

Achieving Leadership Excellence

Presented by
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Olympia, WA

We will discuss:

- Seeing your role through the lens of Organization Development (OD)
- How leadership and management and are two invaluable sides of the same coin
- Two types of vision necessary to compel effective innovation
- Your ability and success communicating in ways that inspire others
- Actions you would like to implement back at work

**What are your best takeaways
from today's session?**

*Q: What is effective leadership
in the current climate?*

A. Navigating the sometimes mind-boggling interplay between:

- 1) Achieving results now,
- 2) Improving methods to meet future needs,
- 3) Doing so with a *workforce* comprised of people all over the spectrums of skill, awareness, willingness, ability, courage and desire.

Managing

**Processing
Information**

**Managing
Decisions**

Communicating

**Establishing
Direction**

**Aligning
People**

**Motivating &
Inspiring**

Leading

» **Managing**

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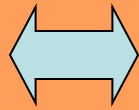
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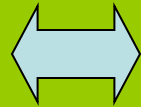
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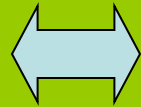
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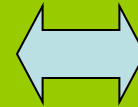
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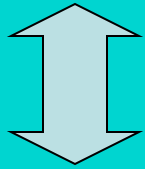
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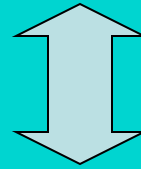
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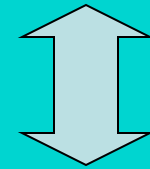
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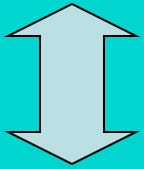
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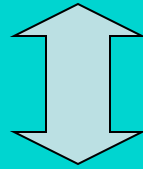
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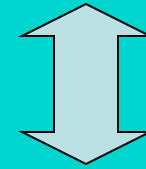
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$$\mathbf{D}_x \mathbf{V}_x \mathbf{FS} > \mathbf{R}$$

D _x **V** _x **FS** > **R**

Dissatisfaction with
how things are
currently going.

D _x **V** _x **FS** > **R**

*Expressed vision for
what is possible.*

D_x V_x FS > R

Success of the first
steps you implement.

Start Doing

Keep Doing

Stop Doing

A

A



A → B

A


B

A



B

A



B



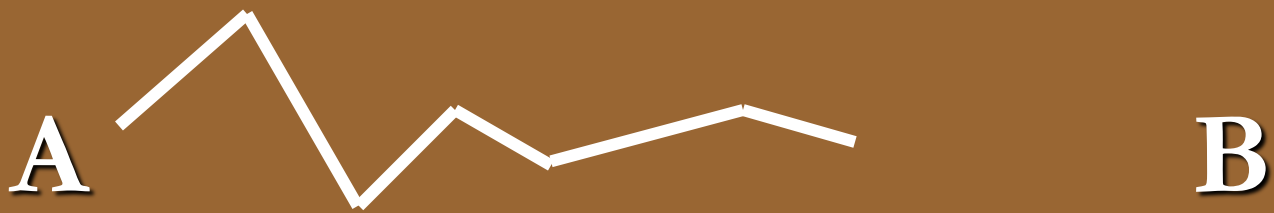


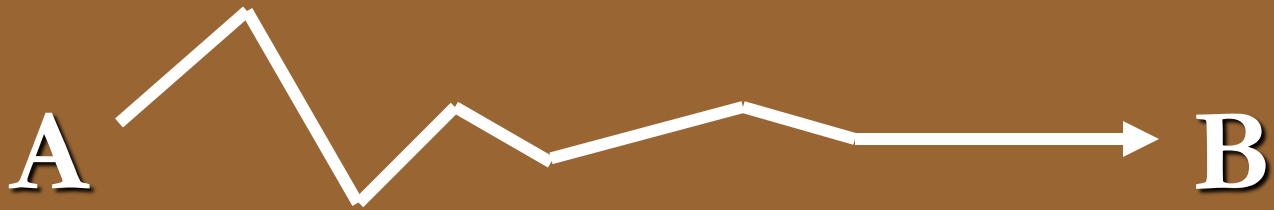
B



A

B





**You can force action,
but you can't force excellence.**

**Excellence takes engagement,
and ownership.**

Change Sponsor

Change Agent

Change Implementor

Level II – Executive Decides W/Input

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2. Solicits input in order to *guide* a decision.

Level II – Executive Decides W/Input

1. Checks reactions to *finalize* a decision.
2. Solicits input in order to *guide* a decision.

Line of Control:

100%	75 me	50/50	25 me	100%
Retained by me	25 them		75 them	Given to them

Driver

- **Wants results, status, control.**
- **Quick decision maker.**
- **Overcomes obstacles, uses personal power.**

Influencer

- **Wants connection, flexibility, energy.**
- **Driven communicator.**
- **Propels group dynamics, uses personal magnetism.**

Analytic

- **Wants methodology, process, detail.**
- **Comprehensive scrutinizer.**
- **Thinks through everything, uses breadth of intellect.**

Harmonizer

- **Wants safe environment, ease, productivity.**
- **Consummate doer.**
- **Takes difficulty in-stride, uses personal tenacity.**

Each speech act has at least one from each of the following -

1. Actions

2. Content

3. Paradigms

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- 2. Content**
- 3. Paradigms**

Each speech act has at least one from each of the following -

1. Actions: **MOVE, OPPOSE, FOLLOW, BYSTAND.**
2. Content: **POWER, MEANING, AFFECT.**
3. Paradigms

Each speech act has at least one from each of the following -

- 1. Actions: MOVE, OPPOSE, FOLLOW, BYSTAND.**
- 2. Content: POWER, MEANING, AFFECT.**
- 3. Paradigms: OPEN, CLOSED, RANDOM.**

Premise:

- 1) These can be learned and sequenced to set the direction of a conversation. Using the right speech act at the right moment can shift thinking or action for everyone in the room.

Premise:

- 2) Everyone has speech acts they use more frequently than others, but no one is exclusively a mover, opposer, follower, or bystander.

Premise:

- 3) These are descriptions of vocal actions. Change your vocal action and you can change how people perceive you. Change what people perceive and you will change how they respond with their own vocal acts.

1. Actions in conversations.

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You can make a **MOVE**: “**We need to spend less time in these meetings.**”

1. Actions in conversations.

You can **FOLLOW** someone else's move, by agreeing with it: **“Yes, I've been concerned about the same thing.”**

1. Actions in conversations.

You can **OPPOSE** the move, raising objections or trying to stop it: **“I don’t think that’s right. We need time to cover every topic on the agenda.”**

1. Actions in conversations.

You can **BYSTAND**, reflecting on the actions being made, without agreeing or disagreeing:
“Judy wants shorter meetings, Ralph wants to keep them the same length. What does everybody else think?”

Sequencing Example:

Bystand “I see how concerned you are about this decision, and the effects it’s having on the group.”

Follow..... “I think you have reason to be concerned.”

Move..... “It would be good to change our decision and address your concerns, but we can’t lose the momentum of the original plan either.”

Content in conversations.

AFFECT:

POWER:

MEANING:

Content in conversations.

AFFECT: Words of feeling, seeking an increase in connection and intimacy. **“This decision seems pretty heartless. I wonder how people will feel about it.”**

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Content in conversations.

AFFECT: Words of feeling, seeking an increase in connection and intimacy. **“This decision seems pretty heartless. I wonder how people will feel about it.”**

POWER: Words about getting things done, trying to increase competence or efficacy. **“Who’s going to make sure that there’s follow-through here?”**

MEANING:

Content in conversations.

AFFECT: Words of feeling, seeking an increase in connection and intimacy. **“This decision seems pretty heartless. I wonder how people will feel about it.”**

POWER: Words about getting things done, trying to increase competence or efficacy. **“Who’s going to make sure that there’s follow-through here?”**

MEANING: Words about truth and reasoning, also about content involving analytics and philosophy, with the goal of a higher understanding. **“It is critical that the results reflect our standards for accuracy.”**

One of the most common reasons for breakdowns in communication is when people are speaking in different domains.

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Paradigms in conversations.

OPEN: Consensual and unregulated until it hits a point of action, and then some authority, chosen by the group, decides.

CLOSED: Authority rests with position - the closer you are to the top of the hierarchy, the more authority you have.

RANDOM: Authority remains with those who take and use it, until it's checked by a restricting force.

According to Kantor's anecdotal evidence...

...skill in navigating these principles is the road to collective intelligence. When a team is capable of communicative competency, there is an exponential leap to effectiveness.

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READING THE ROOM

GROUP
DYNAMICS
for
COACHES
AND
LEADERS

DAVID KANTOR

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**What are your best takeaways
from today's session?**