Leading Change and Exercising Influence

Leading Change

The Three Lenses: Strategic, Political, Cultural

Understanding Workplace Culture

The EduChallenge Simulation

Exercising Influence

Influence Strategies and Self-Assessment

The Leader’s Role as Communicator

Neuroscience and The Power of Habit

Coaching for Results
## Session 2: Leading Change and Exercising Influence

### Day One

Tuesday, April 7, 2015 – Cornell University  
Meeting Location: Yale/Princeton Room, Statler Hotel, 120 Statler Drive, Ithaca, NY 14853

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<td>3:20 pm</td>
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<td>Exploring Our Views on Change</td>
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<td>Applying the Three Lenses to Changes Underway at Your University</td>
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<td><strong>III Appreciating the Importance of Culture</strong></td>
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<td>Describe Your Organization’s Culture</td>
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<td>What are a Couple Strengths of Your Culture?</td>
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<td>Strategies for Influencing Culture and Norms</td>
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<td>Strategies for Managing Change</td>
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<tr>
<td></td>
<td>How Important is Bringing About Change?</td>
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<tr>
<td>5:00 pm</td>
<td><strong>VI Wrap Up</strong></td>
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**Overview**

**MOR Leaders**

**Session 2: Leading Change and Exercising Influence**

**Day One**

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<tr>
<td>5:00 pm</td>
<td><strong>VI Wrap Up</strong></td>
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</tbody>
</table>
Session 2: Leading Change and Exercising Influence

Day Two

Wednesday, April 8, 2015
Meeting Location: Yale/Princeton Room, Statler Hotel, 120 Statler Drive, Ithaca, NY 14853

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 am</td>
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</tr>
<tr>
<td>8:30 am</td>
<td>Opening Comments</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Leadership Involves Exercising Influence</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Perspectives on Leadership</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Leadership Journeys: Nicholas, John P.</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>The Leader as Communicator</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Neuroscience and Developing Practices</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Coaching for Results</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Wrap Up</td>
</tr>
</tbody>
</table>
### Session 2: Leading Change and Exercising Influence

**Day Three**

Thursday, April 9, 2015  
Meeting Location: Yale/Princeton Room, Statler Hotel, 120 Statler Drive, Ithaca, NY 14853

<table>
<thead>
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<td>8:30 am</td>
<td>Opening Comments</td>
</tr>
<tr>
<td></td>
<td>Overview on the Agenda</td>
</tr>
<tr>
<td></td>
<td>Reflections on Yesterday’s Session</td>
</tr>
<tr>
<td></td>
<td>Leadership Journeys: Jon, Suzi</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Perspectives on Leadership</td>
</tr>
<tr>
<td></td>
<td>Joanne M. DeStafano, Vice President for Finance and CFO, Cornell University</td>
</tr>
<tr>
<td>10:00 am</td>
<td>The Leader’s Role as Communicator</td>
</tr>
<tr>
<td></td>
<td>Listening Perception, and Feedback</td>
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<tr>
<td></td>
<td>Stakeholders Analysis</td>
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<tr>
<td></td>
<td>Creating a Communication Strategy</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Leadership Journey: David Angileri</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>University Cohort Meeting</td>
</tr>
<tr>
<td></td>
<td>Share Practices to Build New Habits</td>
</tr>
<tr>
<td></td>
<td>What are going to do when you go back?</td>
</tr>
<tr>
<td>Adjourn by 2:00 pm</td>
<td>Where from Here</td>
</tr>
<tr>
<td></td>
<td>Next Steps, Feedback</td>
</tr>
</tbody>
</table>
Reflections...Practices Worksheet

What did you do based on your participation in this program since the previous session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did you learn? What “AHA” did you have?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you like to work on during this session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Session One Topics

Presence and Presentation
Perspectives on Leadership
Leading, Managing, and Doing
Your Leadership Journey
Bill Clebch’s Perspective on Leadership

Leaders Focus on the Strategic
Strategic Thinking Tools
Applied Strategic Thinking
Being a Leader Means Being More Strategic
Creating Your Development Plan

Learning is defined as a change in behavior. You haven’t learned a thing until you take action and use it.

Don Shula and Ken Blanchard
<table>
<thead>
<tr>
<th>Objective</th>
<th>Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent in Development Plan by Feb 9</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>Received Feedback on Goals/Plan &amp; Finalized this version of the development plan</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>Adopted 3 practices from session one</td>
<td>15 pts</td>
<td></td>
</tr>
<tr>
<td>Consistently Doing the Monday or Fri 30 min planning exercise, setting priorities, reviewing calendar, delegating</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>Using the Be Intentional About Your Presence Worksheet</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Did the Follow Up Readings Post Session II <em>Your Leadership Journey: Steve Job's 2005 Stanford Commencement Address, Management Time: Who's Got the Monkey?</em>,</td>
<td>20 pts</td>
<td></td>
</tr>
<tr>
<td>Conferred with your peer coach at least 2 times between sessions</td>
<td>10 pts per</td>
<td></td>
</tr>
<tr>
<td>· Commit to progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Coach for results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met or Talked with MOR Executive Coach</td>
<td>15 pts</td>
<td></td>
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<tr>
<td>Debriefed with sponsor or your manager</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Shared your reflection</td>
<td>10 pts</td>
<td></td>
</tr>
<tr>
<td>Met as a Cohort</td>
<td>15 pts per</td>
<td></td>
</tr>
<tr>
<td>Did the readings for Session II: <em>Strategic Thinking</em></td>
<td>15</td>
<td></td>
</tr>
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</table>

**Key Takeaways from Session I:**

1. First impressions matter. Why not make the best one?
2. Presence can help or hinder your ability to influence.
3. If you look confident, you appear competent.
4. Leadership is a behavior, not a title or position.
5. You have many lessons from your life that inform your views on leadership.
6. Striking the right balance between leading, managing and doing requires discipline.
7. In order to learn, you need to experiment, to try new approaches. This requires you to leave your comfort zone.
8. Leaders focus on the strategic.
9. You can’t make up in tactics what you lack for in strategy.
10. Coaching involves listening and asking open-ended questions.
11. Taking a strength from good to great is a game changer.
12. Balancing the important and containing the immediate is the first order of business.
MOR Tools Session 2

Reflections Practices Worksheet  84
Applying the Three Lenses on Organizational Change  91
Stakeholder Mapping Exercise  99
Stakeholder Action Planning Worksheet  100
Describe Your Organization’s Culture  102
Phases in Leading Change, with Strategies  108
Influence and Leadership  113
What is Your Predominate Influence Style?  117
Exercising Influence Practice Worksheet  119-120
SUCCES Practice Worksheet-Planning your Presentation  122-123
Neuroscience and Developing Practices  124
Practicing Coaching Worksheet  133
Leader’s Roles as a Communicator  138
Communications Planning  144
Communications Campaign Current Phase Worksheet  146
Understanding Change

As a term, “change” may have more aptly described how things happened in the 20th century. In that earlier time, change might be some sort or reorganization or the introduction of a new technology, after which things would settle and remain settled for a time. Change was also more serial; it mostly played out one change at a time. In the 21st century, sweeping changes are occurring concurrently in many places, and waves of disruptive innovation accompany the introduction of multiple new technologies, turning entire industries upside down or replacing them altogether.

As we saw in the previous workshop’s environmental scan, the forces and trends shaping your context are multi-faceted. Globalization of higher education, funding pressures, mobile technologies, distance learning, flipped classrooms, interdisciplinary research, and increased competition, just to name a few, are changing the landscape in dramatic ways.

A more descriptive term for our times may be “evolution” because, unlike change, we understand it to be a continuous process.

If evolution is an “unfolding” of the trends that shape our environment and change our organizational landscapes, how can you prepare yourself emotionally and intellectually to be open to whatever comes? Imagine your relationship to evolution as you imagine your relationship to the ongoing process of renewal of the cells in your body. They are constantly dying and being replaced, neurons are making new connections, muscles strengthen and atrophy. We understand this is the natural order of things and we carry on, but we also know that being physically and emotionally healthy requires thought and effort. We work out, we challenge ourselves intellectually, we think about what we nourish ourselves with, we attend to our relationships, and we meet the world as it is. We adapt. We evolve.
Models of Change

We know in most change scenarios there are:

- Early adopters
- People in the open stage
- People in the middle, who may swing either way
- People who may drag their feet (laggards)

Adoption Curve

<table>
<thead>
<tr>
<th>Innovators (3-5%)</th>
<th>Early Adopters (10-15%)</th>
<th>Early Majority (34%)</th>
<th>Late Majority (34%)</th>
<th>Laggards/Nonadopters (5-16%)</th>
</tr>
</thead>
</table>

Percent Adopting

Time

MAJORITY
Open, but needs to be won over

Early Adopters as Champions

Resisting change

Malcolm Gladwell’s Three Rules of Epidemics:

A) Stickiness
B) Context
C) The Law of the Few
Theories Pertaining to Change

Some factors are known to be conducive to change.

- A felt need for change
- Interest in moving forward
- People are engaged
- Energy is channeled in constructive ways
- Acceptance of uncertainty
- A clear desired future state
- Critical mass is built to support the desired direction
- There is adaptability

Kathleen Dannemiller’s Formula for Change: \( (D \times V \times F) > R \)

- **Dissatisfaction** (with how things are now)
- **Vision** (of what is possible, what “better” looks like)
- **First steps** (in the direction of the vision)

The product of these three factors must be greater than \( R = \) Resistance to change.

Changes and Transitions, William Bridges

Change is the action; change is situational

Transition is the psychological process people go through to come to terms with a new situation

Transitions involve: • Endings • Neutral Zone • Beginning

The 5 P’s

When a leader champions a new initiative or major change, the 5 P’s provide people with the information they need to engage and adapt.

- **Purpose** - Ensure that people understand why this change is taking place.
- **Picture** - Provide an image of the desired future state.
- **Plan** - Help people see how you will all move from the current state to the desired future state.
- **Part** - Let people know what part they will play in the desired future state.
- **Practices** - Identify the practices that will facilitate new behaviors and new ways of doing things.
**John Van Maanen’s Three Lenses on Organizational Change**

**Perspectives (Lenses)**

Perspectives are organized ideas (e.g., metaphors) that fundamentally shape our understanding of things and events. They determine what data we see or hear or feel and how we interpret that data. No single perspective is adequate, yet we often get locked into a single perspective.

**Organizational Culture Is the Totality of...**

Patterns of behavior...
Guided by deep shared beliefs about what is right and what works...
Created by people who solve two types of problems: survival and working together...
and influenced by the founding leader.

<table>
<thead>
<tr>
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<th>Strategic Design</th>
<th>Political Interests</th>
<th>Cultural Traditions</th>
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<tbody>
<tr>
<td><strong>Key concepts</strong></td>
<td>Organizations are machines; action comes through planning.</td>
<td>Organizations are contests; action comes through power.</td>
<td>Organizations are institutions; action comes through habit.</td>
</tr>
<tr>
<td><strong>Key mechanisms</strong></td>
<td>Formal structure, systems</td>
<td>Power and influence, social networks, interests</td>
<td>Identity, traditions, shared mental maps</td>
</tr>
<tr>
<td><strong>Key processes</strong></td>
<td>Grouping, linking, aligning</td>
<td>Relationships conflict, negotiation</td>
<td>Meaning and setting norms</td>
</tr>
<tr>
<td><strong>View of environment</strong></td>
<td>Opportunities and threats</td>
<td>Stakeholders</td>
<td>Social and cultural</td>
</tr>
<tr>
<td><strong>Role of leader</strong></td>
<td>Organizational “architect,” strategist</td>
<td>Building coalitions, leveraging interests, negotiating</td>
<td>Articulating vision, build and manage culture</td>
</tr>
<tr>
<td><strong>Stimuli for change</strong></td>
<td>Lack of internal integration, lack of ‘fit’</td>
<td>Shifts in coalition, in power</td>
<td>Challenges to assumptions</td>
</tr>
<tr>
<td><strong>Barriers to change</strong></td>
<td>Inadequate analysis</td>
<td>“Entrenched interests”</td>
<td>Dominant culture</td>
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</tbody>
</table>
Applying the Three Lenses

KEY QUESTION: What do you see when you look through each lens?
After 4 Month Tenure, U. of Wyoming President Resigns

November 15, 2013

Robert Sternberg -- president of the University of Wyoming since July -- announced his resignation on Thursday. In a statement released by the university, he said, “I care a great deal about this university. And I have come to realize that as wonderful as the University of Wyoming is, it may not be the best fit for me as president. So I tendered my resignation today to the Board of Trustees.” The announcement followed a meeting of nearly nine hours in executive session of the university’s board.

During his time in office, Sternberg has pushed for change in the senior administrative ranks, and three deans and five other administrators have left their positions. While turnover in the administrative ranks is common when new presidents take over, the pace of change at Wyoming has been speedy and controversial -- and some who have left (especially the law dean) have been public about their frustration. The university statement, however, quoted the board president as backing the direction in which Sternberg was leading: “The board fully accepts and endorses the personnel changes and changes in direction at the university that have taken place in the last several months that emphasize and reinforce the university’s land-grant mission with service to the people of Wyoming, its state government and the economy.”

Sternberg spent much of his career as a psychology professor at Yale University and is a leader in the field of measuring non-cognitive abilities. He was named president at Wyoming after serving as provost at Oklahoma State University. In that position and at Wyoming, he has spoken out repeatedly about the mission of land-grant universities. In an interview with the editorial board of The Casper Star-Tribune this week, he defended his leadership, and said he was carrying out the plans he had discussed with the trustees. “I am doing exactly what they hired me to do,” he said.
Turnover at the University of Wyoming: Too much, too fast? (Excerpt)

November 10, 2013 12:00 pm • By LEAH TODD Star Tribune staff writer

Two deans and the university’s provost resigned their administrative posts because of differences with university leadership. Most recently, law school Dean Stephen Easton resigned over the prospect of a law school review task force appointed by and reporting directly to Sternberg.

Easton and Sternberg faced off on Friday in a testy town hall meeting for law school students, faculty and alumni. Easton demanded Sternberg face a trial-style meeting — with statements and rebuttals — about the ethics of the president’s actions regarding the law school. Sternberg refused, but promised to take part in such a meeting at a later date.

Of the three administrators who have resigned, two were asked to do so.

The first was former UW Provost Myron Allen, whose resignation was announced in July. Sternberg said in a university news release July 26 he accepted Allen’s resignation “with regret,” and he would miss Allen’s years of experience.

Allen said Sternberg had requested his resignation three days earlier.

“[O]n July 23, the president, to whom I reported directly in an at-will capacity, asked me to resign,” Allen wrote in an email to UW faculty on Nov. 4. “When a president asks a provost to resign, the provost has little choice.”

Sternberg said he asked Allen to resign because of differences in vision, specifically citing a disagreement over whether decisions about the allocation of positions should be made in Old Main or elsewhere. Allen endorsed a more centralized position management; Sternberg said he preferred empowering the deans with the power to make those decisions.

“[H]is vision for the university and mine were not compatible,” Sternberg wrote in an email to the Star-Tribune. “I need my own team, not the team of the last president.”
U. of Michigan Officials Vow Greater faculty Role in Shared-Services Plan (Excerpt)

By Don Troop

Getting faculty members to agree on anything can be a challenge, but at the University of Michigan at Ann Arbor more than 1,100 of them have signed an open letter to the president and provost opposing a plan to move hundreds of clerical staff jobs out of academic departments and into a leased office building three miles from the campus.

“I’ve been at this university for over 40 years,” said John Vandermeer, chair of the department of ecology and evolutionary biology. “I have never, ever, ever seen the faculty united on anything before.”

On Monday administrators responded to the objections in a letter promising greater faculty involvement in Michigan’s move toward a corporate “shared services” model, which is designed to save millions of dollars a year through reduced labor costs and other efficiencies.

Under the plan, 325 clerical jobs that are replicated in academic departments across the campus were to be consolidated next year into 275 positions in human resources and finance at a centralized Shared Services Center. But those staff moves will now be “delayed beyond April,” according to the administrators’ letter, which was signed by E. Royster Harper, vice president for student life; Martha E. Pollack, provost; and Timothy P. Slottow, chief financial officer.

Powerful Opponents

A number of universities have embraced the shared-services concept as a way to save money by identifying staff redundancies across campuses and recombining the tasks so that they can be completed by fewer employees. Indiana University at Bloomington, the University of California at Berkeley, the University of Texas at Austin, and Yale University have all adopted the model to some degree.

None of those institutions has seen the breadth and weight of faculty opposition that has aligned at Michigan against both shared services and the Administrative Services Transformation project, of which it is a part. The larger initiative is intended to save the university $120-million by 2017 by identifying efficiencies and savings in finance, human resources, and procurement.

The opposition letter, posted last month, has attracted some powerful signatories, including a former associate provost, four former deans, and a former president of the university...
Chancellor at UMass may face ax (Excerpt)

Holub, trustees to meet on terms of departure; panel’s report follows medical school flap

Repeatedly, a portrait emerged of a leader who struggles to communicate and build relationships with important allies such as faculty, legislators, and trustees and who bristles at criticism, said those familiar with the evaluation, who were willing to speak only with a promise of anonymity because they were discussing a personnel matter.

... 

“It was a mess in that he jumped the gun,” said a trustee who spoke on condition of anonymity to discuss personnel issues. “People were very surprised, and people don’t like surprises. I don’t think anybody really understands what Bob was thinking.”

...

“It’s the job of the chancellor to see what makes sense and what doesn’t make sense, but unfortunately, the premature discussions for a new medical school got on the street,” said James Karam, chairman of the UMass board of trustees. “I didn’t think that it was a particularly good idea, and it wasn’t going to get too far.”

While supporters praised Holub as a visionary, they conceded he was not adept at communicating his ideas or getting buy-in from interest groups.

...

“His style doesn’t necessarily help his ultimate goals,” said O’Connor. “His head is in the right place. But his methods of trying to do it just didn’t work.”
Leading Change
MOR Leaders

What Doomed Global Campus? (Excerpt)

September 3, 2009
By Steve Kolowich

By now, the University of Illinois Global Campus — an exclusively online branch of the Illinois system designed to offer high-demand degree programs to non-residential students — was supposed to be well on its way to enrolling 9,000 students by 2012, and 70,000 by 2018. It was going to be a giant step into the 21st Century; proof that a traditional public university can use Web-only courses to educate non-traditional students on a large scale. It was also going to be a cash cow.

Instead, it's kaput. The university system's board voted in May to phase out the embattled project by New Year's, rolling its remaining 500-odd students into existing programs in the system that offer online courses. Last week it laid off most of its staff. Over its two-year lifespan, the Global Campus project borrowed about $7 million from the university, and awarded several dozen degrees. “It’s over,” former Global Campus CEO Chester S. Gardner said wearily when contacted by Inside Higher Ed. “I wish people would just leave it alone.”

With online education becoming mainstream at public universities, many have no doubt looked to the demise of the University of Illinois Global Campus as a teachable moment. Most public institutions — not least Illinois — have online degree-completion programs. But nearly all exist at the level of departments and colleges on individual campuses.

Global Campus was conceived as a separately accredited entity that would eventually enroll as many students as the other University of Illinois campuses combined. It was meant to be a win-win: the university dramatically expands access to its vast resources and well-regarded degrees, while generating tons of revenue à la University of Phoenix Online. According to Nicholas C. Burbules, an educational policy professor on the Urbana-Champaign campus who said he was involved in the discussions of the project at every stage, officials were billing Global Campus internally as the best of both worlds: the development model of a private, for-profit model plus the academic clout of an established public university.

So, what happened?

...
The Political Lens Looks at Stakeholders and Their Interests

Stakeholder Mapping

Stakeholder maps chart two key stakeholder elements, influence and interest, so that you can be more intentional in managing relationships to achieve your goals. It is often used for major initiatives. Here is the basic four-box model showing the different varieties of stakeholders and how to approach them.

<table>
<thead>
<tr>
<th>Interest</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Downstreamers</strong></td>
<td><strong>Key Players</strong></td>
</tr>
<tr>
<td>Keep Informed</td>
<td>Manage Closely</td>
</tr>
<tr>
<td>Seeking information and possibly influence. Can become important allies.</td>
<td>Highly interested in your decisions, and have the power to influence them.</td>
</tr>
<tr>
<td><strong>Watch Listers</strong></td>
<td><strong>Casual Powers</strong></td>
</tr>
<tr>
<td>Monitor</td>
<td>Keep Satisfied</td>
</tr>
<tr>
<td>Unlikely to affect your initiative, but may move to another quadrant</td>
<td>Difficult to plan for. Learn their expectations early.</td>
</tr>
</tbody>
</table>

Taking Your Stakeholder Map to the Next Level

There are other scales you can incorporate into in each quadrant:

- **Upstream or downstream**: Are they more likely to influence, or be influenced, by the initiative?
- **Intentions**: Do they intend on helping you or hindering you along the way?
- **Influence changeability**: How easily can their exertion of influence be changed?
- **Interconnections**: What are the significant relationships among the key stakeholders?
Stakeholder Mapping Exercise

**KEY QUESTION:** Who are the people whose influence affects your ability to reach your goal and how should you approach them?

<table>
<thead>
<tr>
<th>Interest</th>
<th>Influence</th>
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<tbody>
<tr>
<td>Downstreamers: Keep Informed</td>
<td>+</td>
</tr>
<tr>
<td>Key Players: Manage Closely</td>
<td>+</td>
</tr>
<tr>
<td>Watch Listers: Monitor</td>
<td>+</td>
</tr>
<tr>
<td>Casual Powers: Keep Satisfied</td>
<td>+</td>
</tr>
</tbody>
</table>
## Stakeholder Action Planning Worksheet

<table>
<thead>
<tr>
<th>Who</th>
<th>What (Objective)</th>
<th>How (Strategy)</th>
<th>Tactic/Touch Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor(s):</td>
<td></td>
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</tr>
<tr>
<td>Client(s):</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Constituencies:</td>
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<td></td>
</tr>
<tr>
<td>Key Supporters:</td>
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<td></td>
</tr>
<tr>
<td>Other Interest Groups:</td>
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</table>
Defining Culture

culture
an integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on a person’s capacity for learning and transmitting knowledge to succeeding generations.

Webster’s New Collegiate Dictionary

The specific collection of values and norms that are shared by people and groups and control the way people interact.

A culture is its heroes, values, networks.

Putting Cultures into Practices

The way we do things around here.

The Will to Manage

Values are the basic concepts and beliefs of an organization; as such they form the heart of the corporate culture.

Heroes: these people personify the culture’s values and provide tangible role models for employees to follow.

Rites and rituals: these are the systematic and programmed routines of day to day life...rituals show employees the kind of behavior that is expected of them.

A strong culture is a system of informed rules that spells out how people are to behave most of the time.

Corporate Cultures, The Rites and Rituals of Corporate Life

One of the most powerful mechanisms that founders, leaders, managers, or even colleagues have available for communicating what they believe in or care about is what they systematically pay attention to.

Ed Schein
Describe Your Organization’s Culture

Think about working at your organization. What cultural artifacts do you see, feel, and hear?

Dress codes? Jargon? Level of formality in authority relationships? Meetings (how often, how are they run?)

What are the espoused values?

What unwritten rules you would share with someone new coming into the organization?

What are a couple of strengths in your culture?

What you see and hear depends a good deal on where you are standing; it also depends on what kind of person you are.

C.S. Lewis
**Working with the Culture**

**Lessons from Ed Schein**

[Ask] how will I use the culture to enhance the ability to bring about change?

Draw on the strengths in the culture to help achieve the desired direction.

Lots of changes about policies, procedures, and practices are done within the existing culture.

Use the word ‘culture’ less; instead, talk about norms or assumptions.

What makes a new way of working culturally relevant is when people see that it makes sense and start to adopt shared assumptions that become assimilated into the culture.

Astute leaders understand the underlying assumptions (taken for granted beliefs, perceptions and thoughts).

Astute leaders will adopt the business practices and reinforce the norms needed to achieve the desired improvement. Over time, these practices and norms can be assimilated into the culture.

**You’re Cultured!**

Culture is already within you. You have picked up on culture from family, your peers, your environment, and life.

Your organization’s culture is already teaching you what leaderly behaviors are appropriate.
Key Points About Organizational Culture

“Always think initially of the culture as your source of strength. It is the residue of your past successes. Even if some elements of the culture look dysfunctional, remember that they are probably only a few among a large set of others that continue to be strengths.”

“… Culture is so stable and difficult to change because it represents the accumulated learning of a group – the ways of thinking, feeling, and perceiving the world that have made the group successful, … the important parts of culture are essentially invisible.”

“…There is no right or wrong culture, no better or worse culture, except in relation to what the organization is trying to do and what the environment in which it is operating allows.”

“Never start with the idea of changing culture. Always start with the issues the organization faces; only when those business issues are clear should you ask yourself whether the culture aids or hinders in resolving the issues.”

“If changes need to be made in how the organization is run, try to build on existing cultural strengths rather than attempting to change those elements that may be weaknesses.”

Lessons from the Simulation

KEY IDEAS

Various strategies and specific tactics are appropriate to the different phases.
Matching the right strategy or tactic with the right time will advance the cause.
Timing does matter.
Successful change initiatives are like a campaign.
Communications need to evolve with the phases.
Phases in Leading Change, with Strategies

Learning the Landscape
Developing support, building relationships
Discovering the interests, issues and strengths
Seeking advice, gathering input, use of surveys or focus groups
Playing into the informal organization, observing the networks

Building Awareness and Support
Sharing information about the purpose and process, using:
- Stories, visuals, vivid examples
- Presenting the rationale; pointing out the need, using:
  - Forums
  - Publications
  - Speakers
  - Examples of Success
Providing working sessions or skill-building opportunities
Enrolling early adopters

Engaging People in the Change Process
Chartering small groups to take on tasks
Creating a structure and process so people can contribute
Initiate pilot test to collect data, to document progress, and to refine the approach

Using Power and Influence to Further Build Support
Shows of support, comments, direction
Building on networks to solicit support
Lining up key stakeholders
Senior staff meeting, presentations

Incorporation of Changes
Initiate new practices
Undertake new processes
Highlight supportive actions
Create incentives where appropriate

Demonstrating and Documenting Results
Cite evidence of progress; use this to win over others
Applying the Three Lenses

KEY QUESTION: What do you see when you look through each lens?
Session 2: Leading Change and Exercising Influence

Day Two

Wednesday, April 8, 2015
Meeting Location: Yale/Princeton Room, Statler Hotel, 120 Statler Drive, Ithaca, NY 14853

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 am</td>
<td>I Opening Comments</td>
</tr>
<tr>
<td></td>
<td>Overview on the Agenda</td>
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<tr>
<td></td>
<td>Reflections on Yesterday's Session</td>
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<td></td>
<td>Lessons on Leading Change</td>
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<tr>
<td></td>
<td>Leadership Journeys: Randy, Debbie</td>
</tr>
<tr>
<td>8:30 am</td>
<td>II Leadership Involves Exercising Influence</td>
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<tr>
<td></td>
<td>What is your Influence Style?</td>
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<tr>
<td></td>
<td>4 Core Questions to Answer</td>
</tr>
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<td></td>
<td>How Can You Develop Your Influence Repertoire?</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>III Perspectives on Leadership</td>
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<td>Ted Dodds, Chief Information Officer and Vice President for IT, Cornell University</td>
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<tr>
<td>12:30 pm</td>
<td>Lunch</td>
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<td>Leadership Journeys: Nicholas, John P.</td>
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<tr>
<td>5:00 pm</td>
<td>IV The Leader as Communicator</td>
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<td>Presenting with Impact Using the SUCCES Framework</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>V Neuroscience and Developing Practices</td>
</tr>
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<td></td>
<td>Practices Are the Means to Achieve Your Goals</td>
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<td></td>
<td>How Practices Make the Difference Good Intentions and Sustainable Improvements!</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>VI Coaching for Results</td>
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<td></td>
<td>Provide a Demonstration for Coaching</td>
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<tr>
<td></td>
<td>Skills Needed to Be a Coach</td>
</tr>
<tr>
<td></td>
<td>A Good Coach Helps Develop Good Practices</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>VII Wrap Up</td>
</tr>
</tbody>
</table>
Reflections Worksheet

What are the take-aways you have from yesterday?

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What insight or “aha moment(s)” would you share with the larger group?

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Describe one possible on-the-job-application of what you learned.

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Influence and Leadership

influence
the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others:
To sway someone to take action toward a particular direction

I’m talking about leadership as the development of vision and strategies, the alignment of relevant people behind those strategies, and the empowerment of individuals to make the vision happen despite obstacles.

John Kotter, What Leaders Really Do

Leadership is the ability to exercise influence to get people to go in a direction they would not have gone.

Howard Wolf, Vice President,
Stanford Alumni Association, Leadership at Stanford, October 20, 2009

Influence behavior uses your sources of power to move another person(s) toward making a choice or commitment that supports a goal you wish to achieve.

The best influencers think carefully about what they’re trying to achieve and how they want it to happen. They reflect on who they need to influence and how best to go about it. They have a variety of strategies that they feel comfortable with. And they choose the strategies that they know will work – situation by situation.”

Great influencers are true to themselves. They are aware of their preferences. They play to their own strengths. But they are also clear about the situations in which they will use a less preferred strategy – because they know they need to – and they use it with integrity and credibility.

HayGroup
What Is Your Power Base?

Power, the Potential to Influence Others

There are two kinds of power in organizations. The first is formal power or authority, which is designed into the organizational structure. The second is informal power or influence. To boil it down, “Authority is legitimate power which is vested in leaders within formal organizations. Authority involves a legal right to make decisions. Influence represents an ability to affect outcomes and depends on personal characteristics and expertise.” (Bush)

While authorities are chosen to wield power, informal leaders are self-selecting. They use different strategies to create their own influential power. Ultimately, individuals work from their own power base.

Researchers identify the following power bases. Enter what percent of these sources of power make up your total power base.

<table>
<thead>
<tr>
<th>Source of Power</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Coercive: based on fear</td>
<td></td>
</tr>
<tr>
<td>Legitimate: based on position</td>
<td></td>
</tr>
<tr>
<td>Referent: based on personal traits that attract others</td>
<td></td>
</tr>
<tr>
<td>Informational: based on access to information</td>
<td></td>
</tr>
<tr>
<td>Connection: based on relationships with important people</td>
<td></td>
</tr>
<tr>
<td>Expert: based on skills, knowledge, talent</td>
<td></td>
</tr>
</tbody>
</table>

The top three most frequently leveraged sources of power are: the power of expertise, the power of information, and the power of relationships.

J.R.P. French and B. Raven

Exercising influence requires us to acknowledge and leverage sources of power.
Approaches to Influence: Is It a Push or a Pull?

**Receptive Approach (Pulling)**

Pull is about motivating the other person to contribute. This approach may engage the other person by seeking common ground, asking for inputs, explaining the big picture, or providing time to make a decision without pressure. Pulling another person in may lead to higher commitment but might also take longer. Pull practices include inquiring, listening, and synthesizing.

**Expressive Approach (Pushing)**

This style is oriented to moving someone to an action, rather than motivating them to seek the same outcome. Push styles include logical persuasion, rewards, inference of negative consequence, or the allure of a “win-win.” Pushing might lead to quicker action, but it also may lead to a shallow compliance, rather than a deeper commitment. Pushing practices include telling, selling, negotiating and enlisting.

**KEY IDEAS**

There is a time and place for either style depending on circumstance, timing, characteristics of others, and the influencer’s personal tendencies.

A skilful leader will have mastery of both styles and recognize when to use the receptive style to build buy-in. This is often followed by the expressive style when the pitch is made to get more people to adopt.
What Is Your Predominate Influence Style?

Logical Persuasion
Using logical reasons, expertise or data to convince and persuade others

Impact Management
Choosing the most interesting, memorable, or dramatic way to present ideas

Common Vision
Showing how our ideas support the organization’s broader goals

Organizational Awareness
Identifying, and getting in support of key people

Relationship Building
Establishing and maintaining constructive relationships with people you may need to influence.

Bargaining
Gaining support by negotiating a mutually satisfactory outcome

Interpersonal Awareness
Identifying and addressing other people’s needs and concerns

Empowerment
Making others feel valued by involving them in decision making and giving them recognition

Coercion
Using threats or pressure to get others to do what you want


Aristotle’s Three Modes of Persuasion

Ethos: Trust of the speaker, focuses on the speaker

Pathos: Appeals to the emotion of the listener

Logos: Logic and rational explanation
Exercising Influence...Practices Worksheet

1. Think about your influencing strengths.

In my current influencing repertoire, I think I do these things well:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Think about ways you could improve your influencing capability

Two or three things I could work on to enhance my ability to exercise influence are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Yes, and...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Select one specific area where you want to build your ability to exercise influence.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some practices you will use to build your ability?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Select a Situation Where You Want to Exercise Influence

Describe the situation in brief:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the result you are looking to achieve?

________________________________________________________________________

________________________________________________________________________

How would you describe the relationship?

________________________________________________________________________

________________________________________________________________________

What is the current context?

________________________________________________________________________

________________________________________________________________________

What approach are you thinking of using? Why?

________________________________________________________________________

________________________________________________________________________

What influence strategies would you use?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Communicating with SUCCES

Short and deep messages are best.

Uncommon sense sticks.

Concrete images leave sensory impressions

Message or spin?

We are wired to feel things for people, not abstractions.

Mental flight simulation

Made to stick
**SUCCES...Practices Worksheet - Planning for Your Presentation**

How will you follow the steps to “SUCCES”? How does your story meet each criteria? How is it...

**S**imple:

________________________________________________________________________

________________________________________________________________________

**U**nexpected:

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**C**oncrete:

________________________________________________________________________

________________________________________________________________________

**C**redible:

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**E**motional:

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________________________________________________________________________

How does it tell a **S**tory?

________________________________________________________________________

________________________________________________________________________
Neuroscience and Developing Practices

1. Focus is power.

The action of paying attention creates chemical and psychological changes in the brain.

2. Expectations can shape our perceptions.

People’s preconceptions have a significant impact on what they perceive; you can create the experiences that shape people’s expectations.

3. Attention density shapes identity.

Repeated, purposeful and focused attention can lead to long lasting personal evolution. You can use your mind to train your brain.

4. Mindful change requires practice.

Develop disciplined attention.

5. Focus on identifying and creating new behaviors

Study your patterns and routines and create your own habit loops.

Practice Example 1: Be more open or inquiring in the face of feedback or criticism.

When you are receiving feedback or criticism, instead of automatically reacting in a defensive manner and/or recalling earlier experiences, which is counterproductive, teach your brain to develop a new response pattern. The mindful response will be to ask a question, perhaps...

“Help me understand, what specifically did I do?”

Use the occasion to practice listening, inquiry and appreciation...

“Thank you for sharing that.”

Practice Example 2: Be more intentional about your presence.

In addition to simply being mindful of your presence, imagine yourself projecting the right presence in different situations. This will help you adopt behaviors, scripting them into your brain so your overall presence becomes a learned behavior.

The goal of these and similar practices is to have your intentions drive your behavior rather than your existing automatic routines.
The Brain Likes Routine

Much of what managers do in the workplace (how they sell ideas, run meetings, manage others, and communicate) is so well routinized that the “basal ganglia” are running the show. This tendency to follow patterns makes it easy to let routine become the norm.

Trying to change any hard-wired habit requires a lot of effort in the form of attention.

See the “Habit Loop” in this section for guidance on how to rewire or develop a new habit.

Organizational transformation needs to take into account the physiological nature of the brain, and the ways it predisposes people to resist some forms of leadership and accept others.

Attention Density Shapes Identity

The greater the concentration on a specific idea or mental experience, the higher the attention density. With enough attention density, individual thoughts and acts of the mind can become an intrinsic part of an individual’s identity.

Neuroplasticity

• The right kind of learning will help with neuroplasticity.
• Stretching causes neurotransmitters to activate. This engages the learning brain.
• New stimuli create new neural pathways.
• The brain wants the intensity. The engagement creates an imprint.
As you think about the next 30 to 90 days, I want to encourage you to focus on the habits you want to incorporate into your repertoire going forward. What are the practices that will ensure you become a more effective leader? Is it being intentional in how you spend your time between leading-managing and doing? Is it by becoming more strategic and less tactical? Is it by spending 30 minutes on Monday morning identifying your priorities so you spend more time on the important versus the immediate? Is it by asking yourself who should do this, so delegation becomes second nature?

Below are some excerpts from The Power of Habit. I implore you to spend some time specifically listing the habits you want to internalize as part of this leadership development experience.

Brian

“Our understanding of the neurology and psychology of habits and the way patterns work within our lives, societies, and organizations has expanded in ways we couldn’t have imagined fifty years ago.

Transforming a habit isn’t necessarily easy or quick. It isn’t always simple.

But it is possible. And now we understand how.

The brain spends a lot of effort at the beginning of a habit looking for something—a cue—that offers a hint as to which pattern to use.

First, there is a cue, a trigger that tells your brain to go into automatic mode and which habit to use. Then there is the routine, which can be physical or mental or emotional. Finally, there is a reward.

Habits never really disappear. They’re encoded into the structures of our brain, and that’s a huge advantage for us.

If we learn to create new neurological routines that overpower those behaviors—if we take control of the habit loop—we can force those bad/old tendencies into the background.

By learning to observe the cues and rewards, though, we can change the routines.

Rewards can range from food to drugs that cause physical sensations, to emotional payoffs, such as the feelings of pride that accompany praise or self-congratulation.

This explains why habits are so powerful: They create neurological cravings.

Or take email. When a computer chimes or a Smartphone vibrates with a new message, the brain starts anticipating the momentary distraction that opening an email provides. That expectation, if unsatisfied, can build until a meeting is filled with antsy executives checking their buzzing Blackberry's under the table, […] if someone disables the buzzing—, thus, removes the cue—people can work for hours without thinking to check their in-boxes.

But to overpower the habit, we must recognize which craving is driving the behavior.

Cravings are what drive habits. And figuring out how to spark a craving makes creating a new habit easier.

“It seems ridiculously simple, but once you’re aware of how your habit works, once you recognize the cues and rewards, you’re halfway to changing it,” […] It seems like it should be more complex.

The truth is, the brain can be reprogrammed. You just have to be deliberate about it.

Often, we don’t really understand the cravings driving our behaviors until we look for them.
When people join groups where change seems possible, the potential for that change to occur becomes more real.

There are simple communities—sometimes of just one other person—who make change believable. We know that a habit cannot be eradicated—it must, instead, be replaced.

If you want to change a habit, you must find an alternative routine, and your odds of success go up dramatically when you commit to changing as part of a group.

Some habits, in other words, matter more than others in remaking business and lives. These are “keystone habits,” and they can influence how people work, eat play, live, spend, and communicate. Keystone habits start a process that, over time, transforms everything.

The habits that matter most are the ones that, when they start to shift, dislodge and remake other patterns.

Exercise is keystone habit that triggers widespread change.

There’s something about it that makes other good habits easier.

If you focus on cultivating keystone habits, you can cause widespread shifts.

Small wins are exactly what they sound like, and are part of how keystone habits create widespread change. A huge body of research has shown that small wins have enormous power, an influence disproportionate to the accomplishments of the victories themselves.

Once a small win has been accomplish, forces are set in motion that favor another small win. Small wins fuel transformational changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach.

“Some thinkers.” Aristotle wrote in Nicomachean Ethics, “hold that it is by nature that people become good, others that it is by habit, and others that it is by instruction.” For Aristotle, habits reigned supreme.

However, to modify a habit, you must decide to change it. You must consciously accept the hard work of identifying the cues and rewards that drive the habits’ routines, and find alternatives. You must know you have control and be self-conscious enough to use it.

Habits, he noted are what allowed us to “do a thing with difficulty the first time, but soon do it more and more easily and finally, with sufficient practice, do it semi-mechanically or with hardly any consciousness at all.”

If you believe you can change—if you make it a habit—the change becomes real. This is the real power of habit: the insight that your habits are what you choose them to be.”
TP Msg. #1082 Brain-based Research Informs Instructional Design (Excerpt)

“In The Art of Changing the Brain, Zull (2004) examines the causal factors to creating learning, or changing the brain. He cites “practice” as the first change agent, explaining that when learners practice something, the “neurons that control and drive that action fire repeatedly. If a neuron fires frequently, it grows and extends itself out to other neurons .... These signaling connections are ... synapses .... These networks are the physical equivalent of knowledge” (p. 69).

Like practice, Zull (2004) cites emotion as an equally significant change agent for learning. He explains that the chemistry associated with emotions have a powerful impact on the learning experience for students. According to Zull, “Emotion and thought are physically entangled” (p. 70). Damasio (1994) asserted that “somatic markers” match bodily experiences with cognitive experiences. In addition, he suggests that the learning environment also has an impact on the learning by creating “background feelings” that also affect the mood of the learning. This hypothesis implies that the better learning feels, or the more positively learners associate good feelings with the learning process, the more likely they are to be motivated and engaged.”

I would add to this by suggesting that in addition to the “positive feelings registering in a way that feeds into engagement. There is also research that indicates the greater the degree of “intensity” registers makes a stronger imprint on the brain.

Brian
Practices Worksheet

What are some habits or routines you rely on?

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What practices will you adopt to help you achieve your goals?

________________________________________________________________________
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What are some other practices you may want to adopt?

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________________________________________________________________________
**pract·ice**

to study, exercise one’s skill regularly or frequently so as to win greater command (e.g., to practice with a musical instrument before a performance or to practice one’s tennis serve)

a customary action or customary code of behavior

“it is their custom to dine early; it is their custom to defer to the authority figure, it is their custom to meet each morning as a team”

observable and actionable steps that can be repeated for the purpose of learning or acquiring proficiency

---

**best pract·ice**

a deliberate pattern of activity that accomplishes its objective with outstanding efficiency and effectiveness, contributing to exceptional performance

---

**KEY IDEAS**

**Practices Facilitate Learning**

If an individual has a commitment to develop a new competence, then practices can facilitate the learning needed to achieve the desired proficiency.

**Coaches Need to be Competent At Designing Practices**

Managers, who often fulfill the role of coach in team-based work systems, need to become competent in designing practices. It is also important that coaches make sure the practices are implemented. During the early stages, teams may need some reinforcement for carrying through on the practices.

---

If I miss one day’s practice, I notice it. If I miss two days, the critics notice it. If I miss three days, the audience notices it.

Ignacy Paderewski, concert pianist
Coaching for a Result

Two Approaches to Coaching

**The Pal Track**
- Start with the unfamiliar
- Make it comfortable
- Make it casual
- Make it chat

**The Results Track**
- Start with the unfamiliar
- Make it challenging
- Make it results-focused
- Make it to practices

Why We Coach

Coaching is about making the other person accountable for his or her commitments.

The person being coached explores issues and challenges more deeply and is likely to develop stronger ideas, actions, and goals.

The person being coached feels a deeper commitment to act because someone else is invested in their success.

The person being coached is more likely to apply energy to actions that are rooted in his or her own ideas.

Good Coaches...

Effectively plan and manage a series of conversations so the partner is able to build new practices

Give feedback that sustains new practices or redirects when there is a lack of progress

Identify breakdowns and chart a course for correction
Practicing Coaching Worksheet

With a peer coach you will practice the skills of purposeful listening, managing the conversation and asking open-ended questions. First, meet with your partner and exchange one goal.

My partner’s goal is:

Now spend two or three minutes of I-time to write down a few questions that you might ask.

Have a coaching conversation. If necessary, jot a few notes so that you can capture your partner’s thoughts without bogging down.

Debrief. List two or three things that you did well (pluses) and two or three opportunities (deltas).

<table>
<thead>
<tr>
<th>Pluses</th>
<th>Deltas</th>
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<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Good Questions for Building Practices

Build a context for the conversation that focuses on how the partner is building practices.

Tell me how you are doing on your goals?
Where have you made progress?
What's working for you in a way that seems like you have internalized the behavior?
Where do you feel you’re not getting traction?

Build clarity so the conversation can converge on specific activities that are becoming a practice.

What’s most important to you at this point?
Where is it you want to focus your effort?
How strong is your commitment to doing this?
How could you develop a practice to help you get traction on this?
If you were doing this well what would it look like?

Build sustainable commitments to turn the new practices into habits.

What do you need to do to internalize this behavior so it becomes something you do as a matter of course?"
What would it take for you to make this a habit?
What frequency makes sense?
What cues can you use to trigger the action?

Create continuity so that follow-up is planned and forward progress is maintained.

When do you want to check in?
What can you do to mark your progress?
# Session 2: Leading Change and Exercising Influence

## Day Three

Thursday, April 9, 2015  
Meeting Location: Yale/Princeton Room, Statler Hotel, 120 Statler Drive, Ithaca, NY 14853

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 am</td>
<td><strong>I Opening Comments</strong></td>
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<tr>
<td></td>
<td>Overview on the Agenda</td>
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<tr>
<td></td>
<td>Reflections on Yesterday’s Session</td>
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<tr>
<td></td>
<td>Leadership Journeys: Jon, Suzi</td>
</tr>
<tr>
<td>8:30 am</td>
<td><strong>II Perspectives on Leadership</strong></td>
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<tr>
<td></td>
<td>Joanne M. DeStafano, Vice President for Finance and CFO, Cornell University</td>
</tr>
<tr>
<td>12:00 pm</td>
<td><strong>IV SUCCES Presentations</strong></td>
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<tr>
<td></td>
<td>Lunch</td>
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<tr>
<td></td>
<td>Leadership Journey: David Angileri</td>
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<tr>
<td>12:00 pm</td>
<td><strong>V University Cohort Meeting</strong></td>
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<tr>
<td></td>
<td>Share Practices to Build New Habits</td>
</tr>
<tr>
<td></td>
<td>What are going to do when you go back?</td>
</tr>
<tr>
<td>Adjourn by 2:00 pm</td>
<td><strong>VI Where from Here</strong></td>
</tr>
<tr>
<td></td>
<td>Next Steps, Feedback</td>
</tr>
</tbody>
</table>
Reflections Worksheet

What are the take-aways you have from yesterday?

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What insight or “aha moment(s)” would you share with the larger group?

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Describe one possible on-the-job-application of what you learned.

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Perspectives on Leadership

Joanne M. DeStafano, Vice President for Finance and CFO, Cornell University
The Leader As Communicator

There is no other leadership competency that is as critical to successful leadership as the ability to communicate!

Throughout the leadership program you will be given the opportunity to build this multi-dimensional core skill, including work on presence and presentation, coaching and its attendant listening skills, and communicating a message.

**Presence**

A leader need to have presence.

A leader needs to be able to get people’s attention.

**Presentation**

A leader needs to be able to communicate a message in a compelling manner.

It is helpful for a leader to have a repertoire of innovative ways to reach an audience.

A leader needs to use multiple channels to influence people.

**Listening**

A cornerstone in communicating effectively is the ability to listen. The more senior the leader the more important it can be for the leader to have an astute ability to tune in and hear what people are sharing.

**Inquiry**

Leaders who know how to ask the right questions and when to elicit what people think will draw out more information and make better decisions.
Listening

Our ability to listen, understand and relate to other people’s thinking can be limited by the dominance of our own mental process. If you are fortunate, your mind is a very active place. You have your own reactions, thoughts, feelings, day dreams, conversations with yourself, creative moments along with a variety of other activities going on in your mind.

Too often a person who raises an idea with us or wants to discuss a problem only has a limited amount of our attention. As we listen we filter what’s being said through our own life experiences or evaluative framework. We interpret, we judge, we formulate our response and we wait for the other person to take a breath so we can jump in with our thoughts. In coaching it is important to learn how to discipline our mental process so we focus on drawing out the other person’s thinking rather than generating our own.

This shift to a development style versus a directive style is at the heart of the coaching approach. The supervisor is invested in fixing the problem. The coach is invested in developing the people and their thinking so they can fix the problem.

Listening and drawing out other people’s ideas requires the coach to:

- Concentrate on the other person’s thinking.
- Discipline their mental process to tune down their own thought process.
- Ask open-ended questions to draw out the other person’s thinking.
- Track the conversation and paraphrase or summarize from time to time.
- Understand the underlying issue or other person’s frame of reference before moving to the next phase of the conversation.

Listening with C.A.R.E.

Listening requires you to manage your mental processes.

Concentrate
- Eliminate noise and distractions
- Decide to listen
- Stay tuned in

Ask questions
- Inquire
- Draw out

Recap
- Paraphrase
- Gather information

Express interest
- Non-verbal body language and gestures
There they go again telling us things will get better and nothing ever changes.

Young people today don’t know the value of a dollar.

In my culture eye contact is a sign of disrespect.

When I was new in the role we had to spend time learning every step.

When will this meeting end? I need to pick up my child.

Maybe this new team approach could work for me.

You’ll have it by noon tomorrow.

Will this help or hurt revenue?

How will the changes impact me?

Listening Is A Structure Of Interpretation
Filters People Listen Through

Mood

• Whatever mood prevails for each of us will have a profound effect on the interpretation of a message.
• A person in a positive mood will listen to a message hearing the benefits.
• A person in a negative mood hears only the drawbacks.
• In talking, the positive person hears opportunity, involvement, a chance to have a say in issues that affect them. The negative person hears things won’t change, it won’t work here.

Personal History, Culture

• Each person listens through his or her life experience. For example, if someone says that job is easy and your attempt at it was frustrating, you have a very different view.
• Everyone listens through their cultural background — your personal history influences how you think about things.
• If someone said in the 1920s women should be on an equal playing field with men, or the man of the family should stay home with the children people would have had trouble accepting these notions given the cultural norms of the time.

Current Issues and Concerns

• People listen through whatever issues or concerns are important to them at that time. For example, if someone is being held over at work because of a person addressing the group, an individual who is worried about picking up his or her child on time may not listen to anything that is being said.

Commitments

• Everyone is committed to something all the time.
• Even if you are committed to doing nothing, that is a big commitment because chances are people around you will want you to do something.
• If you are committed to making this team work you are listening with the intent to apply suggestions — on the other hand — if you are committed to waiting and seeing if the team is going to work, then you will sit back and watch.

Current and Future Possibilities

• Most people listen through current and future possibilities.
• If you remember dating, chances are you were listening for clues as to your current and future possibilities.
• In work, people listen for how this is going to affect me.
Conversations for Results

We know people who are articulate - or who always say the right thing or find the right word for the moment. A coach needs to become more adept at the use of language as well as more purposeful.

Communication is the medium through which the coach interacts with the team or the individual. The way he or she talks with the team, questions the team’s ideas, and solidifies the team’s commitments is a powerful force which influences the group’s dynamics, the level of thinking, and the ownership within the team.

Simply asking a team up front for milestones and a timetable is a significant action. This builds responsibility and accountability in a process-improvement team or similar group. Asking the follow-up question about how the team will monitor its performance against its plan begins to shift the responsibility and accountability for performance to the team.

Knowing how to conduct a conversation for possibilities and when to lead a conversation for results is important. Conversations for possibilities are designed to open up opportunities, create options, and free people up to think in innovative ways. Conversations for results are designed to produce commitments and actions to fulfill the promises made.

The coach’s timing, tone and skill in speaking become important ingredients that add to his or her effectiveness.

Type of Conversations.

Results: Conversations for results involve requests and promises. People need to clarify the conditions of satisfaction. Such as what will be done, by when with what resources.

Possibilities: Conversations for possibilities are responsible for most innovations. They involve declarations and options.

B.S.: Conversations for B.S. are appropriate for cocktail parties, but can cause breakdowns at work.

Promise

Binding, this gives the person to whom it’s made the right to expect performance.

Prediction

Non-binding, this provides legitimate grounds for an explanation if a request or promise isn’t fulfilled.
Having Constructive Conversations

Debate Versus Dialogue

<table>
<thead>
<tr>
<th>Debate</th>
<th>vs</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocating your point of view</td>
<td>Exploring points of view</td>
<td></td>
</tr>
<tr>
<td>Finding weaknesses in other’s positions</td>
<td>Building on others’ ideas</td>
<td></td>
</tr>
<tr>
<td>Challenge others’ views</td>
<td>“Let me offer another perspective...”</td>
<td>Inquire: “Tell me more.”</td>
</tr>
<tr>
<td>“I disagree.”</td>
<td></td>
<td>Collaborative</td>
</tr>
<tr>
<td>Combative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tough Stuff to Communicate

- Disappointment, not getting the role
- Disappointment, not doing the job
- Constructive criticism
- Inappropriate or unacceptable behavior
- Bad news
- Difficult budget requires cutbacks

Tips on How to Communicate the Tough Stuff

- Earlier versus later
- Get past the discomfort
- Be direct versus indirect
- Language does matter

Give feedback in real time
**Communications Planning** - Think of this as a campaign to get your message out.

<table>
<thead>
<tr>
<th>Who</th>
<th>What (Info-Messages)</th>
<th>How (Channels)</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boss/Leaders Above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vendors</td>
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</tbody>
</table>
Communications Campaign Current Phase Worksheet

What is the message at this phase?

What is the best means to deliver the message?

What do you want people on the receiving end to take away from this communication?

How do you keep the message fresh and above the noise?

Phases in Change Process

Awareness ➔ Interest ➔ Engagement ➔ Adoption
### Post-Session Two Next Steps and Commitments

Capture what you’re agreeing to between now and Session Three.

<table>
<thead>
<tr>
<th>Practices to adopt</th>
<th>WHAT will be done?</th>
<th>WHO will do it?</th>
<th>WHEN will it be done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Me</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>My peer coach and me</td>
<td></td>
</tr>
<tr>
<td>Confer with my peer coach.</td>
<td></td>
<td>My campus cohort and me</td>
<td></td>
</tr>
<tr>
<td>Meet with my campus cohort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confer with my MOR coach.</td>
<td></td>
<td>My peer coach and me</td>
<td></td>
</tr>
<tr>
<td>Send a reflection email to the group.</td>
<td></td>
<td>Me</td>
<td></td>
</tr>
</tbody>
</table>
Insights from Session Two

1. In the 21st century, change is happening on multiple tracks concurrently.

2. Think evolution, there is continuous evolution always taking place.

3. Your predisposition to change influences your mind set.

4. Leading is about vision and strategy. Leading change is about aligning people to enlist in going there.

5. Look through the 3 Lenses. Most changes fail because of the political or culture dynamics.

6. Become a student of culture. Look to understand subcultures.

7. Culture eats strategy for breakfast.

8. Face to face works, adopt strategies that fit the culture.

9. There are phases in any initiative, adopt strategies that work for that phase. Timing matters.

10. Stakeholders matter. Develop strategies to work with key stakeholders.

11. Leaders who understand neuroscience can help themselves and others adopt new behaviors more readily.

12. Use your mind to train your brain. Cue the practices you want to use to adopt new habits.

13. Coach for results.

14. Communicating a Message Is a Core Leadership Competency

15. Leaders Who Can Communicate for Impact Are More Effective, Use SUCCES
Notes:

KEEP A RUNNING LIST OF YOUR “AHA’S”

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