

ESD.801

Leadership Development

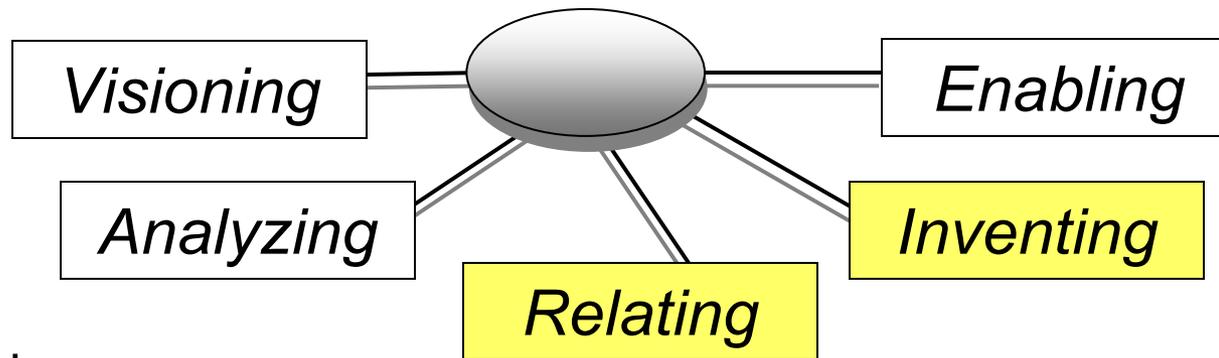
Technology Policy Program
Session 2



Design

- Welcome and overview
- Dialogue on leadership skills essays
- Relating: Negotiations skills and communication skills – an interest- based approach
- Relating: “The Training Conflict” exercise
- Relating: Group facilitation
- Dealing with difficult people
- Inventing: “SofTouch, Inc.” exercise
- Concluding dialogue
- Adjourn

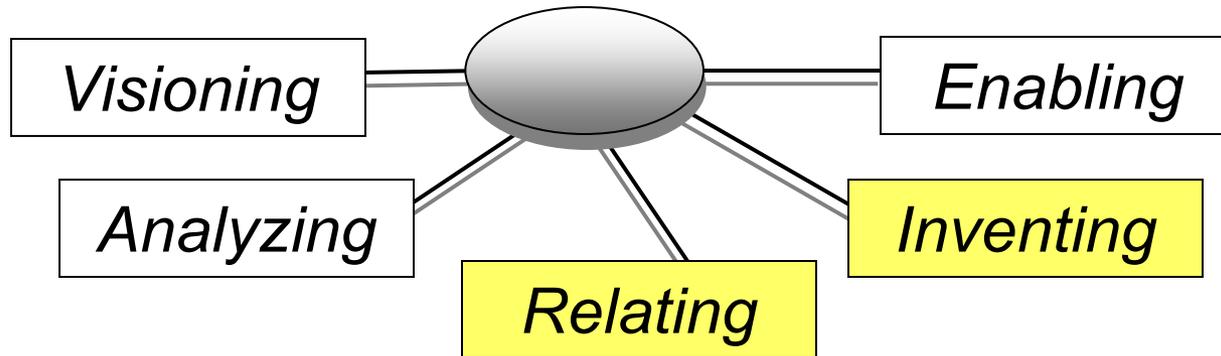
Five Core Leadership Capabilities



- Visioning
 - ◆ **Fostering individual and collective aspiration toward a shared vision**
- Analyzing
 - ◆ **Sense-making and strategic planning in complex and conflictual settings**
- Relating
 - ◆ **Building relationships and negotiating change across multiple stakeholders**
- Inventing
 - ◆ **Inventing new ways of working together – social and technical systems**
- Enabling
 - ◆ **Ensuring the tools and resources to implement and sustain the shared visions**

Adapted from: Distributed Leadership Workshop Group, Deborah Ancona, Tom Malone, Wanda Orlikowski, Peter Senge

Leadership “Disconnects”



- Imposed vision
- Acting on assumptions – not data
- Discounting or disregarding key stakeholders
- If it's not broke, why change?
- Forced internal competition for resources

Common negotiations situations

- In small groups:
 - ◆ Identify common negotiations situations that you might encounter on the job
- As a full group:
 - ◆ List 5-7 examples of common negotiations situations

Traditional negotiations

- Overstate your opening position
- Always have a fall-back position
- Commit to your position early and publicly
- If you are a group, always use a single spokesperson
- Give as little as possible for what you get
- Never bargain against yourself
- Mobilize support from your constituents
- Exploit weaknesses in the other side
- An agreement reluctantly accepted is a sign of success

Comparing interest-based bargaining and positional bargaining

Positional Bargaining: A Limited Range for Negotiation and an Even Smaller Zone for Agreement

One Side's
Opening Position

Other Side's
Opening Position

**Many Underlying
Interests → A Broad
Range of Options**

**Interest-Based
Bargaining: A Broad
Range of Options
Increases the
Likelihood of a Mutual
Gains Agreement**

Interested-based communications

Here are two statements -- which is positional and which is interest-based?

Statement A: *We are implementing a new quality initiative and we expect that this Work Group will fully participate*

Statement B: *We are implementing a new quality initiative, which is part of ISO 9000:2000. We know that Work Groups are essential to any quality initiative – so we really want your full participation. Also, active Work Group participation in ISO 9000:2000 will send an important signal to our customers. What can we do to work together on this issue?*

What do you notice when you compare the statements?

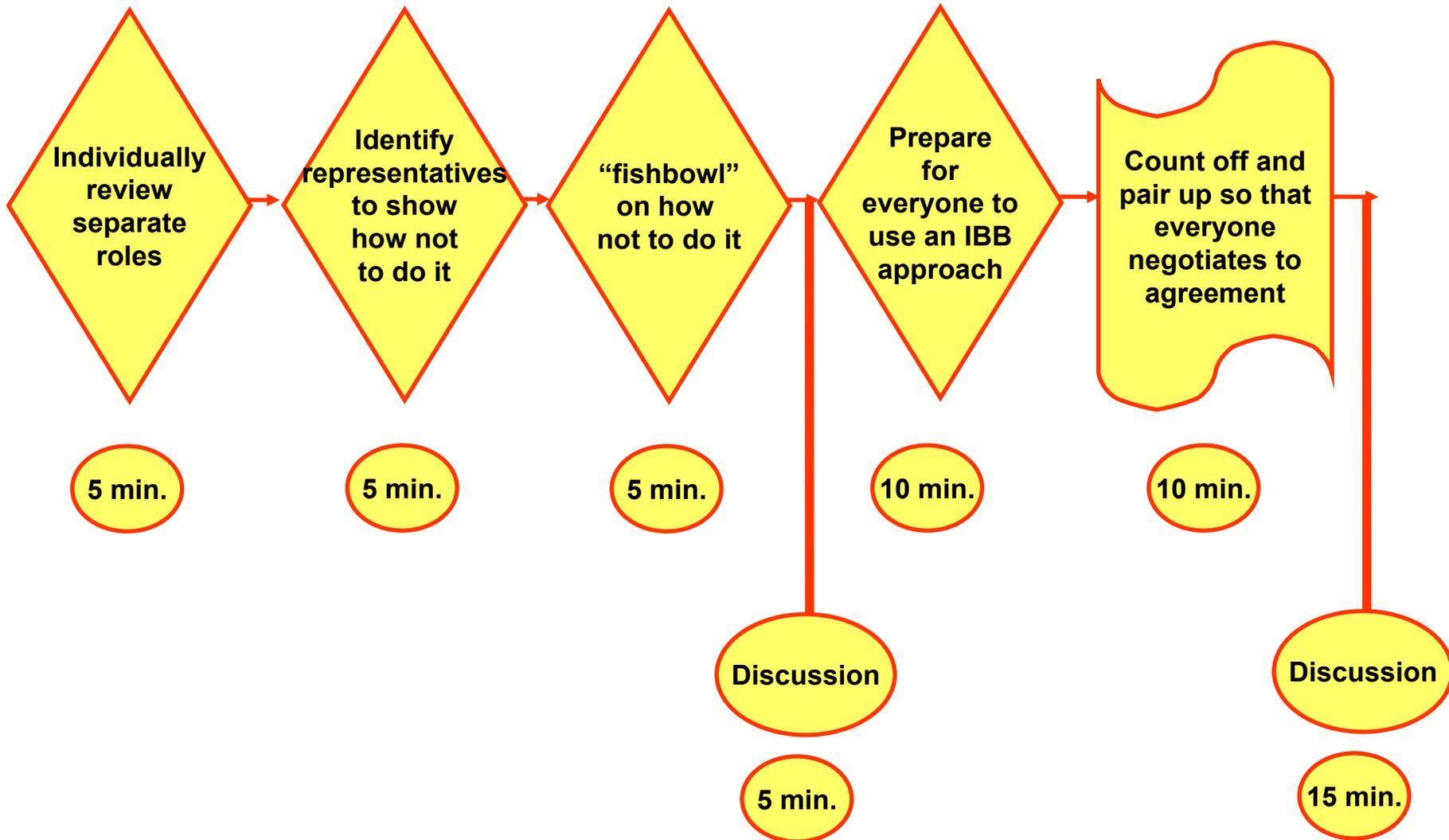
Checking the message

- Step 1: Agree to check the message
- Step 2: Reflect what was heard
- Step 3: Ask if accurate
 - *If yes, proceed*
 - *If no, ask again*
- Exercise: Turn to your neighbor. State your hopes or fears about an upcoming negotiation. The neighbor follows the three steps. Reverse roles.

Simulation ground rules

- Take your role seriously
 - ◆ *From now on, during the simulation, this is who you are*
- Support others as they play their role
 - ◆ *Recognize that this is easier for some than others and that people may be experimenting with new skills or approaches*
- You may invent additional, consistent information
 - ◆ *Provided, of course, that it doesn't give you an unfair advantage*
- If you finish any phase early, use the remaining time to debrief with your partner

Simulation process



Simplified Issue analysis worksheet

Issue: _____

Union's Interests: What is important to the union on this issue?

_____	_____
_____	_____
_____	_____

Management's Interests: What is important to management on this issue?

_____	_____
_____	_____
_____	_____

Options: What are some options to consider on this issue?

_____	_____
_____	_____
_____	_____
_____	_____

Lessons from the simulation

- Prepare (assess interests) to avoid positional bargaining
- Build on interests (yours/others) to generate options
- Create value through information exchange
- Don't "cut a deal" too soon -- you may cut off better options

Role of a Facilitator

- Establish group process and your role
 - ◆ Problem solving model; Process improvement model; Process mapping process; Strategic planning process; Learning dialogue; etc.
- Clarify desired outcome, time boundaries, resources and other considerations
- Monitor time/progress with group process
- Surface underlying interests – avoid positional traps
- Ensure balanced contributions
- Carefully distinguish your contributions on substance from your process role
- Use flip charts or other visual display tools as appropriate
- Mediate disputes where appropriate
- Challenge/error proof superficial agreements
- Adjust role with increased group capability
- Appreciate all contributions and collective effort

Brainstorming skills

■ **Definition:**

- ◆ A process for generating new ideas by drawing on collective wisdom and synergy in a group

■ **Logistics:**

- ◆ Identify a recorder and facilitator (can be the same person)
- ◆ Clarify the issue or question
- ◆ If appropriate, first generate ideas individually on paper
- ◆ Cluster before you prioritize (which is part of phase IV – focusing)

■ **Process:**

- ◆ Begin recording ideas from the group -- sequentially or otherwise
- ◆ Encourage “piggy-backing” and “wild or crazy” ideas
- ◆ Discourage criticism or judgmental comments
- ◆ Push past “the pause”

Brainstorming Exercise

- Your research organization that has been asked to identify potential high-leverage options in order to evaluate the impact of the Kyoto Treaty
 - ◆ Note: The Kyoto Treaty involves an agreement among 26 industrialized nations to reduce greenhouse gas emissions. Less industrialized nations have not reached specific agreements on target levels, but have agreed to make progress towards that capability. Importantly, the United States chose not to sign this Treaty even though virtually all other major industrialized nations did so.
- Individually list your ideas about high leverage research strategies to assess the impact of the Kyoto Treaty
 - ◆ Select what you consider to be your two best ideas
- Form small groups of 4-5 people
 - ◆ Rotate each member of the group in the facilitator / recorder role, collecting ideas from the group
 - ◆ The goal is to generate the maximum number of options
 - ◆ Use “dots” to prioritize the ideas – be prepared to report out on your top priority items

Dealing With Difficult People

- Lessons from “Getting Past No – Negotiating Your Way from Confrontation to Cooperation” by William Ury (Bantam, 1991):
 - ◆ Don’t React: *Go to the Balcony*
 - ◆ Don’t Argue: *Step to Their Side*
 - ◆ Don’t Reject: *Reframe*
 - ◆ Don’t Push: *Build a Golden Bridge*
 - ◆ Don’t Escalate: *Use Power to Educate*

Dealing With Difficult People

Planned confrontations:

- Planned confrontations – you know you have a difficult issue coming up
- Plan a statement that does three things:
 - ◆ 1. Describe what is occurring – the problem
 - ◆ 2. Note how it affects you -- Your interests/concerns
 - ◆ 3. Identify the consequences
- This is sometimes referred to as the opposite of a “you” message that just accuses people – an “I” message that includes your own interests or concerns
- Think through an upcoming confrontation and note all three elements on a piece of paper.
- What would happen if you left any one element out?

Dealing with Difficult People

Unplanned confrontations:

- You are suddenly in a difficult situation where you have a difficult message to deliver
- Avoid the trap of delivering an accusatory “you” message – “you did this. . .” “How could you . . .”
- Alternative approach:
 - ◆ Sort out the facts – assess who is involved and what is at stake
 - ◆ Anticipate active listening before delivering the confrontation – to fully understand what is at stake and to open up communication
 - ◆ Then delivery all three elements of the message:
 1. Describe what is occurring – the problem
 2. Note how it affects you –Your interests/concerns – “I am in a bind here. . .” “I feel . . .”
 3. Identify the consequences
- What are examples on unplanned confrontations you have had to deliver?

SofTouch, Inc.

- Each team is to design and manufacture shipping cartons per the customer specifications listed below.
- The following functions should be represented on each team:
 - ◆ Design Engineering
 - ◆ Purchasing and Finance
 - ◆ Manufacturing
 - ◆ Quality Control
- Customer Requirements:
 - ◆ 3 shipping cartons, each containing 1 egg (uncooked) capable of dropping 8 feet to a hard surface without breaking the egg.
- Sales Price: \$5,000 each
- Delivery Date: 1 hour
- Bonus: 10% for any suitable cartons delivered in 55 minutes or less

Materials List and Additional Notes

■ Materials List

- ◆ egg (if broken) \$500 each
- ◆ cardboard (min. order quantity = 1 folder or 216 sq. in.) \$10/sq. in.
- ◆ stuffing (paper towels) \$100/sheet
- ◆ tape \$75/inch
- ◆ staples (min. order quantity = 10) \$50 each
- ◆ paper clips \$10 each
- ◆ rubber bands \$100 each

■ Additional Notes:

- ◆ Immediately following the delivery date, all cartons will be tested.
- ◆ Each team is responsible for keeping track of and reporting all revenues and expenses.

Cost Tracking Worksheet

**Total
Quantity
Purchased:**

**Cost
of Items
Purchased:**

_____ egg (if broken) . . . @\$500 each

\$_____

_____ cardboard (min. order = 1 folder or 216 sq. in.) . . . @\$10/sq. in.

\$_____

_____ stuffing (paper towels) . . . @\$100/sheet

\$_____

_____ tape . . . @\$75/inch

\$_____

_____ staples (min. order quantity = 10) . . . @\$50 each

\$_____

_____ paper clips . . . @\$10 each

\$_____

_____ rubber bands . . . @\$100 each

\$_____

Total Design and Production Cost: \$_____

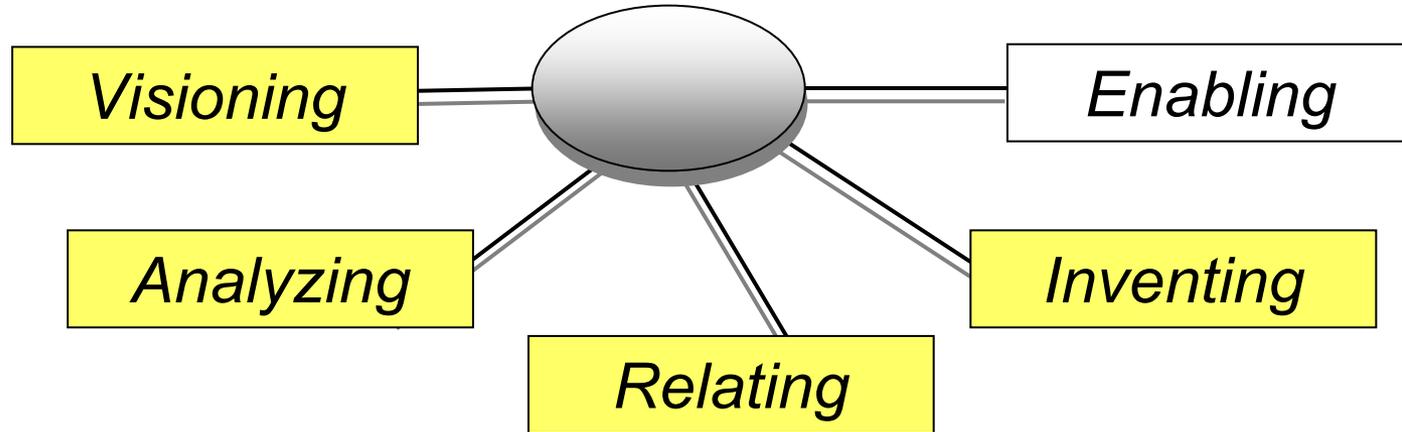
Process Check

Take a few minutes to review how your team is functioning. What mid-course corrections should you make?

Lessons Learned

- Lessons about the product design process
- Lessons about creativity and team work
- Lessons leadership and small group dynamics

Concluding Comments



Summary to date:

Technology leader vision

Strategic planning

Negotiating “the rules of the game”

Individual leadership skills

Negotiations and conflict resolution skills

Dealing with difficult people

SofTouch, Inc. design teams

Next Steps

■ Second Assignment

- ◆ One-page analysis of applications from first session or either day of this session
- ◆ Format:
 - ◆ Principle, skill or concept to be applied
 - ◆ Situation
 - ◆ Analysis of lessons learned

■ Others

- ◆ Cross-cultural negotiations
- ◆ Alumni leadership panel
- ◆ Multi-cultural pot luck lunch