resistance. In order to create a sense of urgency, you need to remove or minimize the impact of those things**.

1. **Consider each of the following sources of complacency or resistance. Which might be decreasing the sense of urgency among your team or in your community?**

2. **In the spaces below, identify specific things that you can do to remove or minimize their impact.**

Source of Complacency or Resistance	Relying too much on internal feedback and internal evaluations of effectiveness instead of external feedback. Remember – those who are using, paying for, and supporting your services might have a different opinion about your effectiveness than you do!
What To Do About It	*Regularly seek feedback from external sources, including dissatisfied youth, families, and stakeholders, frustrated system partners, etc.
What *You Will* Do About It	These are the people or organizations that we can ask for feedback.

***Adaptive Leadership Skill!**

Source of Complacency or Resistance	A culture that avoids confrontation and kills the messenger.
What To Do About It	*Maintain Disciplined Attention (page 106) - create safe opportunities to expose and discuss conflicts, difficult issues, and problems. Use positive reinforcement to encourage people who do so.
What *You Will* Do About It	We will do and say these things to create an environment in which everyone feels safe to expose and discuss conflicts and difficult issues.

***Adaptive Leadership Skill!**

Source of Complacency or Resistance	A culture of denial - when people are busy and stressed out, it is human nature for them to ignore what they do not want to hear.
What To Do About It	*Maintain Disciplined Attention (page 106) - draw attention to conflicts, difficult issues, and problems. Do not let people explain the problem away. Ignoring it will not make it go away!
What *__You Will__* Do About It	These are the conflicts and difficult issues that should be addressed.

***Adaptive Leadership Skill!**

Source of Complacency or Resistance	Expectations or performance standards that are too low.
What To Do About It	Collectively develop performance expectations and standards based on internal and external feedback.
What *You Will* Do About It	These are the individuals who should help us set expectations and standards, and this is our plan for including them.

Source of Complacency or Resistance	Too much "happy talk".
What To Do About It	It is important to recognize and celebrate successes and accomplishments, but do not let them become excuses for not addressing the problems and the need for change.
What *You Will* Do About It	These are ways in which we will celebrate successes while also creating safe opportunities for people to identify the need for change

Understanding Resistance Worksheet

In addition to complacency, individual and group behaviors and resistance can decrease the sense of urgency and prevent change. Often, the resistance is a result of fear that people have about the change. The first step to helping people overcome their fear and resistance is understanding the source of their resistance and fear.

When you are encountering resistance to change, use the list below to determine what the source (or sources!) of resistance might be. Think about the messages that you are hearing about the change you are trying to create (shaping the System of Care). In the list below, put a checkmark next to the messages that are closest to the kinds of messages you are hearing. Which fears or sources of resistance are connected to those messages?

Scenario: An organization is implementing a new initiative to collect and analyze more data in order to improve the overall performance of the organization. The new initiative is the change that people in the organization are experiencing. As part of the change, the workers in the organization are now expected to fill out many more data sheets than were required previously. The statement following each fear, or source of resistance, is an example of the kind of message leaders in the organization are hearing.

_____ **Apathy driven by false pride:** “We have many challenges; filling out data sheets is a very low priority.”

_____ **Lack of action or self-protection driven by fear**: “How can I handle this project and still get my work done?”

_____ **“You can’t make me” driven by anger**: “Why are they shoving this data collection nonsense down my throat?”

_____ **Pessimism that leads to constant hesitation**: “We’ll spend a fortune on this system and it will never work well.”

_____ **Cynicism driven by lack of trust**: “I wonder if he’s looking for a promotion out of this.”

_____ **Fear of the unknown**: “I don’t understand why they need this data. I’m in charge of this department – are they trying to take over?”

_____ **Fear of failure**: “I don’t think I’ll be able to fill out these new forms correctly and it’s going to hurt my performance evaluation.”

_____ **Fear of commitment**: “I’m going to have to go to training and spend a lot of time learning how to fill out these forms. I’m not sure that is what I want to spend my time doing.”

_____ **Fear of disapproval**: “I’m going to have to bug a lot of people to get this data. They’re going to hate me.”

_____ **Fear of success**: “It’s easy for me to fill out these forms, but if they find out they might try to promote me into a job I’m not ready for.”

Developed by Sockalingam, S. 2010 adapted from O’Grady, D. (1994). *Taking fear out of changing*. Holbrook, MA: Bob Adams, and Cohen, D. S. (2005) *The Heart of Change*. Boston, MA. Harvard Business School Press.

Never underestimate how much complacency, fear and anger exist, even in good organizations!

How do we overcome complacency or resistance?

Overcoming complacency and resistance are adaptive, not technical challenges. To address them you can:

Use your adaptive leadership skills (page 92)

and

Build a rational (page 153) **and compelling** (page 157) **case for change**

Creating a Sense of Urgency to Overcome Complacency and Resistance

Important changes that have taken place in history can provide your team with lessons about how to create a sense of urgency. For example, what contributed to the important changes that the civil rights movement achieved in the 1950's and 1960's?

For many years, many people recognized that segregation and discrimination were not rational; they conflicted with basic human decency and principles, like the Declaration of Independence, that our nation was founded upon. Yet segregation and discrimination remained legal. The laws did not change until large numbers of people saw, heard, and felt events like Rosa Parks' refusal to move to the back of the bus, lunch counter protests, the brutality of attacks against African Americans, and speeches by Martin Luther King Jr.

To create a sense of urgency about the need to change the systems that serve youth, you need to make a rational case for why the change is needed. But as a leader, you also need to "get on the balcony" to get a big picture view of what is happening in the system and create opportunities for people to see, hear, and *feel* why the change is needed.

You can get people's attention by making a rational case.

But, if you want them to act, you need to build a compelling case that will inspire them to act.

How do we build a *rational* case for change?

You can use all of these things to build a rational case for change

Data and trends about

- The current situation & outcomes
- Missed opportunities, errors, or failures
- Clients, services, & cultures

Gaps

- Between the current and desired realities

Powerful testimonials

- From clients, families, service providers or others

Indicators of successful change

- What could a better future look or feel like?

Use the Case for Change Assessment Worksheet on the next page to gather this information.

Case for Change
Assessment Worksheet

Use the following questions to help you gather information that you can use to build a case for change.

Name (Optional) ____

Affiliation (youth, family member, service provider, etc.)_______________

PERFORMANCE GAPS	
What gaps have you had in performance/outcomes? (e.g., time it takes to receive effective services, family and youth satisfaction, morale, turnover, etc.)	How can you prove it? (e.g., existing data from benchmarks, research)

ERRORS, FAILURES AND MISSED OPPORTUNITIES		
What errors, failures, and missed opportunities have harmed the organization?	What was the cost to youth, families, agencies, or other stakeholders?	How do you know?

TRENDS		
What client trends contribute to the need for change?	What health and human services trends contribute to the need for change?	What economic or environmental trends contribute to the need for change?
ALIGNMENT WITH VISION and VALUES		
What actions have you observed within your community that contradicts the values it has adopted?	How has this contradiction eroded trust within and outside the community?	What actions are needed to address these contradictions?
TESTIMONY		
Whom should you contact to obtain powerful testimonies? (e.g., families and youth, current or former employees, politicians, advocates)	What will you ask them?	How did they respond?

URGENCY FACTORS		
What do stakeholders in the community value?	What issues are causing apathy, fear, anger, and complacency?	What actions do you need to take to increase the level of urgency?

Adapted by Ellen B. Kagen, Georgetown University Child and Human Development Center from: Cohen, Dan S., (2005) *The heart of change field guide*, Boston, MA: Deloitte Development LLC, Harvard Business School Press

Tip – You can use the shortcomings of the status quo to make the case for change and create a sense of urgency. It is critical that you not blame or dishonor the individuals who are responsible for the status quo. Instead, honor their accomplishments and the ways in which they have moved the system forward. Recognize that they (especially people in leadership roles) are also change agents. Seek their input and try to connect their work and what they think is important to the case for change.

How do we build a *compelling* case for change?

A rational case for change is important, but is not enough! As a leader, you can build a rational case for change by speaking to people's heads, but **people act on their emotions**, so developing a sense of urgency is emotional. **Leaders must speak to people's emotions and inspire them by creating opportunities for stakeholders to see and feel the need for change.**

> **As a leader, you must avoid the urge to tell. Instead, create experiences that are dramatic, attention grabbing, memorable, and inspiring to create a sense of urgency.**

The Learning-Feeling Process

When people are experiencing change, they are not likely to change their behavior until they go through the Learning-Feeling Process. If you, as a leader, do not help people through this process, they are likely to resist the change and the status quo will be maintained. No change will take place.

- **Understand the change What is it?**
- **Believe in its importance**
- **Feel its value**
- **Know how to take action**
- **Feel a sense of safety to step out and try to behave differently**

How People Learn

People Generally Remember

10% of what they *read*

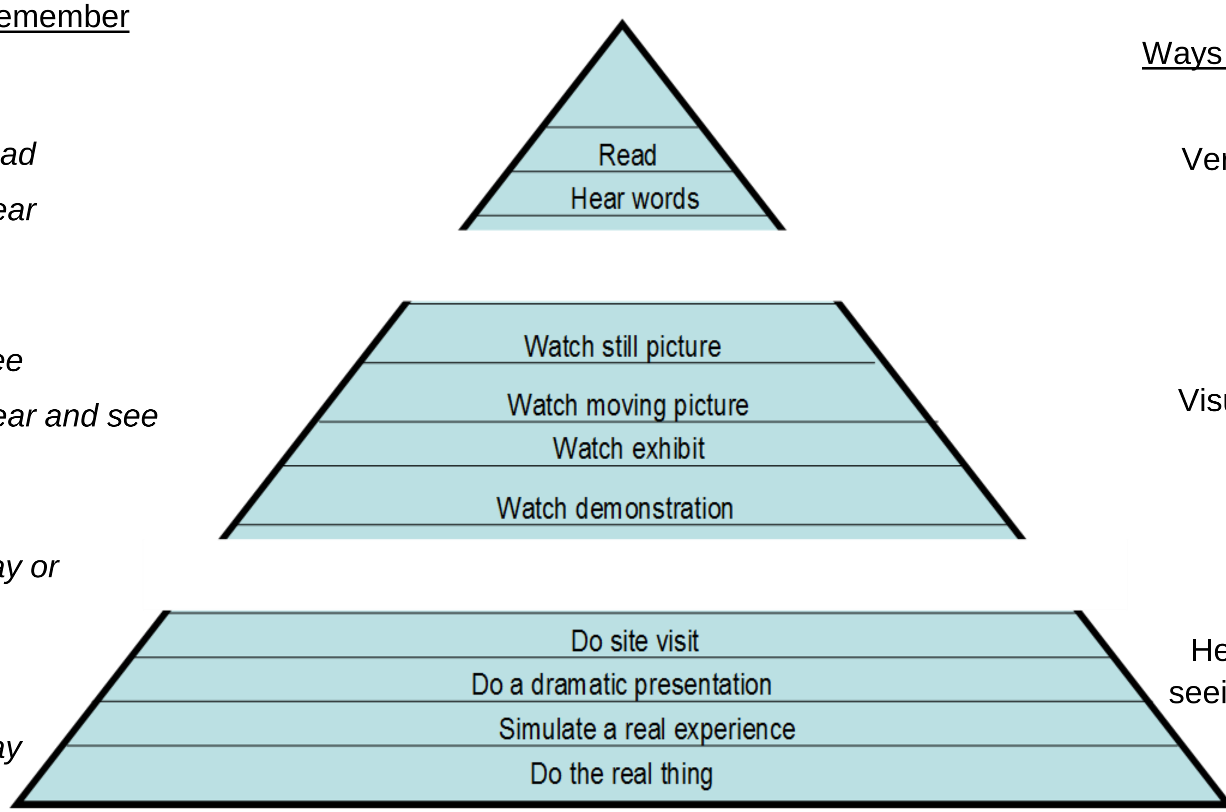
20% of what they *hear*

30% of what they *see*

50% of what they *hear and see*

70% of what they *say or write*

90% of what they *say as they do a thing*



Ways People Learn

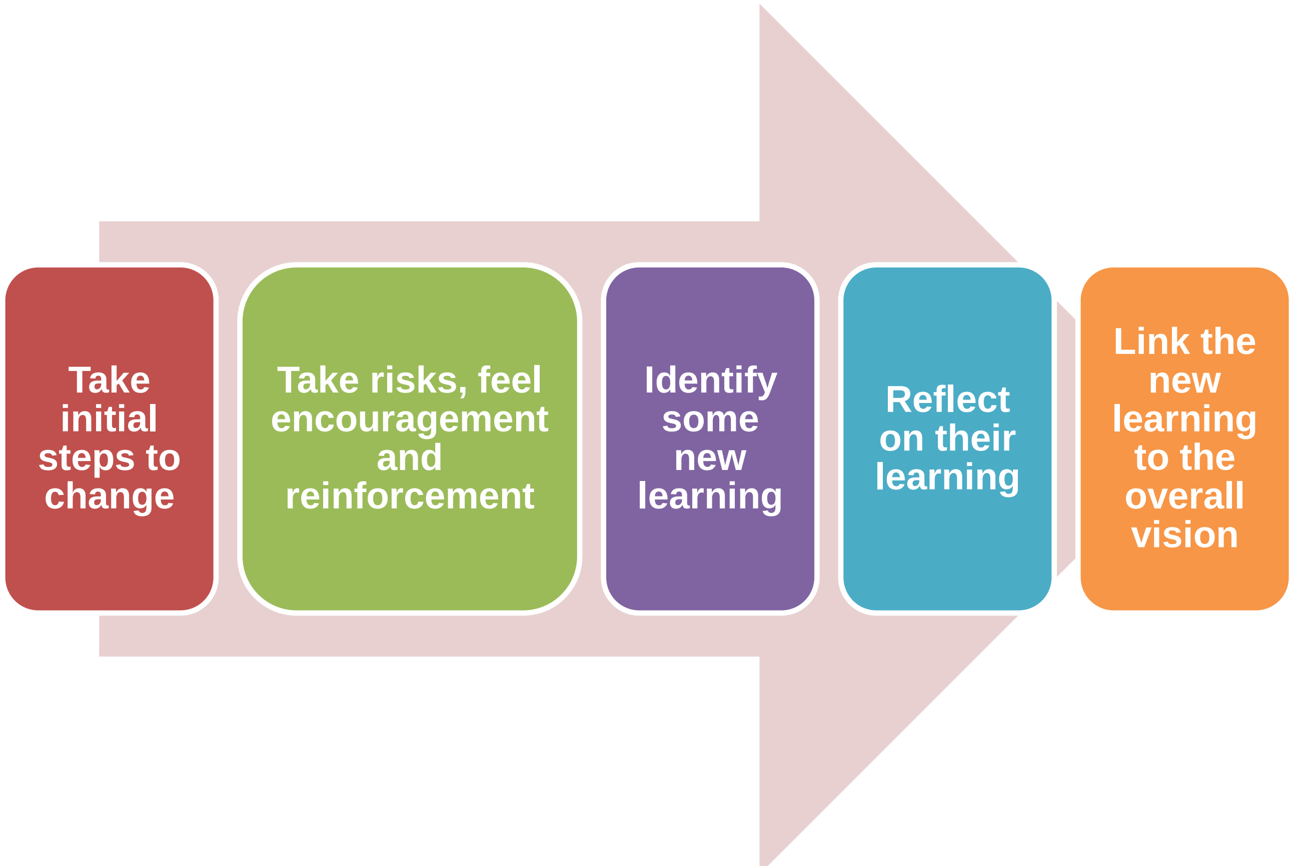
Verbal -receiving

Visual - receiving

Hearing, saying, seeing, and doing

Leaders must provide opportunities for learning to help people through the Learning-Feeling Process. In order to understand the change, believe in its importance, and feel its value, **people need to feel safe to ask questions**, including questions about why the change is necessary, or how the change will be valuable. Leaders need to give people time to work through the Learning-Feeling Process. **If you rush people too much you are likely to create more resistance!**

Only after successfully completing the Learning-Feeling Process will people be ready to behave differently. **The process they go through in changing their behavior will look something like this**.



Leaders must provide encouragement and reinforcement for people taking initial steps to change. As people take risks, leaders must remind them that **mistakes and setbacks are part of the change process and are OK**. To keep people motivated to continue, **leaders must continually link the hard work and risks back to the vision**- to what the hard work and risks will accomplish.

How do we create opportunities for people to see and feel the need for change?

Ask *them* to visualize and describe

- The potential consequences of maintaining the status quo
- The potential benefits of changing the status quo

Gather and share

- Compelling stories or images that inspire people and demonstrate the need for change - what makes people most angry or hopeful?
- A compelling object that people can see, touch, and feel

Keep the focus on the lives of youth and families

- Clearly show how implementing a System of Care will improve the lives of young people and their families
- Clearly show how *not* implementing a System of Care will impact young people and their families
- Changing "the system"isn't enough to create a sense of urgency

An example of helping people to see and feel the need for change

At the 2014 Washington State Leadership Academy, Ellen told a story about a time when she was working in Mississippi. She discovered that one elderly woman was receiving services from 13 different providers. To help the providers see and feel the consequences of overlapping services, and the need to integrate services and systems, Ellen asked all 13 providers to visit the woman at the same day and time. When the providers arrived, all crowded in to the small living room, they were shocked; none of them knew that any of the others were involved. Ellen then assigned a dollar amount to each provider, to represent the cost of having so many overlapping services, and asked them to add it all up. When they did, **they quickly realized that the status quo was not sustainable. They could see and feel the need for change!**

These people could identify potential benefits of changing the status quo or the potential consequences of maintaining the status quo (Remember to focus on youth and family members.)

______________________ **will contact them to ask for their input**

These people could provide compelling stories that inspire others and demonstrate the need for change

________________ will contact them to invite them to share their stories

These are pictures or objects that could help people see and feel the need for change

An example of how to use a compelling image to inspire people to act

The 2014 Washington State Leadership Academy met at a place called the Great Wolf Lodge. When one of the youth leaders obtained wolf ears for everyone to wear, Ellen led the group in identifying how wolves could be a metaphor for the work of the FYSPRTs. Ideas like those below came fast and furious. When Ellen asked the group whether thinking about the wolf metaphor made them feel energized and inspired, the answer was a unanimous – **Yes!**

they are loyal

wolves use their ears to listen

their voices (howls) speak together

they adapt to their environment

the pack moves together

They trust their leader

they are resilient

they protect their young

they use their senses to learn about their environment

they use their collective intelligence (to hunt)

What should we know about communicating clearly and consistently?

Remember that **shaping the System of Care will take time, often years**. With so much to do on a daily basis, it is easy for people to get distracted. When that happens, the sense of urgency quickly decreases; the System of Care effort loses steam and, eventually, dies. **teams need to communicate clearly and consistently to maintain the sense of urgency and keep everyone's "eyes on the prize."**

As a team, it is important that you speak with one voice about why change is needed

What messages will help you connect the change to the potential benefits of successful change and consequences of maintaining the status quo. How it will youth and families be affected?

Frequent communication is essential!

Connect the change effort to relevant internal and external feedback

Communicate with all stakeholders, and use messages that are most relevant to each group. What messages and images will create a sense of urgency for youth? families? providers? funders?

Develop an annual communication plan - how and when will you communicate with each stakeholder group?

These are the potential consequences of maintaining the status quo. (Remember to focus on youth and family members)

These are the potential rewards of changing the status quo. (Remember to focus on youth and family members)

This is the feedback from youth, families, services providers, or others that we could use to demonstrate the need for change

These are the specific messages and images that would create a sense of urgency for each of our audiences: Youth, Families, Providers, Funders, etc.

These are the messages about the need for change that all members of the team will use so that we are speaking with one voice

This is our annual communication plan - how and when we will communicate with each stakeholder group

What gets in the way of creating a sense of urgency?

The guidance above will help you create a sense of urgency. Some actions and circumstances can decrease the sense of urgency. **The following is a list of things to avoid because they can get in the way of creating a sense of urgency.**

- **Lacking clarity about your purpose**. It can be difficult to have a sense of urgency when things are murky. People cannot stay in confusion for too long because it kills urgency. For example, FYSPRTs need to be clear about their purpose before they will be able to develop a sense of urgency that will be productive and lead to change.
- **Believing that a crisis is needed before you can begin to create change**. You do not need a crisis. Instead, engage youth, families, and other stakeholders in building a rational and compelling case for changing the systems that serve youth.
- **Thinking that you cannot create change if you are not a formal leader**. Review the information in this guide on informal leadership and how to gain informal authority (page 32).
- **Focusing exclusively on building a rational case for change**. Remember that people act on their emotions. You need to create opportunities for them to *see and feel* the need for change.
- **Leaders racing ahead to create change without dealing with the complacency and resistance** that are blocking change.
- **Trying to use technical solutions**. Remember, that creating a sense of urgency is an adaptive challenge. Review the adaptive leadership skills in Section 4 of this guide and use them to guide you as you create a sense of urgency (page 143).
- **Trying to use fear to get people to change**. Sometimes leaders think they can create a sense of urgency using fear or pain, but…

Fear and pain will *not* create a sense of urgency. Instead they:

- **! Create panic**
- **! Stop new action, creativity and innovation**
- **! Make people focus on self-preservation rather than the necessary change**
- **! Are unlikely to sustain change**

How do we undo the fear-based urgency that already exists in our community?

Teams need to help people [reframe] developments and circumstances from threats to be feared, to opportunities that can be used to build the case for change and create a sense for urgency.

For example, instead of seeing the "T.R. Settlement Agreement" as a "hammer" that creates fear, look at it as a support that can help create a sense of urgency. For example: "*Every day that 'T.R.' is not implemented – futures are at risk, we pay more money to keep young people in jail, they are less likely to become productive citizens, etc.!*"

Tools for evaluating your sense of urgency

You can use the **Urgency Gauge** and **Evidence of Urgency Checklist** below to get a clearer understanding of whether your team has a sense of urgency and, if not, what might be getting in the way. You could then use the **Plan to Increase Our Team's Sense of Urgency** to take steps to increase the sense of urgency.

Urgency Gauge

Use this gauge to determine where you (your team) is in creating a sense of urgency. Ask each member to check (√) the box that best describes where they think your team is. Remember that you cannot skip a step. If your team does not agree that you are at #5, you have more work to do to create a sense of urgency.

Individuals on the team can also use the gauge to identify where they are and where they think others on the team, or other stakeholders, might be.

1	2	3	4	5
Have not addressed	We have discussed but not yet created a plan to create a sense of urgency	We have discussed and created a plan to create a sense of urgency	We are implementing our plan to create a sense of urgency	We have created and are sustaining a sense of urgency (ongoing)

If you believe that your team has developed a sense of urgency (5 points on the gauge), what evidence do you have to support that? Use the information in this section of the guide and the checklist below to remind yourselves of the indicators that a sense of urgency is in place. If you cannot agree on the evidence, you have more work to do to achieve this step.

Evidence that a sense of urgency is in place:

Evidence of Urgency Checklist

The following is a list of things that indicate whether your efforts to create a sense of urgency are succeeding. Check each one that you think is true for your team. Compare your answers to others in your team. More checks indicate a greater sense of urgency among your team. Fewer checks indicate less of a sense of urgency among your team.

______ Individuals are challenging, questioning, and confirming for themselves the need to change

______ There are more discussions about the risk of maintaining the status quo

______ There is more talk about what is coming in the future and about the long term

______ There is greater awareness of the external environment and the perspectives of our stakeholders

______ Groups are starting to investigate the conflicts in our values

______ There is more energy and effort focused on satisfying the needs of family and youth

______ There is a connection in people’s minds between system operations and meeting the needs of the youth and families

Plan to Increase Our Team's Sense of Urgency

How are you doing? Is there a need or opportunity for your team to do more to create a sense of urgency? If so:

1. Check with other teams to learn what has worked for them

2. Use the Evidence of Urgency Checklist above to get a clearer understanding of whether your team has a sense of urgency and, if not, what might be getting in the way

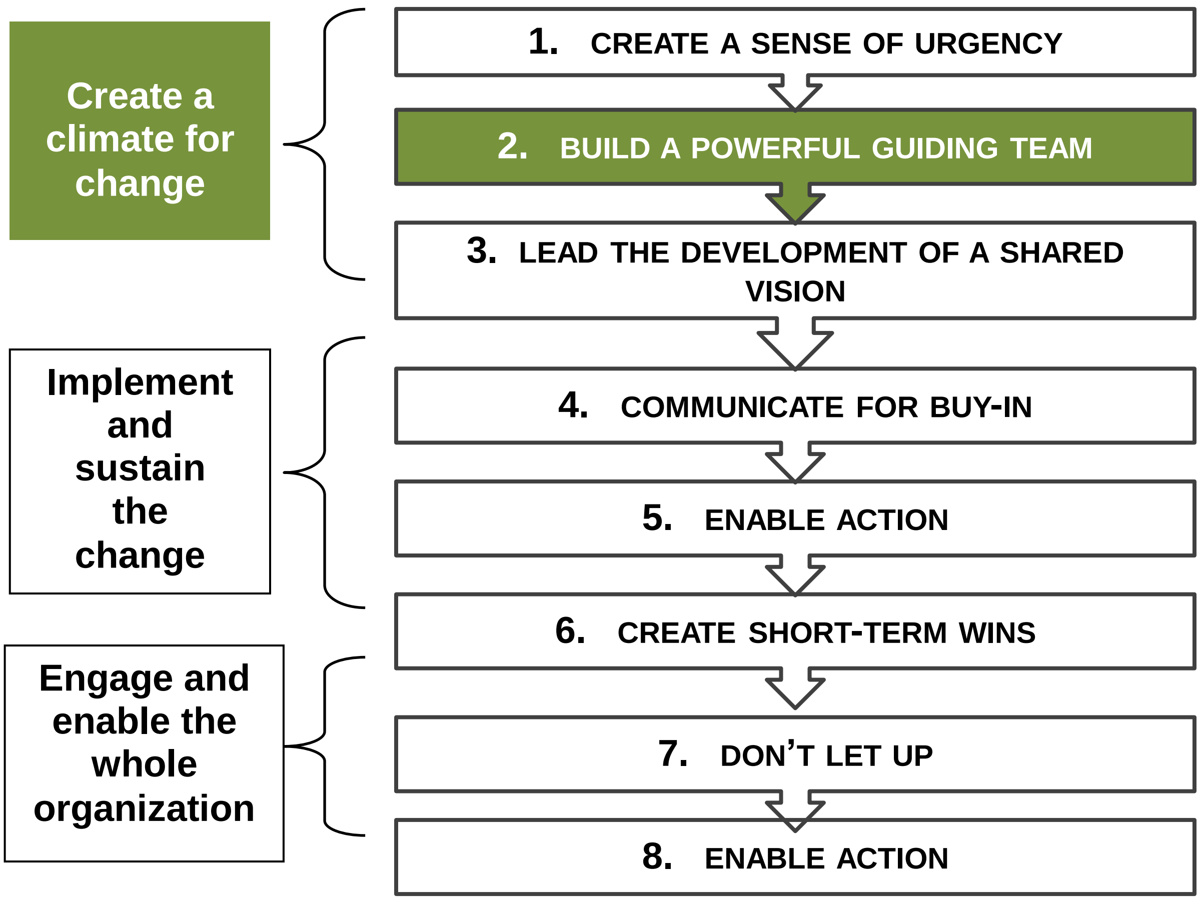
3. Review the guidance and tips in this section of the guide above on how to create a sense of urgency

4. Select the one or two things you think would do the most to create a sense of urgency

5. Develop a plan for accomplishing those things including:
   - A sequence of steps that need to be taken
   - Roles and responsibilities (who will do what?)
   - A timeline for completing each step
   - How you will know if you are making progress – what evidence should you have?

Hope without action does not lead to successful change

STEP 2: HOW DO WE BUILD A POWERFUL GUIDING TEAM?



You cannot create change by yourself. It takes more than one individual, more than one champion, sometimes more than one team.

If you want to go fast, go alone

If you want to go far, go together

African proverb

What is our role as a guiding team?

Use adaptive leadership skills to

create a sense of urgency and

create a shared vision for the system of care while

managing the change that will be required

The Guiding team has **a permanent spot on the balcony.**

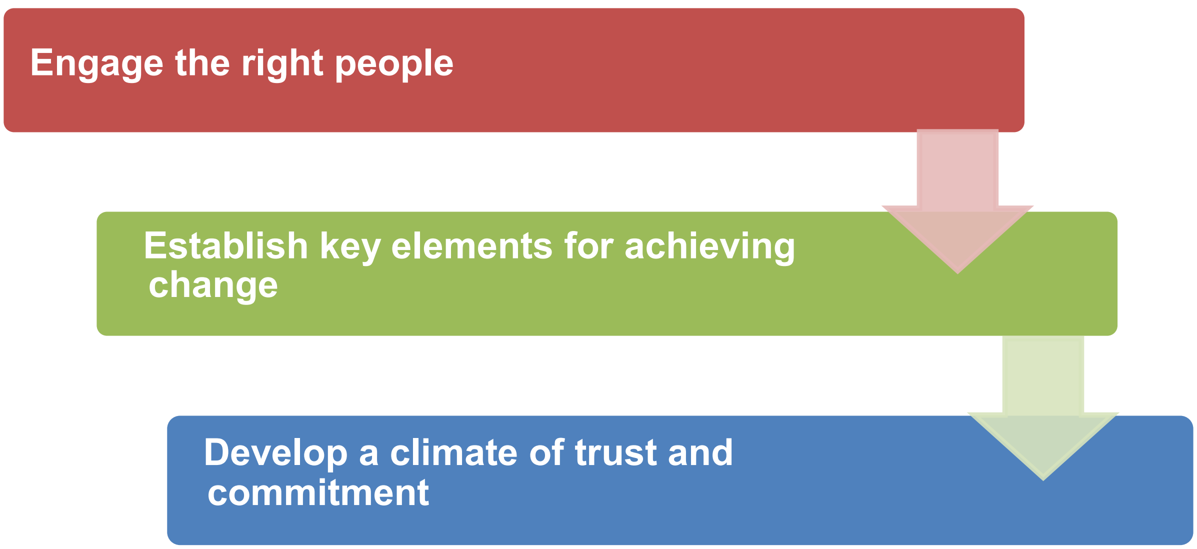
The *team* needs to create a sense of urgency (page 143), not just the leader.

Guiding teams are not the decision makers – they make sure that all stakeholders are involved in the change process.

Isn’t our group already a team?

You might be a team, but **to be a *powerful guiding team* that is capable of creating change, you need to have the agreements and characteristics described in this section of the Participant Resource Guide**. You can use the Guiding Team Gauge, at the end of this section, to help you determine whether you are a powerful guiding team:

How do we create a powerful guiding team?



How do we engage the right people?

How do we determine who we need on our guiding team?

It is important to have representation from all of your major stakeholder groups (youth, families, service providers, etc.) but your ideal guiding team will need to be more than that. You should **try to include a mix of the following skills and attributes**.

Key Skills and Attributes of Guiding Team Members

Skills and Attributes	Considerations
Influence among their peers	Are representatives from each of the major stakeholder groups affected by the change (youth, family, service providers) included on the guiding teams? Can they sufficiently influence others in their setting?
Commitment & Accountability	Do they have the commitment required to persist for the long haul? People who cannot be accountable are not able to be members of a guiding team leading change.
Relevant knowledge	Are they aware of what is happening in the systems that serve youth and families? This knowledge is essential for creating vision.
Leadership	Does the team include enough skilled leaders to be able to drive the change process? Critical leadership skills include vision, challenge the status quo, communication, and inspiration

Skills and Attributes	Considerations
Diversity	Do team members represent a sufficiently wide range of perspectives and roles to be able to make good decisions? Are family and youth represented? Are the “naysayers” included?
Credibility	Are there people who should be on the teams because of the respect and credibility they have in their community? This is important to helping communicate the vision.
Managerial Skills	Do they have planning and organizational skills?
Expertise	Do the potential members of the teams have the required expertise? If not, do they have access to others with the needed subject matter expertise?

Developed by: Kagen, E.B. (2014), Georgetown University National Technical Assistance Center for Children’s Mental Health. Adapted from Cohen, D. S. (2005) *Heart of Change Field Guide* Table 2-1. Boston, MA: Harvard Business School Press

What about supervisors who create conflicting priorities and make it difficult for members of the team to fully participate?

It is important that your supervisor authorize your participation and make it a priority. Try to show how helping to shape the System of Care is core to your (and your organization’s) work.

How many people should we have on our guiding team?

Generally, try not to have more than 8-10 individuals on your guiding team. It becomes difficult to schedule, organize, and manage the work of the team when there are many more than that.

Four roles are important:

- **The Sponsor** is often a senior leader, has ultimate authority and provides high-level support and resources.

- **The Senior Guiding Team** includes people with enough influence and authority in their area to make decisions and assemble the resources. They are responsible for vision, guiding the organization during the change process and managing the change initiative to its successful completion. Family and youth involvement is important!

- **Field Guiding Teams are often used when multiple organizations or localities in a large-scale change are involved.** These people are highly respected and credible people who represent key stakeholders and have a great amount of interest in the change. They help with roll out of the vision and provide ongoing communication with the stakeholders.

Senior Guiding Teams

Set the strategy

Provide the necessary resources

Remove roadblocks

Clarify priorities for the change teams

Communicate with stakeholders

Build support

Resolve conflicts

- **Change Teams/Accountability Managers** are used sometimes in large-scale change within organizations. They make sure that change tasks are completed well and on time.

Tip – *Do not create change teams until the tasks associated with the change are determined.*

How do we select people for our team?

1

- Review the infomation under *How do we determine who we need on our guiding team?* that appears earlier in this section

2

- Think about the skills and attributes you already have on your team, and which you need to add or have more of

3

- Brainstorm a list of candidates in your community who might be good members of your team. Who are leaders in your community?

4

- Use the *Selecting Candidates for the Guiding Team* worksheet (on the next page) to identify the criteria you need to add to your team and determine how your candidates meet the criteria

5

- Select your top candidates

6

- Decide who knows and could invite your top candidates to join the team. Use your networks to get connected to those you don't know

Selecting Candidates for the Guiding Team

You can use a table like the one below to help you determine which candidates could best provide the skills and attributes that you need to add to your guiding team (see the *Key Skills and Attributes of Guiding Team Members* that appears earlier in this section.

First, in the column on the left, list the skill or attribute your guiding team needs to add.

Next, using letters (A, B, C, etc.) to represent each candidate (to provide some confidentiality), rate how likely each candidate is to add each skill or attribute to your guiding team. You could use a scale like this:

1 = not very likely to add that skill or attribute to our team

5 = very likely to add that skill or attribute to our team

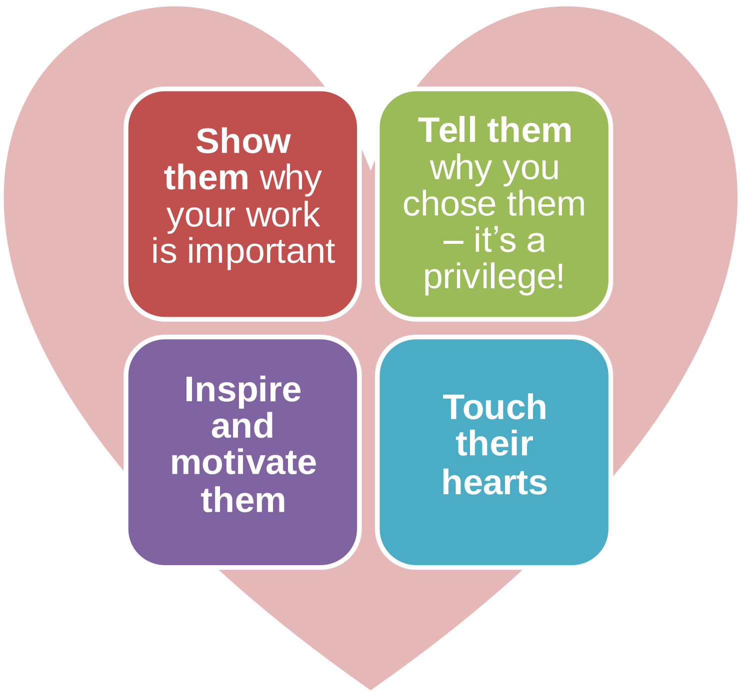
See the examples below:

	Candidates				
Skill or Attribute the Guiding Team Needs to Add (or Have More Of)	**A**	**B**	**C**	**D**	**E**
Credibility	4	4	3	5	3
Relevant Knowledge	5	5	2	5	4

Developed Kagen, E.B., Georgetown University National Technical Assistance Center for Children's Mental Health. Adapted from: Cohen, D.S. (2005) The Heart of Change Field Guide, Worksheet 2-2. Boston, MA: Harvard Business School Press

How do we convince them to join our team?

Think about why you joined the team. What is important and motivating to you?



> ***A feeling of urgency helps greatly in putting together the right group to guide change and in creating essential teamwork within the group.***
>
> **John Kotter, *The Heart of Change*, 2002**

How might we need to adjust our guiding team over time?

Creating important change, like shaping the System of Care, can take years and can be exhausting, especially for people with many obligations. **As much as possible, teams should try to keep members engaged throughout the process,** through the long haul. Remember that every time the group changes, it becomes a new group and communication and other agreements need to be revisited.

Occasionally however, it might seem like some members of your guiding team no longer have the time, commitment, or sense of urgency that is needed to continue to make progress. In that case, it is important to take steps to correct the issue, even if it means having difficult, emotional conversations. It would be helpful to revisit the sections in this guide on adaptive leadership, including the need for leaders to put difficult issues on the table and create a safe space for everyone to share their perspectives. It is legitimate, and in the best interests of the team (and, most importantly, in the best interests of youth and families) for members of the team to have a courageous conversation with other members who seem to no longer have sufficient time, commitment, or sense of urgency. The contributions they have already made have been valuable and should be honored. However, **if they are unable to recommit, their decision to step aside will provide an opportunity for others to bring important skills, attributes, and energy to the team so that progress can continue**. As a participant at the 2014 Washington State Leadership Academy put it, **FYSPRT members have to ask, "What will my behavior accomplish for system improvement, not what will it do for me."**

It is legitimate, and in the best interests of the team (and, most importantly, in the best interests of youth and families) for members of the team to have a courageous conversation with other members who seem to no longer have sufficient time, commitment, or sense of urgency.

As change progresses, additional groups, such as field teams or change teams, might form at other levels. Some groups become so large, with 50 or more members, that they become "Guiding Coalitions." Such groups are too large to function as a guiding team.

What are the key team elements we need to achieve change?

This activity will help your team determine which elements your team already has in place and which are most important for your team to work on.

Below you will find a list of five major elements that are essential for achieving important changes like shaping the System of Care. The five major elements are divided into 16 more specific elements. For example, the first major element (*Shared Sense of Purpose*) includes four more specific elements. The steps below will help your team see which elements you already have in place and which elements are most important for your team to work on.

1. Working individually, read each element. Then, next to each element, write a “Y” if you think that element is already in place for your team. Write an “N” next to it if you think your team does not yet have that element in place.

Complete the rest of the steps as a team.

2. Read each element and have each team member share whether or not she or he thinks the element is in place for your team. *Do not take time now to ask or explain why you do or do not think the element is in place*.

- If everyone agrees that the element is in place, put a checkmark next to it.
- If members of your team disagree about whether that element is in place, do not put a checkmark next to it.
- If members of your team agree that the element is *not* in place, do not put a checkmark next to it.

3. Review the elements that do not have a checkmark next to them. Decide which one is most important for your team to put in place. In other words, which will make the most difference in helping your team become a more effective guiding team? That will be your Focus Element. (This is the team competency of “Prioritizing.”)

4. Review the other elements that do not have checkmarks next to them. Is there one that will be required before you can put your Focus Element in place? If so, make that your new Focus Element. (This process is the team competency of “Sequencing.”)

5. Once again, review the other elements that do not have checkmarks next to them. Is there one that is required before you can put your new Focus Element in place? If so, make that your new Focus Element. (This is a deeper dive into the team competency of “Sequencing.”)

6. Repeat Step 5 until your team agrees on the element that you need to put in place next, in other words, the one that should be your Focus Element.

7. Discuss the questions in the *Action Plan* (later in this section) to decide how you will put your **Focus Element** in place. Use the sample Action Plan as a guide.

8. If necessary, number the actions in your Action Plan to show which ones need to be completed before others can be started.

Key Team Elements for Achieving Change

SHARED SENSE OF PURPOSE	
Elements of an effective team	**Considerations**
Shared understanding of the need for change	Do all team members understand the need for change?
Shared understanding of the purpose and mission	Is there a common understanding of the team's mission and purpose? Can group members answer the questions: Who are we as a group and why are we here?
Clear goals and objectives	Do team members understand what goals and objectives the team is trying to achieve?
Appropriate goals	Do team members agree that these are the appropriate goals for the team? Are there clear timelines in which the goals and objectives are to be achieved?

CLEAR ROLES AND RESPONSIBILITIES	
Elements of an effective team	**Considerations**
Mutually understood roles and responsibilities	Do team members have clear roles and responsibilities? Does each team member understand his/her own contribution toward the achievement of the goal?
Shared understanding of risks and challenges	What are the main risks and challenges ahead? What is their likely impact on the change initiative? What is the likelihood of the change happening?
Shared understanding of critical success factors	What are the critical success factors?

EFFECTIVE TEAM PROCESSES	
Elements of an effective team	**Considerations**
A clear method for measuring success	What will be the key indicators of success? How will the team measure them?
A clear method for measuring progress	What are the key milestones? How will progress be measured?
A clear decision-making process	What key decisions need to be made? How will the team make decisions? Who has the authority to make decisions?
A clear process for tracking and resolving issues	Has the team developed a process for tracking issues that arise? Does this process clarify accountability?

STRONG RELATIONSHIPS	
Elements of an effective team	**Considerations**
An ability to resolve conflict	Does the team acknowledge and openly discuss conflicts? Is there a process to resolve those conflicts constructively?
A clear commitment from members (e.g., time, resources, etc.)	Is there agreement with respect to the amount of commitment team members will devote to the effort?
Mutually accepted ground rules for participation	Are there agreed-upon norms of behavior for working on the team in order to support trust, openness, and participation?

WELL-MANAGED INTERACTIONS	
Elements of an effective team	**Considerations**
Clear communication channels	Are there specific channels and procedures for communicating within the team and with other teams?
Clear integration/collaboration points	Are there clear points of integration/collaboration? Have interactions with other teams and initiatives been identified? Have responsibilities for integration been assigned?

Developed by Kagen, E. B. Georgetown University National Technical Assistance Center for Children's Mental Health, adapted from Cohen, S. (2005) *The Heart of Change Field Guide, Table 2-2* Boston, MA: Harvard Business School Press.

SAMPLE Action Plan: Key Team Elements for Achieving Change

Our Focus Element is *We believe that we do not yet have an aligned, clear purpose for our FYSPRT*

How will we know that our Focus Element is successfully in place? *All members of the FYSPRT will be able to state our purpose without having to refer to notes.*

What actions do we need to take in order to put our Focus Element into place?	Who will take the lead on this step?	When will this action be completed?	What materials or resources do we need?	Who will help us?
Set up a special meeting just to discuss our purpose.	Eloisa	Oct 10	Everyone's schedule and availability Meeting room	Regional FYSPRT contractor
Make sure everyone can attend and commits to the date. No exceptions even if the meeting has to be delayed	Wendell	Oct 12	N/A	N/A
Review FYSPRT documents that will give us an indication of what has been discussed statewide to date	Francine	Oct 20	FYSPRT documents (everyone has a set)	Regional FYSPRT contractor (if necessary)
Bring these documents to the meeting	David	Oct 21	FYSPRT documents (everyone brings theirs)	N/A
Facilitate a dialogue until we have a clear purpose with 100% clarity and ownership by the team	Quoc	Oct 21	Leadership Process Guide	N/A

Action Plan: Key Team Elements for Achieving Change

Our Focus Element is ____

How will we know that our Focus Element is successfully in place? ____________________

____

What actions do we need to take in order to put our Focus Element into place?	Who will take the lead on this step?	When will this action be completed?	What materials or resources do we need?	Who will help us?

How do we develop a climate of trust and commitment within our guiding team?

Trust and commitment for the long haul are essential for a guiding team to achieve important changes such as shaping the System of Care to improve the lives of young people and families**. If you want members of your team to trust one another and commit for the long haul you need to:**

> ***Little happens in a group situation until the individuals learn to trust each other…..***
>
> ***….Because of this, forming a climate of trust is one of the most important tasks of leadership in group settings.***
>
> **Adapted from Oregon Family-Community Leadership Plan**

Principles and skills that build trust

- **Closure** – Make sure that you create closure* after all differences of opinion are discussed, even if you do not have 100% agreement. Ask: Can you live with this?

- **Lowest Level Possible** – Make sure that conflicts are resolved at the level of the individuals directly involved. Do not go to the boss or to a higher level authority before the individuals have a chance to work it out themselves

- **Consistent Commitment** – Leaders need to be consistent in their communication and presence to show commitment. Often, leaders are there in the beginning and then never show up. When in doubt, show up.

- **Communication** – Ongoing, thorough and clear communication is essential.

- **Speedy Resolution** – Do not let issues linger. Make sure that you create opportunities for resolution to happen as quickly as possible.

**Closure* means coming up with a decision, resolution, plan, etc. that everyone can live with and support, even if it might not be their first choice. On occasion, creating closure might require finding time to continue the dialogue or revisiting the issue to bring it to closure.

Leadership Minefield

Andrea Parrish facilitated this activity at the 2014 Washington State Leadership Academy. Teams can use it to strengthen their understanding of adaptive leadership, communication, trust and systems thinking.

This exercise puts participants in a situation in which they must rely on their team members to guide them through a "minefield" and provide them with resources and support. It provides an opportunity to practice effective adaptive leadership in a changing and challenging environment.

Group Size

- 5 to 20 individuals; works well with larger groups e.g., 16 to 20. Divide larger groups into smaller teams.

Metaphorical Framing

- The facilitator will need to create a metaphor related to this activity for it to be a truly powerful learning experience. Below is one example of a metaphorical frame.

- Systems change can be an exhilarating journey; however as we walk throughout this journey there are times we are blind to the challenges along the way. It is also important to remember there are supports and resources that protect us from these challenges and allow us to move forward more of the time. Starting over may still be inevitable however, there is learning in each of these experiences. The dynamics of system change are complex and require effective leadership.

Materials

- "Mines" – You can use just about anything to represent the mines – sheets of paper, trashcans, furniture, sticks, rocks, etc.

- Note cards that you have created with scenario-appropriate types of Resources and Support based on the Metaphorical Framing you created. For example: sharing ideas, giving the work to the people, listening, learning opportunities, etc.

- Blindfolds

- Markers to indicate minefield boundaries such as a rope or cones

- Markers/pens to write on the cards

Time

- 20 minutes to set up
- 5-10 minutes to brief and provide the metaphorical frame
- 2 -5 minutes planning/discussion for each walker or if walker returns numerous times due to touching a "mine"
- 15-30 minutes activity
- 5-30 minutes debrief

Set-up

- Read through all of the following instructions.
- You will need a large, open area, either indoors or outside.
- Create the minefield by distributing the "mines" and the Resource and Support cards throughout the course. Distribute the mines and cards in a pattern that you believe will allow for challenge, paired with initial success and fun, and, possibly, some frustration.
- Select one person who will walk the minefield blindfolded (or with their eyes closed) while being supported/guided by the team. That person is the "walker." The goal is for the blindfolded person to get from one end of the minefield to the other without hitting a mine. The rest of the group helps the blindfolded person do this by telling him or her where to step, how to move around the mines, where to pick up Resource and Support cards, etc. The object is to avoid the mines and retrieve (pick up) the "Resources and Support" cards.
- Discuss the **Metaphorical Frame** you created.
- Give the team a few minutes to decide how they will communicate with their blindfolded teammate, and then begin the activity.
- As the person who is blindfolded or has their eyes closed (the walker) moves through the minefield, their teammates lead them from a distance, without entering the minefield or touching them. The blindfolded person must avoid the mines while picking up the Resource and Support cards. If the blindfolded person touches a mine, they must go back to the start and try again unless they have a Resource and Support card, which provides them protection from the mine. They can only use

each Resource and Support card one time. Ideally, every person should have the opportunity to walk the minefield and coach another teammate through the minefield.

Facilitation Tips

- This activity requires that the participants know each other and have developed some trust in one another. Do not ask people to participate in the Minefield activity until they have gotten to know one another and have been involved in other trust-building activities.

- Blindfolding people can make them uncomfortable. They can close their eyes instead. No one should be forced to be blindfolded or close his or her eyes.

- If it seems necessary, the facilitator might help the team develop their communication plan, giving them ideas for commands they can use as they guide the blindfolded person – e.g. (technical solutions).

- The facilitator is responsible for creating a minefield with an appropriate level of challenge. Once the facilitator has set up the Field and the activity has started the facilitator can continue to add additional “mines”, at timely intervals during the activity to represent how systems are constantly changing and how new and unexpected challenges can appear after plans have been made. This sets up the experience to explore the balance between technical leadership and adaptive leadership.

Possible Debriefing Questions

- What did you notice about yourself as a leader (one of the persons giving directions)?

- What did you notice about yourself as a walker?

- What did you notice about yourself when the environment kept changing, becoming more challenging? Was it different when you were a leader than a walker?

- As the walker, did your mental models support or interfere with decisions you made or attitudes you assumed regarding the directions you received and or when challenges were added?

- As one of the leaders, did your mental models support or interfere with decisions you made or attitudes you assumed regarding directions you gave and or when challenges were added?

- What did you notice about yourself related to Adaptive Leadership?
- How was creating strategies and solutions during the planning time important to getting through the Minefield and when did it get in the way?
- How is getting support important to the walker?
- How is getting support valuable to the team and the leaders?
- What did the leaders do to help you feel safe and supported as a walker?
- How can these learnings be applied to your work in system change?

How do we establish effective communications?

Effective communications will help you develop a climate of trust and commitment within your team. **Two ways to establish effective communications are**.

Create communication agreements

and

Share what you appreciate about and need from the other members of your team

What should we know about creating communication agreements?

To work effectively, guiding teams need to establish *Communication Agreements* - the **guidelines that all members of the team agree to follow when communicating and working together**. You should **follow your team's communication agreements in all of your interactions – during or outside of meetings**. Follow them whether you are working in groups or one-on-one.

Questions you might use to create your agreements:

- What can all members of the team agree to about the ways in which you will communicate and interact with one another?
- What do you need from yourselves and each other to do your best work?

Most importantly, your list of agreements is not final until every member of your team has stated, out loud, they will follow each agreement.

Make them visible

- For example it is a good idea to print your communication agreements as a standard part of every meeting agenda

Take your temperature

- Every once in a while, make time to review your agreements and ask yourselves how well you are following them

Update as needed

- Update them when new people join your team or as needed to strengthen your team

Your team might have already established communication agreements. If so, this might be a good time to revisit and update them.

Participants at the 2014 Washington State Leadership Academy created communication agreements to guide their work during the Academy. Here is their list:

Communication Agreements

We agree to

Be respectful toward one another

Use full names, not abbreviations

Ask if we don’t understand something

Share open and honest perspectives

Maintain complete confidentiality for what is shared

Trust that others have good intent

Manage our mental models

Don’t physically display judgment toward one another

What to Prepare for

At some point, **someone on your team will violate an agreement.** Your agreements should include how you will handle those situations.

Consistent participation is critical to effective teams and it will be your greatest challenge as a guiding team. Your communication agreements should include what you expect from one another regarding participation. If your agreements allow for an "out," you can expect participation to decline over time. **Teams cannot afford to have important people absent.** Ultimately, you will have to decide your own standards **but if your own team's standards are too low, your performance will be low.** Being specific about and accountable for agreements is critical.

How can we share what we appreciate about and need from the other members of our team?

Appreciation and Needs

Knowing what our teammates appreciate about us, and what they need from us to do their best work, can help us become the best team we can be. We have different work styles, different communication styles, and different ways of being. Those differences make our team stronger.

Whenever we work with others, there are things we want or need from our colleagues that will help us do our best work, but we might not be comfortable asking for those things. Sometimes we are not even clear with ourselves about what those things are.

This activity provides a safe opportunity to tell each of your teammates what you value and appreciate about them, and what you need from them. You will also get to hear what they value and appreciate about you, and what they need from you. By honoring and acting on this information, you can create a more powerful guiding team for change.

1. Working in your team, count off from 1 – 8 (or however many members your team has).

2. Each person should fill out one worksheet titled, “What I Appreciate About and Need from My Teammate” for each person on your team. Write down 2 – 3 things that you appreciate about her or him as a person, 2 – 3 things you appreciate about her or him as a member of your team, and anything you need from her or him that would help you and your team be successful.

3. Use the *Rounds Process* on the next page to meet with each member of your team, one at a time. When you meet, tell your teammate what you appreciate and need from him or her. Then, as they tell you what they appreciate and need from you, write down what you hear on the worksheet titled, “What My Teammate Appreciates About Me and Needs from Me.” When doing this in a group, decide how much time each pair should spend with one another. That will prevent a lot of waiting around before you can switch to your next partner. For example, each pair might spend a total of 10 minutes with each other, giving each person 5 minutes to speak and 5 minutes to listen and write.

   If you have time left over in your meeting, you might read back what you heard from your teammate to be sure you heard it correctly.

Rounds Process

If your team has eight members, use the table below to rotate partners. E.g., in Round 1, Person 3 would meet with Person 4 and Person 7 would meet with Person 8.

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1 – 2	1 - 8	1 – 6	1 – 4	1 – 3	1 – 5	1 - 7
3 – 4	3 – 2	3 – 8	3 – 6	2 – 4	2 – 6	3 - 5
5 – 6	5 – 4	5 – 2	5 – 8	5 – 7	3 – 7	4 - 6
7 – 8	7 – 6	7 – 4	7 – 2	6 – 8	4 - 8	2 - 8

If your team has seven members, use the table below to rotate partners.

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1 – 2	1 (reflection)	1 – 6	1 – 4	1 – 3	1 – 5	1 - 7
3 – 4	3 – 2	3 (reflection)	3 – 6	2 – 4	2 – 6	3 - 5
5 – 6	5 – 4	5 – 2	5 (reflection)	5 – 7	3 – 7	4 - 6
7 (reflection)	7 – 6	7 – 4	7 – 2	6 (reflection)	4 (reflection)	2 (reflection)

If your team has six members, use the table below to rotate partners.

Round 1	Round 2	Round 3	Round 4	Round 5
1 – 4	2 – 1	3 – 1	1 – 6	1 – 5
2 –5	3 – 5	4– 2	5 – 4	2 – 6
3 – 6	4 – 6	5 – 6	3 – 2	3 – 4

"Reflection" is a time to reflect on, or prepare for, your meetings with your partners.

If your team has five members, use the table below to rotate partners.

Round 1	Round 2	Round 3	Round 4	Round 5
1 – 4	2 – 1	3 – 1	1 (reflection)	1 – 5
2 –5	3 – 5	4– 2	5 – 4	2 (reflection)
3 (reflection)	4 (reflection)	5 (reflection)	3 – 2	3 – 4

What I Appreciate About and Need from My Teammate

Teammate's Name ____

What I value or appreciate about you as a person:

What I value or appreciate about you as a member of our guiding team:

As you think about what you need from this teammate, keep these things in mind:

- This is an important opportunity, so be honest.
- Focus on your request (what you are asking for) not the person themselves. For example, “It would be helpful to me if you would return my phone calls” focuses on your request. However, “*You* never return my phone calls” focuses on the person.
- Try to be specific.
- What do you need most from this teammate or need this teammate to do to help you and your team succeed?
- Is there anything in particular that you have wanted to ask your teammate to do or not do?

What I need from you, to help our team and me, to be successful:

Adapted from *Mutual Appreciation and Request*, Indiggo Associates (2008)

If, later people aren’t doing what you requested, meet with them to ask what you can do to help them fulfill those things.

What My Teammate Appreciates About Me and Needs from Me

Teammate's Name ______________________________

This is a great opportunity to hear what your teammates appreciate and value about you; and to hear what you can do to help him/her and your team succeed. Remember that your teammate is being honest and has the best interest of the team in mind. So do not try to explain or defend yourself. Instead, use the Parking Lot section below to note things you have questions about or would like to discuss further later.

Listen carefully and write down the key points about *everything* you hear. If you have time, read back what you wrote down to be sure that you heard it correctly.

What you value or appreciate about me as a person:

What you value or appreciate about me as a member of our guiding team:

What you need from me to help you and our team to be successful:

Parking Lot

Adapted from *Mutual Appreciation and Request*, Indiggo Associates (2008)

How to request what you need

Remember that you will need to make requests of people in order to make your vision of a System of Care a reality. Some of those requests will be to people in your team (as in the Appreciations and Needs activity above) and others will be to people in the larger community.

If your request is not granted it might be because you did not make a clear request or did not receive a clear response.

Did you make a clear request?

Here is an example of an unclear request:

It would be great to have a list of your school districts and superintendents.

Here is an example of a clear request:

I am requesting that you send me a list of the school districts in your county by the end of the day Monday, November 1. For each district, please list the superintendent and his or her telephone number and email address. Please send the information in an editable electronic document (like Microsoft Word).

Clear requests have four parts:

Part of a clear request	**Example**
What are you asking for?	I am requesting a list of the school districts and superintendents in your county, including each superintendent's telephone number and email address.
From whom?	From you
By when?	By the end of the day Monday, November 1st.
What are the specific conditions that will satisfy your request?	Send the information in an editable electronic document

To make a clear request you need to be able to tell clear requests from unclear requests and recognize the parts of a clear request. **Read the six statements or questions in the box below and identify the ones that are clear requests (hint – only two are clear requests). For each clear request, identify the:**

- What
- By When
- From whom
- Specific conditions that would satisfy the request

1. I'd like you to work harder.
2. Can you help me with this project?
3. Will you fax this mileage report to our branch office by 3:00 pm today?
4. The last three meetings you led ran over their scheduled time.
5. This conference room is a mess. We have a meeting here in 1 hour!
6. Will you take notes on the action items we agree to in our meeting and email them to everyone by the end of business this Friday?

Did you receive a clear response? Another reason that your request might not have been granted is that you never received a clear response. **When you make a clear request, you can receive one of four responses**:

- Accept – the person agrees to grant your request
- Decline - the person does not agree to grant your request
- Renegotiate - the person does not agree but offers something different instead
- Commit to Commit - the person does not agree but will get back to you with a clear response later

These are common non-responses to a request. **When you get a response like these, you cannot expect your request to be granted**. You may think you have an agreement, but you do not.

- "I'll think about it"
- "I'll look into that"
- "I'll try"
- "Great idea"

Often, when others or we have a complaint it is because we have not made a clear request or because we thought or assumed that someone agreed to grant our request, but did not. This table provides examples of complaints and the assumptions that led to the complaint.

Complaint	**Assumption**
"All they want is for us to do what they say and they never ask for our opinion about how to do it better."	They would take your opinion into consideration
"They always give us work to accomplish at the last minute."	They would not give you work to accomplish at the last minute
"I gave them input and nothing happened!"	Your input would be considered
"No one gave me the information for this meeting."	You would be given information about the meeting
"All they care about is whether I am on time; they never even notice how much I actually produce."	How much you produce is more important than whether you are on time.

What can we do to accept 100% responsibility as a team?

Accepting 100% responsibility as a team means:

- **putting the difficult challenges and conflicts on the table**
- **providing a safe space for everyone to share their truths**, and
- **overcoming the challenges and conflicts that are getting in the way** and slowing your progress toward your goal

This can be emotional, difficult work. It is the work of adaptive leaders. It might be helpful to review the Adaptive Leadership section of this guide.

Leading change requires long-term commitment and persistence. As you work to shape the System of Care you will face challenges, encounter obstacles, and achieve successes, some big and some small. **Being clear about what is at stake can give you the inspiration and energy to continue the hard work of changing systems and improving the lives of the young people and families in your community.**

This activity can help your team determine how you will accept 100% responsibility

As a team, answer the following questions. They will help you remember the potential benefits of success, and the potential consequences of failure, and motivate you to work through challenges and conflicts and take 100% responsibility.

A. What will young people, families, and our community lose out on if we do not succeed in our effort to shape the System of Care?

B. What will they gain if we succeed?

C. What has our team been doing well that is helping us succeed?

D. What challenges or conflicts are currently getting in the way of our success? What can we do to overcome our current team challenges or conflicts?

E. As a team, what will we be 100% responsible for in order to ensure that we will be successful in shaping the System of Care and improving the lives of young people and families in our community?

What can I do to accept 100% responsibility as an individual?

Taking 100% responsibility means accepting responsibility for the entire effort, not just your part! It means doing whatever it takes to ensure that the entire effort is successful.

Now that you have considered what 100% responsibility means for your team, take some time to reflect on what it means for *you*. This activity will be most powerful if you have an opportunity to share your responses with the other members of your team.

1. Working individually, think about the following questions and write your thoughts about each question in the space below it. Be prepared to share your thoughts with your team.

2. Gather with the other members of your team and share your responses. Since you are all making a commitment to one another, ask a volunteer from your team to record everyone's responses and (after the meeting) type them up, and send everyone's responses back out to the team.

A. In what ways have I helped our team be successful?

B. How might my current or past emotions, perceptions, or actions have limited the team's effectiveness?

C. What is the most important thing that I need to do, control, or manage personally, to be most effective in my role as a team member, and that I want to be held accountable for?

D. What obstacles might keep me from being 100% responsible for leading systems change in my community?

E. What will I do to overcome those obstacles?

F. How will I congratulate my teammates when I see them taking 100% responsibility?

G. How will I congratulate myself when I take 100% responsibility?

At the 2014 Washington State Leadership Academy, Ellen asked participants to share their answers to this question:

How might my current or past emotions, perceptions, or actions have limited the FYSPRT's effectiveness?

Here are some of their responses:

Distracting my team by putting things on the table that could have been dealt with off-line.

Relying on low inquiry and high advocacy.

Making the assumption that there was universal clarity and not checking in to confirm that.

Focusing only on my part of the success of the team (just the youth and family) and not taking responsibility for the entire effort.

What is a holding environment for safety and how do we create one?

A holding environment for safety means that, at all times, in meetings, groups, and when working one on one, **everyone is encouraged to share their truth, disagree and, when necessary, raise difficult issues**. When they do, **they feel heard and respected**, not put down or unwelcome. There are many things leaders must do to create a holding environment for safety.

Encourage and welcome different opinions	Listen carefully	Don't kill the messenger
Challenge assumptions and conventional wisdom	Call attention to difficult issues and conflicts	Share information
Celebrate the contributions of others	Be ready to change your mind	Admit mistakes and be vulnerable
Avoid speaking negatively about others	Tolerate uncertainty, frustration, and stress	Remain calm to help calm others

Adapted from *Heifetz, Ronald, Leadership without Easy Answers, 1996*

Of the adaptive leadership skills on the previous page, which do you need to develop or improve in order to establish an environment of trust and create a holding environment of safety?

Building Trust

In order to sustain collaboration for the long haul, a climate of trust and openness is essential. In the beginning, that climate usually does not exist. Stakeholders bring other concerns, such as narrowly defined parochial* agendas and predetermined positions about acceptable outcomes. The natural tendency of the parties, in terms of agenda setting and behaviors, is to start with differences rather than with common ground. Differences are easily magnified, which further undermines trust and leads quickly to failure. Building a collaborative climate and sustaining it through the many difficult and frustrating moments that lie ahead demands a solid foundation of trust.

Crislip & Larson, Collaborative Leadership, 2002

*In this context, *parochial* means limited or restricted to certain priorities or perspectives, like the priorities or perspectives of an individual or a small group.

What effective meeting practices should we use?

You and your team/colleagues are busy. Time is precious. Disorganized and ineffective meetings decrease urgency and commitment. **To keep everyone committed through the long haul of improving the systems that serve youth and families, you need to respect and make the best use of their time.** These meeting practices can help you do that.

Don't use meetings to just "tell." They should be opportunities for input and decision-making on important issues

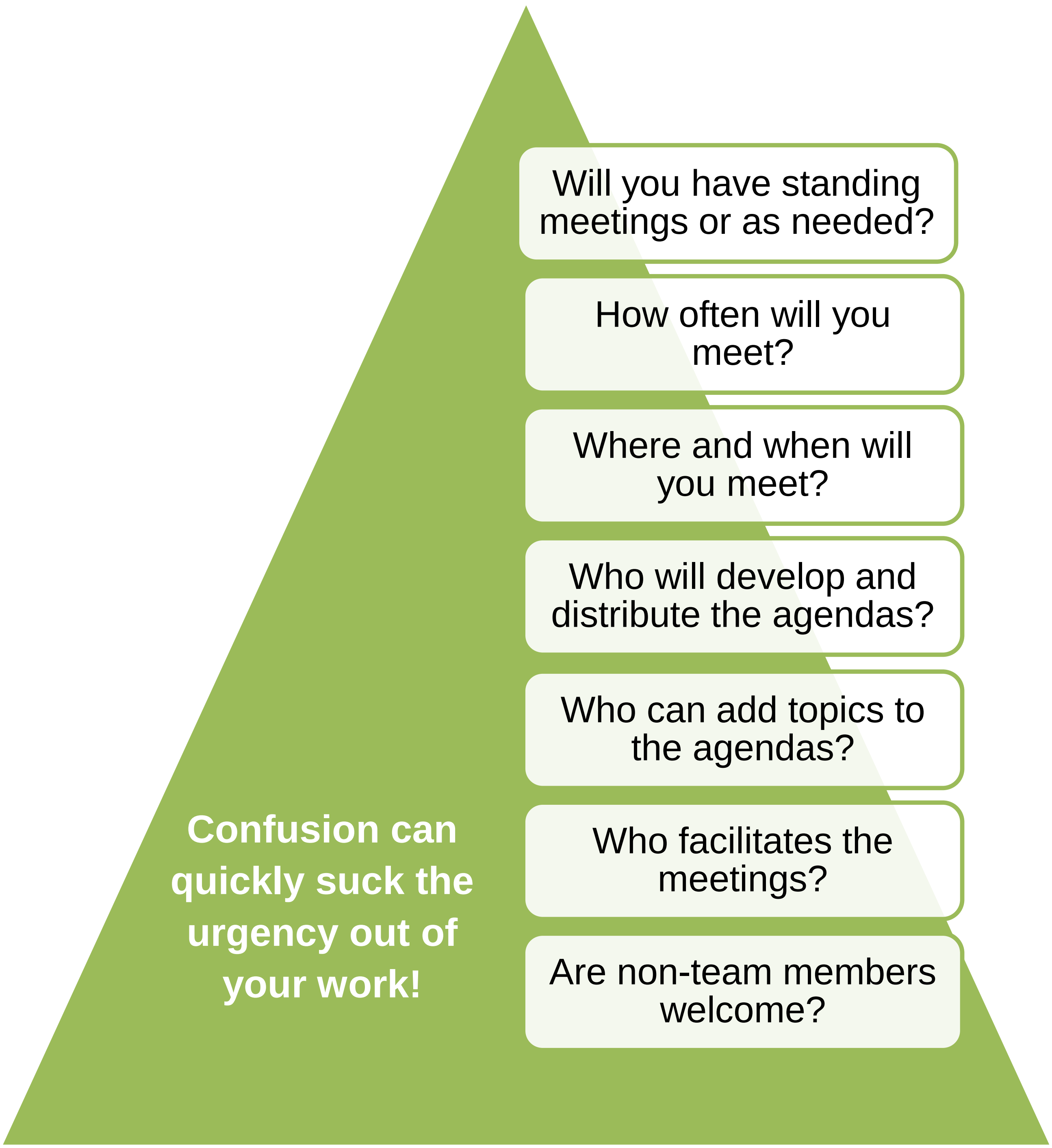
Send all participants an agenda and any background information or relevant materials in advance

Stick to the agenda! Use a "parking lot" to write down other issues that come up and need to be addressed later

At the end of every meeting, make sure that the next steps are clear

Always summarize actions, make assignments and due dates

Important Questions to Decide About Your Meetings



The 100% Personal Pledge

Now reflect on what you know about being an effective member of a guiding team and what you can do to help your team be successful. Think about what is at stake—how the lives of young people, families, and your community will be better when you are successful. **Following the example below, fill in the blanks to create your 100% personal pledge.**

When everyone on your team has completed their pledge, individually and with intention, share them with each other.

You might ask someone to record everyone's pledge and make copies for everyone in the team.

Example

"I am taking 100% responsibility for the success of this process of changing the system of care in my community. I am willing to *(let go of the past, stop shutting people down, being a bull in the china shop, test my assumptions, pause, change my mind)* in order for *(a new future to emerge, collaboration to be possible.)"*

My 100% Personal Pledge

I am taking 100% responsibility for the success of this process of changing the system of care in my community. I am willing to

____ in order for

____

If you or others are having difficulty making or keeping a 100% personal pledge, your sense of urgency may be too low, or complacency, resistance or fear may be too high.

If this is the case, your focus should be on creating a sense of urgency, not on creating the guiding team yet.

Tools for evaluating your guiding team

You can use the **Guiding Team Gauge** below to get a clearer understanding of whether your team has developed a powerful guiding team and, if not, what might be getting in the way. You could then use the **Plan to Create a More Powerful Guiding Team** to take steps to strengthen your team.

Guiding Team Gauge

Use this gauge to determine where you (or your team) is in building a powerful guiding team. Ask each member to check (√) the box that best describes where they think your team is. Remember that you cannot skip a step. If your team does not agree that you are at #5, you have more work to do to build a powerful guiding team.

Individuals on the team can also use the gauge to identify where they are and where they think others on the team, or other stakeholders, might be.

1	2	3	4	5
Have not addressed	We have a vision for what our powerful team will "look like"	We have agreed what we need/need to do to form the powerful team we envision	We are doing what we need to do to form a powerful team	We have formed and are sustaining a powerful team (ongoing)

If you believe that your team has formed and is sustaining a powerful guiding team (5 points on the gauge), what evidence do you have to support that? Use the information in this section of the guide to remind yourselves of what must be in place to be a powerful guiding team. If you cannot agree on the evidence, you have more work to do to achieve this step.

Evidence that we are a powerful guiding team:

Plan to Create a More Powerful Guiding Team

How are you doing? Is there a need or opportunity for your team to do more to build a powerful guiding team? If so:

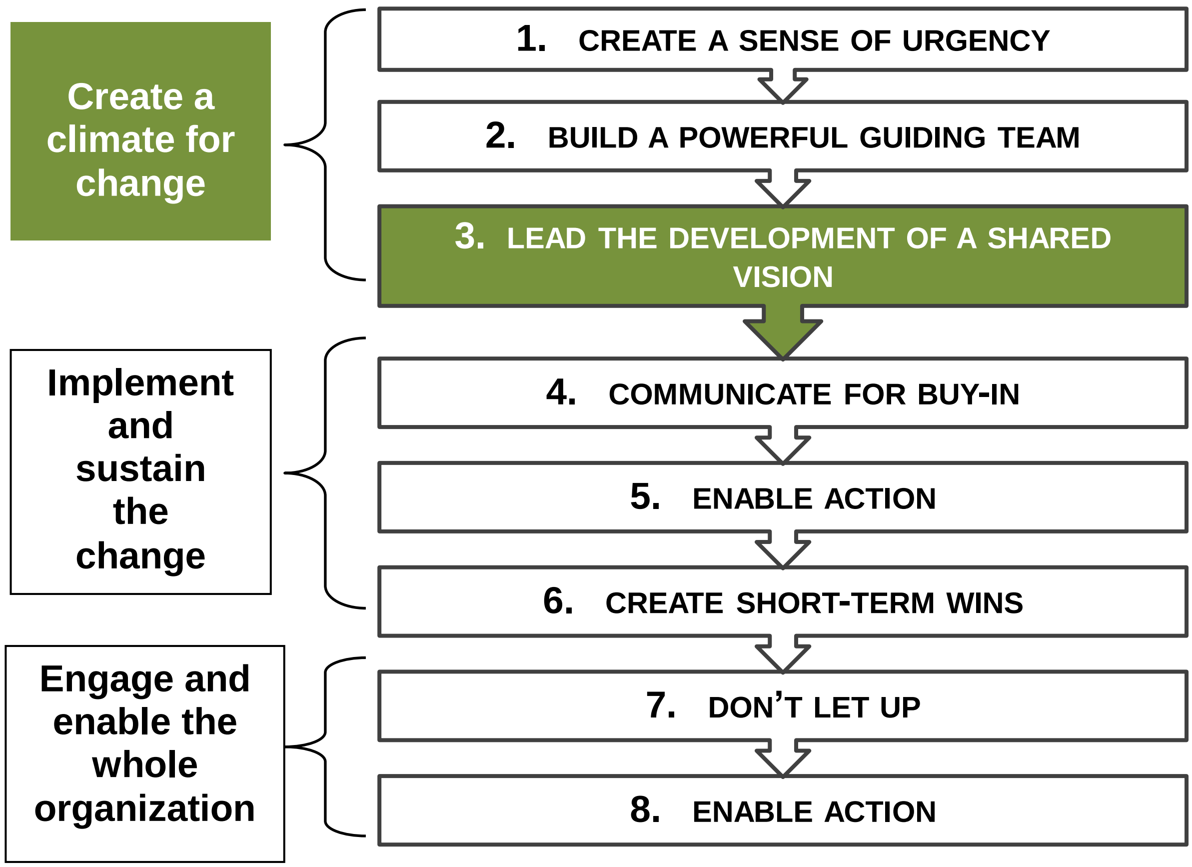
1. Check with other teams to learn what has worked for them

2. Review the guidance and tips above on how to build a powerful guiding team

3. Select the one or two things you think would do the most to create or strengthen your guiding team

4. Develop a plan for accomplishing those things, including:
   - A sequence of steps that need to be taken
   - Roles and responsibilities (who will do what?)
   - A timeline for completing each step
   - How you will know if you are making progress – what evidence should you have?

STEP 3: HOW DO WE LEAD THE DEVELOPMENT OF A SHARED VISION?



> ***A shared urgency for change may drive people into action, but it is a vision that steers them in the right direction.***
>
> **Dan S. Cohen, The Heart of Change Field Guide**

Isn’t the leader supposed to provide the vision?

The leader holds the desire and intention to create a vision until all have had a voice in adopting or modifying it. **Until it is collective, it is not a vision. It is the *process* of developing a shared vision that makes it the vision.**

What is a shared vision?

A “picture” of what a group wants to create that is

created by all members of the group, and

bonds them together.

What does a shared vision look like?

Clear	• People can "see" the new, better system for youth and families
Futuristic	• Describes what services for youth *will* be like
Inspiring	• Motivates people to act, change, and take risks to make the vision come true
Desirable	• Reflects the interests of youth, families, providers, and the State
Ambitious *and* Realistic	• Requires people and agencies to stretch, but not break
Focused	• Keeps everyone's "eyes on the prize"
Memorable	• "Sticks" in your mind • Does not require a lot of explanation

Can you find those qualities in this vision?

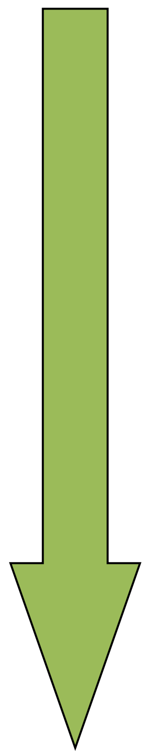
Vision of the National Family Dialogue for Families of Youth with Substance Use Disorders

The family voice for youth with substance use disorders is strengthened, shaped, and supported. All youth with substance use disorders and their families have access to affordable, effective treatment and recovery services, which includes the supports necessary to reclaim and maintain healthy youth, families, and communities.

How do people react to a new vision?

When you try to change the status quo, expect some resistance. Not everyone will get on board right away. In his book *The Fifth Discipline*[11] (1990), **Peter Senge identified seven possible ways that people might react to a new vision**. The information on the next pages will help you understand those reactions.

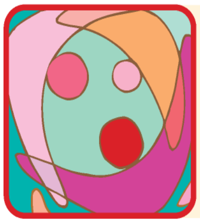
As a leader you are in the transportation business. Your job is to move people from Apathy



toward Commitment

You can do that by developing your shared vision in a way that helps your stakeholders move toward commitment.

[11] http://www.powells.com/biblio/9780385260954



Possible Attitudes About a Vision

Apathy

- Neither for nor against the vision
- No interest
- No energy

"Is it five o'clock yet?"

Noncompliance

- Does not see benefits of the vision
- Will not do what is expected

"I won't do it; and you can't make me."

Grudging Compliance

- Does not see benefits of the vision
- Does not want to be left out
- Does enough of what is expected, but lets it be known that they are not really on board

"I'll do it, but don't expect me to be happy about it."

Formal Compliance

- On the whole, sees the benefits of the vision
- Does what is expected and no more
- A "pretty good soldier"

"I'm just doing my part, and if it helps, that's great."

Genuine Compliance

- Sees the benefits of the vision
- Does everything expected and more
- Follows the "letter of the law"
- A "good soldier"

  "I will do my best for the good of the company."

Enrollment

- Becomes a part of the process by free choice
- Wants to reach the vision
- Will do whatever can be done within the current structure

  "Count me in, sign me up, and tell me what's next."

Commitment

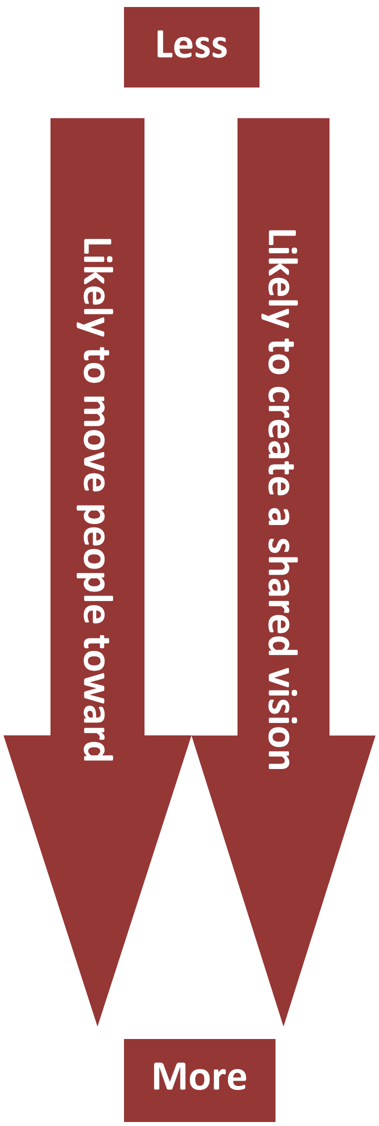
- Feeling fully responsible for making the vision happen
- Wants to reach the vision
- Will make it happen—whatever it takes
- Will create whatever structures are needed

  "I am inspired, have new ideas, and will make the next steps happen."

Senge, P. M., Kleiner, A., Smith, B.J., Roberts, C., & Ross, R. B. (1994). *Building a shared vision: How to begin. The fifth discipline fieldbook* (pp. 312-339). New York: Doubleday.

How can we help our stakeholders move toward commitment as we create our shared vision?

In *The Fifth Discipline*[12] (1990), Peter Senge talks about **five strategies** that you can use when creating a vision. Some strategies will make it more likely that others will commit to a new vision. Other strategies will make it less likely. Choose wisely!



Telling
- Leaders cannot just *tell*
- Use this minimally!
- Works well in technical work
- Works well with Gathering the Givens (page 237)

Selling
- Telling's "cousin" but with more enthusiasm
- Can work when something is voluntary or with benefits, or incentives

Testing
- Use with everything you do! Hold your assumptions lightly
- Share a draft with youth, families, providers, people in the field, other stakeholders, etc., and ask for feedback about your language and ideas - is it inspiring and workable?

Consulting
- Share a draft with youth, families, providers, people in the field, other stakeholders, etc., and ask for feedback and for *their* ideas
- Ask how your language, ideas, etc., can be improved

Co-Creating
- Develop the vision collaboratively with many voices and perspectives, including youth, families, providers, people in the field, other stakeholders, etc.

See the next page for strengths and weaknesses for each strategy

[12] http://www.powells.com/biblio/9780385260954

Vision Strategy Strengths & Weaknesses, Tips and Cautions

Telling

"We've got to do this... so be excited about it."

+ Clear and consistent message + Truth about the current reality + Clear about what is or is not negotiable	– Foster compliance rather than commitment – Makes others passive recipients of the leader's vision

Selling

"We have the best answer. Let's see if we can get you to buy in…"

+ Keeps channels open for responses + Supports enrollment, not manipulation + Focus on benefits	– Risks the "quick" yes response – Undermines "freedom of choice" by team community members

Testing

"What excites you about this vision? What doesn't?"

+ Provide as much information as possible + Protects people's privacy	– Individual perceptions will impact the ways team members respond to the questions from the leader

Consulting

"What vision do members recommend that we adopt?"

+ Build in protection against distortion of message + Gather and share results	– Reinforces the assumption that vision is created from the top – Does not link together multiple visions

Co-Creating

"Let's create the future we individually and collectively want."

+ Create something shared and owned together + Treat everyone equally + Have people speak for themselves and encourage independence	– Requires an abundance of patience and considerable time – Demands the persistent commitment to the process at all levels

Adapted by E. Kagen, Georgetown University from Senge, P. M., Kleiner, A., Smith, B.J., Roberts, C., & Ross, R. B.

***Tip** – The strategy you use to create your new vision will make a big difference in whether people commit to it!*

How do we create a shared vision?

Help the group understand why a (new) vision is necessary

and

Develop the vision

How do we help the group understand why a (new) vision is necessary?

1. **Gather the givens.** Identify the things that cannot be changed now, or ever, such as laws, legislative schedules, or requests from the governor. Other things, such as an annual budget, might be set for now, but able to be changed later. Your work is not to try to change the givens right now. Recognize that those things are "givens" and focus on things you can change!

- Invite stakeholders to share their truths about the current reality.
- *Ask* what others know and understand about the current situation.

Remember that we all have different experiences, perspectives, and truths!

Tip – When shared in a safe environment, stories can be a powerful way for members of the group to express their truths and their desire for a new vision. Stories create the emotional context and inspiration for change. There are many ways to share stories. For example, youth leaders from around the state found digital storytelling to be a comfortable and effective way to share their experiences with audiences in Washington DC.

2. **Ask your stakeholders how they think a shared vision can be helpful.** Their answers might include:

- Gives us purpose and meaning
- Provides us with clarity
- Guides us
- Aligns our efforts
- Keeps us on track
- Helps us persist
- Makes our investments worthwhile
- Connects us
- Inspires us!
- Inspires others!

How do we develop the vision?

Review Senge's five strategies to use when developing a shared vision (page 234). Which strategy is most likely to produce a shared vision that will move your stakeholders toward commitment?

The following is a process that you can use to co-create an energizing, shared vision.

Step 1. Preparation

Invite the participants and send reminders a few days before the event.

Gather the materials:

- A list of participants
- A list of roles and responsibilities – who will bring and do what before, during, and after the event?
- A time when all participants can gather in one place
- A room with enough space for everyone to move around and walls on which you can post flip chart pages
- Masking tape
- Pens or pencils and Sharpies
- An iPod, laptop with speakers, "Boom Box" or other way to play music
- An LCD projector
- Flip charts
- Each of the *Questions That Can Help Us Identify a Vision* (found below under Step 4) on a flip chart page
- Sticky dots –six per participant, plus a few extra
- Nametags, if some participants are new or do not know each other well
- Refreshments, if possible

Step 2. Get inspired! Invite members of the group to bring and share inspiring poems, music, video clips, (let folks know in advance what devices you will have for playing music or videos), or other ways to motivate the group to do the creative, important work of creating a new vision! For example, the 2014 Washington State Leadership Academy met at a place called the Great Wolf Lodge. When one of the youth leaders obtained wolf ears for everyone to wear, Ellen led the group in identifying how wolves could be a metaphor for the work of the FYSPRTs. Ideas like these came fast and furious (refer to page 163): wolves use their ears to listen, they are resilient, they protect their young. When Ellen asked the group whether thinking about the wolf metaphor made them feel energized and inspired, the answer was a unanimous – **Yes!**

Step 3. Envision the Future! Invite members of the group to think about these questions. Encourage them to close their eyes, take notes - whatever is helpful. Let them know that you want to provide plenty of time for everyone to compose their vision.

- *What do I want services for youth to look like five years from now?*
- *What will exist that does not exist today?*
- *What will be possible that is not possible today?*
- *What vision is so energizing and inspiring that I would be willing to change, to lead others to change, and take full responsibility for making the vision a reality?*

Tips *– Do not think more than three to five years into the future.*

This might be a good time to play music, especially music brought by the participants.

Give everyone plenty of time to consider the questions. Sometimes the best ideas come when folks are given a few extra minutes to think.

Step 4. Describe the Future! Give everyone a Sharpie and ask them to imagine three to five years from now and then use the Sharpies to write their answers to the following ***Questions That Can Help Us Identify a Vision*** on flip chart pages posted around the room:

- *Five years from now, the headline in the press describes amazing progress in addressing the mental health needs of children, youth, and young adults. What do the headlines say?*
- *Standing in the year ______, looking back to the team's work, what single accomplishments are we most proud of?*
- *If you had to sum up the work of teams in one, short, simple, inspiring statement, what would you say?*

- *How is the system different as a result of what teams have accomplished?*
- *Our stakeholders see their interests met - What is one thing all parties see that they like so much?*
- *What was an obstacle that might have thrown us off course, but we navigated successfully; how did we overcome the challenge?*
- *Citizens across the state are unanimous in their praise of teams, what are they so pleased about?*

Step 5. What excites you? When everyone is done writing their answers to the questions above, give each participant six sticky dots. Invite them to review the answers on the flip charts and place their dots next to the answers (to the questions above) that both inspire them the most, and meet the following two criteria:

- It is something that our group/team is responsible for
- It is so energizing and inspiring that I would be willing to change, to lead others to change, and take full responsibility for making that future a reality.

Encourage everyone to review the flip charts to see where the dots landed.

Tip *– Focusing on things the group is responsible for and can influence is critical to creating a vision that is realistic.*

Step 6. Reflect! Facilitate a conversation in which participants share what they noticed about the answers and the dots. Reflections from the 2014 Washington State Leadership Academy included the following (your answers may vary!)

- *The dots began to cluster around the ideas or statements that are most inspiring*
- *Reading the ideas at the flip charts inspired even more ideas*
- *Some of the ideas are too large for the team to take on – the teams need to carve out the pieces that they can realistically take on*
- *FYSPRTs need to decide what they are and how they fit into the systems – are they a vehicle for changing the system or are they just another system?*
- *The visions that are sustainable are those that are closely connected to the enterprise*

Step 7: Create a Test Vision! Organize a small Vision Subcommittee (3 – 4 individuals who like to work with words) who are willing to take the flip charts and meet later to review the statements that received multiple dots. This group will draft a test vision.

Also, identify someone who is willing to distribute the test vision to the group and collect and summarize the feedback. Each member of the group should share the test vision with stakeholders, including youth, family members, and service providers, collect the feedback and send it to the Vision Sub-committee.

Step 8: Finalize the Vision! Often, the Vision Subcommittee is asked to create several test visions. Before presenting the test visions to the large group the Subcommittee should compare each test vision against the criteria listed under *How will we know when we have the right vision?* *(page 244)*.

The two most important criteria are:

1. **Inspiring**. Will it motivate people to act, change, and take risks to make the vision come true?
2. **Memorable.** Does it "stick?" Can you communicate it to others without a lot of explanation?

Be objective – do not just say "good enough!" Bring in others to consult if needed. Getting good test visions that meet the criteria before taking them to the large group will save everyone a lot of time!

When you are ready to take the test vision(s) to the large group, you have a couple options for helping the group agree on a final vision:

- If the group is small, share the test vision(s) on flip chart paper and facilitate the group as they suggest ways to mix and match elements of the test visions until a single vision comes together that everyone is excited about.

- With a larger group, present the test vision(s) and invite the group to suggest specific wording changes to any or all of the test visions. You can present the test visions on flip charts and ask the group to post their suggestions on the flip charts using sticky notes. Or, you could present the test visions on handouts and invite the group to write their suggestions on the handouts. In a separate meeting, the Subcommittee clusters the feedback and creates a smaller number of test versions.

Whichever method you use, ask members of the large group to rate the vision. On a scale of 1 – 10, how inspiring is it? How memorable is it? Repeat the process of testing and revising visions until everyone in the large group can agree on a single vision that meets the criteria listed under *How will we know when we have the right vision?* and that they rate a 9 or 10 for being inspiring and memorable.

***Tip** – If the test vision(s) are lengthy, it can be helpful to number each line (like in a legal document) to make it easier for people to refer to specific parts of the vision)*

Creating a vision in this manner can be a painstaking and difficult process. It is also a critical process – a shared, clear, inspiring, focused, ambitious, yet realistic vision will guide your work, add to your team's credibility, and help you attract supporters and resources that will help you make your vision a reality. Remember – Go slow to go fast!

***Tip -** If you are encountering resistance to a draft version of the vision, ask questions in order to better understand those who are resisting it– what is their truth?*

How will we know when we have the right vision?

You will know you have the right vision when it is **shared by all members of the group** and is;

Clear	• People can "see" the new, better system for youth and families
Futuristic	• Describes what services for youth will be like
Inspiring	• Motivates people to act, change, and take risks to make the vision come true
Desirable	• Reflects the interests of youth, families, providers, and the State
Ambitious *and* Realistic	• Requires people and agencies to stretch, but not break
Focused	• Keeps everyone's "eyes on the prize"
Memorable	• "Sticks" in your mind and does not require a lot of explanation

Now that we have a shared vision, how do we get others excited about it?

You can use your inspiring, shared vision to invite others to join and support your work to shape the System of Care.

To do so you must:

- Be able to state the vision, accurately, clearly, and passionately
- Share your sense of urgency and the compelling case for change
- Clearly, and using the language of shared values (page 70), explain how the System of Care will be better for young people, families, and, whenever possible, for the people you are talking with

Two ways you can prepare to share your vision and invite others to join and support your work:

1. **Practice sharing the vision**. With your team or another group of supporters, have one person state the vision while the others bombard that person with questions about the vision and the change. That will help you clarify the vision and what you are trying to accomplish, and will prepare you to answer the kinds of questions you can expect.
2. **Practice asking for what you need** (page 208)

The ability to foresee, visualize and create your idea in your mind is the most powerful resource you have.

Genuine leaders have the ability to articulate, initiate and follow through with their vision

Source: National Civil Rights Museum

What else do we need to know about leading the development of a shared vision?

People need to see visible progress quickly

- Look for opportunities to achieve short term wins and communicate those to your stakeholders

Your vision should be flexible

- Continue to review your vision and revise it so that it continues to meet the criteria above

Tools for evaluating your shared vision

You can use the **Shared Vision Gauge** and **Evidence of a Shared Vision Checklist,** below to get a clearer understanding of whether your team has developed a shared vision and, if not, what might be getting in the way. You could then use the **Plan to Strengthen Our Shared Vision** to take steps to increase the sense of urgency.

Shared Vision Gauge

Use this gauge to determine where you (your team) is in leading the development of a clear, shared vision. Ask each member to check (√) the box that best describes where they think your team is. Remember that you cannot skip a step. If your team does not agree that you are at #5, you have more work to do to develop a clear, shared vision.

Individuals on the team can also use the gauge to identify where they are and where they think others on the team, or other stakeholders, might be.

1	2	3	4	5
Have not addressed	We have discussed but not yet created a plan for developing a clear, shared vision	We have discussed and created a plan for developing a clear, shared vision	We are implementing our plan for developing a clear, shared vision	We have developed a clear, shared vision and described its value to each agency (ongoing)

If you believe that your team has developed a clear, shared vision (5 points on the gauge), what evidence do you have to support that? Use the information in this section of the guide, and the checklist below, to remind yourselves of the indicators that a clear shared vision is in place. If you cannot agree on the evidence, you have more work to do to achieve this step.

Evidence that we have developed a clear, shared vision:

Evidence of a Shared Vision Checklist

The following is a list of things that indicate whether your efforts to lead the development of a shared vision are succeeding. Check each one that you think is true for your team. Compare your answers to others in your team. More checks indicate a greater sense of a shared vision among your team. Fewer checks indicate less of a sense of a shared vision among your team.

______You have a picture in your mind of the future that is compelling and focused

______Everyone understands how his/her behavior contributes to the vision and is going to change

______You have a clear understanding of the behaviors that need to be added, removed, or maintained in order to achieve the vision

______You have a sound preview strategy that defines how the vision will be achieved and demonstrates the feasibility of the goals

______You have the foundation for determining the key performance indicators that you can use to determine whether your vision has been achieved

Plan to Strengthen Our Shared Vision

How are you doing? Is there a need or opportunity for your team to do more to create a shared vision? If so:

1. Check with other teams to learn what has worked for them
2. Review the guidance and tips above on how to create a shared vision
3. Select the one or two things that you think would do the most to create or strengthen your shared vision
4. Develop a plan for accomplishing that (those) things including:
   - A sequence of steps that need to be taken
   - Roles and responsibilities (who will do what?)
   - A timeline for completing each step
   - How you will know if you are making progress – what evidence should you have?

GLOSSARY

An **actionable first step/short term win** is something you or your team can do which will not take much time and is very likely to succeed. Short-term wins help build confidence in your ability to take on challenges that are more difficult later.

An **assertion** is a statement that can be shown to be true or false using data. For example, a statement such as, "This room is 75 degrees." can be shown to be true or false using a thermometer.

An **assessment** is a statement that that cannot be shown to be true or false using data. It is based on personal perceptions, personal emotional reactions, and past experiences and is open to different interpretations by different people. For example, a statement such as, "This room is hot." cannot be shown to be true or false using data because one person might feel that the room is hot, while another person might feel that the same room is cool.

Closure means coming up with a decision, resolution, plan, etc. that everyone can live with and support, even if it might not be their first choice. On occasion, creating closure might require finding time to continue the dialogue or revisiting the issue to bring it to closure.

Collective intelligence is a group’s combined knowledge, wisdom, insights, expertise, experience, perspectives, and truths.

Cultural and linguistic competence means the ability to work effectively with people whose cultures and native languages are different from yours.

Norms are the rules, habits, or standards that develop among a group of people. Norms are often not explicitly stated or intentionally developed.

Organizational boundaries are the “dividing lines” between areas of responsibility, such as the departments or divisions of an organization, team, or other group activity.

A **precedent** is something that happened in the past (like a decision or action) that is used to justify current or future decisions or actions.

Reframe means considering the idea or situation from different perspectives or truths, and turning the situation from the past or present to a future orientation, and from the negative to the positive.

Resetting means revising or adopting new values, beliefs, attitudes, and behaviors based on an openness to hear new information, perspectives, or truth. Resetting also means setting aside your own values, beliefs, attitudes, or behaviors so that a new perspective can emerge.

Selective attention is the natural tendency to pay more attention to some things, people, events, values, beliefs, or perceptions than others. Selective attention can even cause us to be blind to certain things, people, events, values, beliefs, or perceptions. Our selective attention influences our assessments or our actions. Our mental models often influence what we pay attention to, or are blind to.

Self-authorizing means taking authority before it is given to you by others; an individual who has self-authorized still needs to earn that authority.

A group of people have **shared values** when they are in agreement about what is important.

Shared vision is when a group of people have a similar mental image of the future.

A **stakeholder** is someone who has an interest in a project or program, especially its results or outcomes. A stakeholder might be interested because she is affected, working on, or funding the project or program. A stakeholder might be interested because she is affected, working on, or funding the project or program.

Status quo means the way things are now, and will continue to be, unless there is a change.

CREDITS

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