

Leadership & Self-Awareness Program

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Columbia Law School Mediation Clinic

Welcome and Introductions

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Columbia Law School Mediation Clinic

Goals for the Day

- Understanding your **leadership style and approach**
- The importance of **self-awareness**

Breakout Room Discussion

What qualities do all great leaders possess?



What is Effective Leadership?

*“When we equate the powerful concept of leadership with the behaviors of one person, we are **limiting** the achievement of **broad-based participation by a community or a society.**”*

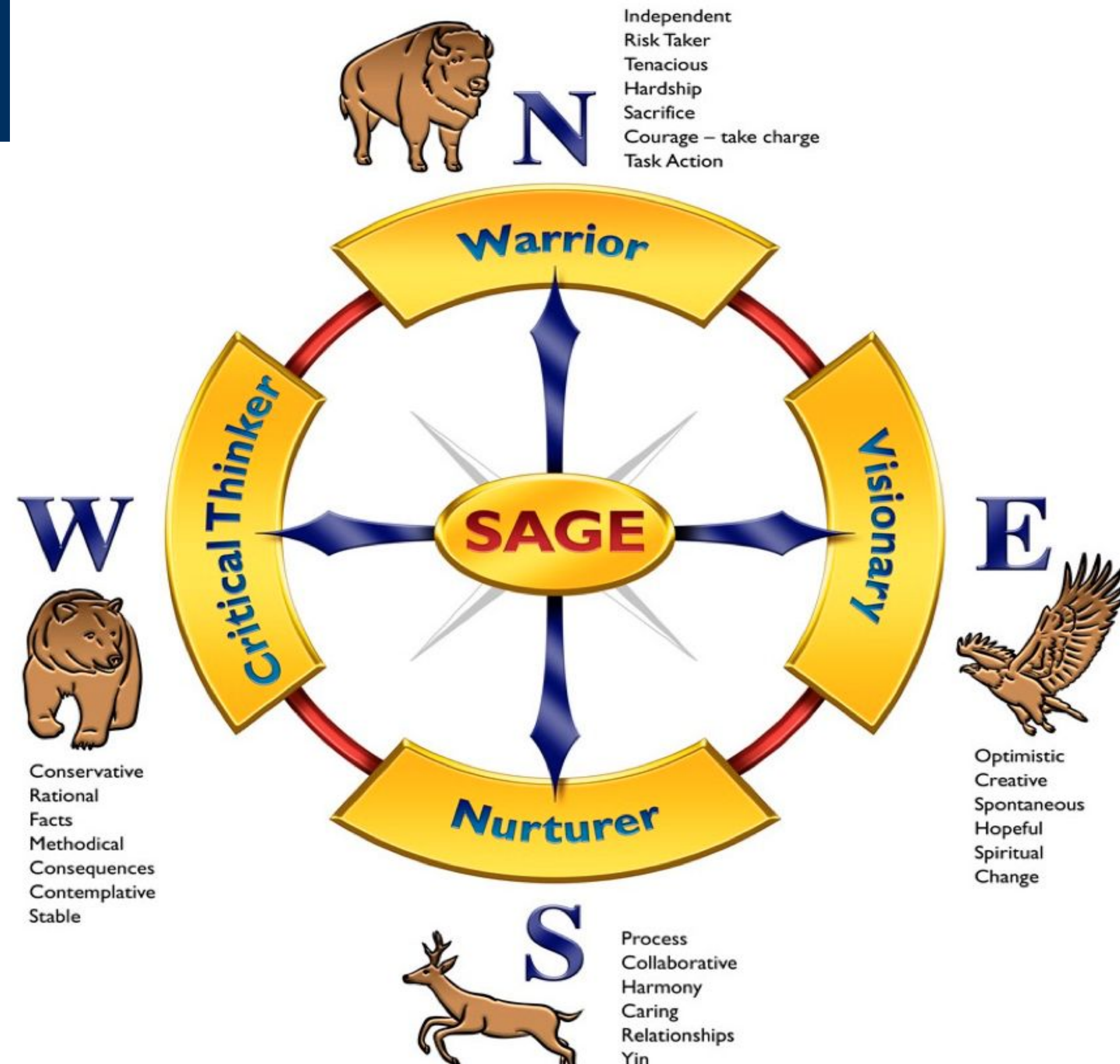
- Effective leadership goes beyond an individual leader—it denotes a shared responsibility to construct a collective purpose and take collective action.
- Effective leadership contributes to the development of continuous processes that are sustainable despite changes in individual “leaders.”

Leadership Styles

Traditional Views of Leadership

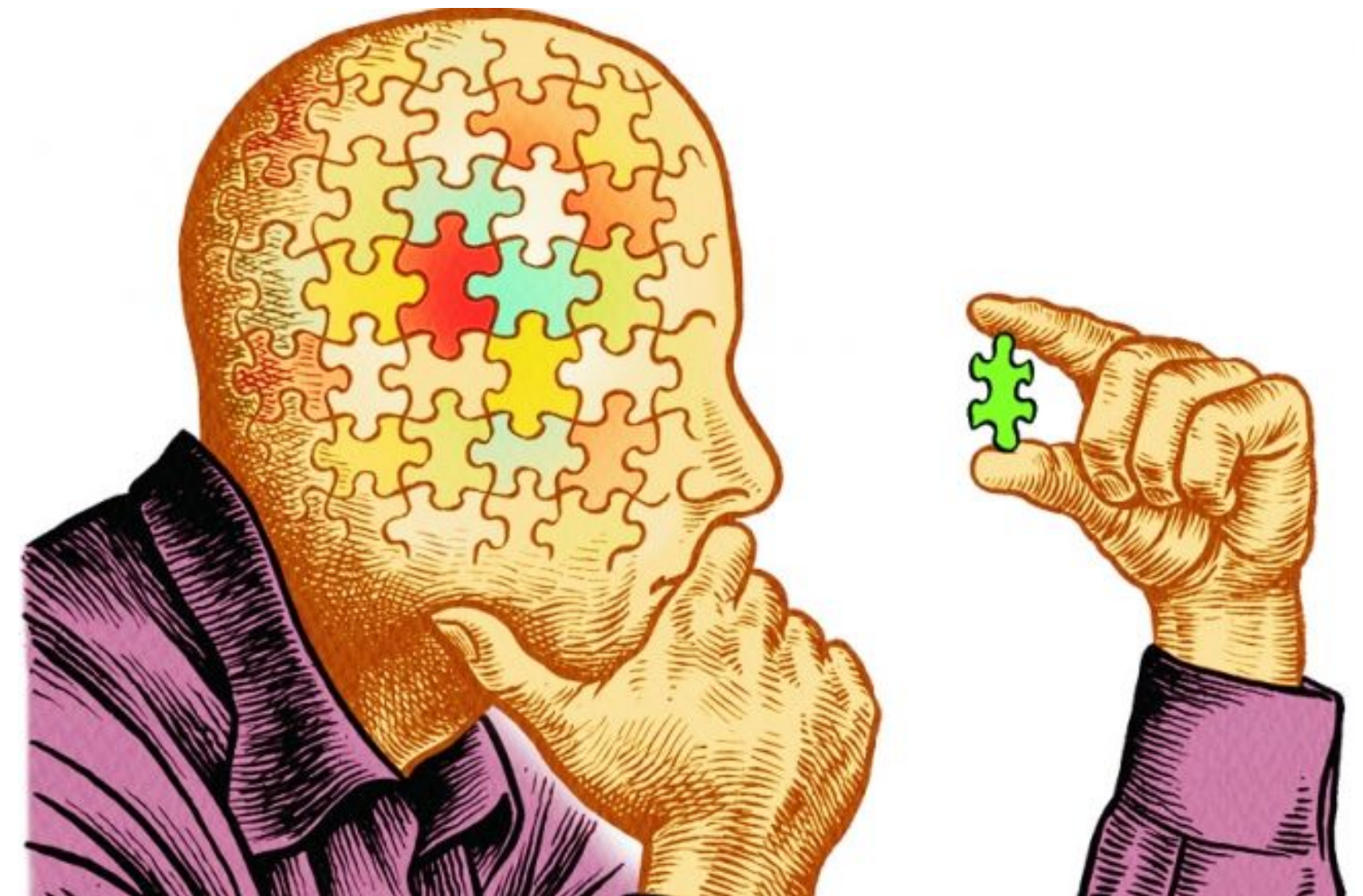
- Leadership is centered on an **individual** who embodies certain traits, such as:
 - Confidence and a positive attitude
 - Creativity and intuition
 - The ability to effectively communicate and delegate

Leadership Styles



Critical Thinker

- Apply facts and logic
- Considers consequences
- Looks from all sides



Warrior



- Speaks hard truths
- Holds their ground
- Takes action

Visionary

- Generates their vision
- Pursues their dreams
- Senses a path forward

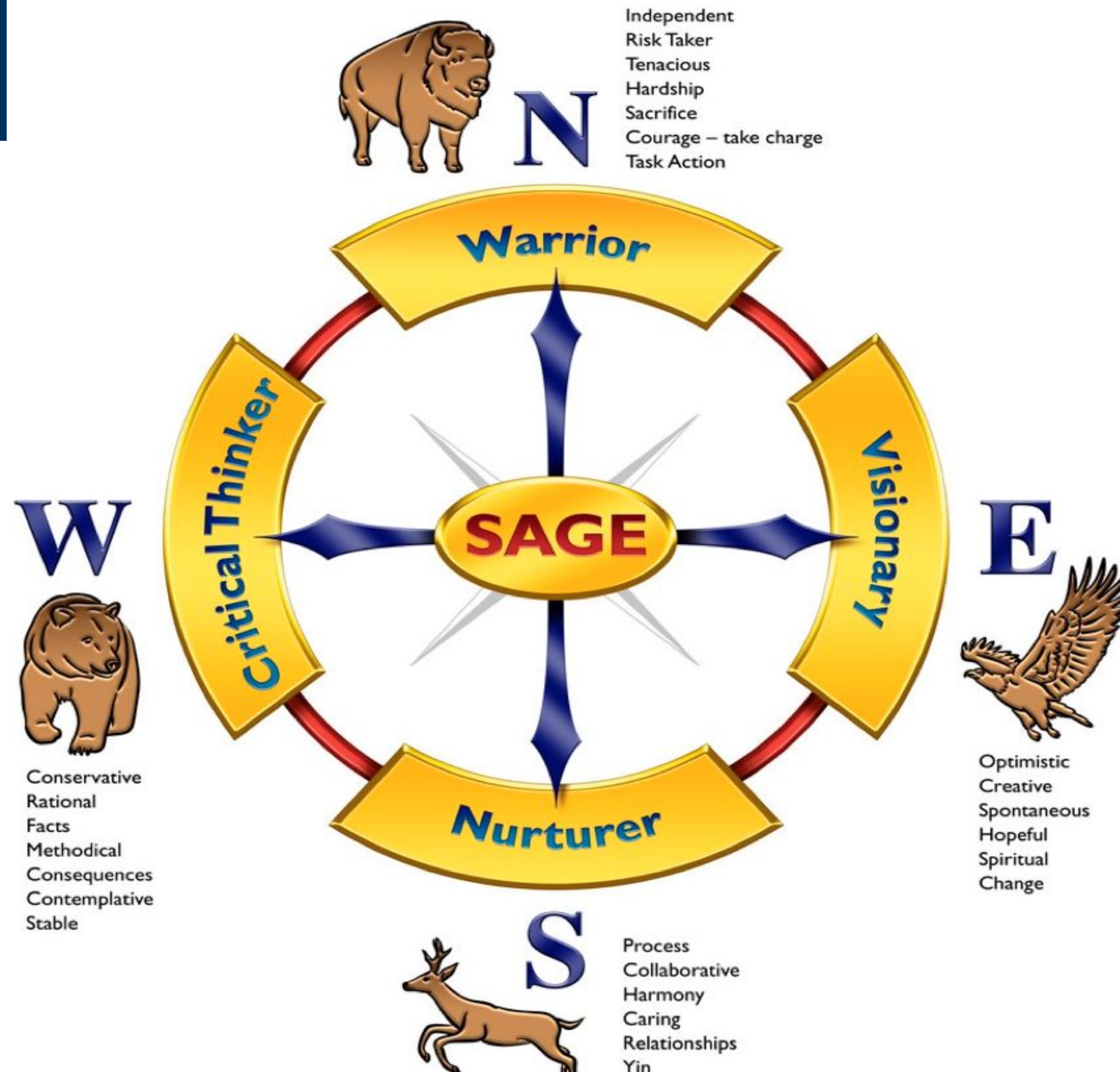


Nurturer

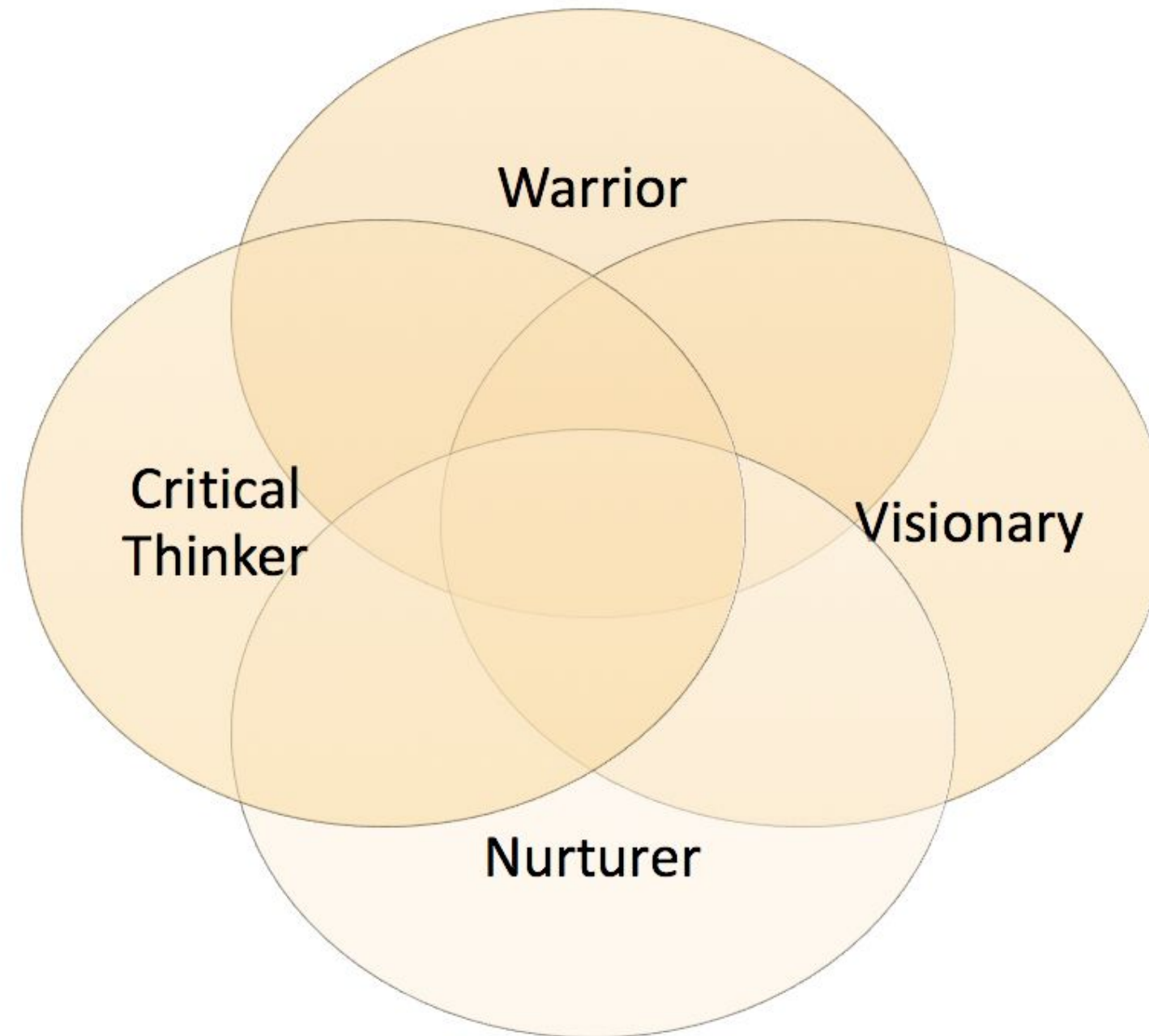


- Connects with emotions
- Builds and maintains trust
- Collaborates with others

Leadership Exercise



Leader



Leadership Approaches

Top-Down v. Bottom-Up

- **Top-Down Leadership:**
 - A few leaders in an organization make decisions and give orders for implementation.
- **Bottom-Up Leadership:**
 - The organization's leaders make decisions based on input from all members in the organization.
 - All members feel empowered to participate in decision-making processes.

Top Down

Top-Down: Atlanta Public Schools

- **2001:** The U.S. passes the No Child Left Behind Act, which conditions whether public schools receive funding on the scores students receive on standardized math and reading tests.
- Beverly Hall, the Atlanta Public Schools Superintendent, creates goals for Atlanta schools based on No Child Left Behind requirements, and threatens to fire any principal whose school does not meet its goals within 3 years.

“No exceptions and no excuses.”

Top-Down: Atlanta Public Schools

- Principals, out of fear for their jobs, placed enormous pressure on teachers to produce higher test scores.
- Student test scores began raising at rapid rates, drawing suspicion. By 2009, over 100 teachers and administrators in Atlanta schools are investigated for cheating on standardized tests by erasing students' wrong answers and replacing them with correct answers.
- 11 former Atlanta teachers and administrators are convicted of conspiring to tamper with students' test scores.

Top-Down: Atlanta Public Schools

- Write in the chat to share the following:
 - What pressures did administrators and teachers face when trying to meet top-down goals?
 - What might effective leadership look like here?
 - On the part of administrators?
 - On the part of teachers?
 - Other individuals?

Bottom Up

Bottom Up: PCMH Initiatives

- Two U.S. Hospitals were given a \$750,000 grant to implement patient-centered medical home (PCMH) reforms.
- In one hospital, medical assistants were included in attempting to change doctors' behaviors.
- The medical assistants suggested changes such as creating visual cues for the doctors, and framing compliance with the new protocols as helping the MAs.

Bottom Up: PCMH Initiatives

- After two years, the hospital implementing this bottom-up approach increased the adoption rate for PCMH practices from 6% to 65%.
- The hospital that did not adopt this approach remained flat from the initial 6%.

Bottom Up: PCMH Initiatives

- Write in the chat to share the following:
 - How does this bottom-up leadership differ from that of the Atlanta Public Schools?
 - In what ways could the Atlanta Public Schools have applied processes used by hospital staff?

What causes different leadership styles?

- Characteristics of different leaders
- Nature of relationships between leader and others
- Values and culture
- Goals
- Nature of issues that leaders deal with
- Social environment
- External actors or stakeholders
- Consequences

Leadership Exercises

Scenario 1

- You were recently appointed to lead a 5-person team for your organization's new initiative.
- You noticed during your last few team meetings that two people in your team have not actively participated in discussions. You have heard from other co-workers that they are both high-performing individuals and have consistently achieved good results.
- How do you address the situation?

Raise your hand or write in the chat how you would approach this situation.

Scenario 2

- Your organization has a **top-down** leadership style. They make decisions without soliciting or considering the views of people across the organization.
- As a mid-level manager, you have received numerous complaints from your coworkers about recent changes.
- How would you approach this situation, taking note of what leadership style(s) you exhibit and what style(s) your peers exhibit?

Raise your hand or write in the chat how you would approach this situation.

Self Awareness

Self-Awareness



Self-Awareness and Leadership

- **Why** is self-awareness important for leadership?
- **Where** have you seen this link demonstrated in real life?

Self-Awareness and Leadership

- **Confidence**
- **Better decision making**
- **Stronger relationships**
- **Effective Communication**



Internal Self-Awareness

- **How clearly we see our own:**
 - Values
 - Passions
 - Aspirations
 - Impact on others



External Self-Awareness

- **Our understanding of how others see our:**
 - Values
 - Passions
 - Aspirations
 - Impact on others



Lack of External Self-Awareness



- **Can cause:**

- Anxiety
- Stress
- Depression

*What Self-awareness really is – Dr. Tasha Eurich, Harvard Business Review

Leadership & Self-Awareness

| Low External Self-Awareness | | High External Self-Awareness | |
|------------------------------|--|------------------------------|---|
| High Internal Self-Awareness | INTROSPECTORS They're clear on who they are but <u>don't challenge their own views</u> or search for blind spots by getting feedback from others. This can harm their relationships and limit their success | | AWARE They know who they are , what they want to accomplish, <u>and seek out and value others' opinions</u> . This is where true leaders begin to fully realize the true benefits of self-awareness. |
| | SEEKERS They don't yet know who they are , what they stand for, or how their team see them. As a result, they might feel stuck or frustrated with their performance and relationships. | | PLEASER They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their |

Self-Awareness and Feedback

- **How to ask for feedback**

- Open questions
- Ask for honesty
- Listen to learn
- Ask clarifying questions



Self-Awareness and Introspection

- Focus on the **big picture**
- Self reflection **does not come naturally**

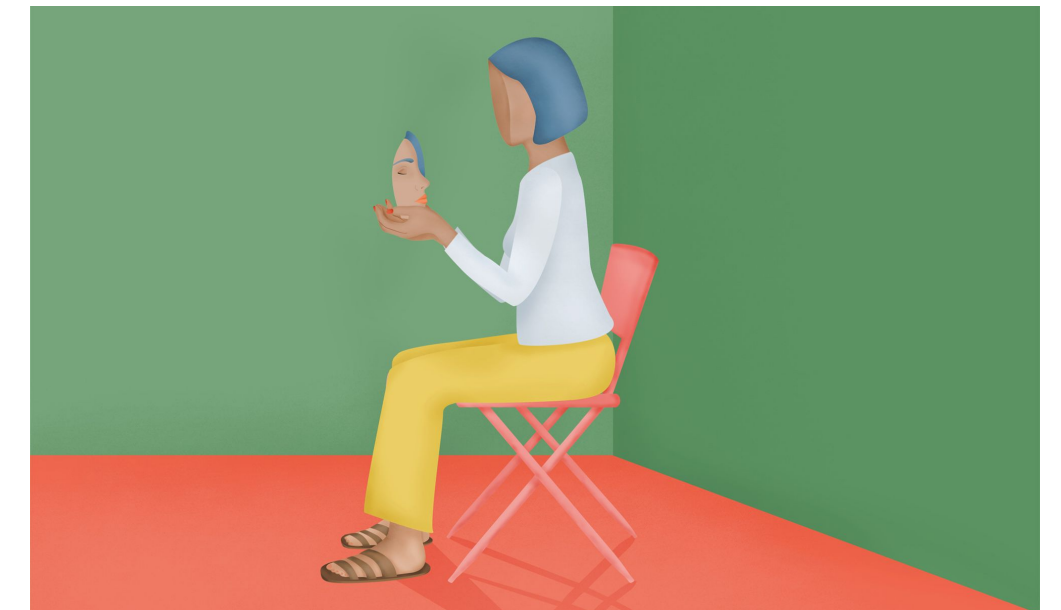
*Get on the Balcony, Ronald Heifetz and Marty Linsky (Harvard Business Press, 2002)



Self-Awareness and Introspection

Introspection doesn't always improve self-awareness

- Try asking “What” instead of “Why”
 - Too much emphasis on “why” in introspection can introduce negative thoughts
- Instead of “why do I feel so terrible?,” try asking , “what are the situations that make me feel terrible, and what do they have in common?”



Self-Awareness: State of Mind & Body

Observe your reaction to stressful situations



*Somatic Practice: A Path to mastery for 21st Century Leaders by Jen Cohen, Mobius Executive Leadership

Cultural Intelligence

Cultural Intelligence

- Cultural intelligence: the ability to **adapt** to people from different cultural regions.
- Requires both internal and external self-awareness.



3 Components of Cultural Intelligence

1. **Cognitive:** the head
2. **Physical:** the body
3. **Emotional:** the emotions



Cognitive Cultural Intelligence

- Learn the **beliefs, customs, taboos** of other cultures.
- Devise **learning strategies** to identify clues and commonalities about other cultures.
- Does not prepare a person for every situation that arises or prevent all gaffes.

Physical Cultural Intelligence

- When one's actions show active adaptation to another culture.
- Adopting other people's habits and mannerisms, and eventually connecting in a very direct and elemental way.
 - E.g. how you shake hands



Emotional Cultural Intelligence

- Requires the **resilience** and **perseverance** necessary to overcome obstacles and setbacks that naturally come with adapting to a new culture.
- Using ECI helps with staying **motivated** in the long term goal of becoming familiar with a new set of values.



Why Cultural Intelligence?

Culture can influence orientations to conflict and negotiation.

- 10 factors often influenced by culture in negotiation:*
 - Negotiating goals
 - Attitudes to the negotiating process
 - Personal styles
 - Styles of communication
 - Time sensitivity
 - Emotionalism
 - Agreement form
 - Agreement building process
 - Negotiating team organization
 - Risk taking
- Cultural barriers to conflict:
 - Lack of comprehension
 - Inappropriate affect

Active Listening

The Value of Active Listening

- In a recent poll, 91% of workers across the US identified 'communication issues' as a pain point with their bosses
- In another survey, "doesn't listen" was the second most common complaint
- Active listening goes beyond just hearing
- The overarching principle, is to listen to understand



Question: What are ways to demonstrate you are listening?

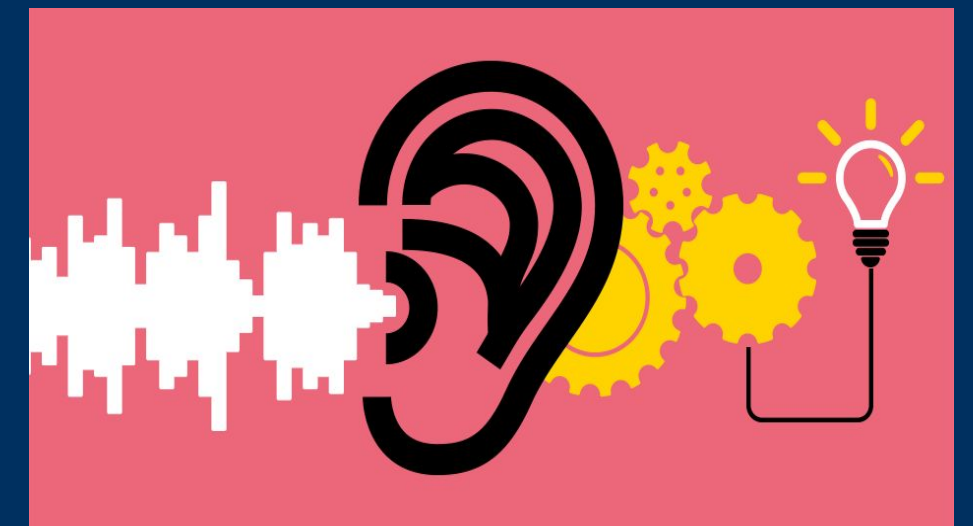
Active Listening

- **Non-Verbal**

- Stop talking
- Make eye contact
- Think about posture/facial expression

- **Verbal**

- Ask clarifying questions
- Acknowledge what is being said
- Acknowledge feelings



Active Listening: Verbal

- **Verbal**

- As individuals discuss their conflicts, summarize:

- **Facts**
- **Feelings**
- **Issues**
- **Interests**



Facts and Feelings

Facts: The “*what*”

- Attention to detail
- Take notes
- Allow the other person to tell their story

Feelings: The *emotions* underlying the “*what*”

- Could be feelings:
 - Experienced by parties and those affected
 - That the negotiation invokes



Issues and Interests

Issue: A point of *tension* in need of *resolution*

- Five Types of Issues:
 - Control over resources
 - Preferences and nuisances
 - Values
 - Beliefs
 - The nature of the relationship between the parties

Interest: The *need represented* by an issue or position.

- Basic Needs:
 - Economic
 - Social
 - Psychological
 - Legal
 - Political
 - Moral/Ethical



Facts, Feelings, Issues and Interests

“Your President said she would implement a cease-fire but then did not follow through with that assurance. How can I trust you if your government says one thing but does another?”

Facts, Issues, Feelings and Interests

Facts: The President said she would implement a cease-fire but this did not occur

Feelings: Disrespected, angry, afraid, confused, violated

Issues: Communication, trust

Interests: Honesty, reliability, good relations, trust, respect

Conclusion and Thanks

We hope that you will leave this workshop with an understanding of the importance of:

- **Self awareness**
- **Leadership styles and approaches**



QUESTIONS?

STAY IN TOUCH!



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Unleash Inst