ELI 2018 Annual Meeting Leadership Seminar

Lead From Where You Are:
4 Proven Strategies to Unleash the Leader Inside You
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https://events.educause.edu/eli/annual-meeting/2018/programs-and-tracks/leadership-seminar

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Today’s agenda

- Introductions
- Basics
- Exercises
- Debrief
Anatomy of Action

Cares & Concerns
- Care shapes action and determines the meaning and value of the outcome

Conversations
- Commitments arise from conversations

Commitments
- Commitments are the fundamental unit of work

Actions
- Action follows commitment to produce an outcome

Outcomes
- Institutions exist to produce outcomes
Anatomy of Action

What is the mechanism that drives action to completion?

Conversation
Power of Conversations

- The conversation we do and don’t have determine the results we get.
- The words we use, the moods we evoke and our bodily expressions are far from passive. They generate our worldview and actions, and how others know and respond to us.
Why do conversations matter?

- Most managers and leaders never learn this
- There are 3 flavors of conversations:
  - Effective
  - Ineffective
  - Missing
Cycle of Commitment

1. Initiation
   - CUSTOMER
     - Declare Satisfaction
       - Satisfied
       - Dissatisfied

2. Negotiation
   - CUSTOMER
     - Complain
   - PERFORMER
     - Counter Offer?
       - Accept?
       - Decline?
     - Commit to Commit?
       - Accept?

3. Fulfillment
   - CUSTOMER
     - Declare Complete
   - PERFORMER
     - Fulfill the Promise
     - Counter Offer?

4. Satisfaction
   - CUSTOMER
   - PERFORMER
   - Declared is possible
   - Revocation is possible
   - Accept?
Initiation

Effective Customers

1. Make clear requests
2. Committed to fulfillment of the request
3. Committed to be satisfied with the fulfillment of the request
4. Declare satisfaction/dissatisfaction
5. Take responsibility for effective Conversations for Action
6. Committed to mutual satisfaction with performers
7. Hold people accountable for their role in a promise

Elements of an Effective Request

1. Context/Why - Articulation of For the Sake of What (FTSOW)
2. Clearly identified customer and performer
3. Conditions of Satisfaction to Shared Standards of a Community
4. Specified Time for Fulfillment
5. Shared background and common assessments
Negotiation

Effective Performers

1. Builds Strong relationships with Customers
2. Make assessments of their capacity to fill request
3. Take responsibility for their role
4. Can either: Accept, Decline, Counter Offer, or Commit-to-commit
5. Is committed to completing the request as agreed
6. Anticipates, Declare, and Responds to breakdowns when necessary
7. Maintains Trust
8. Declare completion in accordance with the terms of the request
Fulfillment

All institutions are networks of promises

For Customers: Cancellation is possible
For Performers: Revocation is possible
Satisfaction

Rules for Complaining

1. You can complain only if you originally got a promise
2. You can only complain to someone who can do something about your issue
3. If someone complains to you about something you can’t do anything about, refer to rule #2
4. You complain only when you feel centered and level headed. You can’t say something constructive when you are in a destructive emotion
Let’s put these concepts into action

Exercises
Check-out

- Instructions for tomorrow
  - Assessment Word Bingo
- Mood Check-out
- Continuous Improvement
  - Stop
  - Less of
  - Continue
  - More of
  - Start
Debrief Yesterday

- What stands-out as learning from yesterday?
- Who played “Assessment Word Bingo”?
- Homework: What outcomes did you think about?
- Mood Check-In
Outcome Focus

“People don’t want to buy a quarter-inch drill. They want a quarter-inch hole!”

- Theodore Levitt
Outcome Focus

“People don’t want a quarter-inch hole. They want to hang a picture.”

- Lance Bettencourt
“People don’t want to hang a picture. They want to decorate a room where their family will be comfortable coming together.”

- Dave Hasenbalg
Outcome Focus – Examples

- “People don’t want to buy a fixed-rate mortgage. They want to finance a home.”
- “People don’t want to get a college degree. They want to develop career skills.”
- “People don’t want to buy a 40 ft. shipping container. They want to transport freight.”
- “People don’t want to take a leadership seminar. They want to build a great working team.”
What is the mood that is created when you hear these words:

Power
Politics
Power and Politics

- **Power** – The differential capacity to take action and produce results in a specific domain

- **Politics** – The conversations that determine what conversations a community (team, department, company, etc.) has together
Sources of Power

1. Position
2. Knowledge
3. Task
4. Relationship
5. Personal
6. Financial
7. Physical

Adapted from Ken Blanchard's points of power in his book “Self Leadership and the One Minute Manager.”
Let’s put these concepts into action

Exercises
Check-out

- Instructions for tomorrow
  - Continue Assessment Word Bingo
  - What is the next request that you need to make and to whom do you need to make it?
- Mood Check-out
- Continuous Improvement
  - Stop
  - Less of
  - Continue
  - More of
  - Start
Debrief Yesterday

▪ What stands-out as learning from yesterday?
▪ What do you notice around the conference:
  ▪ Effective requests
  ▪ Unclear Conditions of Satisfaction
  ▪ Unclear Customers and Performers
▪ Mood Check-In
Grounding Assessments

Grounding an Assessment:
A way to determine whether an assessment is applicable and trustworthy for the purposes in which we are using it
Grounding an assessment doesn’t make it true, it just means we have evidence that we can trust it IN THIS INSTANCE

- *Grounding an assessment allows you to hold a strong view without denying the right of someone else to hold a different view*
What are we assessing?
Grounding Assessments

Criteria for Grounding Assessments

1. What are we assessing?
2. What is the future use?
Criteria for Grounding Assessments

1. What are we assessing?
2. What is the future use?
3. What standard are we using?
Grounding Assessments

Criteria for Grounding Assessments

1. What are we assessing?
2. What is the future use?
3. What standard are we using?
4. What are the facts?
Criteria for Grounding Assessments

1. What are we assessing?
2. What is the future use?
3. What standard are we using?
4. What are the facts?
Let’s put these concepts into action

Exercises
Check-out

- What Commitments are you making for when you get back?
- What possibilities do you see available to you that you didn’t see when we started?
- Mood Check-out
Before You Go

Complete the post-program survey (Session Evaluation):

https://www.surveymonkey.com/r/LS18eval
Thank You!

Leadership Seminar Director

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## High-level Agenda

### Mon, Jan 29 9-11 a.m.
We will introduce the “Cycle of Commitment.” This framework will help you understand how better to motivate and influence others.
- Learn how leaders inspire and motivate others
- Understand the three primary ways leaders inadvertently sabotage their own success and how to avoid them
- Understand the power of creating a mood of ambition on your teams

### Tues, Jan 30 11:45 a.m.-1:30 p.m.
Go deeper into the “Cycle of Commitment,” explore how to ask the right questions, listen for genuine responses, and overcome barriers to action.
- Become a change agent in your school
- Create a personal plan for applying this learning

### Wed, Jan 31 8-9:15 a.m.
Go deep into applying the “Cycle of Commitment,” understand how to put it into action at your school.
- Become a change agent in your school
- Create a personal plan for applying this learning to improve your personal leadership approach
Leadership Seminar Badge

This badge recognizes those who successfully completed the **2018 ELI Annual Meeting Leadership Seminar: Lead From Where You Are: 4 Proven Strategies to Unleash the Leader Inside You**, as well as all related projects or activities.
Seminar Goals

- Create a new level of consciousness about what leaders actually do to inspire and motivate others
- Start the process of transforming participants into sought-after leaders and change agents at your school
- Show how to get teams to rally around shared commitments
- Illuminate new ways of communicating and influencing others
- Identify and describe specific strategies that "move the needle" on what matters to your school
- Establish what specific commitments to action are necessary at your institution