Leadership & Self-Awareness Program

November 17, 2021
Columbia Law School Mediation Clinic
Welcome and Introductions

Professor Alex Carter
Director, Columbia Law School Mediation Clinic

David Alexander, Ben Childress, Emily Dennan, Daimiris Garcia, Parker Hasler, Paul Riley, Aita Seck
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

Warrior
- Independent
- Risk Taker
- Tenacious
- Hardship
- Sacrifice
- Courage – take charge
- Task Action

Critical Thinker
- Conservative
- Rational
- Facts
- Methodical
- Consequences
- Contemplative
- Stable

Nurturer
- Optimistic
- Creative
- Spontaneous
- Hopeful
- Spiritual
- Change

Visionary
- Process
- Collaborative
- Harmony
- Caring
- Relationships
- Stability
Critical Thinker

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

© Mobius – Executive Leadership
Warrior

- Speaks hard truths
- Holds their ground
- Takes action
Visionary

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

© Mobius – Executive Leadership
Nurturer

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

N
Independent
Risk Taker
Tenacious
Hardship
Sacrifice
Courage – take charge
Task Action

W
Warrior

Critical Thinker

Conservative
Rational
Facts
Methodical
Consequences
Contemplative
Stable

S
SAGE

Visionary

Optimistic
Creative
Spontaneous
Hopeful
Spiritual
Change

E
Nurturer

Process
Collaborative
Harmony
Caring
Relationships
Stable
Leader

Warrior

Critical Thinker

Visionary

Nurturer
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
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
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%.
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

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

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

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

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

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

- Can cause:
  - Anxiety
  - Stress
  - Depression

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

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

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?”

*What Self-awareness really is – Dr. Tasha Eurich, Harvard Business Review*
Observe your reaction to stressful situations

- **Fight**
- **Flee**
- **Freeze**
- **Flock**

*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**.

![Image of flowers in a dry environment]
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

*Ten Ways that Culture Affects Negotiating Style: Some Survey Results, Jeswald W. Salacuse (1998)
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
“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: 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!

Alexandra Carter
@alexandrabcarter
https://alexcarterasks.com

ALEXANDRA CARTER
CLINICAL PROFESSOR OF LAW &
THE DIRECTOR OF THE MEDIATION CLINIC
AT COLUMBIA LAW SCHOOL