<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 – 12:30</td>
<td>Welcome and Lunch</td>
</tr>
<tr>
<td>12:30 – 1:25</td>
<td>Leading for Change</td>
</tr>
<tr>
<td>1:25 – 1:45</td>
<td>BREAK</td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td>Discussion:</td>
</tr>
<tr>
<td></td>
<td>Building Influential Alliances</td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>Action Learning:</td>
</tr>
<tr>
<td></td>
<td>Change Project Template</td>
</tr>
<tr>
<td>3:15 – 4:00</td>
<td>Report-Out and Discussion</td>
</tr>
<tr>
<td>4:00 – 4:15</td>
<td>Scheduling &amp; Next Session</td>
</tr>
</tbody>
</table>
Leading For Change

- Leadership That Gets Results
- Best Practices for Engaging & Energizing Faculty – Influence vs. Authority
- Difficult Conversations
Which leadership behaviors yield positive results?
- Those that employ emotional intelligence.

- **Emotional Intelligence**
  
The capacity for recognizing our own emotions and those of others, for motivating ourselves and others, and for managing emotions well in ourselves and our relationships to result in improved work performance and enhanced organizational effectiveness.

The Essence of Emotional Intelligence

- Understanding Yourself
- Managing Yourself
- Understanding Others
- Managing Relationships

\[
\begin{align*}
\text{Emotional Competencies} & \\
\text{Social Competencies} & 
\end{align*}
\]
EI Competence Model: How Emotional Intelligence Drives Performance

Positive impact on others
Emotional Intelligence Competencies

Self Awareness
- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

Social Awareness
- Empathy
- Organizational Awareness
- Service Orientation

Self Management
- Self-Control
- Transparency
- Optimism
- Adaptability
- Achievement Orientation
- Initiative

Relationship Management
- Developing Others
- Inspirational Leadership
- Influence
- Change Catalyst
- Conflict Management
- Teamwork & Collaboration
Six Distinctive Leadership Styles

- **Coercive**
  - Toward compliance
  - “Do what I tell you”
  - For crisis (mostly negative)

- **Authoritative**
  - Toward vision
  - “Come with me”
  - For new vision (positive)

- **Affiliative**
  - Toward harmony
  - “People come first”
  - For stressful situation (positive)

- **Democratic**
  - Toward participation
  - “What do you think?”
  - To build buy in (positive)

- **Pacesetting**
  - Toward self-direction
  - “Do as I do, now”
  - To get quick results (mostly negative)

- **Coaching**
  - toward people development
  - “Try this”
  - develop strengths (positive)

Organizational Climate

**Climate:** six key factors that influence an organization’s working environment. Leadership styles influence the climate of an organization.

- **Flexibility** – to innovate unencumbered by red tape
- **Responsibility** – felt toward the organization
- **Standards** – levels that people set
- **Rewards** – appropriate and aligned with feedback
- **Clarity** – about mission and values
- **Commitment** – to a common purpose

Small Group Discussion

1. Who in your university really embodies emotional intelligence? How so?

2. Which one or two of the six styles of leadership do you tend to favor?

3. Discuss circumstances that called for you to step out of your usual style at the college level, university level, in your lab or field work, etc.

4. Of the six factors measuring climate, which one or two would be most positively impacted by your change project?
Power (Authority) vs. Influence

- **Power**: Capacity to influence others
- **Influence**: To have an effect; to produce change
Power Is the Capacity to Influence

**Interpersonal Sources of Power**
- Reward
- Coercive
- Position/Title
- Expert
- Liking/Attractiveness

**Structural & Situational Sources of Power**
- Information
- Resources
- Centrality, visibility
- Networks

**Power**

**Selection of Influence Strategies**

**Influence Over Others**
Influence Strategies

- **Reason**: Uses factual evidence, data, logical arguments
- **Pressure**: Uses demands, threats, frequent checking, or persistent reminders
- **Ingratiation**: Uses praise, flattery, helpful behavior, and goodwill
- **Coalition**: Uses others as supports to persuade
- **Bargaining/Exchange**: Uses negotiation through the exchange of benefits or favors
- **Higher Authority/Legitimation**: Invokes authority or the support of higher levels
- **Consultation**: Seeks participation, addresses concerns
- **Inspirational Appeal**: Arouses enthusiasm by appealing to values, ideals, aspirations, or self confidence
- **Personal Appeals**: Appeals to feelings of loyalty and friendship

## Different Motivations

- **Need for Power**: The desire to have impact, to be concerned with influencing people on behalf of the organization as a whole
- **Need for Achievement**: The desire to achieve and excel
- **Need for Affiliation**: The desire to belong to a group
Influencers Ask the Following Questions

- What conversation do you want to have?
- How will you identify the one or two vital behaviors that will positively impact the climate of the organization, school or department?
- How are the new behaviors tied to values?
- How will the new behavior be supported?
- What is the incentive for the support of the changed behavior?
- What in the physical environment or process should be changed to make adoption of the behavior effortless?

Influence Skills

- **Political Skill:** the ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one’s personal and/or organizational objectives (Ahern et al, 2004)

- **Five Types of Networking Behavior:** maintaining contacts, socializing, engaging in professional activities, participating in community, and increasing internal visibility (Forret & Dougherty, 2001)
## Ethical and Unethical Use of Influence

<table>
<thead>
<tr>
<th><strong>Unethical Use of Influence</strong></th>
<th><strong>Ethical Use of Influence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Uses influence only for personal gain or impact</td>
<td>▪ Uses influence to serve others</td>
</tr>
<tr>
<td>▪ Promotes own personal vision</td>
<td>▪ Aligns vision with followers' needs and aspirations</td>
</tr>
<tr>
<td>▪ Censures critical or opposing views</td>
<td>▪ Considers and learns from criticism</td>
</tr>
<tr>
<td>▪ Surround themselves with yes-people</td>
<td>▪ Stimulates followers to think independently</td>
</tr>
<tr>
<td>▪ Promotes in-group/out-group rivalries</td>
<td>▪ Open, two-way communication</td>
</tr>
<tr>
<td>▪ Demands own decisions be accepted without question</td>
<td>▪ Coaches, develops, and supports followers; shares recognition with others</td>
</tr>
<tr>
<td>▪ Insensitive to followers' needs</td>
<td>▪ Relies on internal moral standards to satisfy organizational and societal interests</td>
</tr>
<tr>
<td>▪ Relies on convenient external moral standards to satisfy self-interests</td>
<td></td>
</tr>
</tbody>
</table>
Difficult Conversation – What is it?

What is a difficult conversation?
A conversation where the stakes are high, opinions vary and emotions run strong

Constructive conversation is dialogue of shared meaning.

Constructive conversation can be made possible by knowing what you don’t want, knowing what you do want and then finding the options.

The good news – dialogue skills can be practiced and improved.

“Crucial Conversations: Tools for Talking When Stakes are High”, Patterson, Grenny, McMillan, Switzer, McGraw-Hill, 2002,
Difficult Conversations

The only person you can control during any difficult conversation is yourself.

Complete the “Style Under Stress Quick Test” in the binder.
  • Think of a specific person as you answer the questions.
  • Don’t think too hard!
Difficult Conversations
Fight or Flight/Violence or Silence

Normal human behavior during crisis

Fight or Flight
“Violence” or “Silence”

Skilled discussion = managing fight or flight behavior

1. know what you do (and don’t) want
   create the question & find the options
2. pay attention to yourself and others
3. find mutual purpose
<table>
<thead>
<tr>
<th>The Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Difficult Conversations</strong></td>
</tr>
<tr>
<td><strong>Know What You Want</strong></td>
</tr>
</tbody>
</table>

**What you want**
A goal other than “winning” the argument

**What you don’t want**
e.g. “Don’t want a shouting match about “standards”, or “Don’t want to factionalize the department”

**Create the question**
How do I get the tenure policy passed without factionalizing the department?

**Open the discussion**
If you want people to dialogue, how will you act?
Noticing Violence/Silence behaviors in yourself and others can help you get back on track in a conversation.

When a conversation turns from harmless to difficult the conditions become as important as content.

**Emotional signs:** Anger, detachment, fear

**Physical signs:** Stomach tightening, feeling flushed, rapid heartbeat, tears, vocal control
<table>
<thead>
<tr>
<th>Silence (Flight) Behaviors in Difficult Conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masking</strong></td>
</tr>
<tr>
<td>• Sarcasm, sugarcoating, couching etc.</td>
</tr>
<tr>
<td><strong>Avoiding</strong></td>
</tr>
<tr>
<td>• Steering away from sensitive issue.</td>
</tr>
<tr>
<td><strong>Withdrawing</strong></td>
</tr>
<tr>
<td>• Exiting physically or mentally. Refusing Stating to talk about the topic.</td>
</tr>
</tbody>
</table>
Violence (Fight) Behaviors in Difficult Conversations

Controlling

- dominating, interrupting, overstating facts

Labeling

- stereotyping people or ideas; all name calling

Attacking

- moving from winning the argument to making someone suffer by belittling, threatening etc.
Why Silence or Violence in a Conversation?

Silence/Violence is a response to a perceived threat – the topic is not safe

Make the topic less threatening

Be clear about your goal (remember its not “winning”!)

Find mutual purpose & respect

- Are my motives clear and trustworthy?
- Do they believe I care about their goals?
- Purposefully find ways you are similar - disrespect can stem from dwelling on difference
# Answering the Silence or Violence

## Apologize

- **iff** the comment shows you’ve made others doubt your respect, mutual purpose, motives.

## Contrast

- if the comment reflects a misunderstanding provide context so you can return to the goals.
- **Contrast** do/don’t want “I don’t want you to think I meant ... I do want you to know I ...”
- “I” statements, not “you” statements.
The Ladder of Inference

“there is nothing either good or bad, but thinking makes it so” — *Hamlet*, Shakespeare
Retrace Your Path Up the Ladder and Master Your Story Telling

**Conclusion:**

She is going to undermine my proposal!

Data: what **evidence** supports my story?

Story: what **meaning** am I attaching to data?

Feelings: what **emotion** drives meaning?

Interpret: What is my **assumption**?

Behavior/Action: am I in **Silence or Violence**?
Master Your Stories by Analyzing
Listen to Yourself

Separate fact from “story” – look at behavior

Listen for judgment words

“sighed dismissively”, “deliberately late”

Listen for rationalization

“of course I snapped after she came in late!”

Listen for victim stories

ignoring how you contribute to the problem

Misdirected worry + angry outburst (violence)
Listen for villain stories
exaggerating our innocence, assuming their evil motives

Listen for helpless stories
Convinced there are no healthy alternatives, our actions are justified.
Helpless needs a villain.
Ask yourself, what would I do right now if I really wanted to reach my goal
Speak Persuasively, Not Abrasively
S.T.A.T.E Your Path to Action

Share your facts:
least controversial, most persuasive

Tell your story: explain the conclusion you jump to

Ask for others Paths: get their facts and stories

Talk tentatively:
your story is a story, not a fact - “I’m starting to think...”, or “I’m wondering why...”

Encourage testing: “What am I missing here?”, or “Does anyone see it differently?”
### Difficult Conversations
#### How to Keep the Dialogue Going

- **Ask** for others views
- **Acknowledge** emotions people appear to be feeling
- **Paraphrase** to show you listened and understood
- **Agree** when you do. Out loud.

- If others are silent, **guess** what they may be thinking and state it “It seems like...”
- When views differ, resist saying they are wrong and **compare** the views instead.
- **Build** on any agreement that exists
If comment(s) indicate you are at cross-purposes

**Invent** a mutual or higher purpose to motivate dialogue

E.g. “Even if we cannot decide on X, can we all agree that improving rankings is what we would like to do?”

Brainstorm strategies for **next steps** using the agreed upon mutual purpose
Questions 1 – 12 reflect how frequently you fall into these strategies during a difficult conversation. It is possible to score high in both and most people swing between the two.

<table>
<thead>
<tr>
<th>Silence Score ______ out of 6</th>
<th>Violence Score ______ out of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawing</td>
<td>Controlling</td>
</tr>
<tr>
<td>Q. 1 (T) ___</td>
<td>Q. 7 (T) ___</td>
</tr>
<tr>
<td>Q. 2 (T) ___</td>
<td>Q. 8 (T) ___</td>
</tr>
<tr>
<td>Avoiding</td>
<td>Labeling</td>
</tr>
<tr>
<td>Q. 3 (T) ___</td>
<td>Q. 9 (T) ___</td>
</tr>
<tr>
<td>Q. 4 (T) ___</td>
<td>Q. 10 (T) ___</td>
</tr>
<tr>
<td>Masking</td>
<td>Attacking</td>
</tr>
<tr>
<td>Q. 5 (T) ___</td>
<td>Q. 11 (T) ___</td>
</tr>
<tr>
<td>Q. 6 (T) ___</td>
<td>Q. 12 (T) ___</td>
</tr>
</tbody>
</table>
Score Your Dialogue Skills

Questions 13 – 33 reflect your dialogue skills. Two or higher is highly skilled, and a zero or one shows where attention is needed.

<table>
<thead>
<tr>
<th>Know Goals: _____ out of 3</th>
<th>State My Path of Action: _____ out of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 13 (F) ___</td>
<td>Q. 17 (T) ___</td>
</tr>
<tr>
<td>Q. 19 (F) ___</td>
<td>Q. 23 (F) ___</td>
</tr>
<tr>
<td>Q. 25 (F) ___</td>
<td>Q. 29 (T) ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paying Attention: _______ out of 3</th>
<th>Explore Others Paths of Action: _____ out of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 14 (F) ___</td>
<td>Q. 18 (T) ___</td>
</tr>
<tr>
<td>Q. 20 (T) ___</td>
<td>Q. 24 (T) ___</td>
</tr>
<tr>
<td>Q. 20 (T) ___</td>
<td>Q. 30 (T) ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make It Safe: _______ out of 3</th>
<th>Move to Action: _____ out of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 15 (T) ___</td>
<td>Q. 31 (F) ___</td>
</tr>
<tr>
<td>Q. 21 (T) ___</td>
<td>Q. 32 (F) ___</td>
</tr>
<tr>
<td>Q. 27 (F) ___</td>
<td>Q. 33 (F) ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master My Stories: _______ out of 3</th>
<th>Area I wish to improve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 16 (T) ___</td>
<td></td>
</tr>
<tr>
<td>Q. 22 (F) ___</td>
<td></td>
</tr>
<tr>
<td>Q. 28 (F) ___</td>
<td></td>
</tr>
</tbody>
</table>
Agenda

1:25 – 1:45 BREAK
1:45 – 2:15 Discussion: Building Influential Alliances
2:15 – 3:15 Action Learning: Change Project Template
3:15 – 4:00 Report-Out and Discussion
4:00 – 4:15 Scheduling & Next Session
Discussion:
Building Influential Alliances

- Who are the key people who can help implement your project?
- What kinds of resources and supports would help you?
- Who else should be involved?
- How can you publicize your project?
- What preparation needs to be done? Benchmarking?
Action Learning: Change Project Template

Report out at 3:15 p.m.
Report-Out and Discussion
Scheduling & Next Session

• Reimbursements & Stipends
• Paperwork
• Session #3 in Akron - March 23rd or March 25th
• Session #4 in May at - CSU? Toledo? BGSU?
• Conference: Friday, September 17th
  9:00 – 4:00 pm at CWRU


References