

EMERGE Public Leadership Performance Platform

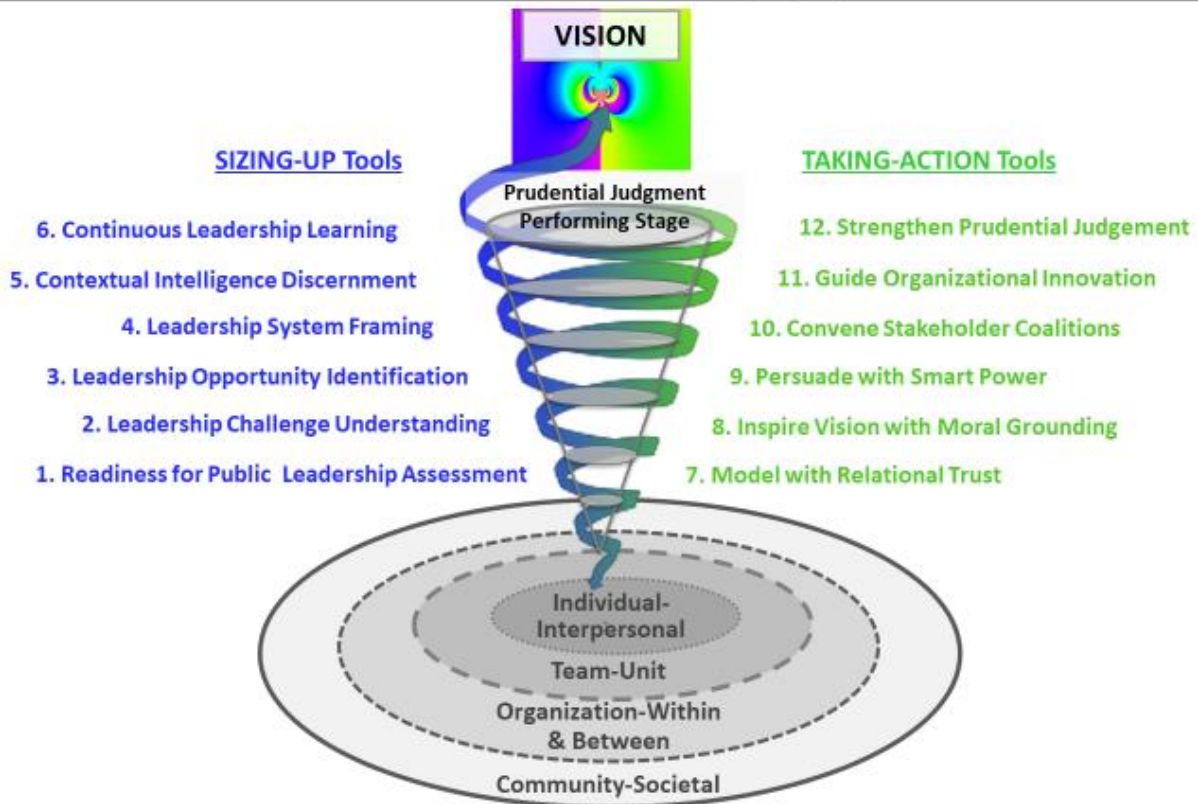
Leader Practices and Tools for Sizing-Up and Taking-Action on Wicked Challenges

by

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THE PERFORMING STAGE FOR PRUDENTIAL JUDGMENT: EMERGE as a Multifaceted Recursive Process Employing Leader-Follower Tools



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Chapter I: Introduction

“He that would perfect his work must first sharpen his tools.”
Confucius, in "Analects", 551-479 BCE

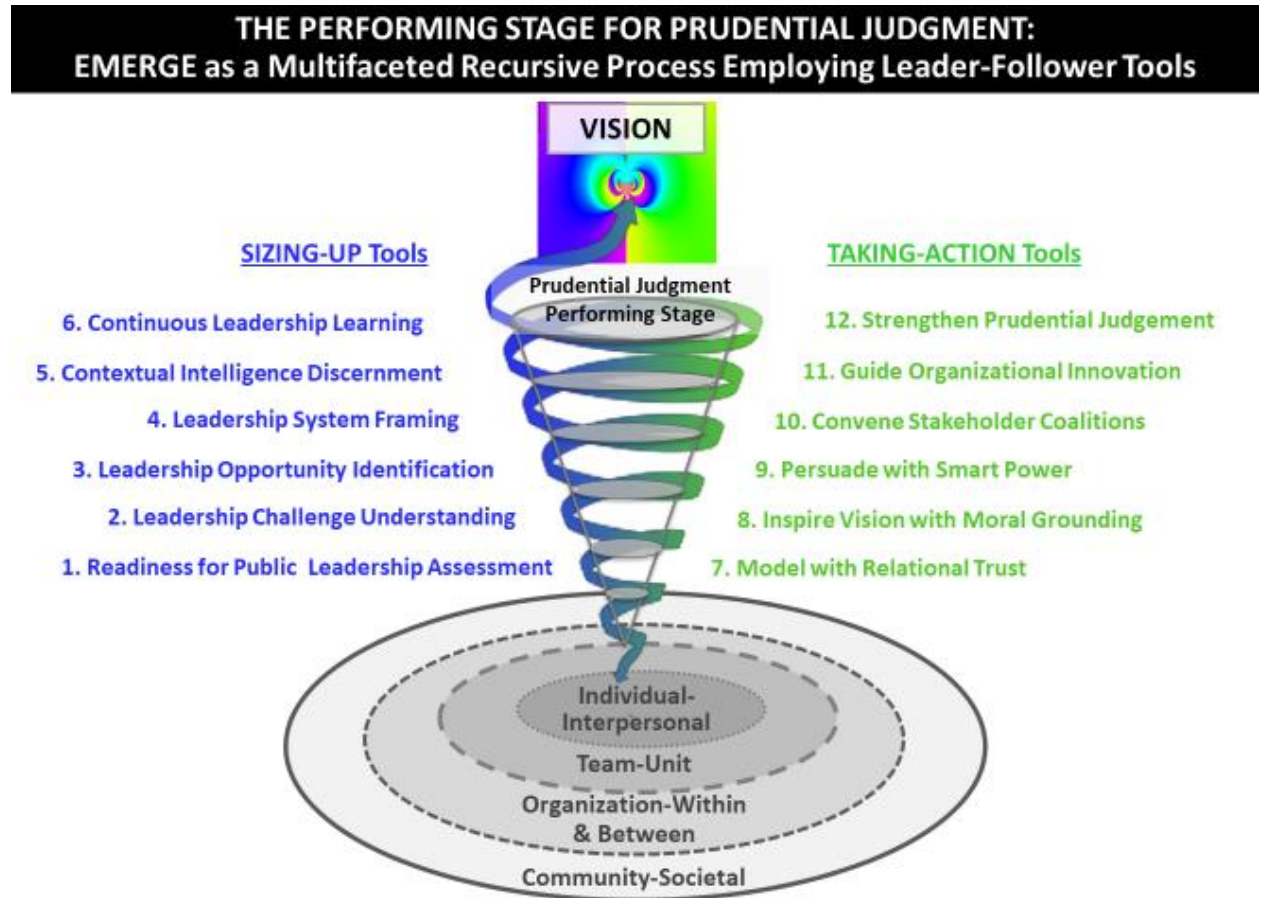
The opening epigram captures the purpose of the EMERGE Public Leadership Performance Platform. We call our public leadership performance platform EMERGE for two reasons. First, our platform takes into account the complex and emergent nature of an increasing array of leadership challenges and issues. Some challenges are rather simple and take us linearly from point A to point B, much like a team of well-coordinated snowplows clearing snow from the interstates during a massive winter storm. Other challenges take us in circles, like unpredictable cyclones moving across the landscape. Second, EMERGE calls attention to the evolving nature of complex settings within which leaders do their work. These settings increasingly require working with partners across organizational, jurisdictional, and sectoral boundaries in the private, nonprofit, and public sectors. Even when there are high levels of synchronous cooperation, the challenges themselves may be in a dynamic state of flux.

The conceptual foundation for the EMERGE Public Leadership Performance Platform is detailed in New Public Leadership: Making a Difference from Where We Sit, a publication co-authored by Professors Douglas Morgan, Craig Shinn and Marcus Ingle of Portland State University. This publication arises from the authors’ participation in three sets of activities. First, Morgan, Shinn and Ingle have designed and delivered leadership development programs for a variety of federal, state and local agencies in the United States and in several foreign countries in Southeastern Asia (Vietnam, China, Korea, and Japan). Second, they have undertaken numerous research projects in an attempt to better understand the challenges faced by leaders at various levels of public sector organizational structures and the necessary conditions for success. Finally, they have had the opportunity to refine and test much of the foundational material for this Platform in the design of curriculum and teaching courses to students in the Portland State University Executive Masters of Public Administration (EMPA) program. These three activities have surfaced a common set of questions that the EMERGE Public Leadership Performance Platform seeks to answer: How can all public officials lead more effectively and ethically from where they sit? How can leaders be successful in addressing increasingly wicked challenges, which by definition have no solution? How can leaders sort and order different kinds of challenges so they can match them with the appropriate leadership mindsets and tools? This Platform is dedicated to answering these questions by providing you with the public leadership practices and tools needed to be successful.

We call this document a platform for good reason. We view successful public leadership performance as a process that integrates multiple leadership practices in a dynamic work setting for advancing the common good. Choosing the right combination of practices requires wise (or prudential) judgment. “Doing wise leadership”, like doing most all clinical practices, gets better through application, through trial and error. Our metaphor for the space where prudential judgment is nurtured is the public leadership “performing stage”, e.g. a platform, in the context of public organizations and institutions. The performing stage is the place where leaders and followers come together to engage in “sizing up” and “taking action” practices woven together through continuous reflection and learning. As leaders and followers address challenges that are

characterized by wickedness, they not only have positive impact on the common good but concurrently enhance their prudential judgement. The EMERGE Public Leadership Performance Platform for enhancing the prudential judgement of public leaders is displayed in Exhibit 1.0.

Exhibit 1.0



The EMERGE Public Leadership Performance Platform includes a set of twelve practices and facilitative tools for sizing up the context and taking action as a public leader. Exhibit 1.1 overviews this Platform.

Exhibit 1.1

**EMERGE Public Leadership Performance Platform:
Performance Stage Dimensions by Core Practices and Tools**

Performance Stage Dimension: Sizing Up Leadership Challenges and Opportunities	
Leadership Practices	EMERGE Leadership Tools and Descriptions
<p>Practice One: Develop Awareness of One’s Readiness for Public Leadership</p>	<p><u>1: Readiness for Public Leadership Assessment</u> This tool enables individuals to become more aware of their pre-disposition toward effective and ethical public leadership in the contemporary era. Pre-disposition for public leadership is assessed along three interrelated dimensions: motivation to serve the common good; alignment of personal values with public values; and readiness to embrace change.</p>
<p>Practice Two: Know the Nature of a Wicked Leadership Challenge</p>	<p><u>2: Leadership Challenge Understanding</u> This tool assists prospective leaders along with interested others to identify and understand the characteristics of a wicked leadership challenge including the degree of a challenge’s wickedness and the salient elements of its historical evolution.</p>
<p>Practice Three: Identify a Practical Leadership Opportunity that Addresses a Wicked Challenge</p>	<p><u>3: Leadership Opportunity Identification</u> This tool enables leaders -- in collaboration with followers -- to frame an initial, multi-faceted leadership opportunity that both responds to the wickedness of a defined challenge and contributes through a multifaceted action strategy to an initial vision of an improved state of the common good at some specified time in the future.</p>
<p>Practice Four: Frame the Key Dimensions of the Multifaceted Leadership Opportunity</p>	<p><u>4: Leadership System Framing</u> This tool enables leaders to frame an identified leadership opportunity as a multifaceted system embracing three essential perspectives: (1) at the “system level”, embracing the concept of the “expanded now” that brings together the institutional lessons of experience with the vision/values of the future, (2) at the “sub-system level”, seeing both one’s-self and followers within a leadership team and organizational cultural setting, and, (3) at the “supra-system level”, focusing on common interests and areas of conflict among relevant stakeholders.</p>
<p>Practice Five: Discern Patterns in a Dynamic Situation as the Basis for Persuasion</p>	<p><u>5: Contextual Intelligence (CI) Discernment</u> This tool enables leaders to graphically depict the five most salient contextual conditions embedded in a leadership opportunity, thus allowing for the enhancement of Contextual Intelligence (CI). As CI is developed, a leader can gain foresight – defined as being able to discern emergent patterns that are useful in persuading followers and others to join in a leadership journey.</p>
<p>Practice Six:</p>	<p><u>6: Continuous Leadership Learning</u></p>

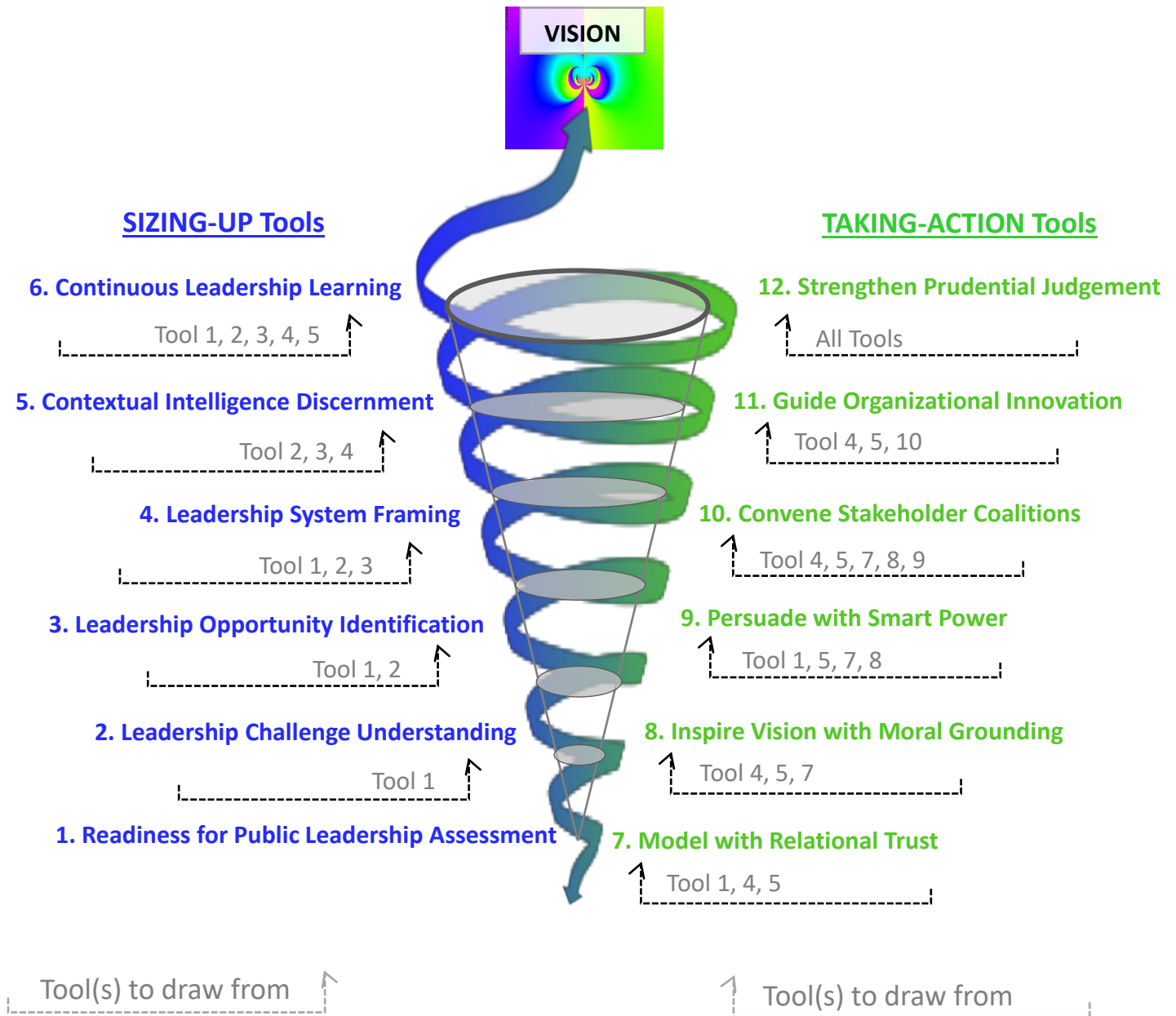
<p>Embrace a Mindset of Continuous Leadership Learning</p>	<p>This tool enables leaders to approach leadership learning as an adaptive and generative process. Continuous learning, driven by collective reflective practice, is the foundation for effective and ethical prudential judgment.</p>
<p>Performance Stage Dimension: Taking Leadership Action</p>	
<p>Practice Seven: Model Trusting Relationships with Leadership Team Members and Others</p>	<p><u>7: Model with Relational Trust</u> This tool enables leaders, through a process of open dialogue, to model a high level of relational trust with leadership team members and relevant stakeholders with the intent of growing and nurturing transformational trust throughout the leadership initiative.</p>
<p>Practice Eight: Inspire a Shared and Moral Vision/Values related to a Leadership Initiative</p>	<p><u>8: Inspire Vision with Moral Grounding</u> This tool embeds and shares inspiration with moral grounding into the initial vision and values associated with a leadership initiative so that the vision and values become “alive” in every day public action.</p>
<p>Practice Nine: Use Contextual Intelligence to Develop and Act with a Smart Power Strategy</p>	<p><u>9: Persuade with Smart Power</u> This tool enables leaders to make use of the emergent patterns discerned from the Contextual Intelligence Tool in developing and acting with a responsive “smart power strategy” – one that represents the “smartest” balance of hard and soft power -- for persuading others to engage in a leadership journey.</p>
<p>Practice Ten: Convene and Nurture a Coalition to Realize the Vision</p>	<p><u>10: Convene Stakeholder Coalitions</u> This tool empowers leaders in collaboration with their leadership team to convene and institutionalize a robust network of organizational followers and external stakeholders to realize the common good embedded in the leadership initiative’s shared vision.</p>
<p>Practice Eleven: Pioneer Breakthrough Innovation in the Public Arena</p>	<p><u>11: Guide Organizational Innovation</u> When a leadership initiative involves a “pioneering effort” in an organizational context, this tool guides leaders “in blazing a breakthrough trail” with a high level of confidence that one is not taking the wrong braid of the river which endangers the public good.</p>
<p>Practice Twelve: Intentionally Strengthen Prudential Judgment through Reflective Practice</p>	<p><u>12: Strengthen Prudential Judgment</u> This tool provides leaders with a systematic approach to reflective practice -- encompassing open dialogue, generative learning, and ethical decision-making -- with the intent of strengthening prudential judgment.</p>

The EMERGE Platform is organized into five chapters including this introduction. Chapter II introduces the Case Illustration, called Uplift Education, that we elaborate throughout the Platform to provide a practical and real-time example for each of the EMERGE tools. Chapter III presents the six Sizing-Up Tools along with the detailed instructions and templates for their

application from where a public leader sits. Chapter IV does the same for the remaining six Taking-Action Tools. Each tool in Chapters III and IV include a case example along with a final section that explains how leaders can use the tool in practice. Chapter V sets out our concluding observations on the EMERGE Platform of Tools and Practices.

While presented sequentially, the tools in the EMERGE Public Leadership Platform should be used interactively and situationally. We provide the tools in this Platform with templates for you to fill out and complete as you go along. If this format limits your creativity, you are encouraged to expand on the format and templates as provided. Our intent is not to constrain, but to facilitate your leadership thinking, learning, and practice. To demonstrate how the prudential judgement process evolves over time, in Exhibit 1.2 we include a Tool Interaction Map to graphically display which tools to draw from as you journey through the EMERGE public leadership process. While each tool can be used on its own when appropriate for your leadership initiative, experience has shown these tools are more powerful when used together.

**TOOL INTERACTION MAP:
EMERGE as a Multifaceted Recursive Process Employing Leader-Follower Tools**



Developed by: M. Ingle, CPS/PSU
Graphic by: Tâm Ngô

Chapter II: Case Illustration or the EMERGE Platform-Uplift Education

In finalizing the EMERGE Platform, we beta-tested several early versions with public executives and university students. The feedback we received from these initial users contained one central theme – the Platform should be expanded to include a practical and integrated case example for each of the EMERGE Tools. In response to this request, we sought the assistance of a volunteer team of five public leaders in the Portland State University Executive Masters of Public Administration Program: Scott Bojanowski, Bend-La Pine School District; Andrea Capere, Thurston Community Media; Zack Duffy, Oregon Health and Science University; Laura Robinson, Northwest Power and Conservation Council; and, Jeff Stell, Business Oregon.

The executive team collaboratively produced three (3) EMERGE Platform products. First, they decided on a “specific case focus and title” that aligns with the overarching vision of the Center for Public Service at Portland State University, which is enhancing legitimacy and citizen trust in our public institutions. The executive team decided to focus their case on the contentious and complex topic of educational transformation in a typical school district in Oregon. Second, the team produced a Case Illustration of their topic to serve as a foundation for using the tools in the EMERGE Platform. Finally, the team used their Case Illustration as a “leadership performance platform” for applying, and then capturing, their learning experience in the form of an integrated Case Example for each tool.

The co-produced Case Illustration, titled Uplift Education, is elaborated in the textbox below. This Case Illustration is based on a real school district in Oregon, but the school district name has been changed for anonymity. This Case Illustration highlights the range of complex and dynamic factors (such as income inequalities, racial disparities, and the loss of safety) that are affecting the loss of legitimacy, trust, and engagement in public education institutions both nationally and locally. The executive team used the Uplift Education case as the context for learning, applying, and documenting Case Examples for each tool in the EMERGE Platform. These Case Examples are presented along with the application instructions for each of the tools in Chapters III and IV.

Case Illustration: Uplift Education

Introduction

Uplift Education School District is illustrative of many middle-sized public educational jurisdictions in the state of Oregon. The District is caught up in a vicious cycle of declining educational performance with three primary drivers: reduced K-12 educational resources; insufficient workforce-ready higher education institution graduates; and, a general loss of citizen trust in our public educational institutions. The seriousness of this educational challenge was exposed in a 2015 Oregon Public Broadcasting report announcing that Oregon’s 2013 high school graduation rate (68.7%) was the lowest of any state in the U.S. The long-term costs of this decline in performance include higher rates of unemployment, more incidences of incarceration, and increased dependence on social services, to name just a few. The Uplift Education Case Illustration explains the setting for this challenge -- and sets the stage for a team of concerned Oregon citizens to lead the charge to break this vicious cycle.

Case Setting

The persistence of Uplift Education's vicious educational performance cycle is due in part to the broader issues of inequitable and unsustainable funding structures for schools in the United States. School districts are funded primarily through property taxes. Nearly half of the revenue for K-12 education is provided by local sources, chief among them property tax (43.7%), with the states and the federal government providing the remaining funds (U.S. Department of Education, National Center for Education Statistics, 2011). Independent school districts meanwhile derive 96% of their revenues from property taxes. School funding and property taxation are deeply interconnected. In more affluent neighborhoods with higher rates of homeownership and higher property taxes, students benefit from well-funded schools with advanced courses and high-quality teachers focused on preparing students for post-secondary educational opportunities. In districts with higher rates of poverty and lower homeownership rates, schools suffer. Many school districts rely on local levies to address budget shortfalls.

Graduation rates differ for students depending on their race/ethnicity and the deepening inequality among citizens. Students experience significant barriers to educational success and on-time graduation. Classroom sizes are often too large for effective learning and there is a high incidence of teacher burnout. The ability for students to absorb information and be successful in school is correlated to regular/on-time attendance, adequate nutrition and sleep, supportive adults in the home, and easy access to transportation to and from school. While many school districts partner with multi-service districts, nonprofits, and religious organizations to fill these gaps, schools often lack the budget to retain school counselors that connect students to resources. Further complicating the issue, students and parents may distrust the social services system because of previous experiences and social norms, leading them to either opt out or be unaware of available assistance. Poverty and homelessness make educational performance a complex challenge unlike other problems.

In response to the poor performance of educational institutions, families lose trust and often choose to remove their student from their neighborhood school to attend a more affluent public, private, or charter school. These well-intentioned actions drain public funding and community engagement from neighborhood schools, further entrenching the problem of inequitably distributed resources.

The loss of trust and confidence in Oregon's educational institutions is part of a larger trend in America. For example, the Global Survey of the United States published in 2014 found that Americans' confidence in all three branches of government is currently at or near record lows in comparison to any other time during the last 40 years. Only 23% of Americans have a great deal of confidence in the Supreme Court, 11% in the Executive Branch and 5% in Congress. Confidence and trust in state and local government institutions is also low and declining. As a result, many young Americans are losing their interest in and motivation for public service careers. Older Americans are more reluctant to support increases in public taxes for essential public services in a society that at its core is not perceived as working, or even as workable. More and more Americans are putting their hope for the future in private sector businesses and institutions. The irony of this is that evidence clearly shows that a robust private sector is dependent on the legitimacy and trustworthiness of public governance structures, including educational institutions.

Despite local schools being among the most precious institutions for many American communities, many citizens have lost trust in the public education system. Regaining the confidence and trust of citizens in local educational institutions is a necessary, yet increasingly difficult challenge. The nation's lack of confidence in public schools has an impact on policy decisions, funding, attendance, and ultimately, the futures of young people and the sustainability of communities.

Current Situation for Case Examples

This combination of circumstances presents a daunting challenge for the Uplift Education School District. Against this background, the Uplift Education School District has been faced with its own challenge of enhancing graduation rates, improving workforce readiness, and rebuilding community trust in the educational system. The Uplift District serves nearly 50,000 students through 109 schools with approximately 3,500 teachers and 7000 employees. Currently 85% of the Uplift District's parents enroll their children in public K-12 schools, a number that has declined over the last few years. The District's school board, composed of elected members chosen for four years terms that serve part-time without compensation, is currently facing a \$58 million budgetary shortfall. The shortfall is a result of lower than expected property tax revenues and decreasing state educational subsidies combined with the growing costs of healthcare and related benefits. Last year the Uplift District teachers' union donated 10 days of free work time in order to balance the budget and prevent the early closure of schools. As a result, the teacher's union is taking a firm stand against any policy decisions that may negatively impact teachers.

Now, for the first time in years, political leaders, staff, and the larger community are enthusiastic about coming together to address this vicious educational challenge. There remains a widely held belief throughout the District that educational achievement through public institutions is a core Oregonian value. And yet, because of the multi-faceted nature of the challenge, there is little agreement on the right approach for transforming the existing vicious cycle into a more virtuous one. Into this "agreement void" now step the five executive team members who are committed to applying the EMERGE Public Leadership Performance Platform to discover a pathway toward a more virtuous public education performance cycle in collaboration with the Uplift Education School District. This leadership team views their work in the Uplift Education School District as the first step in a longer-term journey.

Chapter III: Tools for “Sizing Up” Leadership Challenges and Opportunities

We all know and experience the consequences of challenges in our everyday work, but we often don’t understand any way we can make a difference. We feel constrained for a couple of reasons. First, we are often overwhelmed by the complexity and enormity of figuring out very practical activities that we can initiate. Second, we often believe we lack the discretionary authority to take some initiative. We are surrounded by rules, structures, processes, norms, and expectations that remind us daily of the boxes we are in. In the face of this complexity and assumed lack of discretion, we do nothing. We hold ourselves harmless for taking moral responsibility for acting by blaming “the system” and the moral failings of individuals we think have responsibility for making the changes we want to see happen.

The purpose of this dimension of the EMERGE Platform is enabling you to size up leadership challenges and opportunities from where you sit. This requires a fundamental change in your leadership mindset. We start with an assessment of your leadership capabilities and the process of identifying the characteristics of the leadership challenge you are confronting. What are the complementary leadership competencies you will need to be successful in addressing this challenge? What kind of leadership mindset is needed? What are its characteristics? In this section, we provide you with a set of tools that can prepare you for the “new normal” of highly complex and wicked contexts, improve your ability to size up leadership challenges and opportunities, and match leadership strategies that are most appropriate to your opportunity informed by a heightened capacity for prudential judgment.

Exhibit 3.0

Performance Stage Dimension: Sizing Up Leadership Challenges and Opportunities	
Leadership Practices	EMERGE Leadership Tools and Descriptions
Practice One: Develop Awareness of One’s Readiness for Public Leadership	<p><u>1: Readiness for Public Leadership Assessment</u> This tool enables individuals to become more aware of their pre-disposition toward effective and ethical public leadership in the contemporary era. Pre-disposition for public leadership is assessed along three interrelated dimensions: motivation to serve the common good; alignment of personal values with public values, and readiness to embrace change.</p>
Practice Two:	<p><u>2: Leadership Challenge Understanding</u> This tool assists prospective leaders along with interested others to identify and understand the characteristics of a wicked leadership</p>

<p>Know the Nature of a Wicked Leadership Challenge</p>	<p>challenge including the degree of a challenge’s wickedness and the salient elements of its historical evolution.</p>
<p>Practice Three: Identify a Practical Leadership Opportunity that Addresses a Wicked Challenge</p>	<p><u>3: Leadership Opportunity Identification</u> This tool enables leaders -- in collaboration with followers -- to frame an initial, multi-faceted leadership opportunity that both responds to the wickedness of a defined challenge and contributes through a multifaceted action strategy to an initial vision of an improved state of the common good at some specified time in the future.</p>
<p>Practice Four: Frame the Key Dimensions of the Multifaceted Leadership Opportunity as A Complex and Dynamic System</p>	<p><u>4: Leadership System Framing</u> This tool enables leaders to frame an identified leadership opportunity as a multifaceted system embracing three essential perspectives: (1) at the “system level”, embracing the concept of the “expanded now” that brings together the institutional lessons of experience with the vision/values of the future; (2) at the “sub-system level”, seeing both one’s-self and followers within a leadership team and organizational cultural setting, and, (3) at the “supra-system level”, focusing on common interests and areas of conflict among relevant stakeholders.</p>
<p>Practice Five: Discern Emergent Patterns in a Dynamic Situation as the Basis for Persuasion</p>	<p><u>5: Contextual Intelligence (CI) Discernment</u> This tool enables leaders to graphically depict the five most salient contextual conditions embedded in a leadership opportunity, thus allowing for the enhancement of Contextual Intelligence (CI). As CI is developed, a leader can gain foresight – defined as being able to discern emergent patterns that are useful in persuading followers and others to join in a leadership journey.</p>
<p>Practice Six: Embrace a Mindset of Continuous Leadership Learning</p>	<p><u>6: Continuous Leadership Learning</u> This tool enables leaders to approach leadership learning as an adaptive and generative process. Continuous learning, driven by collective reflective practice, is the foundation for effective and ethical prudential judgment.</p>

EMERGE Tool 1: Readiness for Public Leadership Assessment

Polonius to his son Laertes:

“This above all: to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man.”

Hamlet Act 1, scene 3, 78–82, Shakespeare

INTRODUCTION

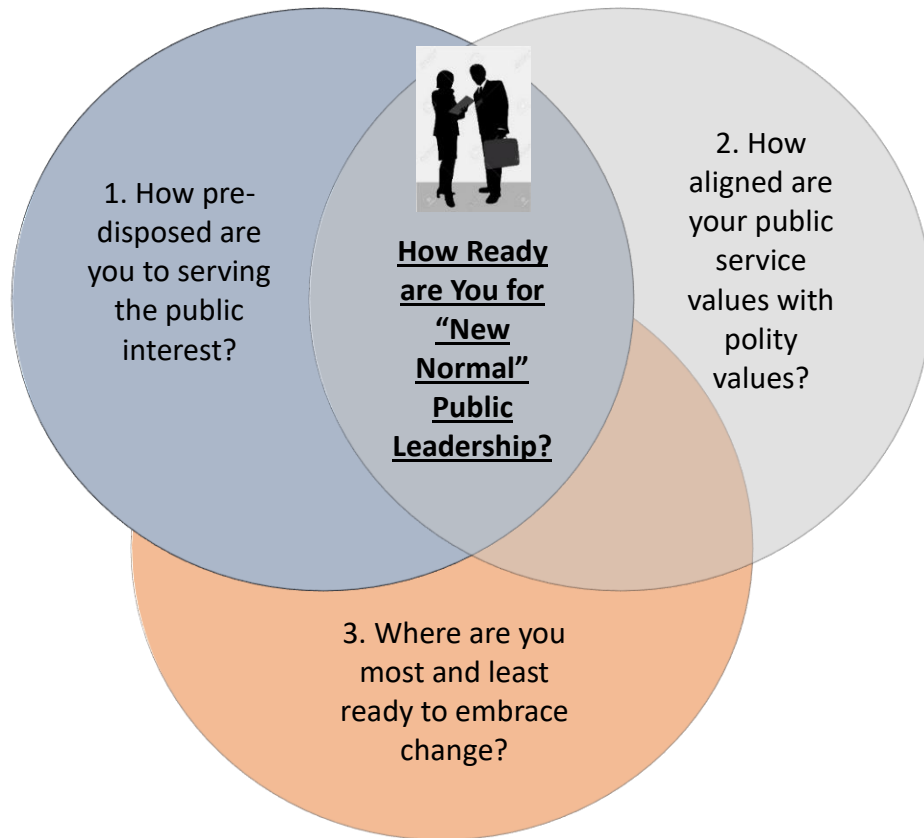
Our public leadership development experience indicates that while most of us can and do “lead from where we sit” in everyday situations, not all of us are equally aware of our pre-disposition for effective and ethical public leadership in the era of “new normal”. Leadership requires a commitment to leading effectively and ethically from where we sit in the public arena, whether your role is a concerned citizen, a community activist, a non-project organization official, or a government administrator. Regardless of your role, public leadership should begin with “knowing thyself”, or a deep sense of self awareness of one’s readiness to lead.” The first EMERGE sizing up tool, Readiness for Public Leadership Assessment, enables leaders to become more aware of their pre-disposition for public leadership in conditions of the “new normal”. Self-awareness is extremely important in the context of the EMERGE leadership approach because it serves as a basic building block for all types of multifaceted relationships and imparts timeless experience applicable to all scales.

The Readiness for Public Leadership Assessment Tool builds understanding of three interrelated and overlapping dimensions of leadership: 1) Pre-disposition to Serve the Common Good; 2) Alignment of Your Public Service Values with Public Values; and 3) Readiness to Embrace Continuous Change. In Step 1: Pre-disposition to Serve the Common Good, prospective leaders will discern their level of passion for public leadership in the context of the “new normal” and help them seek out areas for leaving a lasting leadership legacy. In Step 2: Alignment of Your Public Service Values with Public Values; potential leaders will develop self-awareness of the alignment between their values and those of the governing system and potential stakeholders to advance the common good. In Step 3: Readiness to Embrace Continuous Change, prospective leaders will assess their readiness to step in and thrive in areas of dynamic complexity, as well as help them decide what leadership opportunities to pursue and how to communicate authentically with future followers and stakeholders. Finally, in Step 4: Summarize and Reflect on Your Overall Readiness for Public Leadership, users will summarize what they learned from each assessment and reflect on your overall readiness for public leadership.

As a self-assessment, we designed this tool for individual completion by prospective leaders. However, as a diverse team of leaders and followers are gathered to take on challenges, it may also be helpful to have new members individually complete the three steps of the Readiness for Public Leadership Assessment Tool. By sharing and discussing the results, you can familiarize yourself with the strengths and weaknesses of your team, delegate more effectively, and be better prepared for planning and reacting to the changing demands of your leadership challenge. Knowing the dimensions of your public leadership aptitudes, as well as that of others, is essential as you expand your performance stage from individually choosing what leadership challenge you are most suited for addressing to developing your prudential judgment throughout your leadership journey.

Exhibit 3.1

Tool 1: Readiness for Public Leadership Assessment



INSTRUCTIONS

Step 1: Assessing Your Pre-Disposition to Serve the Public Interest

To perform well as a public leader in the “new normal”, individuals should possess some level of deeply held dedication to making a positive, long-lasting difference in the communities that they serve. We view this as part and parcel of caring deeply about something or someone beyond one’s own self-interest. Passion for a better future represents a facilitating condition for leadership success, and this explains why self-awareness along this dimension is critical of assessing readiness to engage in “new normal” public leadership. To assess readiness for serving the public interest, this EMERGE tool asks prospective public leaders to reflect on their level of passion and dedication to leaving the community (broadly speaking) better off for future generations. The immediate advantage associated with this assessment is that it provides prospective leaders with a heightened sense of self-awareness about high interest public service issues and concerns. This information is also valuable in seeking out places of highest potential for finding interesting work and leaving a lasting leadership legacy for the public good.

Reflect and then respond to the following question to elicit your level of passion for public service issues and dedication to improving the public good.

Pre-Disposition to Serve the Public Interest Question:

At the end of your professional life, what impact on others do you want to leave behind that would also provide you a feeling of fulfillment and joy?

For example, a response that indicates a high level of readiness might read “I would like to explore the idea of empowering disadvantaged communities to have access and ability to make healthy choices for themselves.”¹

¹ Melissa Isreal, 2017

Step 2: Assessing Alignment with Public Values

Before stepping into the leadership arena and enlisting others in an initiative, public leaders have a responsibility to consider the extent to which their own public service values are aligned with their governing system's core values. We define public value as a democratically-determined principle, standard, or quality considered worthwhile or desirable. Self-awareness is critical in helping followers and stakeholders understand how a given leadership initiative will advance the common good. As public values are likely to be in contention as a result of the relative weights given by different actors, a leader also needs to be self-aware of their own value alignment. This is especially important because leaders will necessarily have to mediate competing values among participants who disagree on the priority and meaning of different public values. This is a central part of a leader's meaning-making work in the public arena.

The Public Values Alignment instrument includes ten core public values. These values are listed below along with brief definitions. This is by no means an exhaustive or exclusive list, and the terms and descriptions used for each value should be understood as broad value categories that can include a far wider set of subordinate or concurrent values.

1. Stewardship: Committing to uphold the constitution, laws, rules, spirit of due process and democratic governing values of equity, liberty, property and the rights of individuals.
2. Voice: Allowing citizens and representative groups to participate in governance by ensuring that decisions account for the aspirations of current and future generations.
3. Fairness: Playing by the rule of law to ensure that there are just and fair procedures along with fairness in intent and in results.
4. Integrity: Displaying high ethical standards including an accurate, transparent and accountable representation of the truth based on evidence and facts.
5. Respect: Being tolerant and considerate of others including treatment with dignity.
6. Trustworthy: Being counted upon to do what you say you will do in faithfully executing one's duties, as determined through the political process, in support of the public interest or the collective good.
7. Caring: Being kind and compassionate by assisting others in need.
8. Loyalty: Demonstrating pride in and love for one's country, community and family.
9. Humility: Serving the public with respect, concern, courtesy, and responsiveness, recognizing that service to the public is beyond service to oneself.
10. Balance: Ensuring that competing values and discretionary authorities are continuously addressed while shaping and implementing the rule of law within the intentionally complex tensions in our democratic system of governance.

The Public Values Assessment on the next page includes space for ten core public values. Please use this instrument to capture the results of your/your team's public values exercise, and complete the self-assessment on the form.

Assessing Alignment with Public Values: Self-Assessment Form

Desirable Public Values	Descriptions	How do your values align?				
		Almost Never	Rarely	Sometimes	Most of the Time	Always
1. Stewardship	Committing to uphold the constitution, laws, rules, spirit of due process and democratic values of equity, liberty, property and the rights of individuals.	1	2	3	4	5
2. Voice	Allowing citizens and representative groups to participate in the governance by ensuring that decisions account for the aspirations of current and future generations.	1	2	3	4	5
3. Fairness	Playing by the rule of law to ensure that there are just and fair procedures along with fairness in intent and in results.	1	2	3	4	5
4. Integrity	Displaying high ethical standards including an accurate, transparent and accountable representation of the truth based on evidence and facts.	1	2	3	4	5
5. Respect	Being tolerant and considerate in the differences of others including treatment with dignity.	1	2	3	4	5
6. Trustworthy	Being counted upon to do what you say you will do in faithfully executing one's duties, as determined through the political process, in support of the public interest or the collective good.	1	2	3	4	5
7. Caring	Being kind, generous of spirit and compassionate by assisting others in need.	1	2	3	4	5
8. Loyalty	Demonstrating pride in and love for one's country, community and family.	1	2	3	4	5
9. Humility	Serving the public with respect, concern, courtesy, and responsiveness, recognizing that	1	2	3	4	5

	service to the public is beyond service to oneself.					
10. Balance	Ensuring that competing values and discretionary authorities are continuously addressed while shaping and implementing the rule of law within the intentionally complex tensions in our democratic system of governance.	1	2	3	4	5

Reflect below on your public value scores and describe how you can improve in the areas where your scores are low:

Step 3: Assessing Your Readiness for Embracing Change

The final sizing up dimension of readiness for “new normal” public leadership focuses on a leader’s predisposition to embrace change. This self-awareness allows leaders to readily step into and thrive in the context of dynamic complexity. They do this by asking this basic question: “Where am I most and least ready to embrace continuous change?” This knowledge is important for deciding the types of leadership challenges and opportunities one might like to pursue. The assessment results also provide a solid basis for authentic communications with followers and stakeholders. This instrument is useful for “knowing thyself” along seven key change-readiness personal traits.

- a. Resourcefulness
- b. Optimism
- c. Adventurousness
- d. Drive
- e. Adaptability
- f. Confidence
- g. Tolerance for Ambiguity

Follow the directions below to complete Step 3: Assessing One’s Readiness for Embracing Change.

1. Complete Your Personal-Change Readiness Assessment
2. Tabulate Your Scores on Seven Traits of Personal-Change Readiness
3. Understand Your Scores on the Seven Traits of Personal-Change Readiness

Personal Change-Readiness Assessment²

Circle the number beside each statement that reflects how accurately the statement describes you.

Change-Readiness Scale: 1 = Not Like Me

6 = Exactly Like Me

- | | | | | | | | |
|-----|---------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. | I prefer the familiar to the unknown..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | I rarely second-guess myself | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | I'm unlikely to change plans once they're set | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | I can't wait for the day to get started | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | I believe in not getting your hopes too high | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | If something's broken, I try to find a way to fix it | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | I get impatient when there are no clear answers..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | I'm inclined to establish routines and stay with them | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | I can make any situation work for me | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | When something important doesn't work, it takes me time to adjust.... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | I have a hard time relaxing and doing nothing | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | If something can go wrong, it usually does | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | When I get stuck I'm inclined to improvise solutions | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | I get frustrated when I can't get a grip on something | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | I prefer work that is similar and in my comfort zone | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | I can handle anything that comes along | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Once I've made up my mind, I don't easily change it..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | I push myself to the max..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | My tendency is to focus on what can go wrong | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | When people need solutions to problems, they call on me | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. | When an issue is unclear, my impulse is to clarify it right away | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | It pays to stay with the tried and true | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. | I focus on my strengths not my weaknesses | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. | I find it hard to give up on something even if it's not working out | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. | I'm restless and full of energy | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. | Things rarely work out the way you want them to..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | My strength is to find ways around obstacles | 1 | 2 | 3 | 4 | 5 | 6 |

² Adapted by Prof. M Ingle from Dr. T.J. Jenney at Purdue University. Original at:
<http://www.tech.purdue.edu/ols/courses/ols386/crispo/changereadinesstest.doc>

- 28. I can't stand to leave things unfinished 1 2 3 4 5 6
- 29. I prefer the main highway to the backroad..... 1 2 3 4 5 6
- 30. My faith in my abilities is unshakable 1 2 3 4 5 6
- 31. When in Rome, do as the Romans do 1 2 3 4 5 6
- 32. I'm a vigorous and passionate person..... 1 2 3 4 5 6
- 33. I'm more likely to see problems than opportunities 1 2 3 4 5 6
- 34. I look in unusual places to find solutions 1 2 3 4 5 6
- 35. I don't perform well when there are vague expectations and goals..... 1 2 3 4 5 6

The Seven Traits of Change-Readiness

Add the scores for the questions in each category as indicated below. Note that in some cases the total must be subtracted from 35 to get the score for that trait.

A. Resourcefulness

6. _____
13. _____
20. _____
27. _____
34. _____
_____ Score

E. Adaptability/Agility

3. _____
10. _____
17. _____
24. _____
31. _____
_____ Total
_____ 35 – Total = Score

B. Optimism

5. _____
12. _____
19. _____
26. _____
33. _____
_____ Total
_____ 35 – Total = Score

F. Confidence

2. _____
9. _____
16. _____
23. _____
30. _____
_____ Score

C. Adventurousness

1. _____
8. _____
15. _____
22. _____
29. _____
_____ Total
_____ 35 – Total = Score

G. Tolerance of Ambiguity

7. _____
14. _____
21. _____
28. _____
35. _____
_____ Total
_____ 35 – Total = Score

D. Passion/Motivation

4. _____
11. _____
18. _____
25. _____
32. _____
_____ Score

The Seven Traits of Change-Readiness: Interpreting Your Scores

Optimal score range for all trait categories is between 22 and 26

A. Resourcefulness: Resourceful people are effective at taking the most of any situation and utilizing whatever resources are available to develop plans and contingencies. They see more than one way to achieve a goal, and they're able to look in less obvious places to find help. They have a real talent for creating new ways to solve old problems.

When people low in resourcefulness encounter obstacles, they get stuck, dig in their heels, and go back to the old way. Very high scorers (over 26) might overlook obvious solutions and create more work than is necessary.

B. Optimism: Is the glass half empty or half full? Optimism is highly correlated with Change-Readiness, since the pessimist observes only problems and obstacles while the optimist recognizes opportunities and possibilities.

Optimists tend to be more enthusiastic and positive about change. Their positive outlook is, founded on an abiding faith in the future and the belief that things usually work out for the best. Very high optimism scorers (over 26) may lack critical-thinking skills.

C. Adventurousness: Two ingredients capture this adventurous spirit: the inclination to take risks and the desire to pursue the unknown, to walk the path less taken. Adventurous people love a challenge.

Since change always involves both risk and the unknown, they usually perform well during organizational shake-ups. They are the pro-actors or positive deviants, the employees who initiate and create change. But very high scores (over 26) may indicate a tendency toward recklessness.

D. Passion/Drive: Passion is the fuel that maximizes all the other traits. If you have passion, nothing appears impossible. If you don't, change is exhausting. Passion is the individual's level of personal dynamism. It shows up in a person's level of intensity and determination.

To make a new procedure work, to overcome the myriad of problems any plan for change unwittingly produces, you've got to have passion and enthusiasm. Very high scorers (over 26), however, may mean you're bullheaded, obsessed, and heading for burnout.

E. Adaptability: Adaptability includes two elements: flexibility and resilience. Flexible people have goals and dreams like everyone else, but they're not overly invested in them. When something doesn't work out, they'll say, "Plan A doesn't work, let's go to Plan B." Resilience is the capacity to rebound from adversity quickly with a minimum of trauma. Failure or mistakes do not throw them. They don't dwell on them and get depressed but bounce back quickly and move on.

High scorers on this trait are not wedded to specific outcomes. If the situation changes, their expectations shift right along with it. Scoring too high (over 26) in this trait indicates a lack of commitment or stick-to-it-ness.

F. *Confidence*: If optimism is the view that a situation will work out, confidence is the belief in your own ability to handle it. There is situational confidence - "I know I can swim across this channel, learn this program, write this report" - and self-confidence - "I can handle whatever comes down the pike." Self-confidence is measured by the Change Readiness Scale.

High scorers are generally individuals with a strong sense of self-esteem. But more specifically, they believe they can make any situation work for them. Scorers above 26 may indicate a cocky, know-it-all attitude and lack of receptivity to feedback.

G. *Tolerance for Ambiguity*: The one certainty surrounding change is that it spawns uncertainty. No matter how carefully you plan it, there is always an element of indefiniteness or ambiguity.

Without a healthy tolerance for ambiguity, change is not only uncomfortable; it's scary. But too much tolerance can also get you in trouble. You may have difficulty finishing tasks and making decisions. If you scored over 26, you fall in this category.

Understanding Your Change-Readiness Profile:

You'll probably find you have higher scores on some traits and lower scores on others. This is typical for most people, and indicates that some of your Change-Readiness traits are more developed than others. Reflect on the scores you received for the change-readiness traits and describe what this assessment taught you about your own leadership traits. Keep in mind when judging your scores that we all approach self-assessments with our own personal and systemically enforced biases. You may also consider having someone you trust assess you for additional perspective.

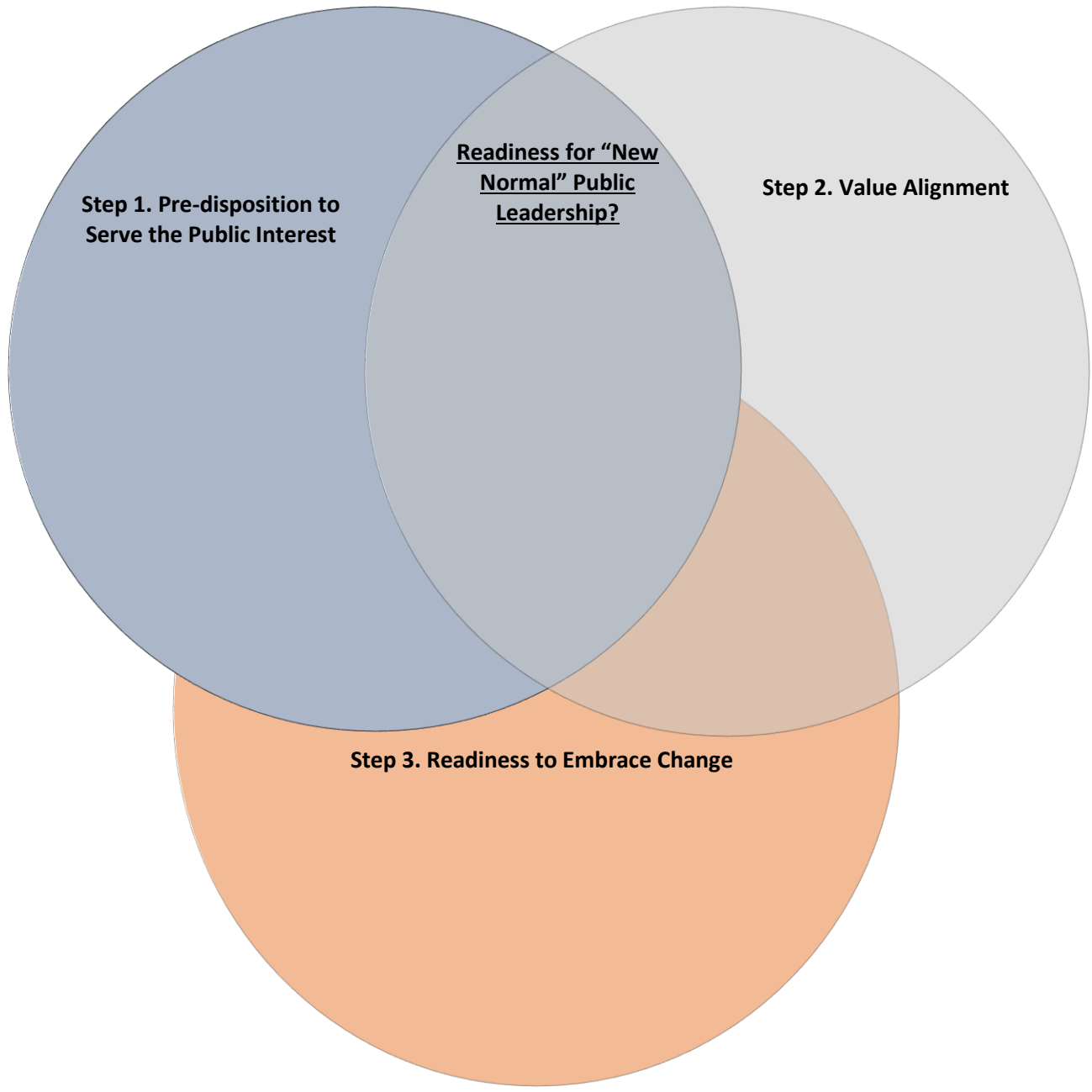
While the Change-Readiness Scale is for your own change-readiness, it is also useful in coaching teams to determine which members to pick for various team roles. Adventurers are great starters, resourceful people are excellent problem solvers, optimists make good cheerleaders and the support of optimists is especially useful when the team is feeling a bit discouraged.

Step 4: Summarize and Reflect on Your Overall Readiness for Public Leadership

Summarize your responses to each assessment in Steps 1-3 in their circle in the graphic below. Then, take what you learned from each assessment and reflect on your overall readiness for “New Normal” public leadership. Summarize this reflection in the center of the graphic.

Exhibit 3.11

Tool 1: Readiness for Public Leadership Assessment Template

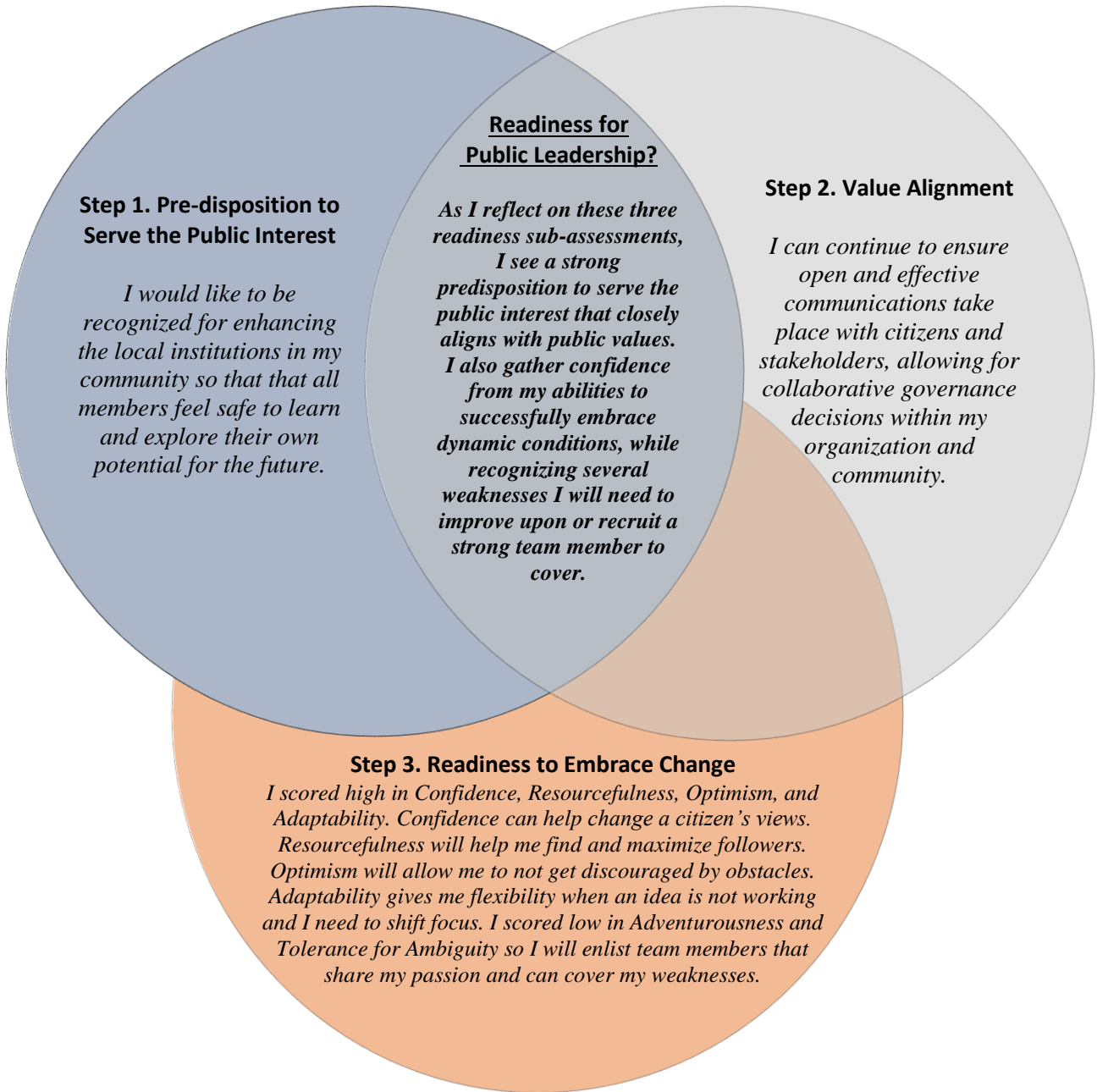


CASE EXAMPLE

Using the Uplift Education Case Illustration in Chapter II as a point of reference, the five members of the executive team met to agree on how best to proceed with EMERGE Tool 1 for this case example. They decided to complete the Readiness for Public Leadership Assessment Tool on an individual basis. They agreed that it would be valuable to each member of the team to assess and reflect on their own readiness for public leadership. The Case Example provided in Exhibit 3.12 presents the results of one of the five executives who completed the Readiness for Public Leadership Assessment. Note that the example in Exhibit 3.12 includes the results of the Tool's three sub-assessments completed in Steps 1-3 along with this individual's aggregate "Readiness Assessment".

After individually completing this assessment tool, the executive team met to discuss their results and noticed that each came to similar conclusions about their readiness for public leadership in the "new normal". They all felt confident that they individually possessed a high level of readiness and brought a variety of attributes to the challenges of leadership. Moreover, they realized that when they combined the full range of their strengths, their overall team readiness for public leadership in the "new normal" was actually much higher than any individual member's readiness, as each individual's weaknesses were covered by other team members' strength. They agreed to keep their individual and team results in mind to augment each other's leadership capacity as they proceeded identifying a leadership challenge and opportunity. This assessment made the team aware of each others' existing leadership competencies and gave them the confidence to lead from where they sit.

Tool 1: Readiness for Public Leadership Assessment Example



FROM TOOL TO LEADER PRACTICE

Your predisposition for public leadership was assessed along three interrelated dimensions: passion to serve the common good; alignment of personal values with public values; and readiness to embrace change. Completing this tool enables individuals to become more aware of their predisposition toward effective and ethical public leadership in the contemporary era. As a result of completing the assessments in this tool, you should be able to reflect on your readiness to engage in public leadership in highly complex or wicked conditions. In using this tool, prospective public leaders can become proficient in the first EMERGE practice of “Develop Awareness of One’s Readiness for Public Leadership”. When leaders are aware that they are ready to engage in “new normal” public leadership along each of the three dimensions, there should be minimal hesitation in moving on to the second EMERGE sizing up tool to define a leadership challenge.

For those who are not yet ready on one or more dimensions, this might be a signal to move more slowly into the public leadership realm, or focus on challenges that are less complex and dynamic. Leaders can test out their newly gained self-awareness on small or “tame” leadership challenges, and learn more through some of the exercises discussed in Tool 6: Continuous Leadership Learning. While stepping back, you may also want to consider gaining additional insight by completing several supplementary self-assessments including Strengths Finders³ and Emotional Intelligence⁴.

³ Rath, T., & Conchie, B. (2008). StrengthsFinders 2.0: Strengths based leadership: Great leaders, Teams, and why people follow.

⁴ Bradberry, T., & Greaves, J. (2012). *Leadership 2.0*. TalentSmart.

EMERGE Tool 2: Leadership Challenge Understanding

“Certain societal problems become so complex that no single individual or organization can resolve or provide straightforward answers to them. Such intractable problems have been described as “wicked problems.”

J. McGrandle and F. Ohemeng, 2017

INTRODUCTION

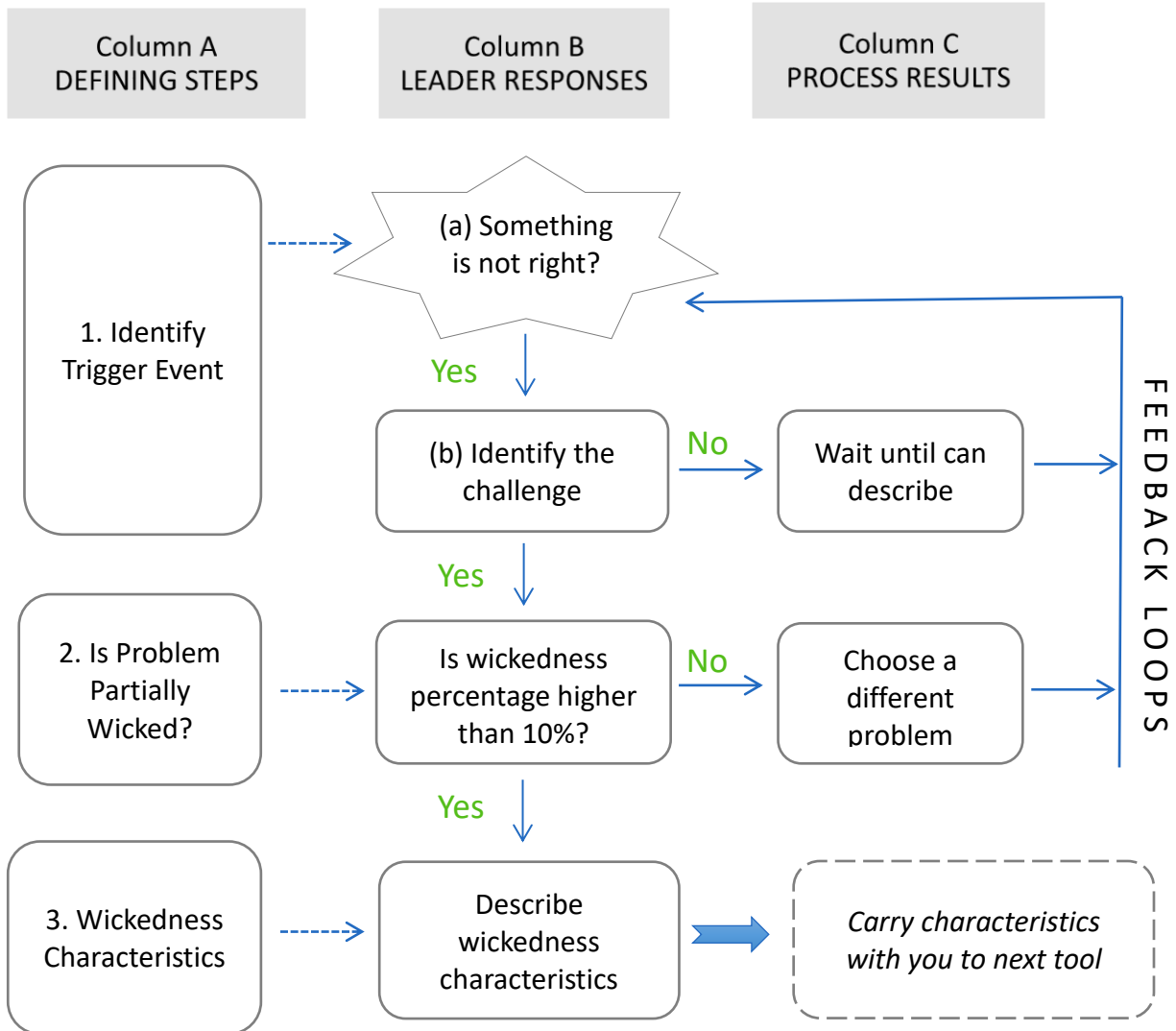
Not everything is a leadership challenge, nor are all challenges the same. Leaders must have the ability to create strategies that align with the particular characteristics of a problem that they are seeking to address. While there are some common techniques (i.e., active listening) to all challenges, leaders can’t assume that strategies which have been successful with one group of followers will work with another. Successful leaders adapt their leadership strategies to the nature of the challenges and the attentive participants they are seeking to involve. Leadership challenges can involve different levels of risk. Context-specific factors generate different types of uncertainty. Some result from not having enough information, for which research and science suggest solutions. Other sources of uncertainty arise from moral ambiguity caused by value conflicts, overlapping value commitments, and moral uncertainty about how one feels about a given set of issues. These different sources of uncertainty have important leadership implications.

If the uncertainty arises from societal complexity and/or moral ambiguity, which is the case with wicked problems, then special tools are called for like those included in the EMERGE Public Leadership Performance Platform. EMERGE Tool 2: Leadership Challenge Understanding provides you with a clear, step-by-step process for narrowing the focus of a given leadership challenge and selecting the right combination of approaches and tools for addressing it. Once you are ready to step onto the leadership performance stage, as explored in Tool 1, then you are ready to identify and understand the characteristics of a leadership challenge that lies within your sphere of discretionary influence. EMERGE Tool 2 assists with this.

The Leadership Challenge Understanding Tool uses a three-step process outlined in the figure below and further elaborated in the instructions: 1(a) Perceiving a “Trigger Event”; 1(b) Identifying the Challenge; 2) Determining if the Challenge is Wicked; 3) Describing the Wicked Characteristics; and 4) Summarizing the Information You Gathered Graphically. In Step 1(a), public leaders will perceive an event that something in the public arena is “not right” and trigger a problematic. If a leader perceives a Trigger Event, in part (b) they will restate that problematic as a leadership challenge. Once restated as a leadership challenge, Step 2 of this tool will help the public leader discern if their challenge is “wicked” and necessitates the application of the EMERGE public leadership approach. Should the leadership challenge selected be categorized as wicked, Step 3 will be used to evaluate its specific wickedness characteristics for eventual use in transforming your leadership *challenge* into a leadership *opportunity*. Finally, in Step 4, you will summarize the key information they gathered and what they learned from each step for future reference. This tool is presented graphically in Exhibit 3.2 and elaborated in the instructions below.

Exhibit 3.2

Tool 2: Leadership Challenge Understanding



Developed by: M. Ingle, CPS/PSU
Graphic by: Tâm Ngô

Step 1(a): Perceiving a “Trigger Event”

A Trigger Event for public leadership is represented by a prospective leader’s perception that something in the public arena is “not right”. There is a perceived gap between the way things are or will become should the status quo remain unchanged, and the way they could and should be. This problematic can take two forms.

1. If no action is taken, a current or expected condition will be worse.
- or*
2. Take something that is okay or good and leverage it into something better.

Identify and very briefly state one or more problematics in the space below.

Step 1(b): Identifying a Challenge

After a leader recognizes a problematic, they can restate the problematic as a leadership challenge and describe it in narrative form. At this stage in the identification process, the challenge description can be brief. Whereas your Trigger Event might have been based on feeling, intuition, and facts, the challenge description should be entirely fact-based and specific. Your leadership challenge should be clearly stated, and include a time dimension. In the space below, write a brief challenge statement for use in Step 3, and then further describe your leadership challenge.

*As a supplemental exercise, you may choose to also describe your leadership challenge by drawing a picture of what the future state of the challenge will be should the status quo remain unchanged.

Step 2: Determining the Degree of Wickedness in Your Challenge

Wicked challenges are conundrums. We refer to problems that are wicked in nature as a special class of problems – they are “challenges” (beyond problems). They are embedded with multiple dimensions and cannot be successfully resolved by one-dimensional policy solutions. “One of the most important aspects of wicked problems is the lack of clear root causes and therefore no one best solution”.⁵

The degree of wickedness embedded in the challenge you identified in Step 1 determines whether EMERGE is an appropriate leadership approach to apply. A sufficiently wicked challenge is as one where the amount of “dynamic complexity” embedded in the challenge is greater than 10% of the total. To assess your challenge’s embedded characteristics, complete the “Opportunity for Action” Assessment Guide on the following page. Read the description for each challenge type and estimate the percentage based on the presence of its characteristics in your identified leadership challenge.

If dynamic complexity makes up less than 10% of a challenge, then leaders should not proceed with the use of the EMERGE approach. Rather, leaders should focus on other leadership approaches (e.g., operations administration, project/program management, or crisis response) most suited to the nature of the specific challenge at hand. To proceed with the application of the EMERGE approach, leaders should begin the process from the beginning by selecting another potentially more wicked Trigger Event.

It is important to remember that the embedded characteristics of a challenge will very rarely be addressed by a single leadership approach. Leaders should expect that they will need to use EMERGE in combination with other leadership approaches.

⁵ Head, B. W., & Alford, J. (2015). Wicked problems: Implications for public policy and management. *Administration & Society*, 47(6), 711-739.

“Opportunity for Action” Assessment Guide⁶

Challenge Statement:
(From *Step 1b*)

--

1. Common Types of Challenges	2. Definitions of Common Types of Challenges along with Representative Characteristics	3. Embedded % of Characteristics in Challenge from Column 2 (Total 100%)	4. Give priority to Public Action Approach below as function of % in Column 3.
Tame Challenge	A “Tame” challenge is comprised of many standard operations like HR recruitment or a Finance budget. Characteristics include: (1) Repeating operations and events that are known knowns; (2) Solutions are “best practice” based and there is a “right solution”; (3) Communications are top down, direct and clear.	____%	Best Practice Operations Approach
Complicated Challenge	A “Complicated” challenge has many new and adapted activities that cut across functional lines like repairing a river lock on a dam. Characteristics include: (1) One-time, interrelated activities and deliverables; (2) Solutions are adapted from existing expert knowledge; (3) Communications are two-way.	____%	Project and Program Management Approach
Complex & Dynamic Challenge, e.g., “Wicked”	A “Dynamic and Complex” challenge has many innovative and changing activities that require vertical and horizontal integration like “policy formulation for the responsible use of water resources”. Characteristics include: (1) Emergent ideas & patterns are often inconsistent or unknown; (2) No solutions exist so leaders create pathways for win-win outcomes; and (3) Multi-way communications.	____%	EMERGE Leadership Approach with Tool Platform
Chaotic Challenge	A “Chaotic” challenge has many immediate actions in response to high turbulence and uncertainty like restoring order and security to a mall shooting or responding to a life threatening forest fire. Characteristics include: (1) Highly localized and uncoordinated responses to observable needs; (2) Decisions based on partial and shifting information; (3) High emotions and incomplete information.	____%	Crisis Response Approach

1st: _____ 2nd: _____ 3rd: _____ 4th: _____

Conclusion: Leadership approaches should be mixed/matched by focusing on those that are present in your leadership challenge in higher percentages, with less time devoted to lower scoring approaches. If your leadership challenge received a score of at least 10%, proceed on to the next step. If it did not receive a score of at least 10%, either proceed with another approach to address your challenge, or select another leadership challenge or Trigger Event with a higher prevalence of wicked characteristics.

⁶ Source: Adapted by Prof. Ingle from D. Snowden & M. Boon, “A Leader’s Framework for Decision Making”, HBR, 2007.

Step 3: Describe the Wicked Characteristics

The final step in this tool is to assess and describe the specific wicked characteristics embedded in your challenge so that you can better understand the specific nuances. To avoid the application of the term “wicked challenge” to every social challenge, Rittel and Webber identified 10 key characteristics for identifying such challenges.⁷ In this step, we synthesize Rittel and Webber’s original list into seven key wickedness questions to help you describe your specific challenge. To ensure full coverage of the moral ambiguity issues that usually accompany wicked challenges, e.g. issues embedded with value differences and conflicts, we have also added an eighth question.

The problem identification tool includes the following eight prompts for you to consider individually or with others you are collaborating with.

1. Describe the many interconnecting parts and high degree of uncertainty that make the challenge complex.”

2. How is the challenge novel and different from other problems?

⁷ Rittel, H. W., & Webber, M. M. (1973). 2.3 planning problems are wicked. *Polity*, 4, 155-169.

3. What makes this challenge very difficult or impossible to completely understand?"

4. Does this challenge require exploration and collaboration across various people with complementary and divergent knowledge/skills to gain a better understanding of it, and to address it effectively?

5. How is this challenge dynamic in nature, i.e., continually changing?

6. In what ways is this challenge is open-ended and without a clear end point at which it will be clearly resolved?

7. In what way does the challenge lack a proven strategy to successfully address it?

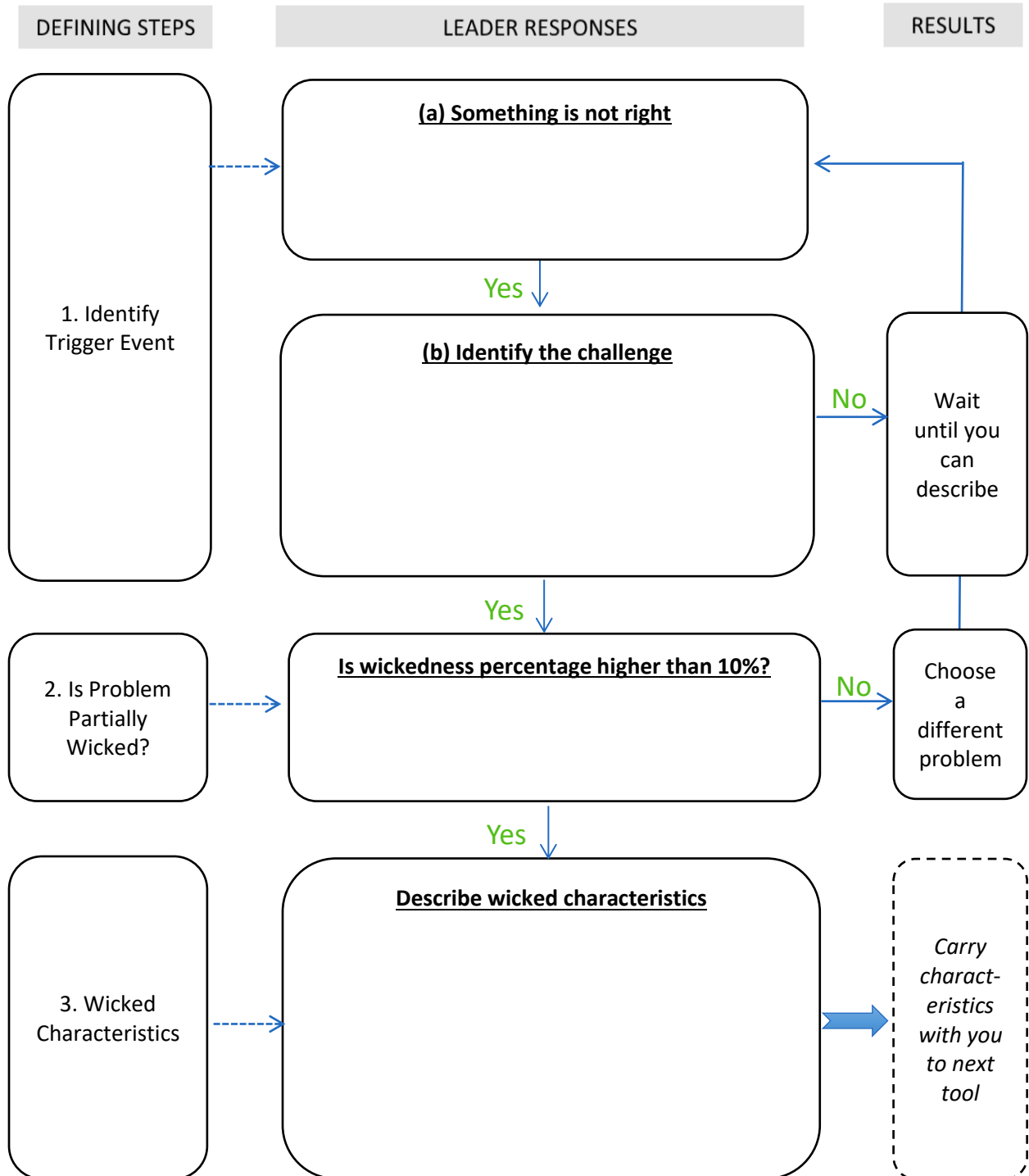
8. How is the challenge morally ambiguous, with multiple different values and interests at play?

Step 4: Summarize the Information You Gathered Graphically

Summarize your responses in Steps 1-3 in the graphic below.

Exhibit 3.21

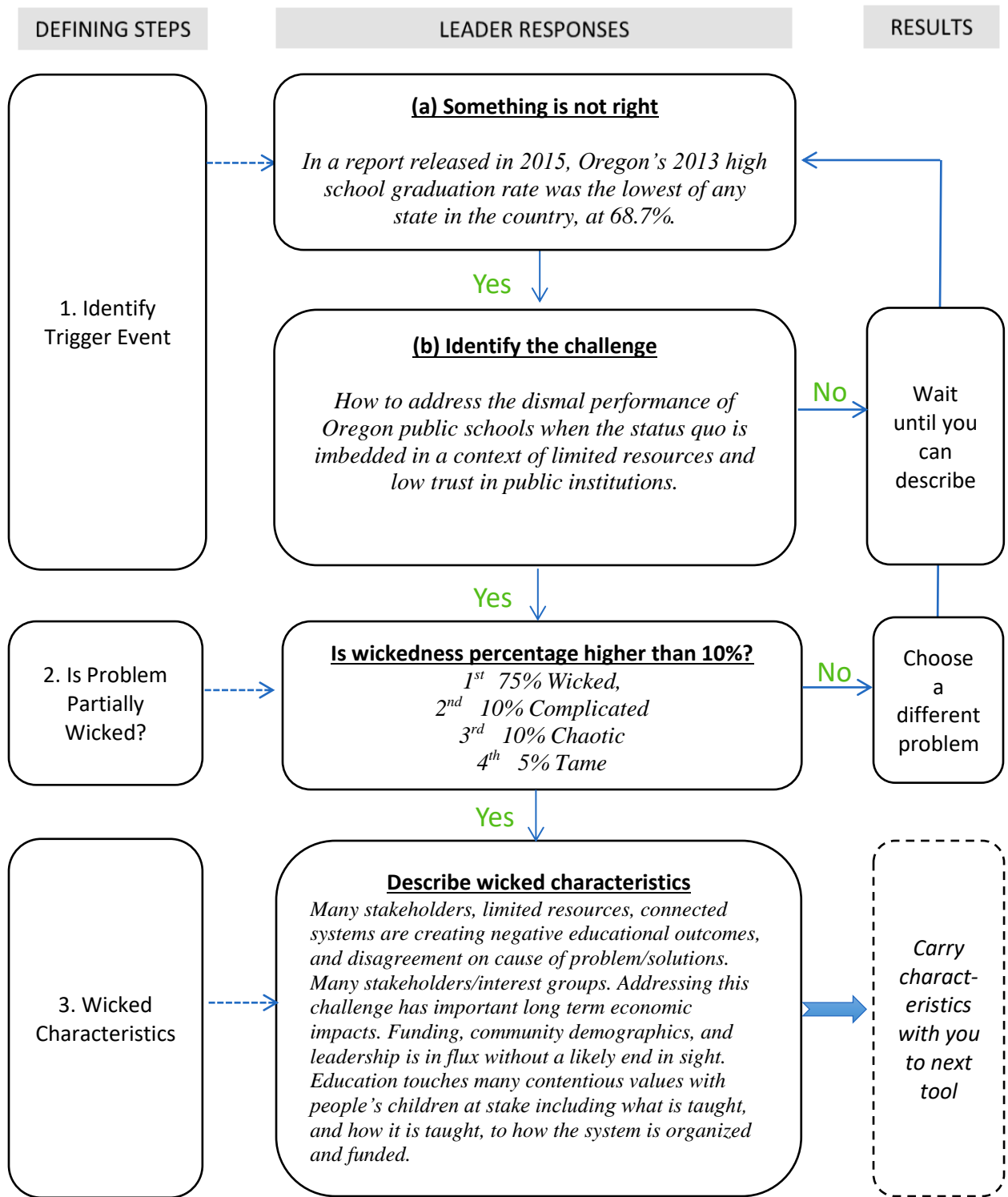
Tool 2: Leadership Challenge Understanding Template



CASE EXAMPLE

Recognizing their individual and collective high level of readiness for public sector leadership, the Uplift Education case executives were anxious to identify a leadership challenge and opportunity responsive to their passions for public service and aligned with their public service values. They knew that like Tool 1, Tool 2 is primarily intended to be used on an individual basis. Using the Case Illustration for grounding, each executive worked individually to identify “something that is not right”. The results of one of the executive’s work is summarized in Exhibit 3.22. Several of them found it helpful to also think of the Trigger Event as something that was not in alignment with their passion and public values. After completing this tool individually, they met as team to agree on a common Trigger Event, leadership challenge, and opportunity. They came to the agreement that Oregon’s record of having one of the lowest high school graduation rates in the country was a powerful common Trigger Event to drive their work using the EMERGE Platform. The team was able to identify a leadership challenge from their chosen Trigger Event, discern a high percentage of complexity in the challenge, and adequately describe the challenge’s wicked characteristics.

Tool 2: Leadership Challenge Understanding Example



FROM TOOL TO LEADERSHIP PRACTICE

One goal of the EMERGE Platform is to cultivate the capacity for prospective leaders to initiate leadership from where they sit. This capacity requires continuous identification of challenges along with an understanding of the underlying internal and external dynamics that give meaning to the challenge within its context. Completing the Leadership Challenge Understanding Tool assists leaders to expand on their feeling that “something is not right” from where they sit. From there, public leaders can better lean into challenges to understand the degree and nature of their wickedness. While this tool will most likely be completed individually as leaders seek to identify suitable leadership challenges for themselves, this exercise is also of value when conducted by a leadership team or with key potential followers and stakeholders on the wider performance stage.

Understanding the wicked characteristics embedded in your leadership challenge provides the basis for identifying a leadership opportunity in Tool 3. As part of the ongoing EMERGE sizing-up process, you will also continue to elaborate the contours of wickedness in the different facets of your Leadership System in Tool 4. Understanding your leadership challenge will also assist you in developing leader foresight in Tool 5. Finally, public leaders can become proficient in the second EMERGE practice of “Know the nature of a wicked leadership challenge” and include it as a key component of the final sizing-up practice of “Embrace a Mindset of Continuous Leadership Learning” as explored in Tool 6.

EMERGE Tool 3: Leadership Opportunity Identification

“Every interaction is an opportunity for leadership”.

Phyusin Myint, 2009

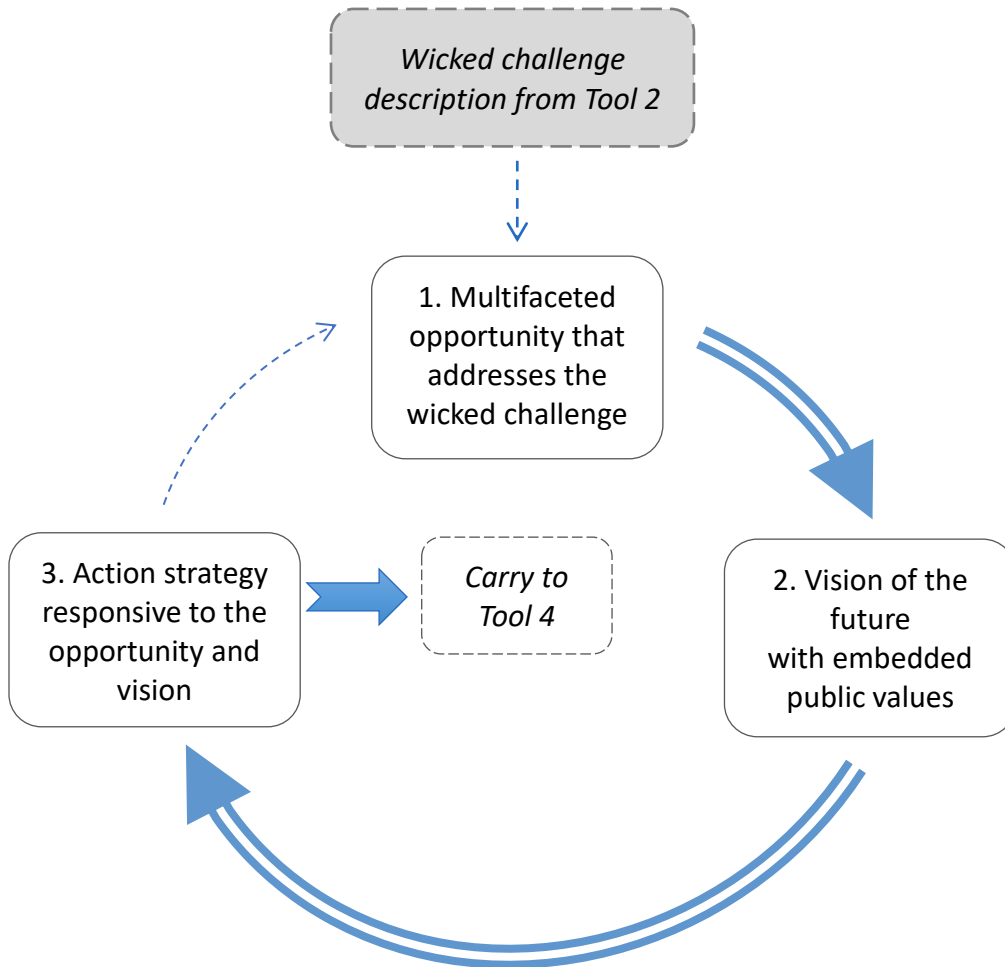
INTRODUCTION

Leadership must be learned and nurtured through reflective practice. The best mechanism for leadership practice is a leader’s actual public-sector work setting. These settings contain many challenges that can be reframed as opportunities for leadership. Finding ways to initiate change from where we sit is more difficult than selecting a leadership challenge. The opportunity identification process usually requires a fundamental change in one’s leadership mindset. This is because we see and experience the manifestations of challenges in our everyday work, but we often don’t see any way that we can make a difference. In the face of this assumed lack of discretion, our risk averse culture, and minimal spare time to think “out of the box for a pathway forward”, we default to doing nothing.

The EMERGE Public Leadership Performance Platform sets out to change this “I can’t be a leader” mindset by providing a structured and easy to apply Leadership Opportunity Identification Tool. As a result of following this process, public officials will learn the everyday practice of identifying practical leadership opportunities in their work and personal life settings. The Leadership Opportunity Identification Tool involves three steps that help you whittle down a leadership challenge to a manageable pathway forward: 1) Transform the Challenge into a Multifaceted and Responsive Leadership Opportunity; 2) Co-create a Future Vision of the Common Good with Embedded Public Values; 3) Draft an Action Strategy Responsive to the Leadership Opportunity and Vision; and 4) Summarize the Information You Gathered Graphically. These steps are further elaborated below and depicted graphically in Exhibit 3.3.

In Step 1: Transform the Challenge into a Multifaceted and Responsive Leadership Opportunity, you use your description of your wicked challenge and begin the process of whittling it down into a manageable leadership opportunity by starting a dialogue with others on the leadership stage to open up leadership opportunity possibilities. In Step 2: Co-create a Future Vision of the Common Good with Embedded Public Values, you and your team co-produce an inspirational vision imbedded with selective public values to provide direction for your leadership opportunity and give meaning to collective action. In Step 3: Draft an Action Strategy Responsive to the Leadership Opportunity and Vision, you engage in a process of deconstruction and innovation to untangle your wicked leadership opportunity and create a strategy of leadership actions you can take from where you sit. Finally, in Step 4, you summarize the key information gathered through this Tool and what you learned from each step for future reference.

Tool 3: Leadership Opportunity Identification



*Developed by: M. Ingle, CPS/PSU
Graphic by: Tâm Ngô*

INSTRUCTIONS

Step 1: Transform the Challenge into Multifaceted and Responsive Leadership Opportunity

A key secret of leading from where we sit is finding that ray of light shining through the clouds that provides a potential opportunity to take leadership action. But like most clouds, the ray of light you see now is soon transformed by the moving stratosphere to create slightly different possibilities in a different place and time. This is the spirit with which we want you to approach the identification of a leadership opportunity. It is not a clear fixed point in time, but it is a discursive process that requires you to go through several steps before you have identified a robust leadership opportunity with the confidence you need to begin thinking about taking leadership action. One of the best ways to undertake the process of “whittling down” down wicked challenges so they become manageable leadership opportunities is through dialogue, with interested others on the leadership performance stage. The inherent complexity of wicked issues often prohibits comprehensive strategies that will completely resolve them. However, the applied research on how to best address wicked challenges demonstrates that there are many pathways available for making a positive contribution. Leaders need to step on to these pathways within their specific context; these are the leadership opportunities. we provide several guiding prompts that will help you transform your leadership challenge into a leadership opportunity with pathways to action.”

1. Identify a specific opportunity for addressing your challenge in a positive manner. Select an opportunity for which you have some discretionary authority and/or informal influence. Write the opportunity in 25 words or less below.

- a. Describe the type and degree of discretionary authority accorded by your official position to address this opportunity.

- b. Describe the potential influence, (e.g., a network of professional relationships), which you have for addressing your opportunity.

2. If your leadership opportunity is successfully addressed, what positive benefits might result and for which beneficiary groups?

Step 2: Co-Create a Future Vision of the Common Good with Embedded Public Values

A vision represents a “polestar” for your public leadership journey; it provides direction for your leadership opportunity and is a source of inspirational attraction for your leadership team and coalition members. An inspirational vision, embedded with selective public values as discussed in Tool 1, needs to be articulated early and then revisited and nurtured through intentional sharing with others throughout the entire EMERGE process. Creating and revisiting a shared and inspirational vision is a reminder that leaders take responsibility for giving meaning to collective action. Public leaders play a key role in generating agreement on shared ends and the priorities that should be given to multiple and sometimes competing possible courses of action.

The visible manifestation of success in this endeavor is the co-production of a shared representation of vision and values, in both graphical and narrative formats, by core members of the leadership team. The vision presents a desired image of some point in time in the future when the leadership challenge is successfully addressed and when the desired improvements in the common good have been realized. In this sense, the vision is “aspirational”. It represents a desirable future state of affairs from the perspective of where you are now and where you think you can make a positive contribution. We prefer to think of a vision as a force that simultaneously *pushes and attracts* you and others in your leadership team.

Some suggestions for co-creating a shared and inspiration vision are outlined below.

1. In collaboration with potential followers and stakeholders, envision a specific date and time in the future when your leadership opportunity is successfully realized. Answer this question: *‘What will the future look like when the desired outcomes and impacts are realized?’*

Discuss the interconnected characteristics of your future vision and values, and draw a picture of that future. Be creative, and use multiple symbols, graphics, and colors to supplement words. A template and process for the vision picture is provided in Exhibit 3.31

2. Once the vision picture completed, write a summary narrative of your shared vision and values for the future in 25 words or less. Try to capture the inspiring elements from your vision picture in your narrative.

Step 2: Future Vision Template

A. Leadership Opportunity (From Step 1 of this tool):

A. Import opportunity for which you have discretionary authority.



B. Vision Date:

B. Decide a specific future date when results will be visible.



C. Draw Future Vision

C. Co-create a picture of your shared vision with embedded public values.



D. Summary Narrative of Vision:

D. Write a summary of your shared vision and values.

Step 3: Draft an Action Strategy Responsive to the Opportunity and Vision

The Leadership Opportunity Identification Tool recognizes that opportunities are not neat, clean bundles that come in packages that you can tie up with a bow. They are often, like the wicked challenges they address, fuzz balls consisting of some elements that might be time sensitive, others that might be technically complex, and still others that will surely be morally contested in their intent, their modes of delivery, and their outcomes⁸. Sorting and ordering these strategic parts and sequencing the various action steps is a hard process requiring dual mindsets of disciplined deconstruction and dialogic innovation⁹. This process of deconstruction and innovation, as developed here in Step 3, yields a strategy of multifaceted and doable leadership actions you can take from where you sit. Recent research on tackling wickedness suggests that a leader’s action strategy requires three things: (1) a means whereby a leader and close followers can increase their knowledge for dealing with the opportunity through time; (2) a mechanism for allowing stakeholder negotiations to adapt and stay robust through time; and (3) an explicit pathway to increase the number and diversity of collaborating third parties into the coalition building process over time.¹⁰

These three requirements will guide you in planning an effective action strategy for your wicked leadership opportunity. Answer these four questions to draft an initial action strategy for your leadership opportunity. These questions can be answered individually or with others.

1. How might you and followers increase your knowledge for dealing with the opportunity through time?

2. What mechanism might be used for allowing stakeholder negotiations to adapt, grow, and stay robust through time?

⁸ Nye, Joseph. (2008). *The Powers to Lead*. New York, NY: Oxford University Press.

⁹ Patton, M. (2012). *Development of Evaluation*.

¹⁰ McGrandle, J., & Ohemeng, F. L. (2017). The conundrum of absenteeism in the Canadian public service: A wicked problem perspective. *Canadian Public Administration*, 60(2), 215-240.

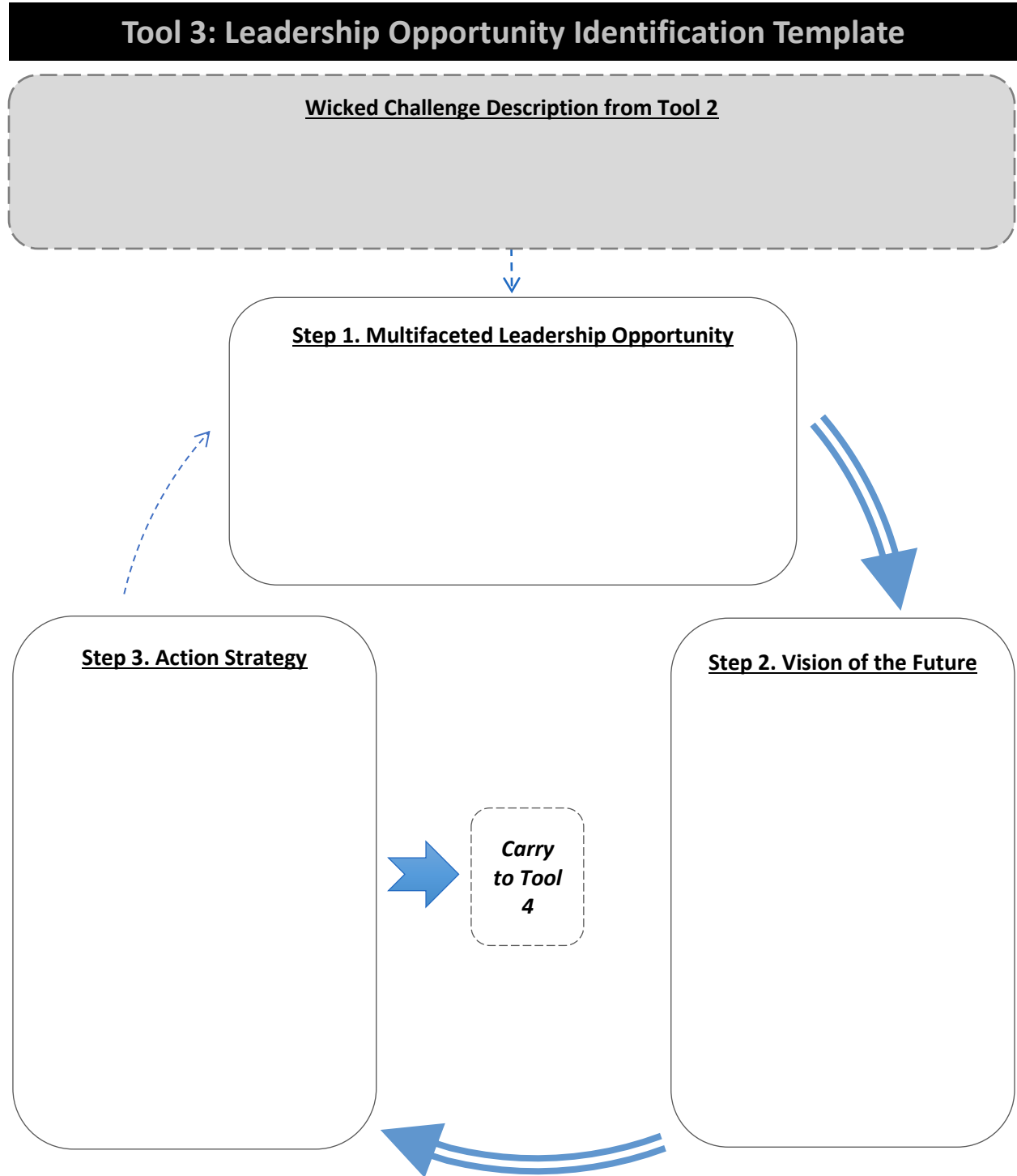
3. How might you and others increase the number and diversity of collaborating third parties into the coalition building process over time?

4. Develop an action strategy for achieving your leadership vision that captures your learning from the previous three questions. Then, write a short statement in the space below that captures the essential elements of your action strategy in 25 words or less that you can carry with you to future tools.

Step 4: Summarize the Information You Gathered Graphically

Summarize the key information you gathered from your responses in Steps 1-3 in Exhibit 3.32 below.

Exhibit 3.32



CASE EXAMPLE

Like Tools 1 and 2, the executives of Education Uplift understood that Tool 3 is intended for individual use in the early stages of one's leadership journey before a leader has formed a formal leadership team. Exhibit 3.33 is a summarized graphical representation of the Uplift Education executives' combined individual applications of this tool. Since they felt the visioning step and its template are such an essential part of this tool, they decided to include their team's combined vision template so others can better understand how to co-create a vision imbedded with public values, which in their case were the values of Stewardship, Voice, Caring, and Balance.

They began following the guidance provided in Step 1 by dialoguing with others about what challenge characteristics permitted an opportunity to make a difference from where we sit. Essential to this process was considering the discretionary authority afforded to them by where they each sat. They also had to recognize the impact of having a Trigger Event that was highly visible and rendered intense emotion among stakeholders and institutions. As a result, they decided to focus on an opportunity related to their Trigger Event within a more manageable geographical setting, where their discretionary authority gave them enough influence to make a difference. The executives chose to narrow this opportunity down to Uplift Education School District because one of the executives was a public employee in this school district. Once they had the opportunity in mind, it was simple to come up with a vision and initial action strategy using information from state and local resources, experts in the field, and personal knowledge.

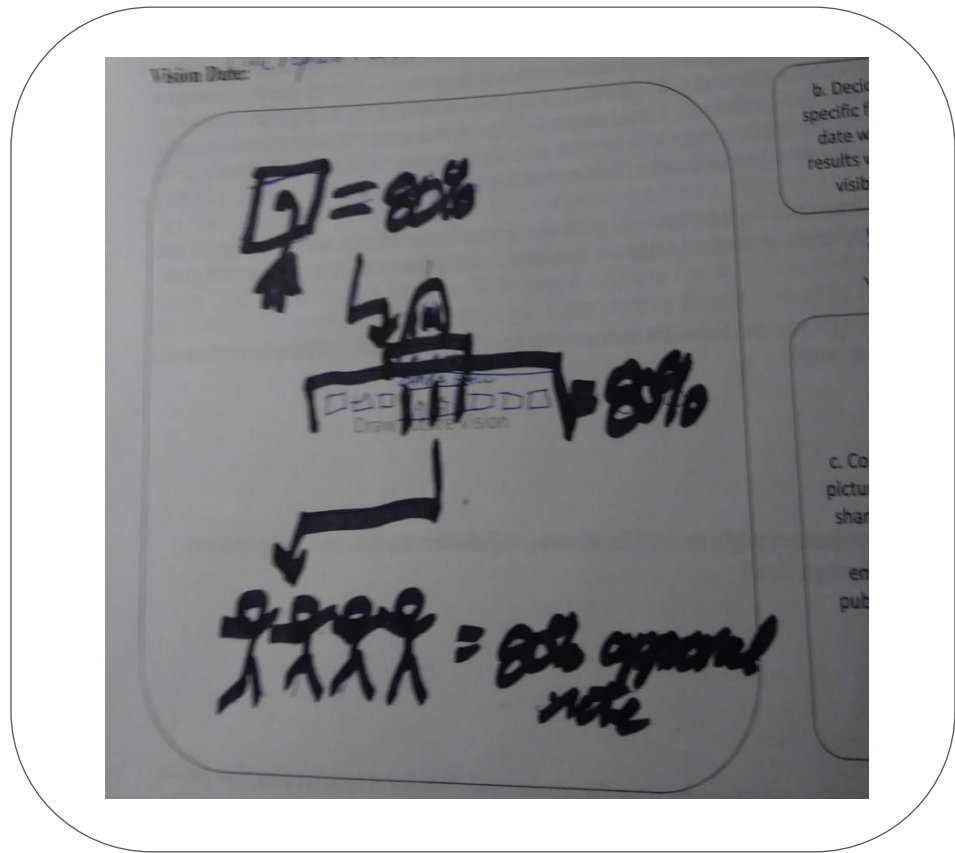
In completing this tool, each executive team member found the requirements in Step 3 to be very helpful in bounding and specifying a feasible action strategy in a way that allowed them to address the challenge they had identified previously with an opportunity and goal guided by public values. With an initial action strategy agreed upon and in place at the conclusion of their use of this tool, the executives felt they knew how to identify a practical leadership opportunity out of a complex and dynamic challenge and were ready to move on to the next tools and create a formal leadership team.

Step 2: Future Vision Example

Leadership Opportunity (Step 1):

To enhance the public institutional infrastructure in my local community's school district (Uplift Education School District) as a catalyst for improving educational outcomes and rebuilding trust in the public education system.

Vision Date: 2027



Summary Narrative of Vision:

Within ten years of taking action on this leadership opportunity, 80% of children currently in the Uplift Education School District will graduate high school with a high school diploma or a GED. Of the children who graduate high school, 80% will go on to attend an institution higher education (college, university, community college, vocational/technical/trade school) within six months of high school graduation. Finally, 80% of the district's adult residents will report that the district's schools are doing a fair, good, or excellent job preparing children for higher education or the workforce.

A. Import opportunity for which you have discretionary authority.

B. Decide a specific future date when results will be visible.

C. Co-create a picture of your shared vision with embedded public values.

D. Write a summary of your shared vision and values.

Tool 3: Leadership Opportunity Identification Example

Wicked Challenge Description from Tool 2

Many stakeholders, limited resources, connected systems are creating negative educational outcomes, and disagreement on cause of problem/solutions. Many stakeholders/interest groups. Addressing this challenge has important long term economic impacts. Funding, community demographics, and leadership is in flux without a likely end in sight. Education touches many contentious values with people's children at stake including what is taught, and how it is taught, to how the system is organized and funded.



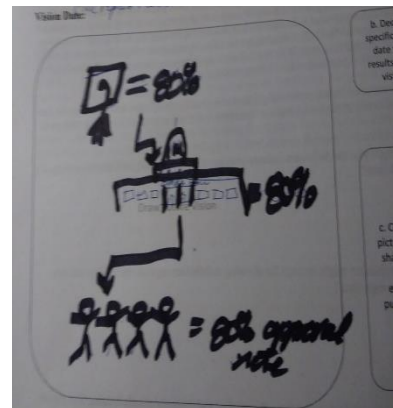
Step 1. Multifaceted Leadership Opportunity

To enhance the public institutional infrastructure in my local community's school district (Uplift Education School District) as a catalyst for improving educational outcomes and rebuilding trust in the public education system.



Step 2. Vision of the Future

80/80/80 Vision



Carry to Tool 4

Step 3. Action Strategy

Engage the Uplift Education School District's community through community meetings and public platforms to create venues and mechanisms for feedback for parents and the community to rebuild the institutional performance and public trust in the local public education system.



FROM TOOL TO LEADER PRACTICE

The EMERGE Leadership Opportunity Identification Tool helps leaders transform wicked challenges into manageable actions that can be taken from where they sit. In using this tool individually and in conjunction with followers across the performance stage, public leaders can become proficient in the third EMERGE practice: “Identify a practical leadership opportunity that addresses a wicked challenge”. At the conclusion of this exercise this you have untangled the various characteristics of your leadership opportunity in ways that are responsive to your “wicked challenge” and that give you confidence in tackling the opportunity in manageable steps.¹¹ Having an initial conception of your leadership opportunity, along with a shared inspirational vision and values, as well as an initial action strategy for moving it forward, is an essential "sizing up" performance element. This information is also critical for framing your “leadership system”, which is the focus of Tool 4, and developing foresight in Tool 5. Finally, leaders can use the initial action strategy to inform their continuous leadership learning plan as is elaborated in Tool 6.

¹¹ Brown, V. A., Harris, J. A., & Russell, J. Y. (Eds.). (2010). *Tackling wicked problems through the transdisciplinary imagination*. Earthscan.

EMERGE Tool 4: Leadership System Framing

“If we are to survive and prosper, and if our children and grandchildren—and their children and grandchildren—are to enjoy the benefits of our ability to make the world better, we must find ways to think more effectively in a power-shared-world”.

John M. Bryson and Barbara C. Crosby 1992. xi

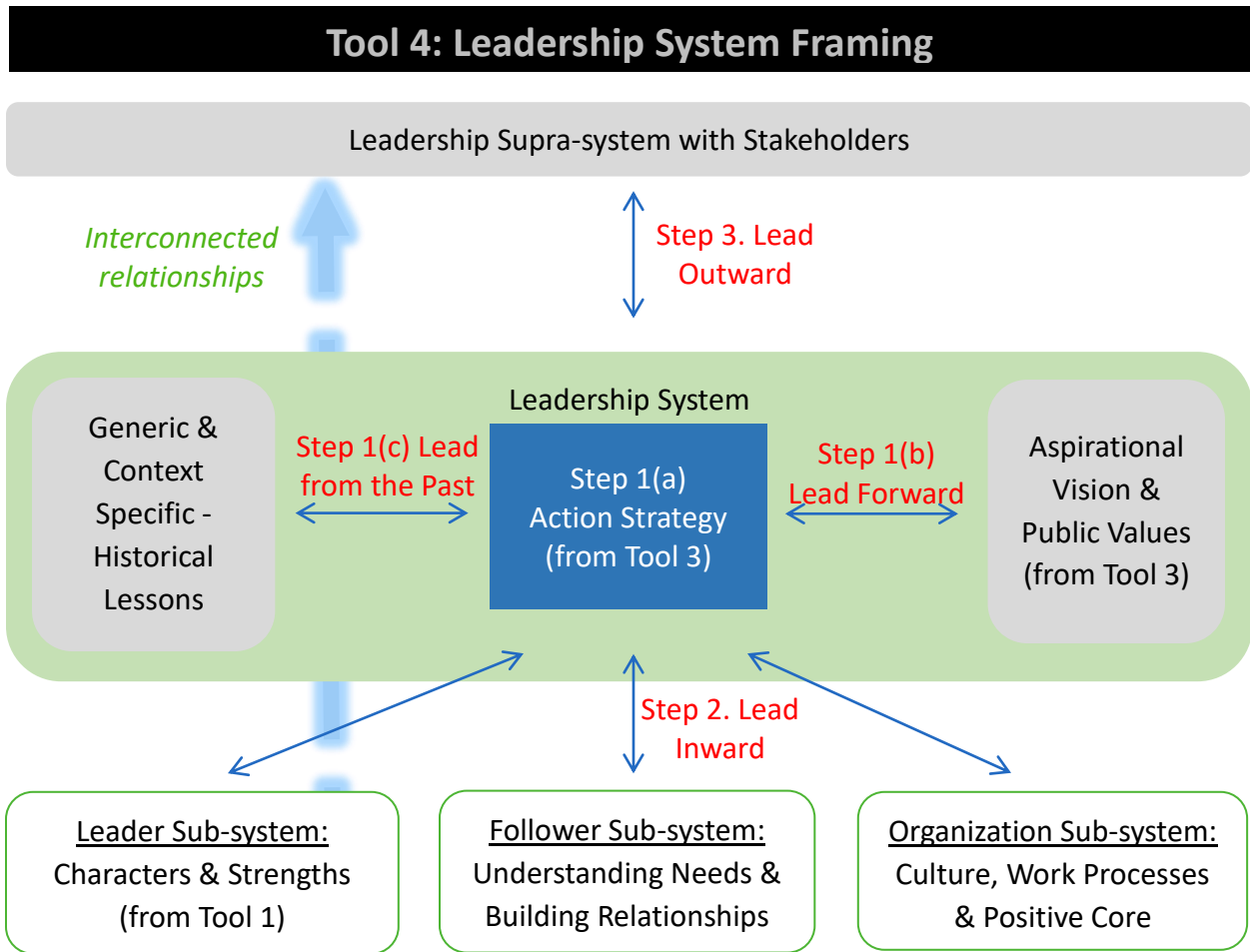
INTRODUCTION

The EMERGE Public Leadership Performance Platform views public leadership with a systems perspective. Simply put, a systems perspective is the ability to think about and size-up a leadership opportunity as a “whole”, its “parts”, and the “interdependencies” between them. A systems perspective allows leaders to know how the performance stage for their leadership opportunity, e.g. their leadership system, is wired. Taking full advantage of leadership opportunities is facilitated by systems thinking. A systems perspective enables leaders to clarify their multiple performance roles related to their leadership opportunity, and to better understand the impact of their behavior on various parts of the system, including progress toward the vision. As a leadership opportunity is dynamic and evolves over time, public leaders need to continuously update their “mental map” of the prevailing system frame, including their leadership roles, and realign their action strategy in order to remain responsive.

The intent of Tool 4: Leadership System Framing is to shift the leader’s perspective from themselves to the interconnected system as a whole. The tool enables you to frame an identified leadership opportunity from three essential perspectives: (1) the “system level”, which is the caretaker of the “expanded now” and is responsible for integrating the vision and Public values of the aspirational future with key institutional perspectives and lessons from the past; (2) the “sub-system level”, which is composed of yourself as a leader and your followers within a leadership team and organizational cultural setting; and (3) the “supra-system level”, which is comprised of stakeholders with preferences on issues related to your leadership opportunity. The Leadership System Framing Tool needs to be applied in a collaborative and shared manner that allows followers and other external stakeholders to express their needs and requirements for support. It also needs to reflect the changing requirements of your leadership opportunity. Hence, the tool should be applied through an iterative process of diagnosis, action, and reflection at key junctures in the leadership performance journey.

Leadership System Framing consists of four steps that help you size up how the different parts of the leadership opportunity are linked, and to refine the initial action strategy that you developed in Tool 3. The Leadership System Framing Tool accomplishes this by elucidating three key dimensions of your public leader role: (1) leading *forward* to your leadership vision and *from the past* to incorporate lessons and best practices from history in the leadership system; (2) leading *inward* to the sub-systems in the proximate leadership system; and (3) leading *outward* to the supra-system. In Step 4, you will frame the key elements of your leadership system by summarizing the information you gathered in Steps 1-3 graphically to capture a snapshot of your leadership opportunity. The Leadership System Framing Tool is presented graphically in Exhibit 3.4. The several elements of the tool and how to use it are further elaborated in each step.

Exhibit 3.4



Developed by: M. Ingle, CPS/PSU
 Graphics by: Tâm Ngô

INSTRUCTIONS

To complete this tool, address each of the four steps in the format provided below. This tool can be initiated after you as the leader have identified your leadership opportunity, co-created a leadership vision with embedded public values, and drafted an initial action strategy for your leadership opportunity as described in Tool 3. The action strategy is further developed below as you convene your leadership team and stakeholders to apply the three sub-system perspectives. The steps in this tool are intended to be iterative. As you apply additional EMERGE tools to your leadership opportunity, and alternate between the sizing up and taking action dimensions of the platform, you will learn more about each of the sub-systems and their relation to each other. New information will help you further understand the context-specific leadership roles you need to play. Finally, use Steps 1-3 to summarize your learning in Step 4, shown in Exhibit 3.41.

Step 1(a): Be Aware of Your Initial Action Strategy for Your Leadership Opportunity

1. Write the initial action strategy you developed in the final step of Tool 3 in the space below for reference throughout this tool.

Step 1(b): Lead Forward to Your Leadership Vision

1. Write the initial leadership vision you created in Step 2 of Tool 3 below. The vision statement should be linked to your initial action strategy.

2. As part of your “leading forward” role, intentionally communicate your vision and related action strategy to others in your leadership system, thereby facilitating ownership for your shared vision. Identify how you will do this below.

Step 1(c): Lead from the Past

1. Your leadership role here focuses on “leading with the history of your leadership opportunity” in mind. Identify and record potential lessons from previous experiences (e.g. political, organizational, cultural, technical, etc.) that pertain to your leadership opportunity’s vision, values, and action strategy.

2. With those lessons in mind, probe deeper into the history of your leadership opportunity using the prompts below:
 - a. Key individuals, organizations, and networks have been involved in the wicked challenge that created your leadership opportunity. Describe who was there and what they did.

- b. If there were previous actions to address your wicked challenge, what lessons from these actions are relevant to your leadership opportunity?

Step 2: Lead Inward Within the Leadership Sub-systems

1. Leader Sub-system: This sub-system focuses on your “leading yourself” role. Referring back to Tool 1, highlight the key features of your character and strengths (e.g. public service passion, values, etc.) that you can draw on and further nurture in your leadership journey.

2. Follower Sub-system: This sub-system focuses on your “leading others” role. Identify actual and potential followers who you will lead to become part of your formal leadership team. Followers are individuals who are aligned with the vision, values, and action strategy embedded in the leadership opportunity. Specify how your own character and strengths can be used to entice these followers to join and actively participate as a member of a more formal leadership team.

3. Organizational Sub-system: This sub-system focuses on your “leading in an organization” role. Identify organizational elements that may influence the leadership opportunity action strategy (e.g., policies, structures, culture, systems, and procedures). For key organizational elements, specify how you and your team of followers can influence changes that will support your action strategy.

Step 3: Lead Outward to the Leadership Supra-system Including Stakeholders

1. The Supra-system represents the “external space” where you will exercise your “leading outward” role. To do this, first identify people and organizations in the Supra-system that may share an interest and can influence your leadership opportunity.

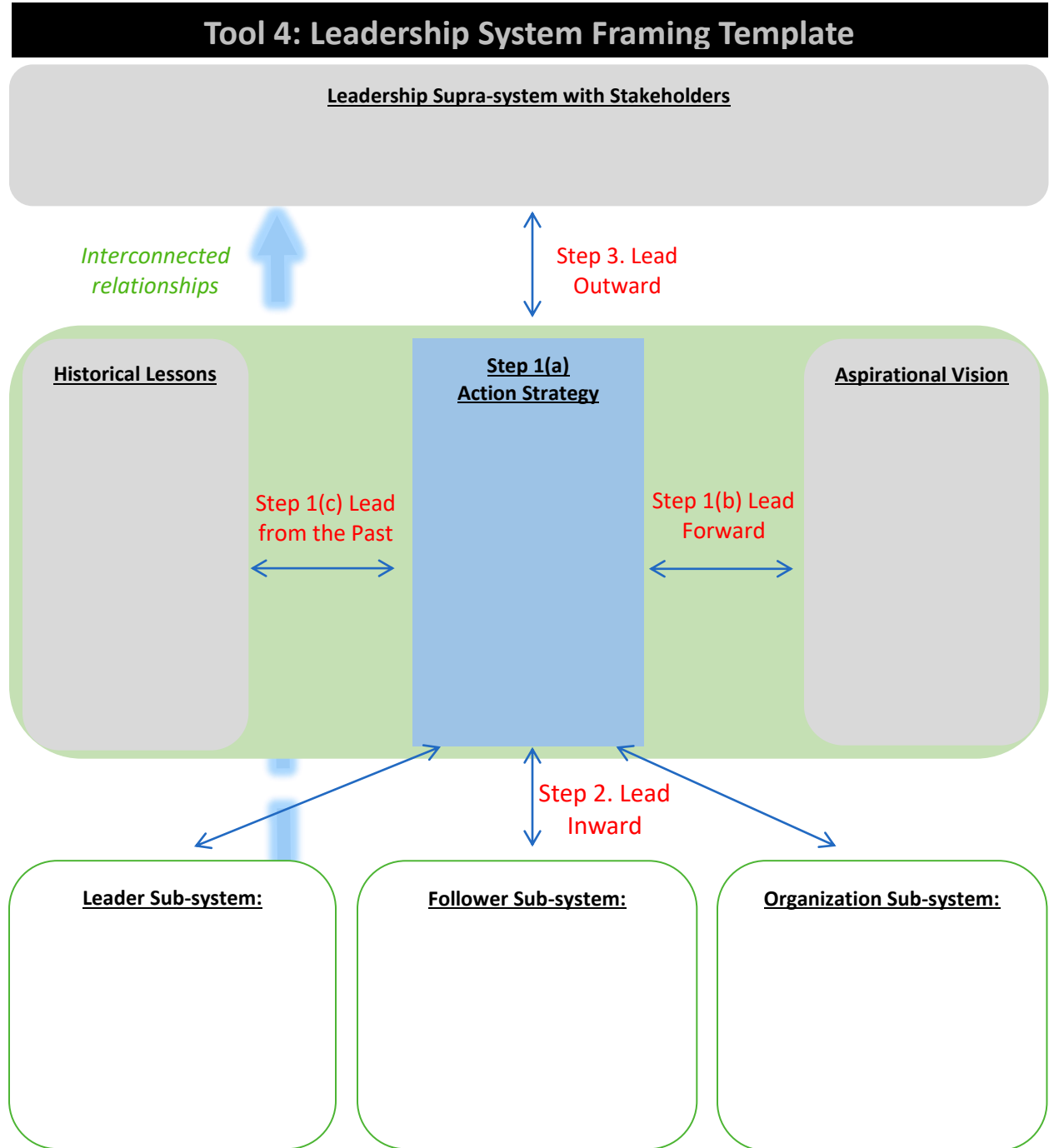
2. Next, specify how these stakeholders may benefit from your leadership including both your vision and related action strategy.

3. Finally, identify several practical ways that you can communicate these benefits to the stakeholders and their organizations.

Step 4: Frame the Key Elements of Your Leadership System

Drawing on the information you generated in Steps 1-3, summarize the key ideas in the template in Exhibit 3.42 below. Many public leaders keep a large completed copy of this tool on their wall as an easily understandable snapshot of their leadership opportunity.

Exhibit 3.41



CASE EXAMPLE

After individually completing Tools 1-3 and dialoguing as a team on essential sizing up elements to eventually co-produce a leadership opportunity within their discretionary authority, Team Uplift Education felt eager and ready to both develop a systems perspective of the Action Strategy using the Leadership System Framing Tool, and to engage with the remaining EMERGE tools as a more formal leadership team. The team stepped up to a higher performance stage, engaging with external stakeholders and attracting new followers to expand understandings of the leadership opportunity. In doing this, the members of the team found themselves acting as both leaders and followers depending on the characteristics and strengths of each individual. Out of this emerged a set of leadership team norms that the team carried forward throughout the remaining application of the EMERGE Platform.

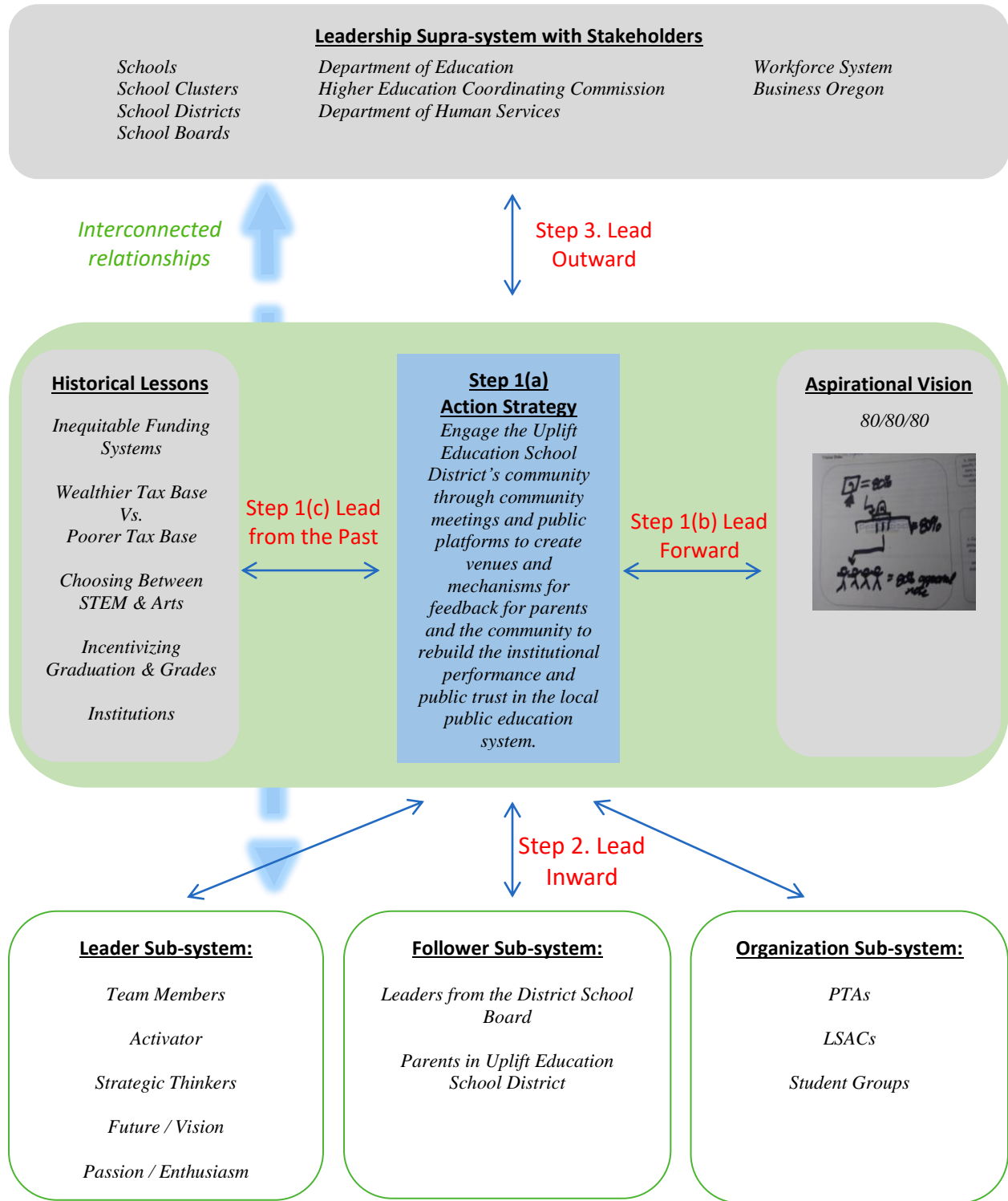
The Case Example provided in Exhibit 3.43 demonstrates the results of the team's learning about the interconnected system that their leadership opportunity is embedded in and the resulting context-specific leader and follower roles required of them.

As stated by the Leadership Team: *“Through the completion of this tool, we became more aware of the vertical and horizontal structures at play in our leadership opportunity. The vertical structures in this situation involve school officials and staff. Without a doubt, school principals, other administrators, teachers, other staff, and school board members will need to be involved very early on in order for us to establish credibility and get approval to move forward. Such individuals are, of course, very concerned with the safety of students and their families, as well as responsible for any community messages that could be construed as coming from the school system itself. Leaders within the vertical authority structure of the local school(s) in question would have a responsibility to review our effort very carefully and would of course have every right to closely examine any messages or activities that we would be sponsoring.”*

“As to the horizontal, community structure of our effort, the very fact that we are not school employees or attached to schools in any legal way does provide us with a great deal of freedom in recruiting leaders from various sectors of the community to join us on this project. Scott is the only one on our team directly employed in a school district, but the nature of the 80/80/80 effort should not preclude him from participation. Furthermore, the connections that each of the project team members have in the various communities with which we work gives us a far larger platform from which to recruit leaders to assist in this effort. The interconnectedness of the project, bringing together such a diversity of leaders from the community for a single purpose is what gives the project a better-than-average chance of success.”

After using this tool, the team felt more confident in their ability to frame the key dimensions of multifaceted leadership opportunities as complex and dynamic systems. Their improved understanding of historical lessons informed them on the causal factors, interests, and institutions their action strategy needs to address to make progress toward the 80/80/80 Vision. Moreover, by exploring the Leadership Supra-system and each sub-system, they not only gained valuable new information, but were able to identify, engage, and lay the groundwork for enlisting the support of key stakeholders and potential followers.

Tool 4: Leadership System Framing Example



FROM TOOL TO LEADER PRACTICE

The purpose of the Leadership System Framing tool is to help leaders concurrently see the whole and the parts of their leadership opportunity from where they sit – to stand on the balcony intentionally observing interactions among the parts while also performing on the stage below. Having an initial conception and understanding of the leadership system is another essential sizing up performance element. In using this tool, public leaders can become proficient in the fourth EMERGE practice of “Frame the Key Dimensions of the Multifaceted Leadership Opportunity as a Complex and Dynamic System”.

In order for leaders to comprehensively size up wicked leadership opportunities, vertical and horizontal structures of formal and informal authority need to be understood so that they can enlist support of potential close by followers and external stakeholders in the service of your leadership opportunity. Since these potential resources are dispersed, leadership is less about having a good idea and more about recruiting partners, champions, fellow travelers, and potentially sympathetic patrons who can enthusiastically share their resources and moral authority as a part of your leadership opportunity. This information is essential for deepening Contextual Intelligence and Foresight, the focus of Tool 5. It is also a vital step for understanding the learning needs of leaders and followers at various stages along the leadership journey as explained in Tool 6.

EMERGE Tool 5: Contextual Intelligence (CI) Discernment

“No problem can be solved from the same level of consciousness that created it.”

Albert Einstein

INTRODUCTION

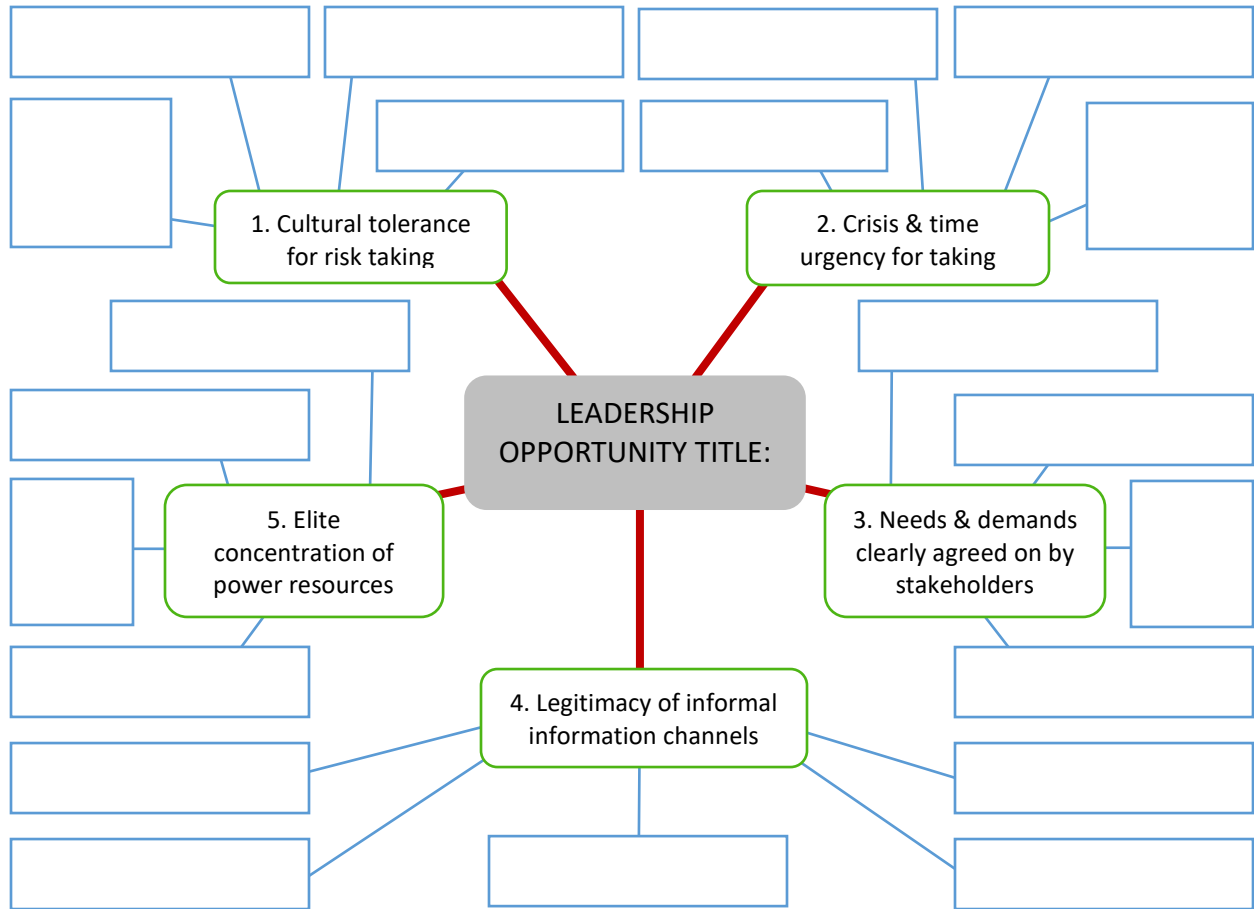
As discussed in Tool 4, an important part of sizing up leadership opportunities is getting above the dance floor to identify patterns that may not be visible to the participants. The EMERGE Platform uses the Contextual Intelligence (CI) Discernment Tool with “mind mapping” and foresight to provide a metaphorical balcony upon which to stand to view the critical contextual elements of a leadership opportunity. Both elements of this tool are easily accessible to those occupying seats at various levels of organizational authority and in all types of settings. The purpose of this tool is to unearth additional sizing-up information on leadership opportunities to allow leaders to envision emergent patterns in a dynamic situation as a basis for persuading followers and stakeholders to join in the leadership journey. Context is dynamic, (i.e., always changing), so the CI Discernment Tool should be used on an ongoing basis. Insightful CI is best developed through a shared process wherein leaders, followers and stakeholders pool their perspectives and interests. The more perspectives represented in the analysis, the better the information will be generated.

The CI Discernment Tool consists of four sequential steps. In Step 1, you will create a mind map to develop a comprehensive understanding and critical insights regarding your leadership context by probing five key CI factors: (1) Cultural tolerance for risk taking; (2) Crisis and time urgency for taking action; (3) Needs and demands clearly agreed on by stakeholders; (4) Legitimacy of informal information channels; and (5) Elite concentration of power resources. In Step 2, you will discern key emergent patterns in the evolving terrain of your leadership opportunity by asking five questions related to your CI factors. Step 3 offers the opportunity to Summarize Your Learning Graphically. Finally, Step 4: Foresight Development helps you shift your perspective from the individual CI factors to see your leadership opportunity more clearly as a whole and predict future events. The tool enables leaders to graphically depict the five most salient contextual conditions embedded their leadership opportunity. The CI Discernment tool is presented graphically below in Exhibit 3.5 and further elaborated in the instructions

Exhibit 3.5

Tool 5: Contextual Intelligence (CI) Discernment

Mind-map with Foresight



CI Foresight through Discernment

1. Risk taking tolerance?			2. Urgency for taking action?			3. Needs & demands clearly agreed			4. Legitimacy of informal info. flows			5. Concentration of power resources		
High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low

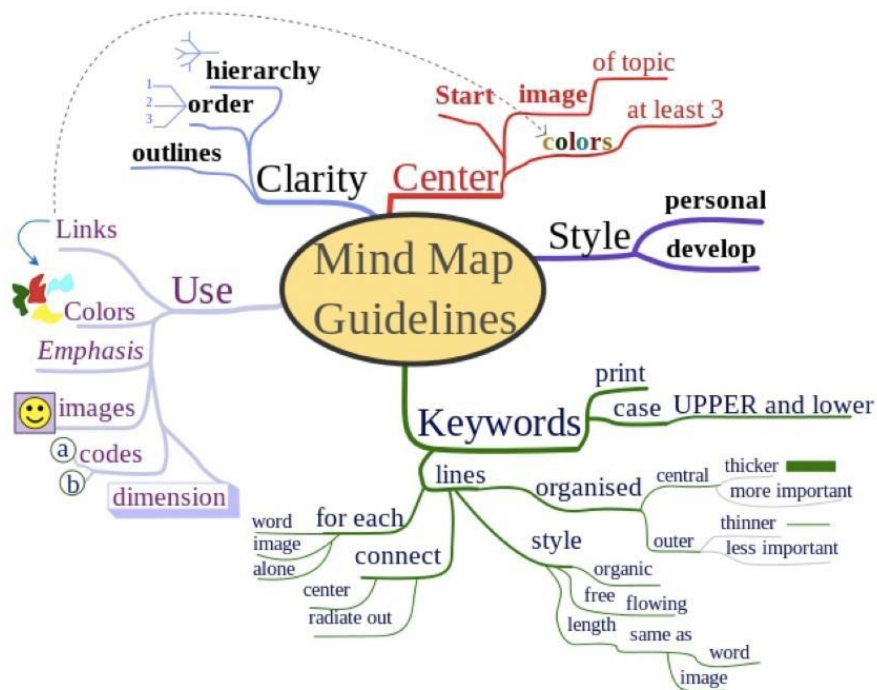
*Developed by: M. Ingle, CPS/PSU
Graphic by: Tâm Ngô*

INSTRUCTIONS

Step 1: Draw a Mind-map of Your Leadership Opportunity

A mind map is a visual portrayal of the known factors that shape the outcome of a given course of action, and the pattern of interrelationships among all of these known factors. It visually organizes information. Mind maps help us to better understand the dynamic complexity embedded in a leadership opportunity by displaying how the identifiable parts are interconnected. When drawing a mind map for your leadership opportunity, begin by placing the title of your leadership opportunity at the center of your graphic. Then, you proceed by adding related issues and associated representations of ideas connected to each of the five CI factors based on the content guidance in Exhibit 3.52. From there begins a process of trying to connect related issues as they branch out into many related and ever smaller sub-branches. The mind mapping process is designed for team dialogue and learning, so the outcome is best when produced with the core members of your leadership team. The process is iterative so that each round of mapping results in a closer approximation of what the group believes captures the best representation of your leadership opportunity. For an example of a mind-map, see Exhibit 3.51 below.

Exhibit 3.51: Mind Map Example¹²



¹² <https://www.linkedin.com/pulse/20141001151342-1794974-mind-mapping-this-is-how-to-make-mind-maps/>

Through completing the CI mind map, information is gathered on five key factors of the context in which the leadership opportunity operates. The five key CI factors are:

Exhibit 3.52

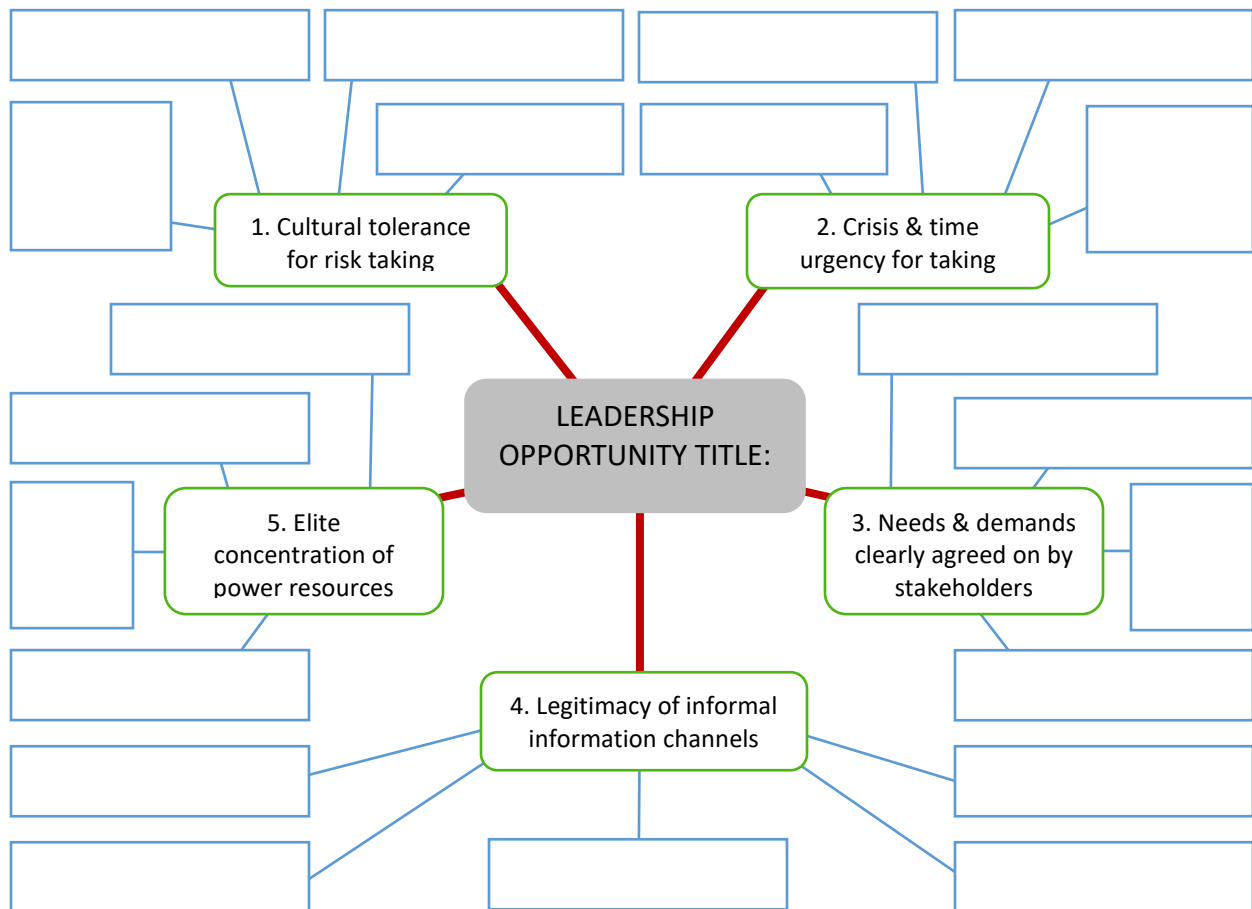
CI FACTORS	FACTOR DEFINITION
<p>1. Cultural tolerance for risk taking</p>	<p>This factor includes demographic, historical, geographic, linguistic, ethnic, racial, religious and similar dimensions that give a people, a place, or an organization its particular sense of identity. This identity can be organized around a place, a set of values, common characteristics, etc. For sources of cultural identity, it is hard to separate one factor from all of the others that weave together over time to generate a cultural identity. The one thing these sources all have in common is that cultural identity and values get embedded in institutions, which carry the culture forward through time and perpetuate cultural practices.</p>
<p>2. Crisis & time urgency for taking action</p>	<p>For leaders who need to size up the most propitious moment for galvanizing the support needed to tackle a leadership challenge, calculating the urgency and time sensitivity for taking leadership initiative requires that you put yourself in the shoes of everyone else you need to be part of your initiative. Ask these types of questions: What are participants’ personal, organizational and program-related priorities? How much control do your potential partners have over the time they can devote to a leadership initiative? How does this square with the time-sensitive issues within the organization like getting budget agreement, closing the fiscal year, contract deadlines, union negotiations, election of governing policy boards, etc.?</p>
<p>3. Needs & demands clearly agreed on by stakeholders</p>	<p>A conventional approach would simply require that you prepare a list of friends and foes. But leadership in a shared-power world requires that you not only count noses, but that you look beyond the votes to obtaining and building trust and legitimacy with potential partners. Leaders need to know what followers and collaborators need. This may give public service leaders a marginal advantage when calling upon stakeholders to enlist their support in the service of a noble public service goal.</p>
<p>4. Legitimacy of informal information channels</p>	<p>Information flows through both formal and informal channels. For example, orders flow down the formal chain of command. Importantly, much critical information is also unregulated and circumvents the formal flow. Leadership must tap into and track both formal and informal flows. This flow of information plays a decisive role in controlling people, budgets, and programs inside and outside organizations.</p>
<p>5. Elite concentration of power resources</p>	<p>This area includes: 1) Tangible resources like votes, dollars capital equipment, etc.; 2) Relationships and access; 3) Position; and 4) Knowledge and expertise. Sizing up leadership opportunities requires constant attention to gathering this kind of contextual intelligence. Intuit and assess the distribution of power resources in the context. Ask these kinds of questions. Who are the decision-makers? What kind of formal and informal power and influence do various decision-makers have? What implications does the balance of power have for your leadership problem? To whom are decision-makers accountable? Decision-makers in the public are accountable to different people than those in the private sector. What and where are other critical resources and how can decision-makers access them?</p>

Directions for Creating a Mind Map for Your Leadership Opportunity

1. You may use Exhibit 3.53 below as a template or create your own mind map.
2. Start in the center with the title of your leadership opportunity.
3. List the five CI factors on each major line coming off the leadership problem.
4. Build outward with lines from each CI factor referring to their definitions above.
5. Each word/image must be alone and sitting on its own line.
6. The central lines are thicker, becoming thinner as they radiate out from the center.
7. Use colors – your own code – throughout the mind map.

Exhibit 3.53

Tool 5: Contextual Intelligence (CI) Discernment Template



Step 2: Discerning Key Contextual Patterns

In this step you will discern foresight implications from your understanding of the leadership context. We often can see the train coming down the track with enough warning to start thinking about what to do about it. But what happens when we cannot see or hear the train that is around a corner, or when the train that is coming too fast to allow us to take action? These are the kinds of wicked challenges that occur more frequently, where success depends on the ability to intuitively take actions today that will align with the needs of the future – what we call foresight.

You can begin cultivating this foresight by referring to the key Contextual Intelligence factors affecting your potential leadership initiative from Step 1 and responding to the following prompts. Based on your perception of the context from the information you collect in your mind map, use the prompts below to rate each of the key CI factors as high, medium or low. The patterns for each of the five CI factors as represented by your ratings will serve as valuable input for Tool 9 on Smart Power. These patterns, when viewed together, provide the space for developing your foresight for your leadership opportunity.

1. Describe and rate the level of tolerance for risk taking and failure in the organizational culture.

1. Tolerance for risk taking?

High	Med.	Low
------	------	-----

2. Describe and rate the level of the sense urgency in finding a solution.

2. Urgency for taking action?

High	Med.	Low
------	------	-----

3. Describe and rate the level of clarity and agreement on the needs of followers/collaborators.

3. Needs & demands clearly agreed?

High

Med.

Low

4. Describe and rate the level of legitimacy related to informal (as compared to formal) channels of communication.

4. Legitimacy of informal information flows?

High

Med.

Low

5. Describe and rate the level of concentration of decision-making authority in a small elite group.

5. Concentration of power resources?

High

Med.

Low

6. Summarize your CI ratings below.

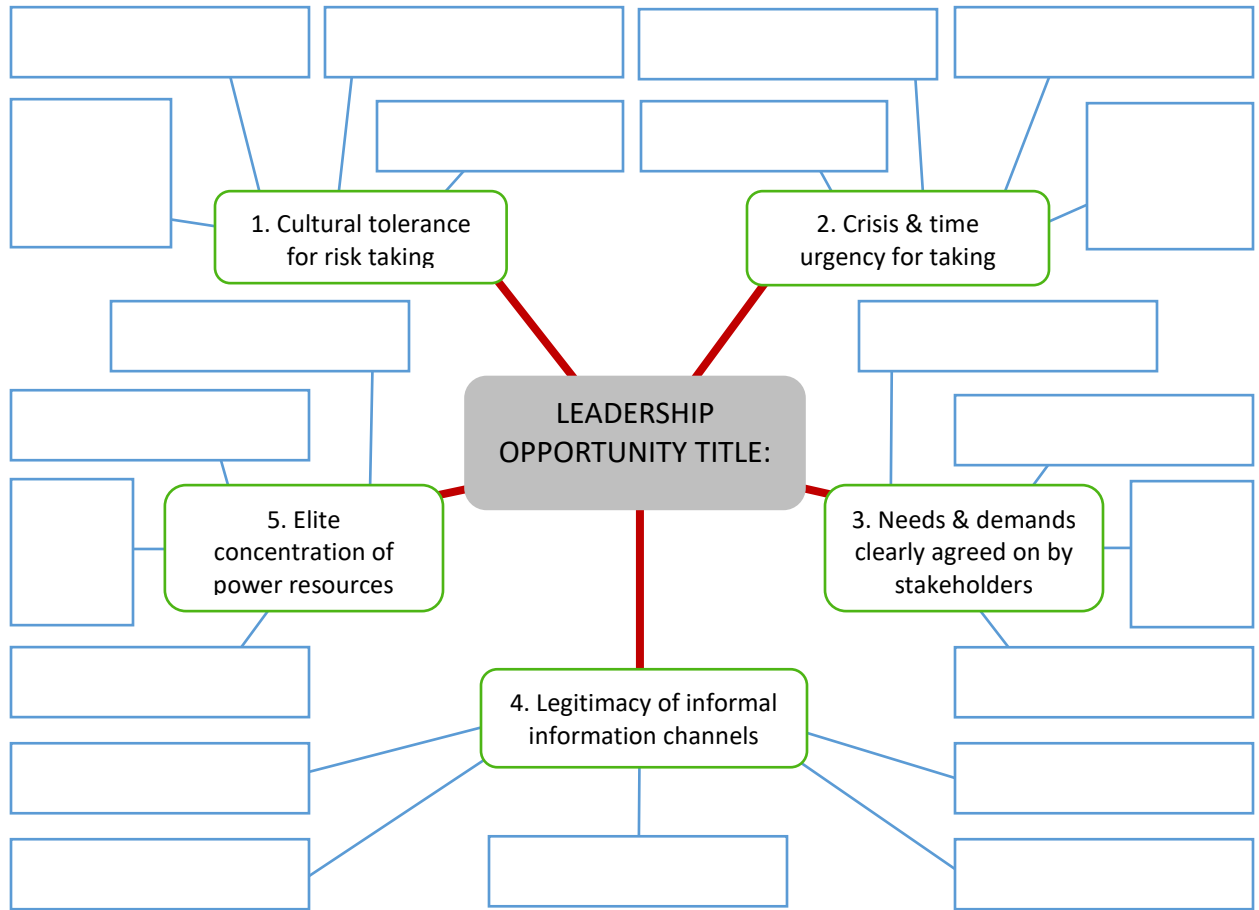
1. Risk taking tolerance?			2. Urgency for taking action?			3. Needs & demands clearly agreed			4. Legitimacy of informal info. flows			5. Concentration of power resources		
High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low

Step 3: Summarize Your Learning Graphically

Drawing on the information you generated in Steps 1 and 2, summarize the key elements in the template provided in Exhibit 3.54 below and keep for future reference.

Exhibit 3.54

Tool 5: Contextual Intelligence (CI) Discernment Template



CI Foresight through Discernment

1. Risk taking tolerance?			2. Urgency for taking action?			3. Needs & demands clearly agreed			4. Legitimacy of informal info. flows			5. Concentration of power resources		
High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low

Step 4: Foresight Development

Our experience suggests that the following process might be useful for cultivating your foresight. Looking at your CI mind map, shift your perspective from each of the 5 CI factors to the CI mind map as a whole (or how the parts are interconnected within the mind map). With the whole in mind, consider these questions:

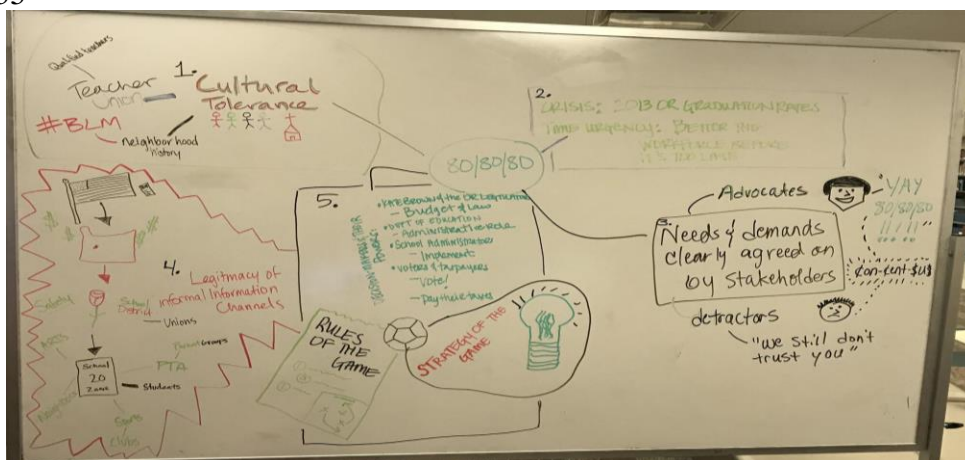
1. What emerging trends and patterns are evident in your leadership context as represented by your mind map? What impact may these have on your taking-action strategy?

2. Based on the emerging trends and patterns evident in your leadership context, what occurrences might your leadership team expect to see to in the near future? How can your leadership team position itself to maximize the benefit, or minimize the harm, caused by these occurrences?

CASE EXAMPLE

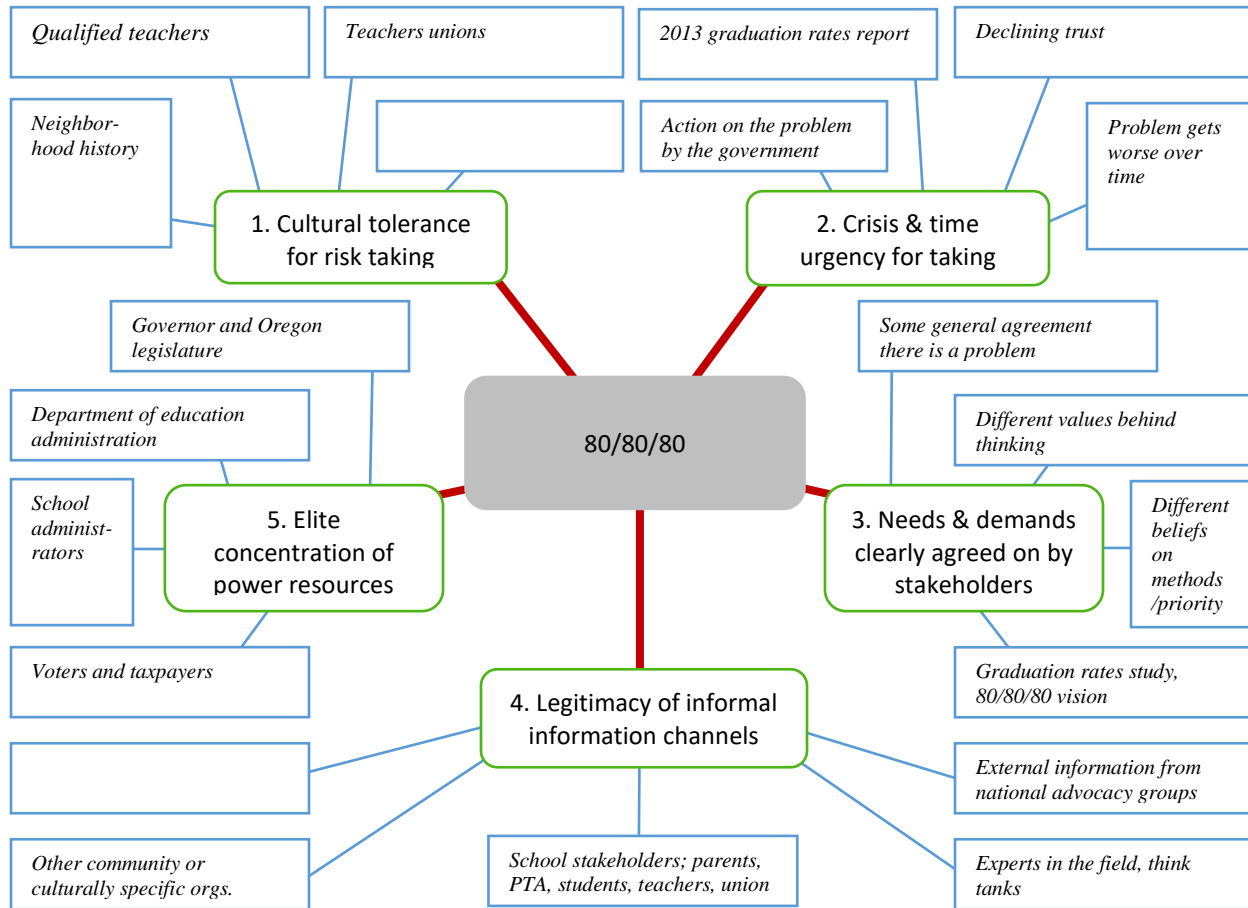
After exploring the four dimensions of this leadership opportunity's system, the Uplift Education team felt they had enough information to improve their Contextual Intelligence through the application of this tool. They began by drawing a mind map as a leadership team on a whiteboard (see Exhibit 3.55). They placed the 80/80/80 Vision at the center of their mind map with the five CI factors as the first set of branches; they could have also used a summary statement of their leadership opportunity or action strategy as the center of the mind map. As a team, they found it beneficial to have the graphical summary of their Leadership System Framing Tool available to help them develop additional ideas and connections outward from the CI factor branches. Doing more than one iteration of the mind map involving the whole leadership team, reaching out to stakeholders and followers identified in Tool 4, and using colors and symbols were helpful to improve the team's dialogue, learning, and bonding. The whiteboard version of the mind map in Exhibit 3.55 below.

Exhibit 3.55



Using the information and relationships captured in their mind map, the team found it easy to rate the presence of each CI factor in their leadership opportunity. Their ratings are displayed in Exhibit 3.56. By combining and summarizing their foresight and mind map graphic they were able to gain a more complete understanding of the contextual elements influencing their leadership opportunity and action strategy. From that higher contextual view, it was easy to discern current trends and predict events in the future that might impact their action strategy using the prompts in Step 4. Completing this tool allowed the leadership team to feel more confident in their ability to discern patterns in a dynamic situation. They also found this tool to be a great opportunity to do another iteration of their Leadership System Frame using the new information gathered during the mind-mapping and foresight development steps.

Tool 5: Contextual Intelligence (CI) Discernment Example



CI Foresight through Discernment

1. Risk taking tolerance?			2. Urgency for taking action?			3. Needs & demands clearly agreed			4. Legitimacy of informal info. flows			5. Concentration of power resources		
High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low	High	Med.	Low

FROM TOOL TO LEADER PRACTICE

The EMERGE Contextual Intelligence (CI) Discernment Tool assists leaders to concurrently see the whole and the parts of their leadership opportunity from where we sit. Leaders who are pursuing opportunities in a wicked challenge context need to nurture foresight sensibilities. As explained in the tool, foresight is like a “sixth sense” to intuit what is around the next corner in your leadership journey. The “what is around the corner” could be an unexpected event or an emerging trend. For example, master chess players are able to anticipate the upcoming moves of others by observing the patterns evident in the placement of the chess pieces. Developing foresight within the context of a specific leadership opportunity is possible – with practice. As you gather additional information about the context of your leadership opportunity, your ability to discern important insights will improve and your overall understanding grow. The lessons and foresight you gain from this tool will provide vital information regarding your leadership role.

By using this tool, public leaders can become proficient in the fifth EMERGE practice of “Discern emergent patterns in a dynamic situation as a basis for persuasion”. This information is essential for deepening our Smart Power in relation to followers and stakeholders, which is the focus of Tool 9.

EMERGE Tool 6: Continuous Leadership Learning

“By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is bitterest.”

Confucius, cited in K. Hinnett, 2002

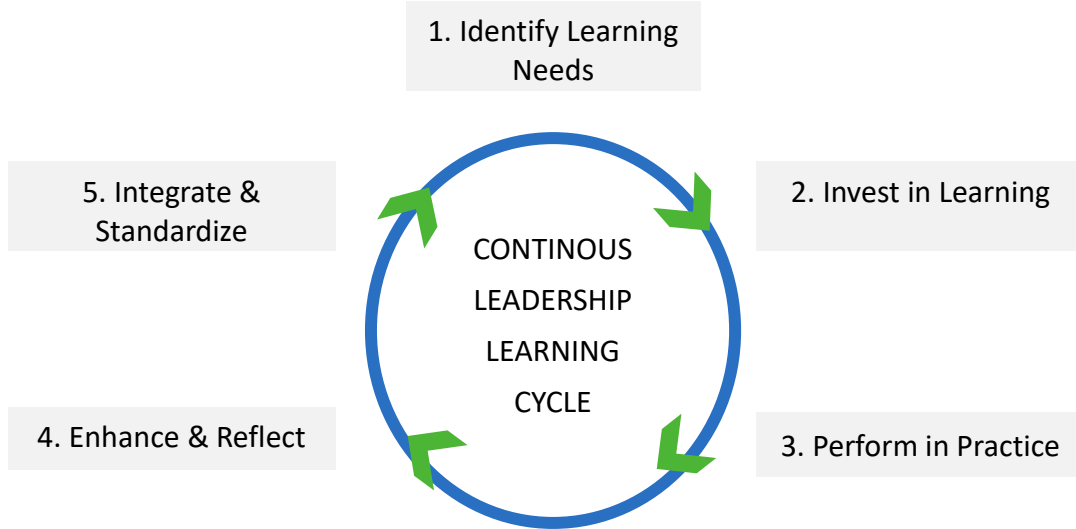
INTRODUCTION

Wicked challenges are complex, constantly changing, and largely intractable. As a leader, you will always be challenged with the limits of your understanding and experience when working with leadership opportunities born of wicked challenges. Success in these conditions requires continuous and intentional learning related to your leadership performance. Leaders are responsible for identifying and facilitating their own learning needs, for supporting the learning of others, and for enabling learning at an organizational level. Essential to fulfilling this responsibility is encouraging and responding to new ideas, especially criticism, from yourself, your leadership team, and diverse stakeholders.

Continuous learning is best viewed as a *generative process*. Generative learning is a continuous and recursive process where the lessons learned today are intentionally and systematically incorporated into the actions taken tomorrow. This process is frequently called reflective practice. Generative learning integrates theory and practice; it improves practice through the application of theory; and it improves theory through the abstraction of what the practice of leadership teaches us. This habit of reflective practice is especially important in large, complex organizations which can create pathological cultures and propensities for “groupthink.”

To facilitate reflective practice for yourself and your leadership team (called collective reflective practice) in a way that encourages co-evolving in relation to your leadership opportunity, we outline five essential steps in the Continuous Leadership Learning process: (1) Identify Learning Needs; (2) Invest in Learning; (3) Perform in Practice; (4) Enhance and Reflect; and (5) Integrate and Standardize. These five steps are presented graphically below in Exhibit 3.6 and elaborated in the accompanying instructions. Finally, in Step 6: Summarize Your Learning Graphically, you will summarize what you learned from each of these steps for additional reflection and future reference.

Tool 6: Continuous Leadership Learning



*Developed by: Dr. Kristen Magis, 1993
Graphic by: Tâm Ngô*

INSTRUCTIONS

Step 1: Identify Learning Needs

To identify the learning needs associated with your leadership opportunity, refer back to the assessment results in Tool 1: Readiness for Public Leadership Assessment and Tool 4: Leadership System Framing. Use your work in Tools 1 and 4 to consider your immediate learning demands presented in the context of your leadership opportunity. For example, if you identified a lack of confidence to step up in a leadership role in Tool 1, bring that forward to this tool as an immediate learning need. As you begin to “take action”, the learning requirements of Tools 7 through 12 will also come into play. Revisit this learning cycle tool regularly to continuously enhance your leadership performance.

1. Review your own learning needs captured in Tool 1 and 4. List several that are time sensitive and that may have a substantial impact on your leadership performance.

2. In addition, if you have identified any additional learning needs for supporting others and enhancing learning throughout your organization in completing Tools 1-5, please note them here.

Step 2: Invest in Learning

The success of your leadership opportunity will largely depend on how well you have “trained your leadership technique”. This requires a conscious investment in self-learning. Step 2 provides guidance on investing in your leadership learning.

1. Given your leadership needs identified in Step 1, make a plan in collaboration with other members of the leadership team on where, how, and when to invest in your learning.

2. As you are learning how to apply the EMERGE tools and practices, identify specific leadership situations where you would like to further apply these learnings.

Step 3: Perform in Practice

Putting your new and enhanced learning into practice in the context of your leadership opportunity is a continuous process. Experiences of application further hone your understanding and enable you to make the kind of judgments that distinguish ordinary surgeons, architects, and social workers from those who excel at their craft. The only way to determine the value of your learning is to perform with it and observe the results. There are no short cuts, only the iterations of real life trials complete with reflections on what worked and what did not.

1. Describe when and how you can apply your new or enhanced learning required by your leadership opportunity as outlined in Step 2.

2. Describe the supports or encouragements you will need from your leadership team and other supporters to put your new and enhanced learning into practice.

Step 4: Reflect and Enhance

The reflective practice stage is where you formally take time to reflect on the lessons you are learning from your actual performance with your leadership opportunity in the context of each tool. As you are performing, you need to step back frequently and consider what is working, what isn't, and what you are learning. This information is the basis from which you determine the next steps in your learning journey. It is also where real learning sinks in. It gives us the capacity to abstract the lessons learned from practice by identifying the reasons why a practitioner believes something works (the “espoused theory”) and comparing that to what is actually the case in practice (the “theory in action”). Once this theory is brought to consciousness, it can then serve as the basis for the fifth step of the learning cycle.

1. Describe when and how you will encourage and obtain feedback, including criticism, from multiple perspectives on your leadership performance.

2. Reflect on the feedback and draw lessons about practices to continue and practices to improve on.

Step 5: Integrate and Standardize

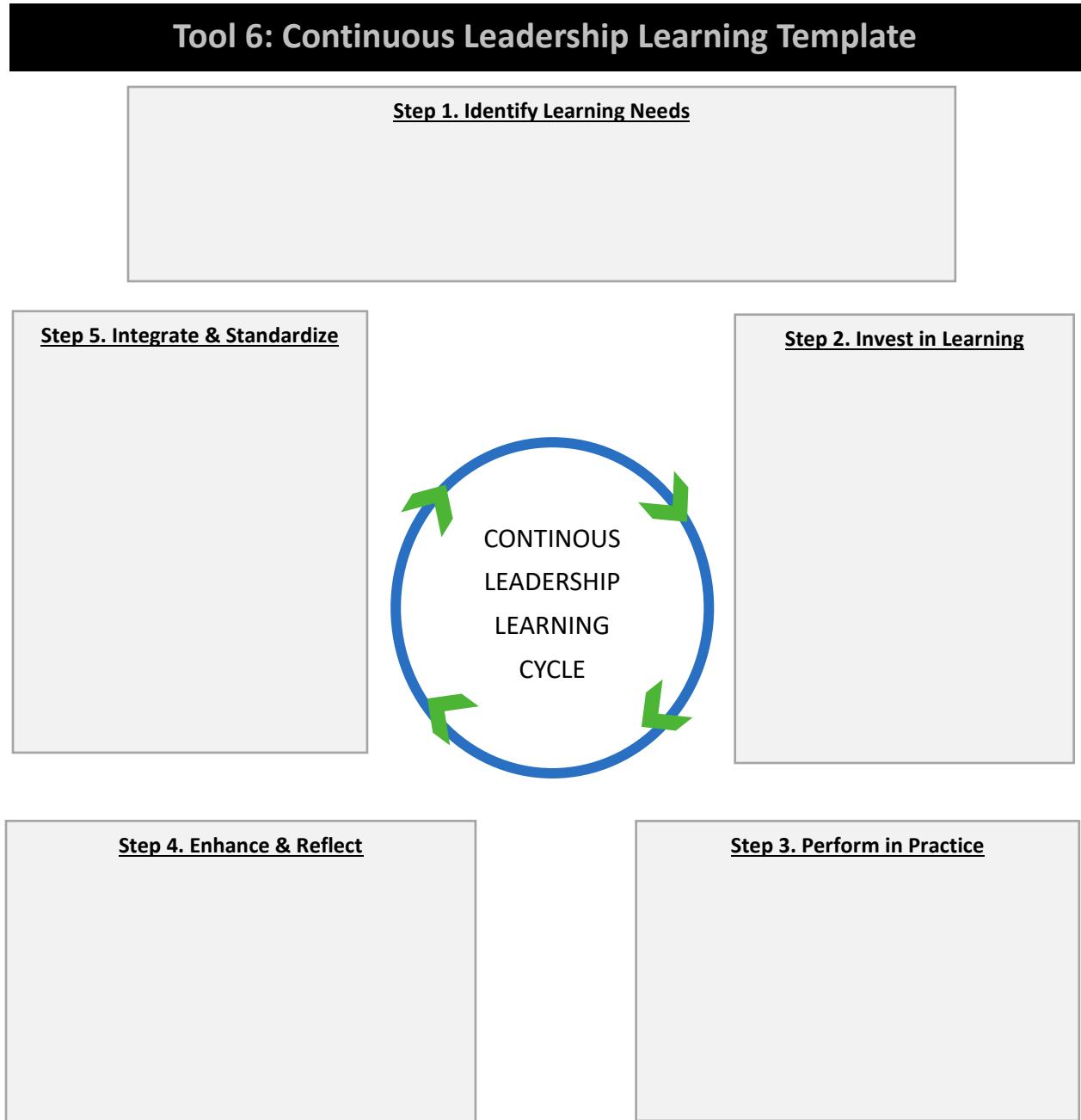
Integration and standardization is a critical part of the continuous learning cycle. In Step 4, you identified improved ways of performing your leadership practices in the future. You need to integrate these new leadership practices into your daily routines. Then, you need to standardize these improved practices so you perform them consistency well over time. In doing this, you will need to identify new systems or procedures that you want to continue using. Also, constantly make changes in the organization sub-system so that it co-evolves to support your behaviors. This is the point at which the “theory in action” becomes an “espoused theory”. This espoused theory is reflected in the new norms, processes, and structures that have been incorporated into the leadership environment as a result of the reflective practice learning in Step 4.

1. Identify and describe how to integrate your new leadership practices into your leadership opportunity.

2. Identify and describe systems, mechanisms, or procedures that may need to be changed to standardize and support these new leadership practices.

Summarize the key information you learned from your responses in Steps 1-5 in Exhibit 3.61 below and adapt your leadership opportunity based on lessons learned from completing this tool. Use this step as inspiration for building in the practice of regularly incorporating learning into your leadership opportunity after every tool application.

Exhibit 3.61



CASE EXAMPLE

The Uplift Education Team approached the Continuous Leadership Leading Tool as the culmination of the five preceding Sizing-Up Tools. Having completed the five previous tools and developed their associated practices, the team executives were all enthusiastic about the opportunity to combine their learning on the various aspects of sizing-up leadership challenges, prepare to take action on their leadership opportunity, and build both individual and team reflective practices.

After reflecting on the strengths and values of their team, they developed a better understanding of how they could lead as a group, as well as which of their weaknesses may hamper their effectiveness in various leadership roles. The team assessed and evaluated their leadership strengths and responded to the gaps they found by planning to involve partners and create structures within the team to help them to not only identify their learning needs, but gather the information necessary to improve their skills and the sizing-up of their leadership opportunity. Pulling together resources and ideas from all the Sizing-Up Tools, the team felt that completion of Tool 6 provided them with an essential framework to create and maintain a systematic culturally-responsive process for feedback. The result of their reflection is presented in Exhibit 3.62. Completing this reflective process provided the means for stakeholders to participate and help shape the team's leadership opportunity, ultimately improving their leadership practice and ability to make progress on the opportunity.

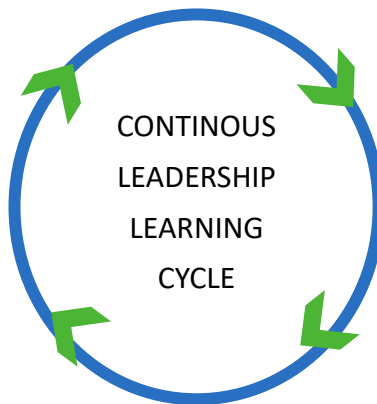
Tool 6: Continuous Leadership Learning Example

Step 1. Identify Learning Needs

Our team’s greatest strengths are strategic thinking and relationship building which are important for attracting followers and building trusting relationships. The members of our leadership team have low tolerance for ambiguity which may put our team at greater danger of “burning out” as we seek to navigate the complexity of our leadership change. We intend to attract followers with high tolerance for ambiguity. Significant literature and expertise exists on our leadership challenge that we can access through online resources and nearby academic institutions.

Step 5. Integrate & Standardize

Identify team member strengths and weaknesses. Enlist thought partners, community leaders, and school leadership. Adopt a philosophy of continuous learning and improvement. Provide ample access to community members and stakeholders for voice. Develop evaluative tools, feedback, and debrief process. The evaluation process will be continuously revisited to ensure accuracy. Roles will be clearly delineated and leadership team members trained in the exercise of those roles.



Step 2. Invest in Learning

We will facilitate meetings, create measurable goals for gauging success, assign meeting roles, and develop leadership opportunities for each member of the group and stakeholders. Roles may include door-to-door information sharing, administrating Facebook groups, speaking at PTA meetings or student conferences, to name a few. We will assign a team member as a designated researcher or resource manager to assess media coverage, policy changes at the district level, etc.

Step 4. Enhance & Reflect

An evaluation tool will be used to rate and review each meeting and forum to understand what went right, wrong, and could be done to make it better. Following each stakeholder feedback session, we will conduct a similar rating on our leadership performance and hold a debriefing session amongst ourselves. We commit to the leadership practices of modeling the way, inspiring a shared vision, and enabling others to act.

Step 3. Perform in Practice

*Where: School Board meetings, community forums, community surveys
When: Monthly meetings and forums, conversations with stakeholders (i.e. weekly staff breakfasts at schools, school open house nights), during meetings with community partners (County Health Department, City Hall, etc.)
How: Listen to and acknowledge followers’, stakeholders’, and community members’ perspectives. Examine own attitudes. Utilize active listening skills.*

Also, as stated by the executives on the Uplift Education team: *“As we interacted with this tool, we initially found its various steps to appear repetitive, often requiring us to revisit and pull information from previous tools. Upon reflection however, we found this process very helpful in developing a broader understanding of how each sizing-Up tool is an important facet of adopting an adaptive and generative learning approach to leadership so that new knowledge gained through sizing up or taking action can be quickly reflected upon and incorporated into making better progress on our leadership opportunity and improving the overall practice of our leadership”*.

The information gathered and the processes outlined through completion of this tool allowed the team to be responsive leaders as they began to take action and move towards their 80/80/80 Vision in the Uplift Education School District and beyond. After each Taking-Action phase of their leadership opportunity, they found it beneficial to return to their Learning Cycle to learn and improve future action taking. Through their application of this tool, the team not only outlined a systematic way to gather, learn, and use new information to advance their leadership opportunity, but they also felt more comfortable and able to embrace a mindset of continuous leadership learning. As a result, they were more consciously engaged in reflective practice during their leadership journey.

FROM TOOL TO LEADER PRACTICE

The five steps of the Continuous Leadership Learning Tool enable leaders to approach leadership learning as an adaptive and generative process driven by collective reflective practice. This type of reflective practice is the foundational platform for all of the taking action stage tools and for effective and ethical prudential judgment. This “bringing to consciousness” of our learning needs on a continuous basis opens access to various kinds of tacit knowledge that is acquired through practical experience and is often essential to success. Through regular application of and reflection on new knowledge, this EMERGE Tool encourages public leaders to embrace a mindset of continuous leadership learning and become agents of generative self-improvement.

Conclusion for “Sizing Up” Stage Tools

This section of the EMERGE Public Leadership Performance Platform has presented an initial framework for EMERGE leadership that all public sector leaders can use from where they sit to identify leadership challenges and turn them into opportunities. Our hope is that this suite of Sizing-Up Tools enables public servants at all levels to see themselves as potential leaders who feel empowered to take leadership initiative to improve the world around them. In order for this to occur, those of us who have the potential to lead from where we sit have to develop a different mindset from the typical managerial framework, which assumes that people and organizations can “do better, faster” by simply re-engineering the structures and processes of the organization. While much good has and will continue to be done by organizational re-engineering, we believe those approaches are not well suited to deal with wicked challenges. Progress on the wicked challenges we see in the “new normal” requires a different mindset, one that assumes there may not be any “right” answer but a continuous series of “next best” answers. Our goal is not just to provide leaders with tools we can use, but to also give us a sense of how the EMERGE Platform is applied in practice.

Chapter IV “Taking Action” Stage: Acting on a Leadership Opportunity

Taking action with followers and stakeholders, what we refer to as “collective action”, is by its own nature uncertain. Collective action often goes in directions that are novel, and even potentially contrary to the common good. We can’t assume that just having good intentions and plans will produce good actions. Collective action is a different kind of leadership activity altogether from the process of “sizing up” leadership challenges and opportunities discussed in Chapter III. While the latter can inform the former, it cannot control or predict its outcome. Those who feel the urgency for collective action often find themselves floating on uncertain waters they cannot control, frustrated by the legal, bureaucratic, organizational, and institutional forces that serve as constraints to action and the lack of predictable control over those whose participation is essential to success. This frustration is well founded and even intentional. Modern rule of law systems like the United States have deliberately contrived an organizational, political and legal system to channel and tame the uncertain, unpredictable, and sometimes dangerous directions that unguided collective actions can take.

In this Chapter we introduce six additional EMERGE Tools that can help you build support for leadership action and tether the action to values that align with the common good. We summarize the Taking Leadership Action Tools in Exhibit 4.0. While these tools are discussed as discrete sequential steps, keeping with our view of the recursive nature of leadership, these steps often occur together on the leadership performance stage in the context of dynamic change. These conditions require continuous sizing up of leadership challenges and opportunities, reflecting on the consequences these conditions have for current actions, and incorporating the new learning into the next actions. This is a discursive process that integrates data, analysis, arguments, strongly held opinions, intuition, and foresight. It is also a recursive process because of the need to revisit what has been decided in an earlier phase of the action process in the light of new learning. This discursive and recursive activity has been referred to in recent leadership literature as a process of “building the bridge as you walk on it”¹³.

Exhibit 4.0

Performance Stage Dimension: Taking Leadership Action	
Practice Seven: Model Trusting Relationships with Leadership Team	<u>7: Model with Relational Trust</u> This tool enables leaders, through a process of open dialogue, to model a high level of relational trust with leadership team members and relevant stakeholders with the intent of growing and nurturing transformational trust throughout the leadership initiative.

¹³ Quinn, R. E. (2004). *Building the bridge as you walk on it: A guide for leading change* (Vol. 204). John Wiley & Sons.

Members and Others	
Practice Eight: Inspire a Shared and Moral Vision/Values Related to a Leadership Initiative	<u>8: Inspire Vision with Moral Grounding</u> This tool embeds and shares inspiration with moral grounding into the initial vision and values associated with a leadership initiative so that the vision and values become “alive” in every day public action.
Practice Nine: Use Contextual Intelligence to Develop and Act with a Smart Power Strategy	<u>9: Persuade with Smart Power</u> This tool enables leaders to make use of the emergent patterns discerned from the Contextual Intelligence Tool in developing and acting with a responsive “smart power strategy” – one that represents the “smartest” balance of hard and soft power -- for persuading others to engage in a leadership journey.
Practice Ten: Convene and Nurture a Coalition to Realize the Vision	<u>10: Convene Stakeholder Coalitions</u> This tool empowers leaders in collaboration with their leadership team to convene and institutionalize a robust network of organizational followers and external stakeholders to realize the common good embedded in the leadership initiative’s shared vision.
Practice Eleven: Pioneer Breakthrough Innovation in the Public Arena	<u>11: Guide Organizational Innovation</u> When a leadership initiative involves a “pioneering effort” in an organizational context, this tool guides leaders “in blazing a breakthrough trail” with a high level of confidence that one is not taking the wrong braid of the river which endangers the public good.
Practice Twelve: Intentionally Strengthen Prudential Judgment through Reflective Practice	<u>12: Strengthen Prudential Judgment</u> This tool provides leaders with a systematic approach to reflective practice -- encompassing open dialogue, generative learning, and ethical decision-making -- with the intent of strengthening prudential judgment.

EMERGE Leadership Tool 7: Model with Relational Trust

“For it is mutual trust, even more than mutual interest, that holds human associations together.”
H.L. Mencken (1880-1956)

INTRODUCTION

The EMERGE Public Leadership Performance Platform we propose as the strategy for acting on wicked challenges requires strong bonds of trust to hold diverse players together within and across jurisdictional levels and scales of action. Trust is multilayered and multifaceted. It can comprise interpersonal behavior, confidence in organizational reliability, competence and expected performance, and a common bond and sense of goodwill toward a group or organizational cause. With the good of the whole as the motivating force, a relationship driven by trust is characterized by its synergistic and self-generating energy. Developing a strong sense of mutual trust enables the individuals in the relationship to overcome setbacks, set aside fear of ulterior motives when compromise is necessary, and speed the pace of collective action.

Nurturing and sustaining trust is an iterative process that demands relationships be nurtured on a regular basis. Trust is facilitated by sharing a clearly articulated vision embedded with shared values (See Tools 1 and 3). Once in place this shared vision becomes a binding force that aligns leaders with followers and provides a sense of community. This shared vision enables both leaders and followers to take personal risks and subjugate their own needs for that of the vision. Building on these earlier tools, Tool 7 can be used by both leaders and followers when first forming the Leadership Team (see Tool 4), and as additional followers/stakeholders are added to the coalition (see Tool 10).

The Model Relational Trust Tool serves as a guide for leaders assessing whether or not their relationships with followers and other leaders have reached a sufficiently high level of trust to ensure the success of a commonly shared leadership initiative¹⁴. The assessment includes seven transformational trust elements. Should any leader-follower relationship not have a sufficiently high level of trust, this tool provides a list of potential actions to take for enhancing and nurturing the trust level. The Model with Relational Trust Tool is made up of four sequential steps: (1) Conduct Trust Assessment; (2) Identify Possible Trust Enhancement Actions; (3) Commit to Modeling Trust; and (4) Summarize Your Learning Graphically. These steps are elaborated in the instructions and imbedded in Exhibit 4.7 below.

Exhibit 4.7

Tool 7: Model with Relational Trust

¹⁴ Ingle, M., and D. Gassaway (2013). *Collaborative Trust-Building Tool Beta Version 3.0*.

Names of Relationship Members:

Transformational Trust Elements in Relationships	Step 1. Trust Assessment			Step 2. Priority Trust Enhancement Actions for Reflection and Dialogue in the Relationship
	Low	Med	High	
1. Clearly understands their respective actions, roles, and responsibilities.				
2. Feels morally responsible for helping each other achieve a shared vision for the leadership opportunity.				
3. Displays a high confidence in each other and forgives short-term breaches of trust irrespective of position or title.				
4. Actively seeks help from each other without generating feelings of indebtedness.				
5. Freely and transparently exchanges information between each other without inhibition.				
6. Shows high involvement in the leadership opportunity, subjugating personal needs for the greater good of the vision.				
7. Creates positive energy within the relationship that is both synergistic and self-generating.				

Step 3. Trust Commitments

Developed by: M. Ingle, CPS/PSU

INSTRUCTIONS

Step 1: Conduct Trust Assessment

1. List five to seven of the most essential current and potential leader-follower relationships pertaining to your leadership opportunity in the space below.

2. For each relationship you listed above, use Exhibit 4.71 to assess the perceived degree of transformational trust that exists across each of the seven trust elements on a low-medium-high scale.
 - a. If the level is “high” on all seven of the assessment questions, then the relationship has reached a level of transformational trust. If so, maintaining this level of transformational trust requires continuous nurturing over the long term. The trust-building actions outlined in Step 2 may serve as helpful guidance in nurturing this high level of transformational trust in your relationships.
 - b. If the answer is “medium” or “low” in any of the seven assessment questions, move on Step 2 for assistance identifying appropriate trust enhancement actions.

Step 2: Identify Trust Enhancement Actions

If the rating to one or more of the trust assessment characteristics is “low” or “medium”, use the actions associated with the characteristics below to build transformational trust for each leader-follower dyadic relation.

1. Both members broadly define their respective roles within the leadership action;
 - a. Identify, communicate, and encourage communication of the shared interests, and common elements of interdependence present in the relationship;
 - b. Communicate, and encourage communication of, a shared understanding of unambiguous roles and responsibilities within the relationship, working through differences as they arise.
2. Each wants to and feels morally responsible for helping the other to achieve the aims of the vision;

- a. Recruit and leverage the social capital of highly-respected, neutral, third parties to build trust with the other participant;
 - b. Demonstrate personal accountability for doing what is promised, finding a way to be honest at all costs, and admitting mistakes;
 - c. Be transparent about and encourage transparency of each other's values, seeking their alignment.
3. Irrespective of position, high confidence is displayed in each other and short-term breaches of trust are forgiven;
- a. Proactively engage face-to-face and extend and reciprocate trust;
 - b. Focus on the process of building trust, including establishment of norms, interactional routines, and ground rules;
 - c. Strive for longevity, building elasticity into the relationship and allowing room for forgiveness.
4. Help is actively sought from each other without generating feelings of indebtedness;
- a. Leverage the other participant's diverse expertise, talents, attitudes, skills, knowledge, and style to solve issues;
 - b. Take risks in uncomfortable situations for the sake of the relationship;
 - c. Be transparent in, and encourage transparency of, the agenda and motives.
5. Information is freely and transparently exchanged between each other without inhibition;
- a. Be authentic and encourage authenticity in communications, clarifying expectations, demonstrating vulnerability, listening well, and creating constructive feedback loops;
 - b. Create a strong foundation of common experiences through taking the time to develop personal relationships with each partner, working through differences as they arise;
 - c. Encourage a supportive and open exploration of the partner's needs and expectations.
6. Both participants show a high involvement in the leadership action with personal needs subjugated for the greater good of the vision;
- a. Demonstrate and create mutual expectations of a high degree of congruence between integrity, commitments, actions, and success;
 - b. Fully commit to the relationship by deciding that the required investment of time, effort, and resources is in your best interest;
 - c. Show willingness to confront reality, taking the tough issues head-on.
7. Energy is created within the relationship that is both synergistic and self-generating;
- a. Proactively engage face-to-face, then extend and reciprocate trust;

- b. Increase investments of time and energy, pursuing and documenting initial successes and small, incremental gains over time;
- c. Proactively engage others in creating a clear vision, promoting the shared purpose, and instilling trust in the process of pursuing the vision.

Step 3: Commit to Modeling Trust

Consider the trust enhancement actions that you have identified for each of your relationships in Steps 1 and 2. Using the space below and at the bottom of Exhibit 4.7, prioritize your actions and create a plan for building and nurturing trust within your relationships. Starting with Step 1, repeat the steps contained within this tool for each of the important partners with whom you are engaged in your leadership action.

Step 4: Summarize Your Learning Graphically

Summarize your responses to the transformation trust elements for each relationship identified in the graphic below.

Exhibit 4.71

Tool 7: Model with Relational Trust Template

Names of Relationship Members:

Transformational Trust Elements in Relationships	Step 1. Trust Assessment			Step 2. Priority Trust Enhancement Actions for Reflection and Dialogue in the Relationship
	Low	Med	High	
1. Clearly understands their respective actions, roles, and responsibilities.				
2. Feels morally responsible for helping each other achieve a shared vision for the leadership opportunity.				
3. Displays a high confidence in each other and forgives short-term breaches of trust irrespective of position or title.				
4. Actively seeks help from each other without generating feelings of indebtedness.				
5. Freely and transparently exchanges information between each other without inhibition.				
6. Shows high involvement in the leadership opportunity, subjugating personal needs for the greater good of the vision.				
7. Creates positive energy within the relationship that is both synergistic and self-generating.				

Step 3. Trust Commitments

With the Sizing-Up EMERGE Tools complete, the executives of the Uplift Education team were enthusiastic to begin taking action on their leadership opportunity in the Uplift Education School district using the Model with Relational Trust Tool. Although a high level of relational trust had been built up among team members over the course of completing the previous tools, the team was anxious to gain a better understanding of their existing relationships with key followers and stakeholders, as well as engage in activities to strengthen those relationships and enlist support in making progress on the leadership opportunity. The Case Example summary displays a leader-follower relationship between Team Uplift Education and the Superintendent of Uplift Education School District as an example. This relationship and the resulting summary graphic is one of seven trusting relationships explored by the leadership team.

Upon completing this tool, Team Education Uplift made a number of additional observations relevant to their leadership opportunity. *“While we believe that more education and transparency should improve confidence in the public school system, we now understand that there are differing approaches to facilitating trusting, functional relationships for different stakeholders toward the shared goal of building trust in Uplift Education School District. A stakeholder’s proximity to education policy making seems to impact that individual’s level of trust in the institution. School leaders have a high level of skill in navigating the school district’s system, have the benefit of access to decision making, and they understand how policy is made. However, there is a gap in understanding among students, parents, and community leaders in the process, which foments distrust. Cultivation of a positive, sustainable, trusting relationship between not only our leadership team but between the stakeholder groups must be made in order to move stakeholders from passive, distrustful observers, to participatory leader-followers.”*

One of the many other lessons the team took away from this tool was the importance of maintaining highly trusting relationships rather than just focusing on those relationships that have not yet attained a high level of trust. Finally, as a result of completing this tool, the team felt more equipped with the techniques and the confidence to continuously and consistently perform the 7th key leadership practice of “Model Trusting Relationships with the Leadership Team and Others.”

Tool 7: Model with Relational Trust Example

Names of Relationship Members: Leaders-Uplift Education School District Superintendent

Transformational Trust Elements in Relationships	Step 1. Trust Assessment			Step 2. Priority Trust Enhancement Actions for Reflection and Dialogue in the Relationship
	Low	Med	High	
1. Clearly understands their respective actions, roles, and responsibilities.			x	<i>Maintain high level of relational trust</i>
2. Feels morally responsible for helping each other achieve a shared vision for the leadership opportunity.			x	<i>Maintain high level of relational trust</i>
3. Displays a high confidence in each other and forgives short-term breaches of trust irrespective of position or title.	x			<i>Proactively engage face-to-face and model reciprocal trust.</i>
4. Actively seeks help from each other without generating feelings of indebtedness.		x		<i>Ensure Superintendent knows we have no hidden agenda, that our assistance comes at no cost to school district.</i>
5. Freely and transparently exchanges information between each other without inhibition.	x			<i>Recognize that student information and school district business is sensitive. Demonstrate constant follow-through/trustworthiness to build relationship. Utilize active listening, create systems for feedback.</i>
6. Shows high involvement in the leadership opportunity, subjugating personal needs for the greater good of the vision.		x		<i>Be prepared to demonstrate the group's willingness to confront reality and the wickedness of the problem.</i>
7. Creates positive energy within the relationship that is both synergistic and self-generating.		x		<i>Proactively involve our team in face-to-face engagement with the first follower, and extend reciprocity to that person. Give them multiple opportunities for feedback, input, and reaction.</i>

Step 3. Trust Commitments

1. *Ensure Superintendent knows we have no hidden agenda.*
2. *Proactively engage face-to-face and model reciprocal trust.*
3. *Demonstrate continued follow-through and trustworthiness to build a relationship that allows for sharing. Utilizing active listening, creating systems for mutual feedback.*
4. *Proactively involve our team in face-to-face engagement with the first follower, and extend reciprocity to that person: give them multiple opportunities to provide us with feedback, input, and reaction.*

FROM TOOL TO LEADER PRACTICE

Leaders should infer that a dyadic relationship may start anywhere along the continuum between distrust and unconditional or transformational trust. Trust is fragile and requires work to nurture and enhance over time¹⁵. This tool enables leaders, through a process of open dialogue, to model a high level of relational trust with leadership team members and relevant stakeholders with the intent of growing and nurturing transformational trust throughout the leadership initiative. By “model”, we mean to consistently display unconditional trust– through a dialogic interaction between a leader and others. Through the use of this tool, public leaders should be able to continuously and consistently perform the 7th key leadership practice of: Model Trusting Relationships with the Leadership Team and Others.

¹⁵ Covey, S. M. (2006). *The speed of trust: The one thing that changes everything*. Simon and Schuster.

EMERGE Leadership Tool 8: Inspire Vision with Moral Grounding

“You make a difference as a leader when you inspire followers to make a difference.”

Anonymous

INTRODUCTION

As presented in Tools 3 and 4, the visible manifestation that a leadership team has succeeded in generating shared agreement for taking action is the development of an initial shared vision and values for your leadership opportunity. For the purposes of Tool 8, we take as a given that you and your leadership team have created a vision in Tool 3, and have explored the alignment of your public values in Tools 1 and 4. In taking action, the leadership team will want to embed your initial shared vision with inspirational public values, i.e. what we call “moral grounding”. Then you will want to and extend these shared agreements to the larger organization and leadership coalition through inspiration.

Individuals have both shared and divergent values and intentions. They respond to many different driving forces and are sometimes tempted to behave in ways that are inconsistent with a vision and its values. So, individuals and organizations need to share an inspirational sense of vision and values to guide everyday actions and decisions. An inspirational vision serves two vital leadership functions: it describes where our leadership opportunity is heading, like a road map, and it is a powerful attractor, pulling leaders and followers toward a desirable future. A sense of personal commitment to a vision, the state of being in continuous touch with one’s passion, is the foundation for inspiration. In the context of wicked challenges and leadership opportunities, an inspirational vision sets a bounded space for action that provides unlimited possibilities within. When inspiration is present, leaders and followers choose to create positive change aligned with vision and values, and remain committed to these changes over time.

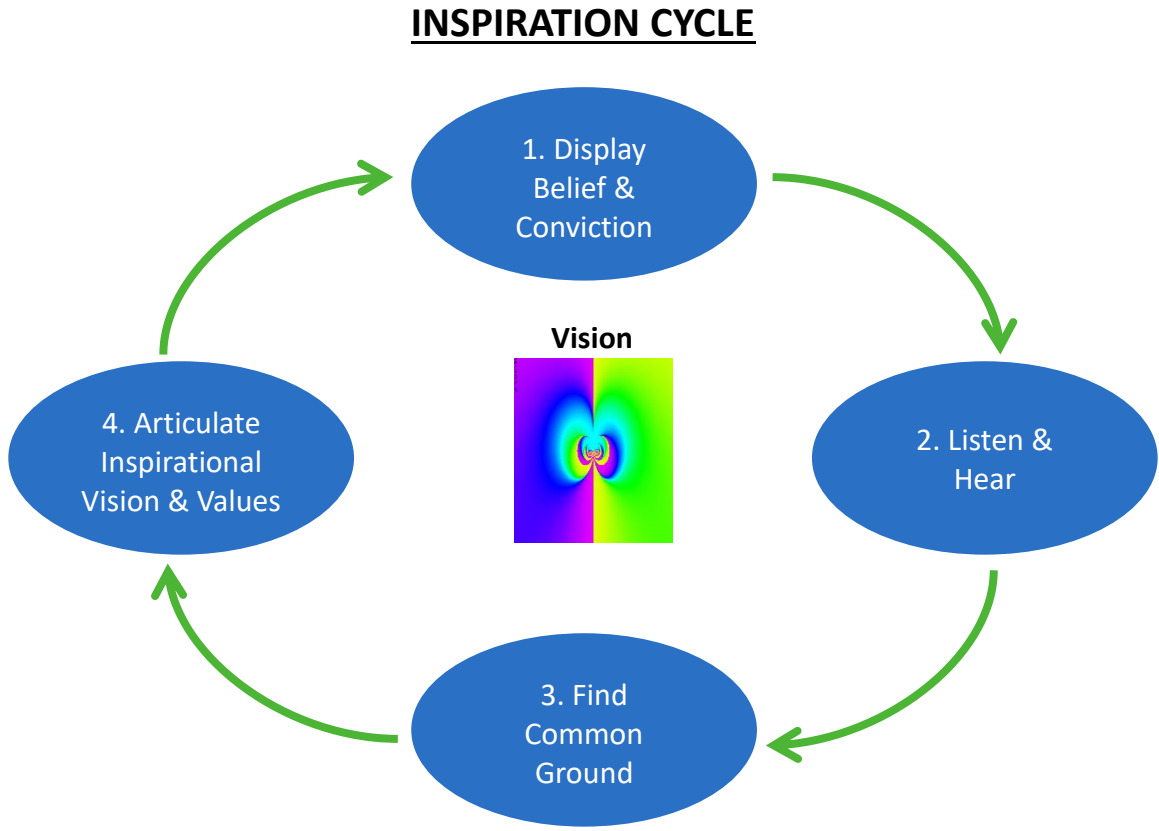
The EMERGE Inspire Vision with Moral Grounding Tool embeds inspiration into the shared vision and values associated with a leadership initiative so that the vision and values become alive in everyday public action in a manner that has moral grounding. This tool provides a venue for capturing the public values identified in Tool 1 that you deem important for living in alignment with your vision. Living your vision and public values will also contribute to the tangible legacy that you would like to be remembered for in your public service engagement and contribution.

Leaders and the leadership team can use this tool to inspire a commonly shared commitment to the vision and values for a given leadership opportunity, both within the leadership team and in the larger collective. The Inspire Vision with Moral Grounding Tool consists of an inspiration cycle made up of four sequential steps: (1) Display Belief and Conviction; (2) Listen and Hear; (3) Find Common Ground; and (4) Articulate Inspirational Vision and Values. The final step, Summarize Your Learning Graphically, summarizes learning from Steps 1-4 for additional reflection and future reference. This tool is meant to be completed

as a collaborative process by the members of the leadership team. This tool is graphically illustrated below in Exhibit 4.8 and elaborated in the instructions.

Exhibit 4.8

Tool 8: Vision and Values with Moral Grounding



INSTRUCTIONS

Step 1: Display Belief and Conviction

1. Drawing on the content of Tools 1 and 3, briefly describe the values and vision embedded in your leadership initiative. Then explain the degree of commitment that members of the leadership team have toward those values and the vision.

2. Describe the degree of “fit” between the initiative’s vision and values and those of both the organizational sub-system (see Tool 4) and key stakeholders (see Tool 4).

Step 2: Listen and Hear

1. Identify individuals and groups that will influence or be influenced by your leadership initiative (refer to your Tool 4 Leadership System Frame and your Tool 5 CI Mind Map). Include stakeholders whose interests and perspectives are likely to be different from those in your leadership initiative. List them below.

2. Identify and list individuals on the leadership team who are willing and able to nurture a reciprocal dialogue with key initiative stakeholders.

Step 3: Find Common Ground

1. Plan when and how each leadership team member will meet with the people/groups they have selected. Their role is to learn people's interests, desires, issues, and concerns and find common connections between the people/groups and the team's vision and values.

2. Plan when, what, and how team members will report back to the team what they learned.

Step 4: Articulate Inspirational Vision and Values

1. Based on the learnings described in Step 3 above, describe and illustrate examples of value and vision alignment that are perceived as highly inspirational.

2. Describe your plan for communicating the inspirational examples above to key stakeholders on a regular basis.

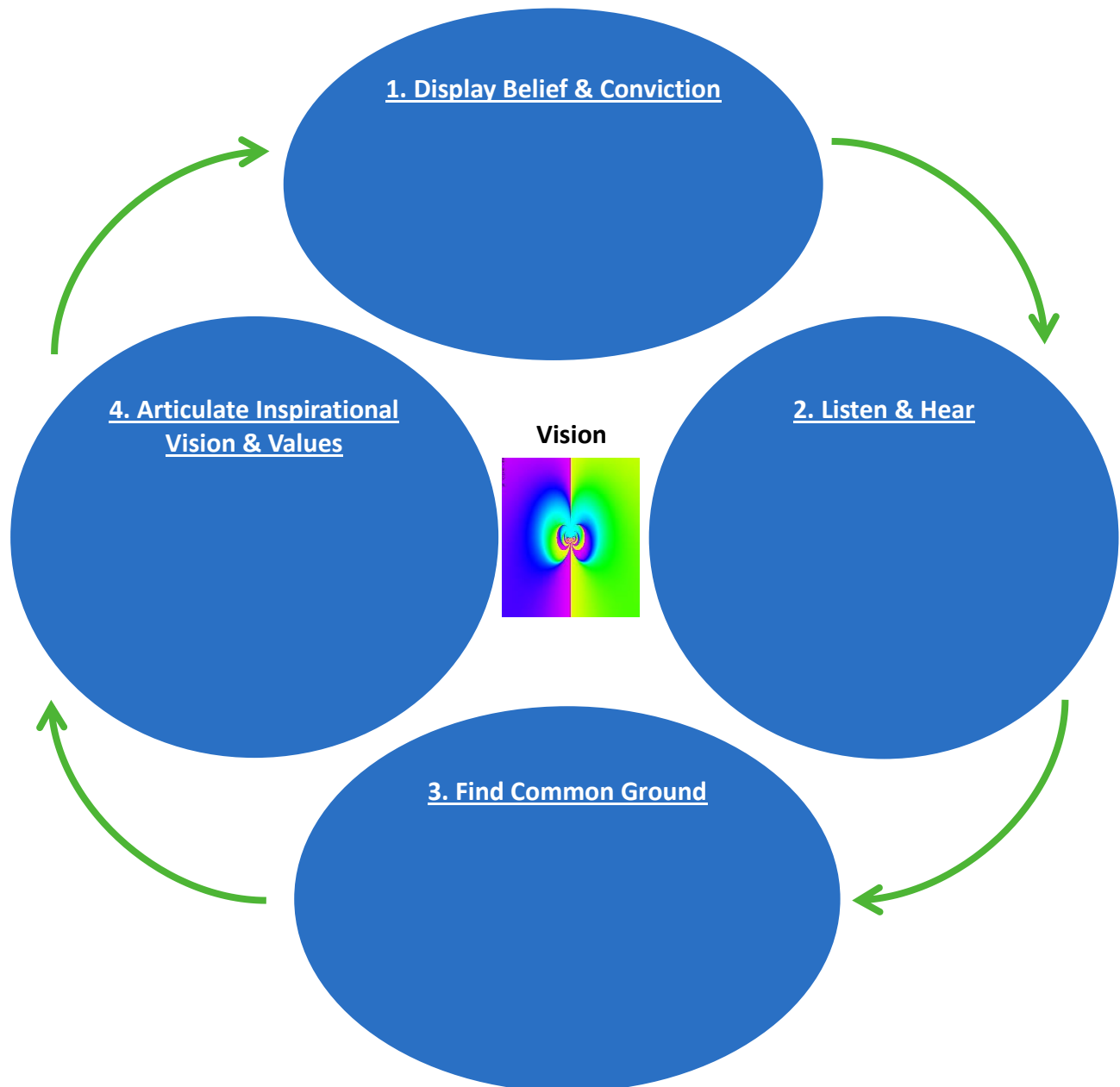
Step 5: Summarize your Learning Graphically

Summarize your responses from Steps 1-4 in the graphic below.

Exhibit 4.81

Tool 8: Vision and Values with Moral Grounding Template

INSPIRATION CYCLE



Engendering the Mutual and Ethical Realization of the common Good for Everyone

CASE EXAMPLE

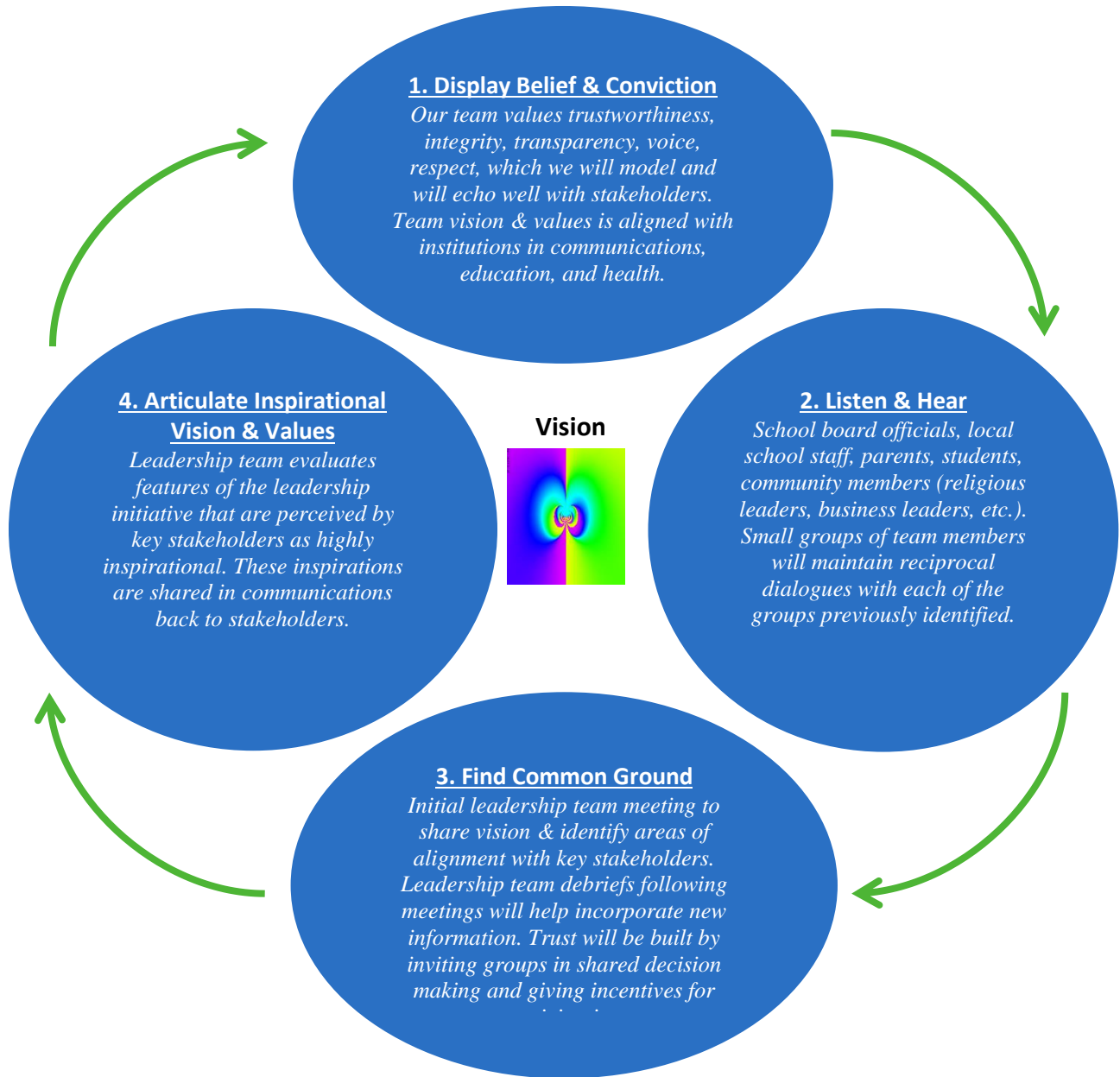
After completing the Model with Relational Trust Tool and developing the skills and confidence to model a high level of relational trust between leadership team members and relevant stakeholders, the executives of Team Uplift Education were excited to plunge into Tool 8 to start laying the groundwork for gathering stakeholders and interest groups in support of their leadership opportunity. They strived to do this in a way that would result in decisions and actions that produce the desired and shared vision.

When first completing this tool, the team found the process to be an evolving one. It was difficult to initially articulate a detailed plan for engagement with all community stakeholders and interest groups involved in their leadership opportunity. However, the tool's usefulness became clearer every time they revisited it and took additional action. Certain aspects of this initiative were clear even at the early stages of engagement with the help of the Leadership System Framing and Continuous Leadership Learning Tools. Completing this tool made it clear that their initial effort should be concentrated on building a relationship with the Superintendent of Schools for the Uplift Education School District. Without buy-in from this particular leader, and without formal support of their 80/80/80 vision, the team had minimal authority to make meaningful change.

By completing the Inspire Vision with Moral Grounding Tool and revising it as they took action on the leadership opportunity, they felt more confident in their ability to perform the 8th EMERGE practice of: "Inspire a Shared and Moral Vision and Values related to a Leadership Initiative". In other words, each member of the team felt they were better able to exemplify their passion for a future vision through their daily actions and interactions with stakeholders and interest groups, inspiring them to become followers in their leadership initiative.

Tool 8: Vision and Values with Moral Grounding Example

INSPIRATION CYCLE



FROM TOOL TO LEADER PRACTICE

The EMERGE Public Leadership Performance Platform sees outcomes as the result of decisions and actions made by public individuals and groups on a daily basis. Each of these decisions and actions are driven in part by our values. If a leadership initiative is to move forward, individuals and groups need to commit and live the values that will result in decisions and actions that produce the desired and shared vision. The issue then becomes how to live tomorrow's vision today. We do this by living the values today, and every day, that are embedded and aligned with our vision. The Inspire Vision with Moral Grounding Tool allows you and the leadership team to inspire followers and stakeholders with a commonly shared living commitment to your leadership initiative. By applying this tool and using it in the context of your leadership initiative, you will be able to perform the 8th EMERGE practice of: Inspire a Shared and Moral Vision and Values related to a Leadership Initiative.

EMERGE Leadership Tool 9 – Persuade with Smart Power

“Leadership is a power relationship between leaders and followers, but as we saw earlier, power depends on context.”

J. Nye, 2006

INTRODUCTION

Within public leadership systems, leading officials have various types of power available to them to effectively and ethically facilitate progress toward the leadership team’s vision. These powers consist of a combination of formal authority (hard power) and informal influence (soft power) that can be used alone or in combination to empower, influence, and persuade followers and stakeholders. The smart application of hard and soft power (i.e. smart power) depends on a deep understanding a leader’s own leadership strengths as explored in Tool 1, the unique characteristics of the leadership system described in Tool 4 and 5, and the various sources of power available to leaders as explained in this tool.

The purpose of the Persuade with Smart Power Tool is to assist leaders in developing smart power for progressing towards their vision through effective and ethical persuasion. This tool enables leaders to make use of the emergent patterns discerned from the Contextual Intelligence (CI) Assessment Tool in developing and acting with a responsive smart power strategy, one that represents the smartest balance of hard and soft power, for persuading others to engage in a leadership journey. The tool includes decision criteria that leaders employ to align the five foresight dimensions gained in the CI Assessment Tool with the most appropriate and persuasive types of power. It should be used when a leader would like to act most effectively and ethically to persuade others to work toward the common good.

The Persuade with Smart Power tool is divided into the following four sequential steps; (1) Understand Persuasion Criteria Related to CI Foresight; (2) Import CI Foresight Ratings for Your Leadership Opportunity from Tool 5; (3) Decide on Appropriate Types of Power; and (4) Discern Implications for Smart Power Mixed Strategy. These steps are summarized graphically in Exhibit 4.9 below and elaborated in the Instructions. The final step, Summarize Your Learning Graphically, combines learning from Steps 1-4 for additional reflection and future reference.

INSTRUCTIONS

Step 1: Understand Persuasion Criteria Related to CI Foresight

The literature¹⁶ and our experience in the public sector indicate that there are five criteria for deciding the types of power that are most effective and ethical in a specific situation. Each of the five criteria is related to one of the CI Tool foresight factors (see Tool 5). The five criteria are listed below.

1. If cultural tolerance for risk taking is high, then soft power is most persuasive.
2. If crisis and time urgency is high, then hard power is most persuasive.
3. If stakeholder needs and demands are clear and agreed, then hard power is most persuasive.
4. If informal information flows are high in legitimacy, then soft power is most persuasive.
5. If concentration of power in a small elite is high, then hard power is most persuasive.

Step 2: Import CI Foresight Ratings for Your Leadership Opportunity from Tool 5

Drawing on your CI ratings for each of the five CI factors in Tool 5 (Exhibit 3.54), import the ratings that you assigned to each into Exhibit 4.94 of this tool.

Step 3: Decide on Appropriate Types of Power

1. Review and understand the dimensions of hard power and soft power that are available to leaders found in Exhibits 4.91 and 4.92.

Exhibit 4.91

HARD POWER TABLE		
Category	Dimensions	Description
Organizational Capacity	Manage the Reward and Information Systems	Understand information flows, i.e., top down and bottom up as well as horizontally amongst the followers, and how to monitor them. Implement systems that provide good information leading to valuable input. Make sure that unfiltered news can reach the leader.
	Manage Inner and Outer Circles (direct and indirect leadership)	Manage the inner circle to ensure an accurate flow of information and influence. Understand the importance of empowering the followers by allowing them to speak out. Construct teams and hire subordinates who can compensate for any deficiencies.

¹⁶ Joseph Nye. *The Power to Lead*. Pg. 85-145.

Machiavellian Skills	Ability and Authority to Bully, Buy, and Bargain	Bully or repeatedly humiliate and dominate others in order to force others to behavior a certain way. Buy or provide economic incentives to followers to stimulate their performance. Bargain or cut deals with followers to get them on the ‘right’ track.
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Exhibit 4.92

SOFT POWER TABLE		
Categories	Dimensions	Description
Emotional Quotient	Empathy	Practice empathy with others. Display confidence and optimism.
	Emotional self-awareness and control	Awareness of personal psychological needs. Self-discipline to prevent personal psychological needs from distorting policy.
Communications	Persuasive words & symbols	Tailoring language and symbolic events to reinforce the Vision and Values. Symbolic communications, such as Gandhi’s simple dress, speak louder than words.
Relationships	Persuasive to followers (near and distant)	Successfully attract and manage both an inner circle of followers and a large audience. Use narratives and other forms of oratory skill e.g. well-selected anecdotes or proverbs.
	Build and Maintain Winning Coalitions	Build successful partnerships and stabilize the partnerships though time. Politically engage followers and involve them in participatory roles, i.e., inclusion.
Vision	Create shared Vision & Values	Work with followers and stakeholders to craft a shared Vision of the desired future and the values critical to realizing that Vision in real life. Build a Visioning Community by inspiring others about the Vision and Values.
	Inspire & enable followers to live the Vision	The use of leadership skills, i.e., inspiration, modeling, enabling, encouraging, challenging, to inspire and enable followers to take Vision-Directed actions.

2. Considering the decision criteria from Step 1, and your ratings for each CI Factor, decide the most appropriate type and dimension of power for each of the five foresight factors. Then, summarize your decisions in Exhibit 4.94 Step 3.

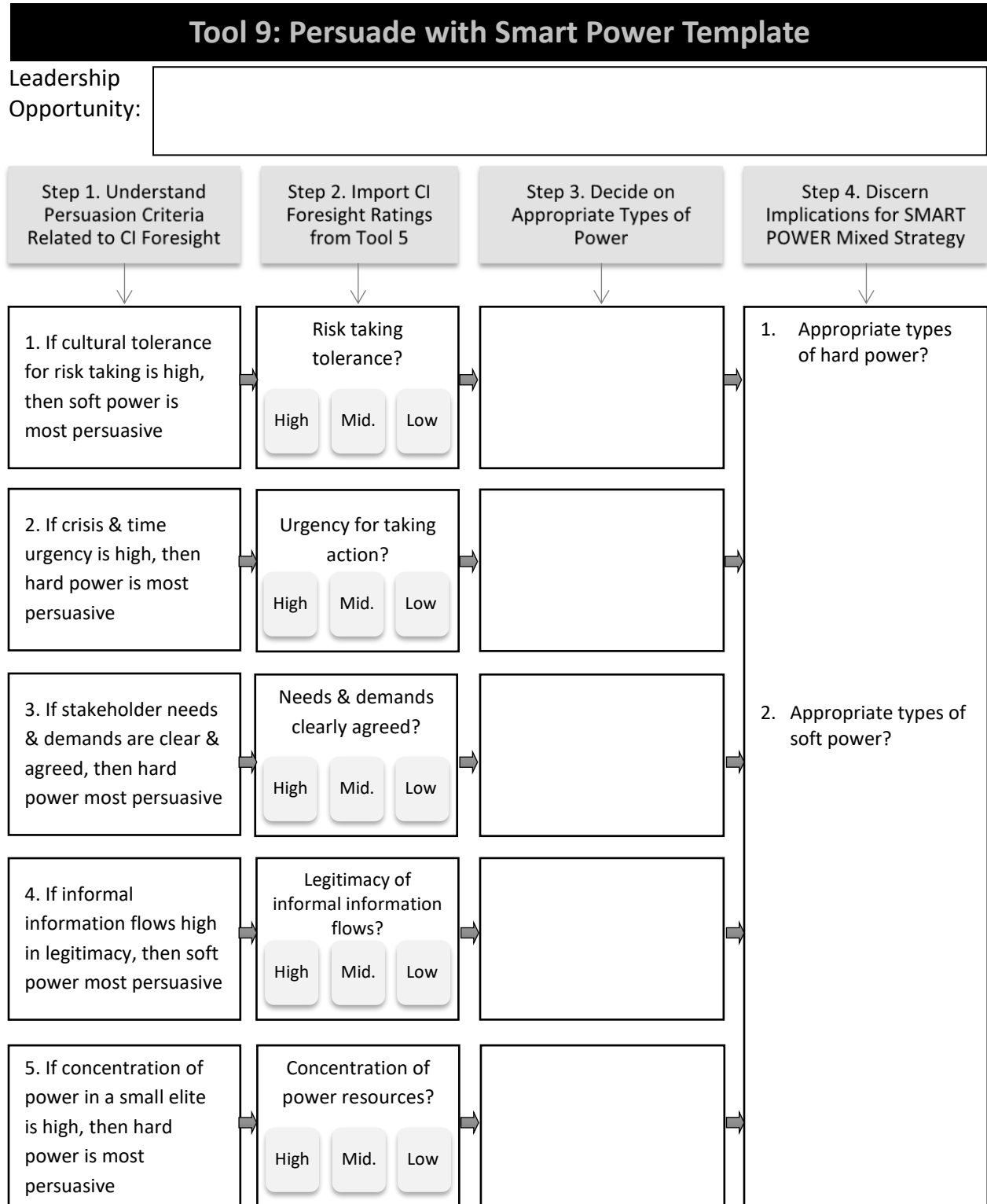
Step 4: Discern Implications for Smart Power Mixed Strategy

1. Looking at all of your decisions for the use of hard or soft power in Step 3 for each CI Factor, first aggregate all of the hard power dimensions in Step 4 Part 1, then aggregate all of the soft power dimensions in Step 4 Part 2.
2. Record your newly balanced smart power strategy in the space below. Also, describe your rationale for selecting these strategies, i.e., the unique contribution each makes to address the issue and how they all complement and support each other. This can also be completed in column four of Exhibit 4.9.

Step 5: Summarize Your Learning Graphically

Summarize your decisions from Steps 1-4 in the graphic below.

Exhibit 4.94



CASE EXAMPLE

The members of Team Uplift Education approached this tool by revisiting the CI ratings and patterns they had discerned in Tool 5. The team was eager to develop a smart power strategy for persuading followers and stakeholders to actively engage in their leadership initiative. Upon learning about hard and soft power approaches, the team felt that their lack of positional authority highly limited their ability to apply hard power strategies, even though the persuasion criteria for a contextual condition rating deemed them most appropriate.

In the words of Team Uplift Education: *“Since none of us are employed in the education system itself, with the exception of Scott, we have no legal ability to do things such as convene mandatory meetings, change administrative rules, or any other like exercise of hard power to influence the school district. However, we do possess a significant amount of soft power, and through it the ability to influence and persuade. Because our team members hail from a number of different public-sector organizations, we have the ability to leverage our experience as public servants from various agencies to establish trust and buy-in with stakeholders in the community. For example, as an employee of Business Oregon, and a former employee of the Oregon Department of Human Services, Jeff would have the ability to utilize contacts with the Higher Education Coordinating Commission as well as the Department of Human Services.”*

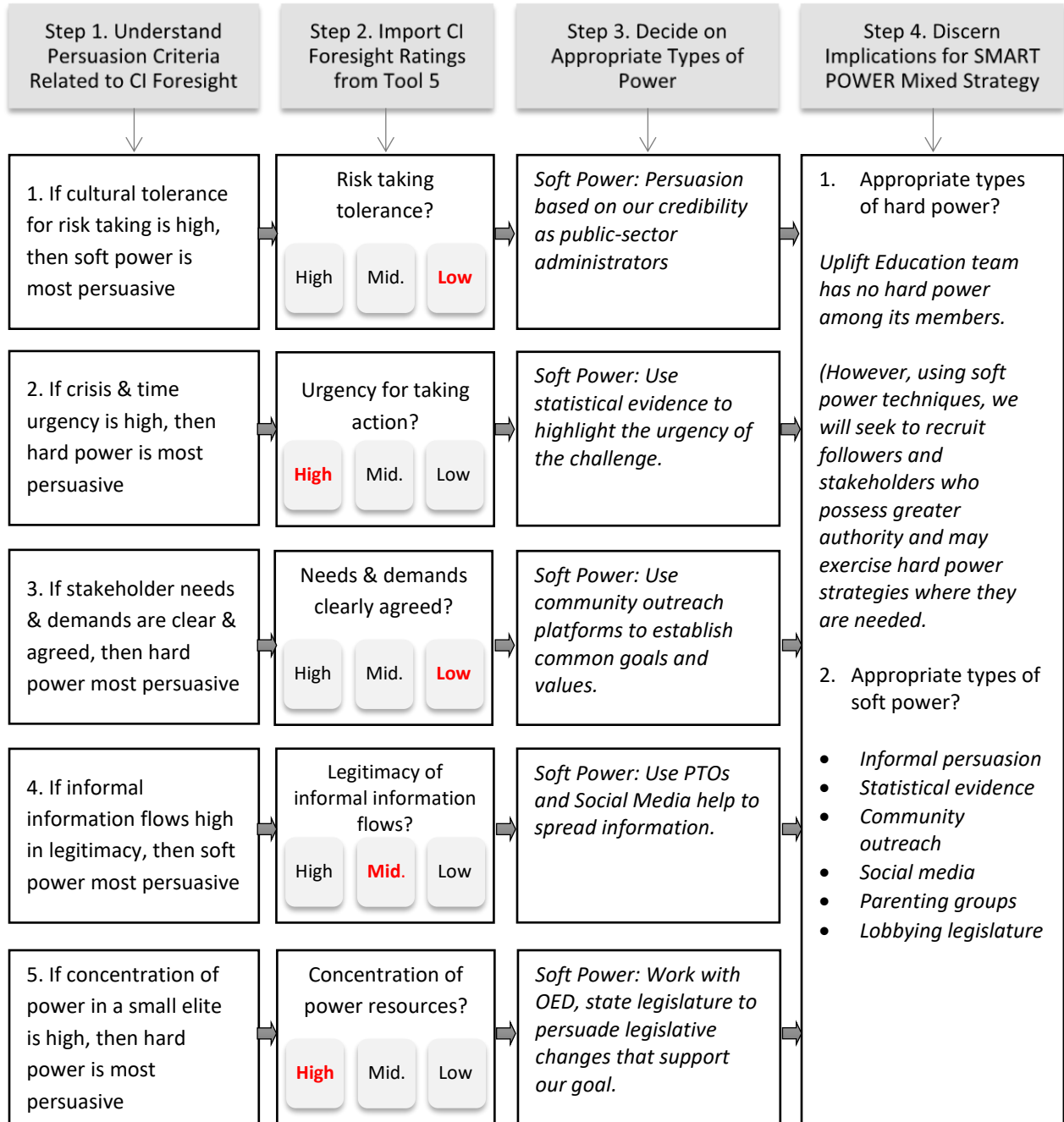
Upon further reflection and guidance, the team realized that while they possessed little authority to apply hard power on their own to their smart power strategies, by attracting followers and stakeholders through the soft power techniques outlined in the summary graphic, Team Uplift Education could gain the support of individuals with the ability to apply hard power techniques. After completing this tool, the executives of Team Uplift Education reported feeling more confident in their understanding of how to leverage their contextual intelligence to develop a balance of soft and hard power techniques, forming a smart power strategy for their leadership opportunity.

Exhibit 4.95

Tool 9: Persuade with Smart Power Example

Leadership Opportunity:

To enhance the public institutional infrastructure in my local community's school district (Uplift Education School District) as a catalyst for improving educational outcomes and rebuilding trust in the public education system.



FROM TOOL TO LEADER PRACTICE

The EMERGE Persuade with Smart Power Tool enables leaders to make use of the emergent patterns discerned using the Contextual Intelligence (CI) Tool to develop and act with a responsive smart power strategy. This strategy represents the “smartest” balance of hard and soft power for persuading others to engage in a leadership journey. Applying this tool in the context of your leadership initiative will enhance your ability to consistently perform EMERGE Practice 9: Use Contextual Intelligence to Develop and Act with a Smart Power Strategy. As you and your leadership team progress on your leadership journey, information from this tool will also help you to successfully convene stakeholder coalitions using Tool 10.

EMERGE Tool 10: Convene Stakeholder Coalitions

“Hope is like a path in the countryside. Originally, there is nothing - but as people walk this way again and again, a path appears.”

Lu Xun, Chinese Essayist, 1921

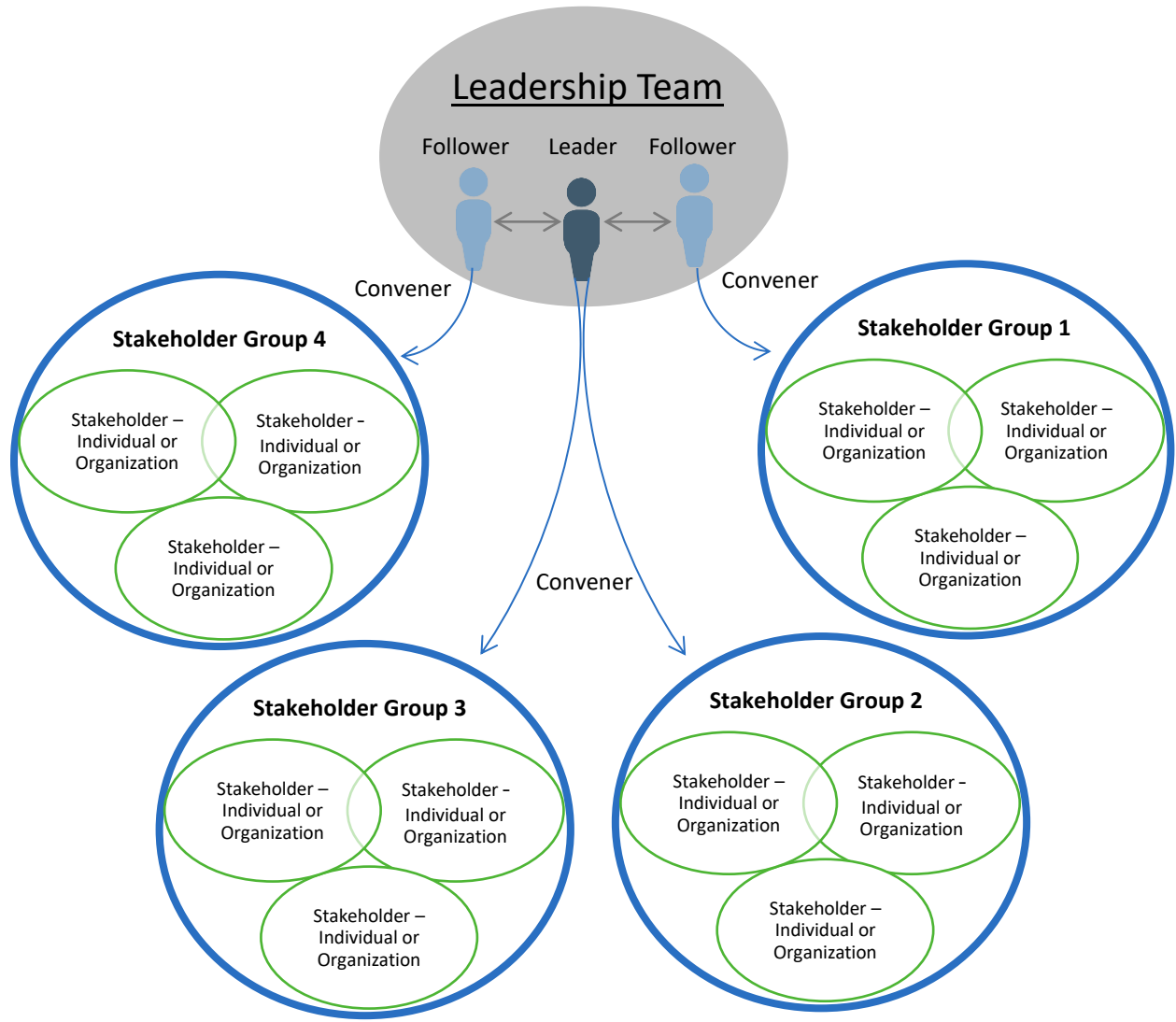
INTRODUCTION

The EMERGE Platform provides the Convene Stakeholder Coalitions Tool to empower leaders and their leadership team to convene, institutionalize, and be responsive to the new ideas and objectives of a robust network of organizational followers and external stakeholders to realize the common good embedded in the initiative’s shared vision.

As depicted in Exhibit 4.10, the leadership team is at the center of the networked coalition and is comprised of one or more leaders and followers working together to realize the vision. Extending out from each person in the leadership team are branches to stakeholder groups that represent relationships. These branches are established once those on the leadership team determine who among them has the strongest relationships and most persuasive smart power strategy with the stakeholders. This establishes who will convene each of the various stakeholder groups. Each of the conveners will need to reference or complete the Contextual Intelligence Discernment and the Persuade with Smart Power Tools for their stakeholder group. Importantly, when working with external stakeholders, leadership team members will often have relatively little hard power from which to draw. This means that referencing the soft power elements from Tool 9 will be very important.

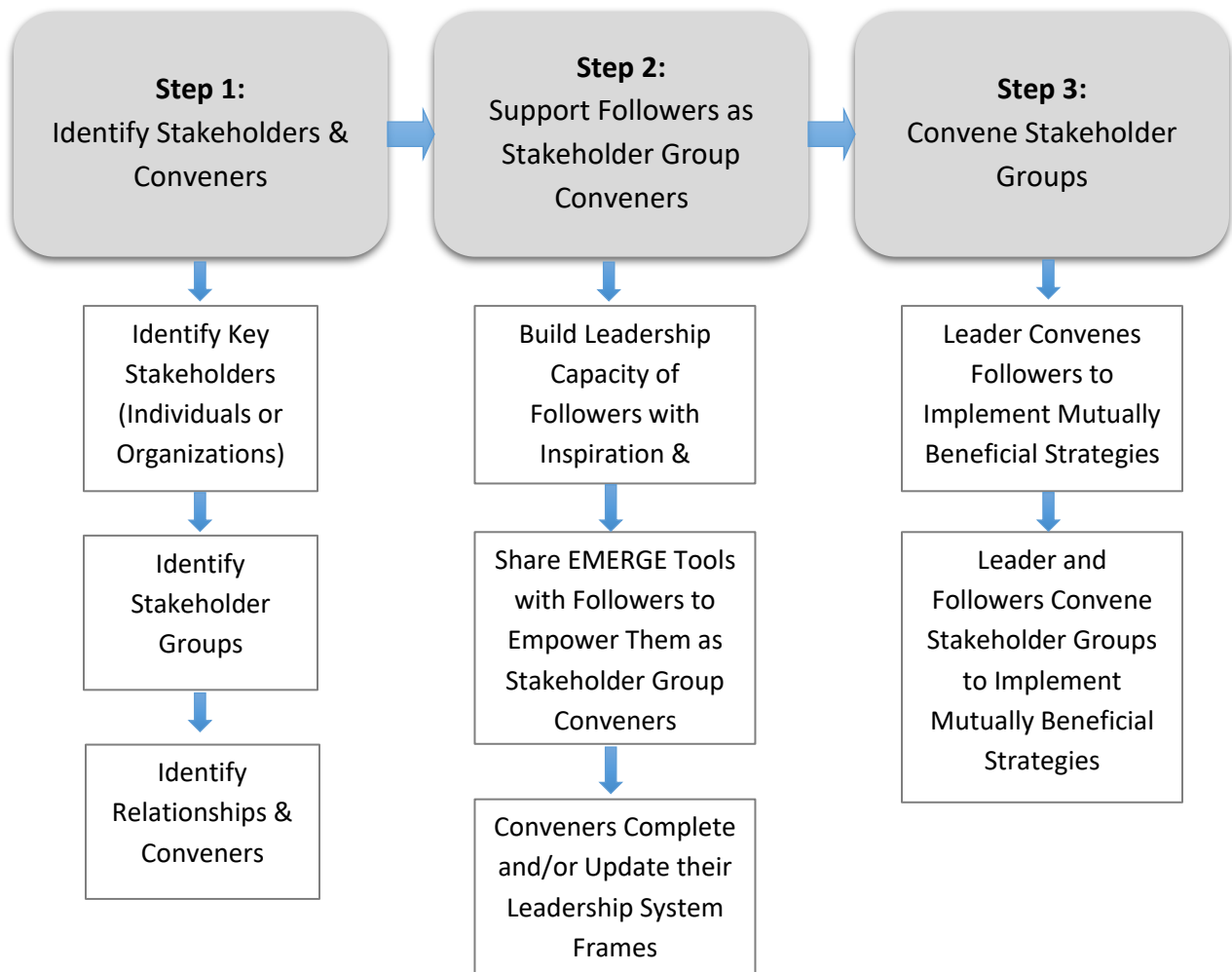
The Convene Stakeholder Coalitions Tool utilizes three steps related to your leadership initiative: 1) Identify Stakeholders and Conveners; 2) Support Followers as Stakeholder Group Conveners; and 3) Convene Stakeholder Groups. The final step, Summarize Your Learning Graphically, combines learning from Steps 1-3 for additional reflection and future reference. These steps are illustrated graphically in Exhibit 4.101 and developed further in the instructions.

Tool 10: Convening Stakeholder Coalitions



*Developed by: M. Ingle, CPS/PSU
Graphics by: Tâm Ngô*

Convening Coalitions Tool: Steps



INSTRUCTIONS

Step 1: Identify Stakeholders & Conveners

Stakeholders can be individuals, groups (formal or informal), and organizations. Key stakeholders are those who have the greatest legitimacy, power, and interest in the outcome of your leadership initiative. Because of their centrality to the success of the leadership initiative, the leadership team should focus on key stakeholders. Then, the team can determine who among them has the strongest relationship with key stakeholders, and hence who will convene the stakeholder groups.

1. Meet with the leadership team to identify and describe the potential coalition network of key stakeholders related to the leadership initiative:
 - a. Review the previous brainstorming on external stakeholders completed in the Leadership System Framing and CI Discernment Mind Map tools. Summarize key brainstorming elements below.

- b. Identify additional people and organizations external to your leadership team who may have an interest in the leadership initiative (they are working on it, affected by it, will influence it, may have resources to contribute, etc.) and list them below.

- c. Of all the stakeholders listed, which have the greatest legitimacy, power, and interest in your Leadership Action Strategy (Tool 3) or are central to the success of the leadership initiative? Remember that those with significant soft power are as important as those with significant hard power. The key stakeholders are those with whom the leadership team will work.

2. What connections or commonalities exist among key stakeholders that would bring them together as a stakeholder group? For example, in Exhibit 4.10, stakeholder groups are combined through their shared environment, marketing, and communities.

3. Finally, identify relationships between leadership team members and the key stakeholders or stakeholder groups. The person/s with the strongest relationships with the stakeholders is the logical candidate to convene that stakeholder group. List who will be responsible for convening which stakeholders in the space below.

Step 2: Support Followers as Stakeholder Group Conveners

Leaders should build the capacity of followers to take leadership roles as stakeholder group conveners. Importantly, this internal capacity building needs to focus on the Inspiration Cycle from Tool 8 and motivational strategies. As a leader, you should reference the Persuasion with Smart Power (Tool 9) and CI Discernment (Tool 5) in your work with followers. Finally, you and other members of the leadership team should revisit the Leadership System Framing Tool (Tool 4) to better support followers as conveners.

1. The leader focuses on building capacity of followers using the Inspiration Cycle from Tool 8 and other motivational strategies such as:
 - a) Give followers responsibility and support them to accept it,
 - b) Provide personal growth opportunities,
 - c) Ensure their work is rewarding and vitalizing,
 - d) Facilitate followers' achievements,
 - e) Recognize their efforts, and
 - f) Provide advancement.

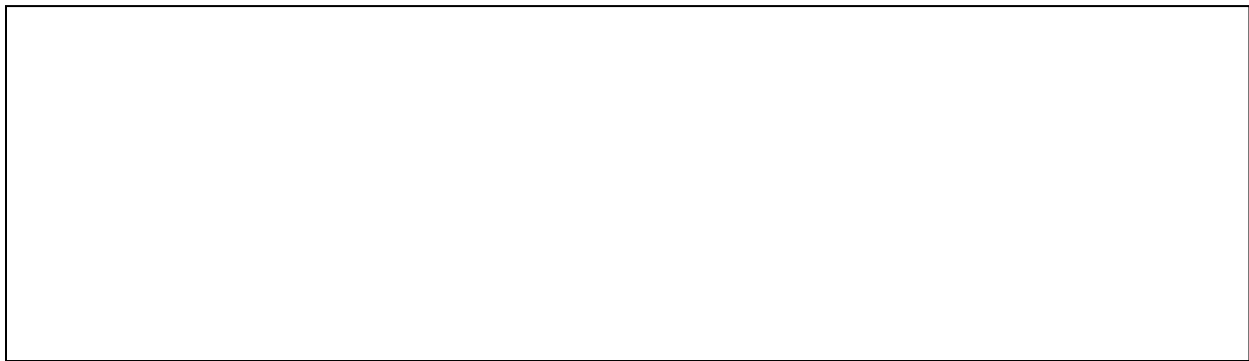
2. Detail how you will share the Contextual Intelligence Discernment, Inspire Vision with Moral Grounding, and Persuade with Smart Power Tools with followers, and empower followers to lead the use these tools with the stakeholder groups they are convening in service to the shared leadership opportunity.

3. How will members of the leadership team serving as stakeholder group conveners create and/or update their individual Leadership System Frames from Tool 4 to reflect this process?

Step 3: Convene Stakeholder Groups

In this step the conveners bring key stakeholders together into stakeholder groups. Each stakeholder group has a convener, either the leader or a follower from the leadership team. The role of the convener in the stakeholder group is to facilitate the development of scenarios that make mutually beneficial contributions to your leadership initiative and to the stakeholders. Stakeholder groups are convened to advance the vision and values and to maximize benefits to group members.

Describe how each member of the leadership team will convene their respective stakeholder groups to construct mutually beneficial collaboration scenarios. To do this, draw on the information in your CI Discernment Mind Map (Tool 5), Inspire Vision (Tool 8), and Smart Power with Stakeholder (Tool 9) with stakeholder groups.

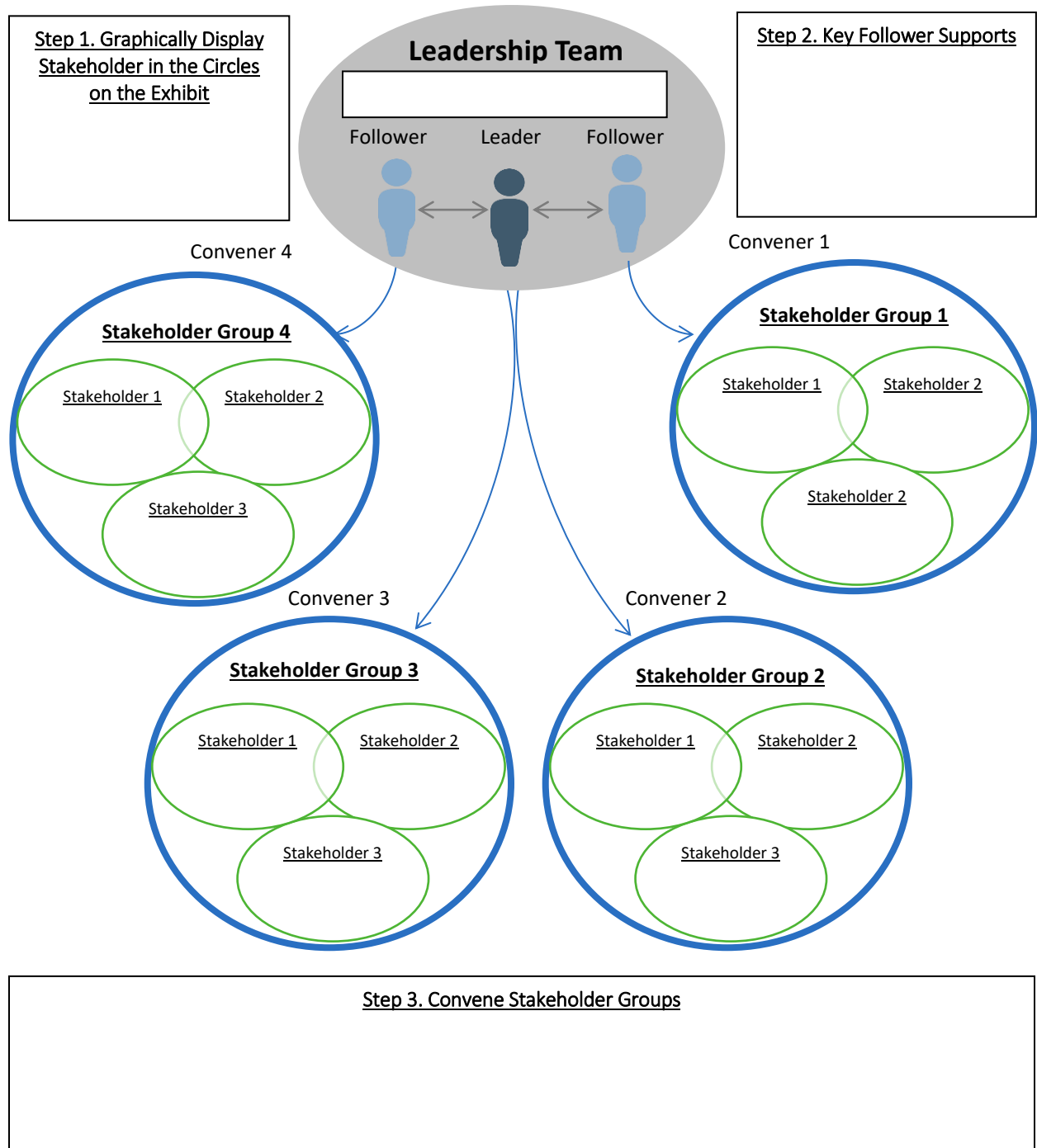


Step 4: Summarize Your Learning Graphically

Summarize the key information you gathered from your responses in Steps 1-3 in Exhibit 4.102 below. Use the Case Example for this tool to aid you in filling out or editing the template.

Exhibit 4.102

Tool 10: Convening Stakeholder Coalitions Template

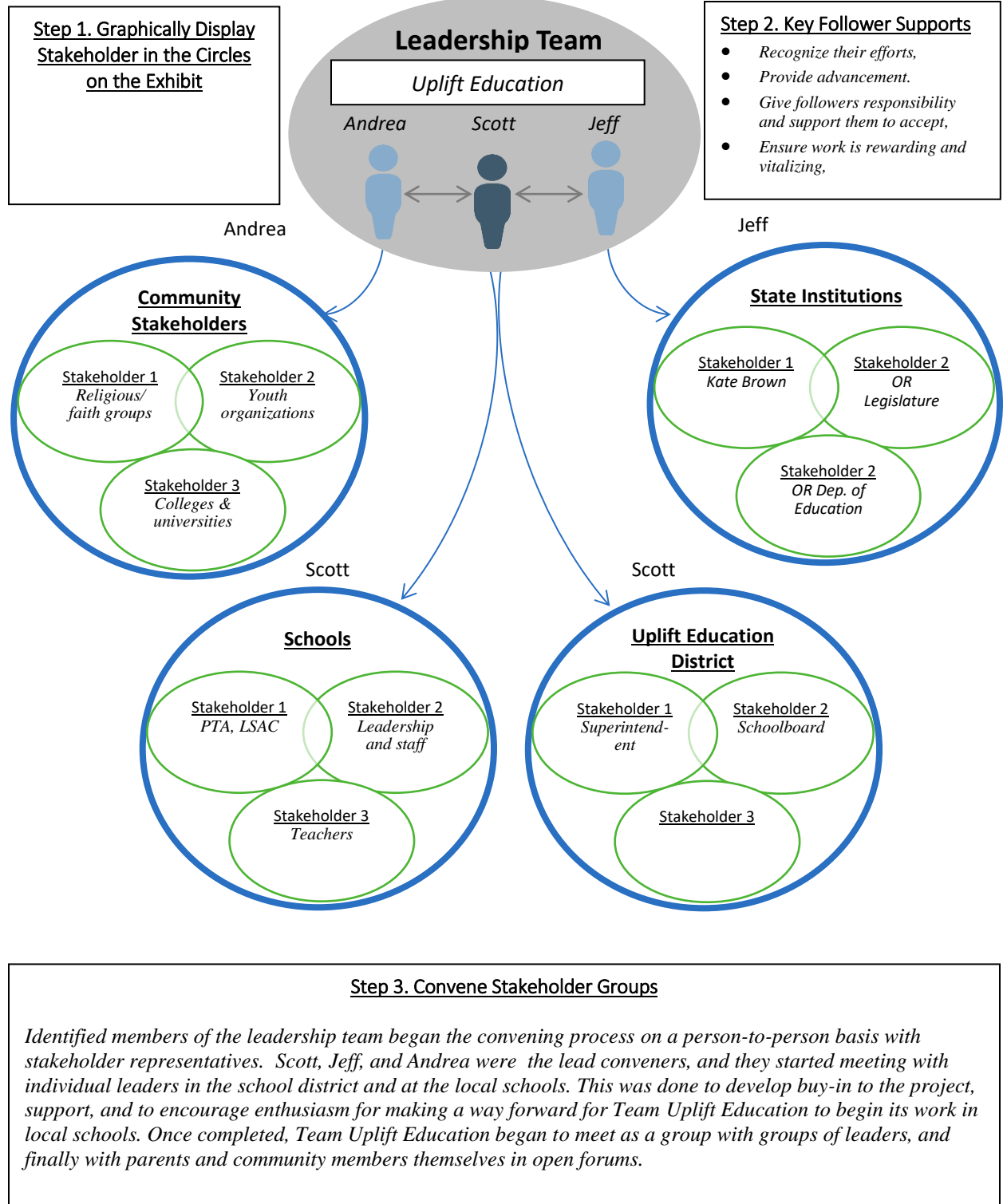


CASE EXAMPLE

The executives of Team Uplift Education approached this tool by drawing from previous tools completed in this platform like the Leadership System Framing, Contextual Intelligence Discernment, and Building Relational Trust Tools. They found these tools helpful for identifying the stakeholders in the leadership opportunity, the most ideal members of the leadership team to serve as stakeholder group conveners, and the strategies that would be most effective in attracting support for their leadership initiative. Although initially daunting to the executives of Team Uplift Education, once they reviewed their previous tools they soon realized that much of the groundwork for convening stakeholder coalitions had already been laid. As suggested in the introduction to this tool, the team found that their limited positional authority meant that they had to rely greatly on the Soft Power techniques identified in Tool 7 to attract additional followers and stakeholders

As a result of completing the Convene Stakeholder Coalitions Tool, the executives felt more confident and able to convene and nurture a coalition to realize their leadership vision. They also found it essential to routinely reexamine and update the Convene Stakeholder Coalitions Tool in response to changes in the dynamic context of their leadership initiative. With each new iteration of this tool the leadership initiative not only expanded to include new followers and stakeholders, but also existing follower and stakeholder relationships that need to be maintained.

Tool 10: Convening Stakeholder Coalitions Example



FROM TOOL TO LEADER PRACTICE

The multifaceted and dynamic nature of leadership opportunities born of wicked challenges usually requires a response that takes the form of a networked coalition comprised of individuals, groups, organizations that share an interest in acting on the leadership vision. The work of different stakeholders is sometimes done cooperatively and sometimes done independently. But in all cases, the values and structures of authority used to accomplish good work by each of the stakeholders is usually different, along with the values served by their respective processes and structures of authority. For these reasons, it is important for leaders as coalition conveners to know how the role of each stakeholder can be engaged (or when negative, buffered from the engagement process) to successfully realize the leadership vision. This network then becomes the fulcrum for expanding access to additional human, financial and physical resources, adding diversity, building support and trust, and increasing your leverage and capacity to successfully implement the leadership initiative^{17 18 19}.

The EMERGE Platform provides the Convene Stakeholder Coalitions Tool to empower leaders and their leadership team to convene and institutionalize a robust network of organizational followers and external stakeholders to realize the common good embedded in the leadership initiative's shared vision. As a result of using the Convene Stakeholder Coalitions tool in the dynamic context of real leadership initiatives, you as an EMERGE leader will be able to perform the 10th practice of: Convene and Nurture a Coalition to Realize the Vision.

¹⁷ Granovetter, M. S. (1973). The strength of weak ties. *American journal of sociology*, 78(6), 1360-1380.

¹⁸ Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. *American journal of sociology*, 91(3), 481-510.

¹⁹ Woolcock, M. (2001). The place of social capital in understanding social and economic outcomes. *Canadian journal of policy research*, 2(1), 11-17.

EMERGE Leadership Tool 11: Guide Organizational Innovation

“He who thinketh he leadeth and hath no one following him is only taking a walk.”

John Maxwell

INTRODUCTION

Public sector innovation is imperative for leadership opportunities in the context of wicked challenges. Public service leaders increasingly need to be armed with a new mindset and set of leadership tools that prepare them to deal with complex and dynamic Industrial Revolution 4.0 challenges²⁰. Public leaders have both a substantive and moral imperative to seek out “breakthrough innovations” – the kind that Nikhil Sahni and colleagues at Harvard show can concurrently (1) lower costs, (2) increase accessibility, (3) improve service quality, and (4) enhance service sustainability²¹. Importantly for the EMERGE Public Leadership Performance Platform, breakthrough innovations are also necessary elements of each of the four leader repertoires: responsiveness, reflection, resilience and regeneration.

While the concept of breakthrough innovation has been explored within several broader conceptual frameworks, very little attention has been given to the process of actually leading this type of innovation in an organizational setting. The EMERGE Platform provides the Guide Organizational Innovation Tool for public leaders to use to foster breakthrough innovations in the context of their public leadership initiatives. When a leadership initiative involves a pioneering effort in an organizational context, this tool guides leaders in blazing a breakthrough trail with a high level of confidence that one is not taking the wrong braid of the river and endangering the public good.

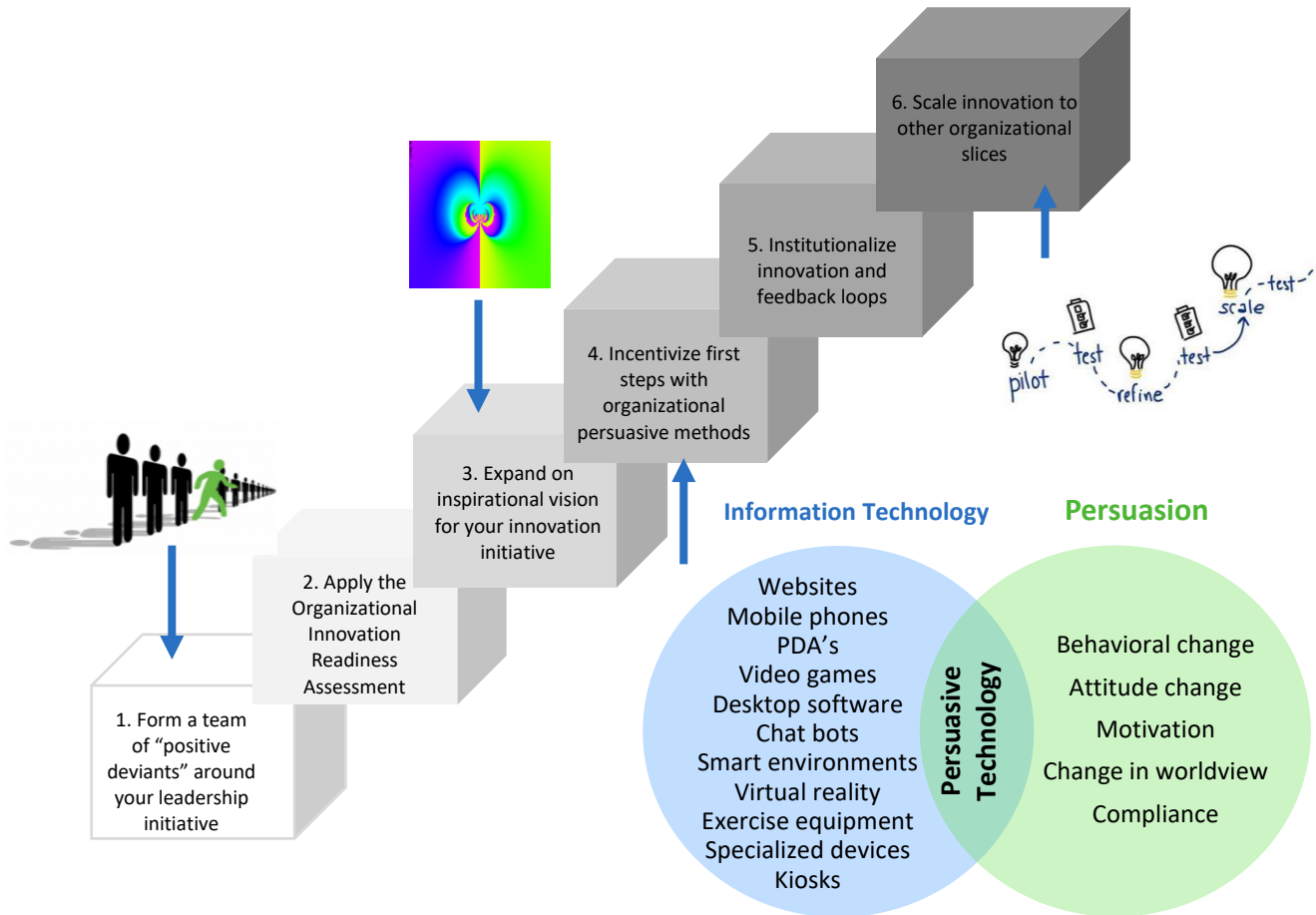
The Guide Organizational Innovation Tool directs leaders through a detailed six step process: (1) Form a Team of “Positive Deviants” Around Your Leadership Opportunity; (2) Apply the Organizational Innovation Readiness Assessment; (3) Expand on Inspirational Vision for Your Innovation Initiative; (4) Incentivize First Steps with Organizational Persuasive Methods; (5) Institutionalize Innovation and Feedback Loops; and (6) Scale Innovation to Other Slices of Organization. These steps rely heavily on the concepts of “positive deviants” and “persuasive technology” (the integrated application of computers and persuasion) to lead the breakthrough innovation process²². The final step, Summarize Your Learning Graphically, combines learning from Steps 1-6 for additional reflection and future reference. A more detailed description of each of the seven steps is contained in the instructions and graphically displayed in Exhibit 4.11 below.

²⁰ Schwab, K. (2017). *The fourth industrial revolution*. Crown Business.

²¹ Sahni, N. R., Wessel, M., & Christensen, C. M. (2013). Unleashing breakthrough innovation in government. *Stanford Social Innovation Review*, 11(3), 27-31.

²² Seidman, W., & McCauley, M. (2011). Transformational leadership in a transactional world. *Od Practitioner*, 43(2), 46-51.

Tool 11: Guide Organizational Innovation



*Developed by: M. Ingle, CPS/PSU
Graphics by: Tâm Ngô*

INSTRUCTIONS

Step 1. Form a Team of “Positive Deviants” Around Your Leadership Initiative

1. Identify and describe the organizational slice in which your leadership initiative resides in the space below. An organizational slice can be viewed as the organizational sub-system (Tool 4) where your leadership initiative is located, and should at least include your unit, the unit above yours, and the unit below yours. You may find a visual as well as a narrative description to be helpful here. Consider using Tool 4: Leadership Systems Framing as a guide for approaching the description of your organizational slice.

2. Positive deviance is defined as behavior that deviates from norms but is positive in intention and effect²³. Identify “positive deviants”, professionals who are passionate about your leadership opportunity and are respected as first movers by others, in your slice of the organization. List the positive deviants you have identified and their roles below.

3. Brainstorm ways to integrate the positive deviants into your leadership team to participate in a “guiding organizational innovation sub-team”. The purpose of this sub-team is to champion the concept of breakthrough innovation within the leadership team.

²³ Mertens, Recker, Kohlborn, & Kummer. 2016. A Framework for the Study of Positive Deviance in Organizations. *Deviant Behavior* 37(11): 1288-1307.

Step 2. Apply the Organizational Innovation Readiness Assessment

1. For your organization slice identified in Step 1, complete the Organizational Innovation Readiness Assessment with all members of your leadership team.

Organizational Innovation Readiness Assessment

Instructions: Please complete this assessment by rating your leadership team’s organizational slice on each of the questions in Column B and scoring each item in Column C. After you finish these ratings, use Column D to identify improvement actions for each Column C item that is ranked 3 or lower.

Exhibit 4.111

Column A: Organizational Innovation Enabling Conditions	Column B: Assessment Questions for each Condition	Column C: Degree that Conditions Are Present? (5=high; 1=low)	Column D: For Conditions with Low Scores, Identify Possible Improvement Actions
1. Individual preference for taking responsible risks to better serve the public good.	1.1. Do you and individuals in your organization manifest an entrepreneurial spirit by embracing responsible risk taking in yourself and others?	Score:	
	1.2. Does your organization explicitly give priority to risk taking in its policies, procedures and everyday practices?	Score:	
2. Organizational (or unit) culture actively encourages experimentation including learning from both successes and failures?	2.1. Does your organization encourage experimentation and pilot efforts that are “out of the box” in order to foster adaptability and agility?	Score:	
	2.2. Does your organization’s policies and values support an open learning culture that embraces generative learning from both successes and failure?	Score:	
3. Embedded organizational policies and practices for recognizing and rewarding innovation.	3.1. Do your organization’s policies (including the vision, mission, values and strategies) explicitly value organizational (breakthrough/radical) innovation?	Score:	
	3.2. Does your organization make consistent and effective use of both intrinsic (e.g., inspirational motivation, individual autonomy, intellectual stimulation, etc.) and extrinsic (e.g., contingent financial rewards, etc.) incentives related to innovation?	Score:	

Column A: Organizational Innovation Enabling Conditions	Column B: Assessment Questions for each Condition	Column C: Degree that Conditions Are Present? (5=high; 1=low)	Column D: For Conditions with Low Scores, Identify Possible Improvement Actions
4. Organization's operational priorities reflect external demands for performance innovations.	4.1. Are specific demands of clients and constituents for innovation clearly reflected in organizational budget priorities?	Score:	
	4.2. Does your organization actively co-produce operational budgets that embrace needed public service innovations with clients and constituents?	Score:	
5. Explicit organizational procedures and practices to sunset current administrative processes and technologies as innovations are implemented.	5.1. Does your organization have a robust procedure for examining and effectively phasing out current processes, technologies and human resources in relation to proposed innovations?	Score:	
	5.2. Does your organization have procedures for securing buy-in from externally impacted clients and constituents for legacy processes and technologies when innovations are being considered and implemented?	Score:	
6. Robust external and internal performance feedback loops related to the innovation in operation.	6.1. Do leaders/managers responsible for major innovations receive continuous and real time performance information (e.g., organizational productivity, inclusiveness, responsiveness and/or reliability) related to those innovations?	Score:	
	6.2. Does your organization give operational priority to communicating the benefits/value of your innovations with internal and external clients/constituents?	Score:	

2. Following the completion of your leadership team’s Organizational Innovation Readiness Assessment, discuss the findings with your team. Describe how you and your team will be mindful of the Organizational Innovation Readiness Conditions from Column A as you proceed with your breakthrough innovation. List the most important improvement actions from Column D of the Innovation Readiness Assessment below.

3. Develop an action plan for improving your innovation readiness by aggregating your innovation improvement ideas from above. Share your action plan with organizational executives to gain their commitment and support.

Step 3. Expand on Inspirational Vision for Your Innovation Initiative

1. Expand on your leadership team’s shared vision with your innovation sub-team to include the four outcomes and impacts of breakthrough innovation (lower costs, increased access, increased quality, and sustainability). For a refresher on visioning and attracting others to that vision, you may want to revisit Tools 3, 4, and 8.

2. With your expanded vision clearly in view, brainstorm and list possible breakthrough innovations with your innovation sub-team. Identify a breakthrough innovation for your organizational slice where the positive deviants are already engaged and committed. For example, the Uplift Education team identified “providing tablet computers to every student” as their breakthrough innovation.

Step 4. Incentivize First Steps with Organizational Persuasive Technology Methods

1. For the breakthrough innovation you identified in Step 3, set the performance standard, along with action steps for achieving that standard, across all four dimensions of the innovation as a first step toward your team’s shared and inspirational vision.

a. Lower Costs:

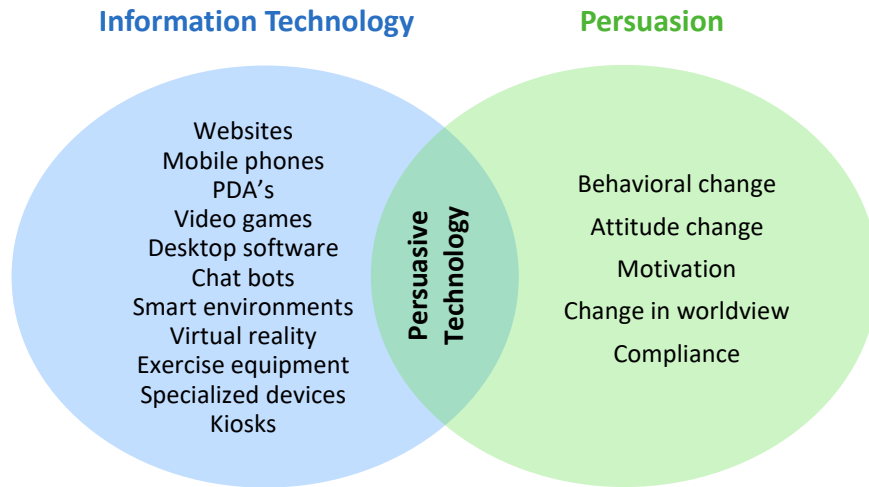
b. Increase Accessibility:

c. Improve Services:

d. Sustainability:

2. For each performance standard and accompanying action steps, select an appropriate persuasive technology from Exhibit 4.112 for persuading members of the organization to engage with the innovation. Persuasive technologies are used to influence changes in peoples’ beliefs, values, and actions. For example, consider the approaches outlined in Tool 8 on conviction, passionate belief, and deep listening, and in Tool 9 regarding emotional intelligence and effective communications. These approaches should be augmented by with information technology applications, including social media, virtual reality, and other applications.

Persuasive Technology



Adapted from: BJ Fogg, Stanford Persuasive Tech Lab
Graphics by: Tâm Ngô

a. *Lower Costs:*

b. *Increase Accessibility:*

c. *Improve Services:*

d. *Sustainability:*

Step 5. Institutionalize the Innovation with Feedback Loops in One Organizational Slice

1. As organizational innovations usually take at least ten weeks to “rewire” individuals and teams within an organization, work with executives to ensure that the persuasive technologies are continued during the full time period and that they are supported by positive social pressure to embed the new practices.

Identify executives and describe the social pressures you and your innovation team will use in the space below.

2. Develop and institute reinforcing feedback processes and non-monetary systems for all four dimensions of your breakthrough innovation within your slice of the organization. Refer to Tool 9: Persuade with Smart Power for additional guidance. Identify and describe the feedback processes and non-monetary incentive systems you and your innovation team will use for each of the four dimensions of the breakthrough innovation in the space below.

a. Lower Costs:

b. Increase Accessibility:

c. Improve Services:

d. Sustainability:

Step 6. Scale the Innovation to Other Organizational Slices

1. After the breakthrough innovation has yielded positive results in your organizational slice, start considering what other organizational slices may be interested in pursuing your breakthrough innovation. Identify representatives from those organizational slices to invite to a breakthrough innovation dissemination workshop, where your team will share the benefits and processes of the innovation that you have implemented.

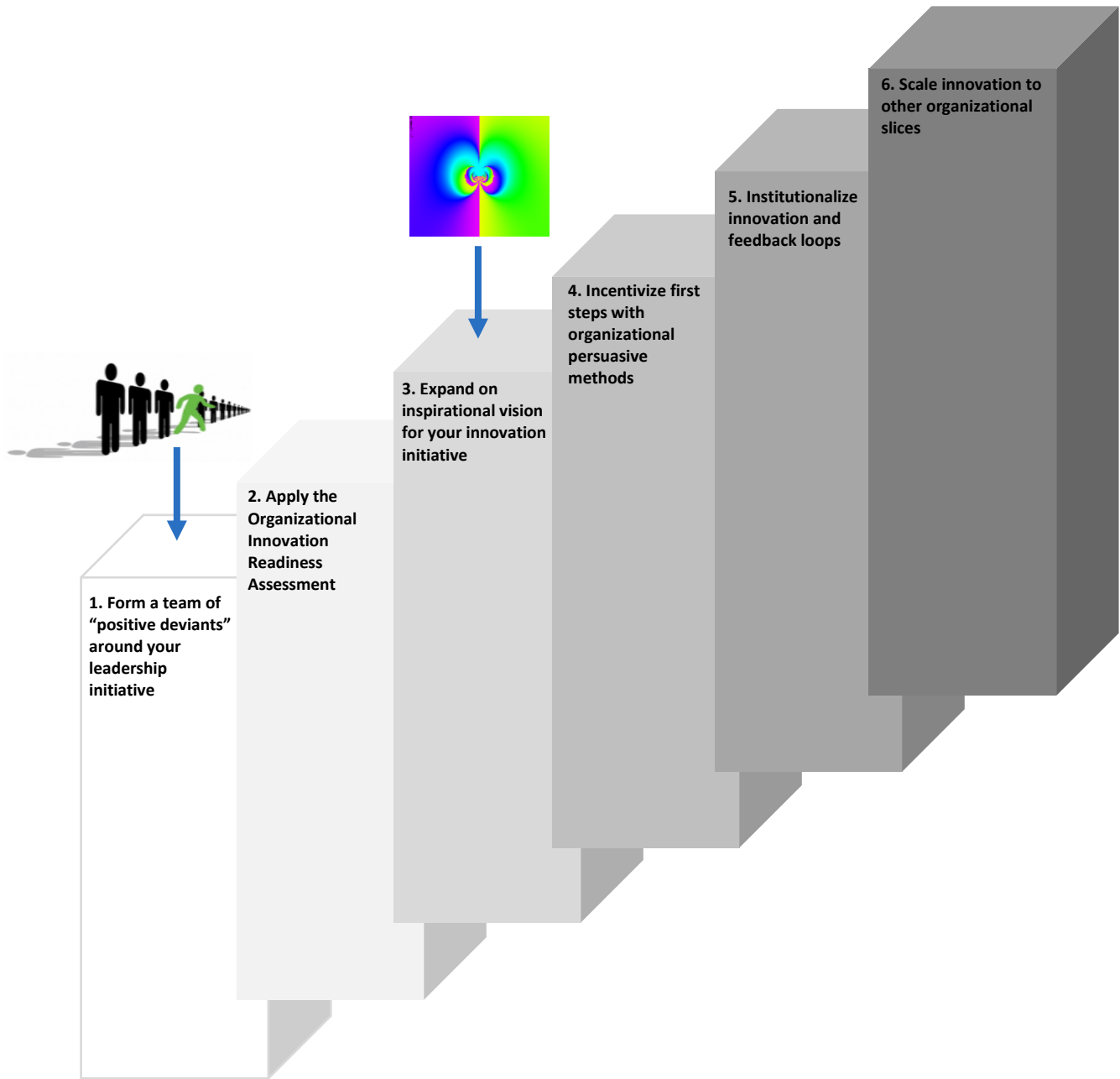
- b. At the dissemination workshop administer the readiness assessment and develop action plans with additional organizational units who may want to scale the breakthrough innovation in their organizational slice. Where other organizational units express an interest in pursuing breakthrough innovation in their own unit, work with them to identify a simple action plan. Capture additional organizational units interested in breakthrough innovation along with their action plans in the box below.

Step 7: Summarize Your Learning Graphically

Summarize the key actions and information from your responses in Steps 1-6 in Exhibit 4.113 below. Use the Case Example for this tool to aid you in filling out or editing the template.

Exhibit 4.113

Tool 11: Guide Organizational Innovation Template



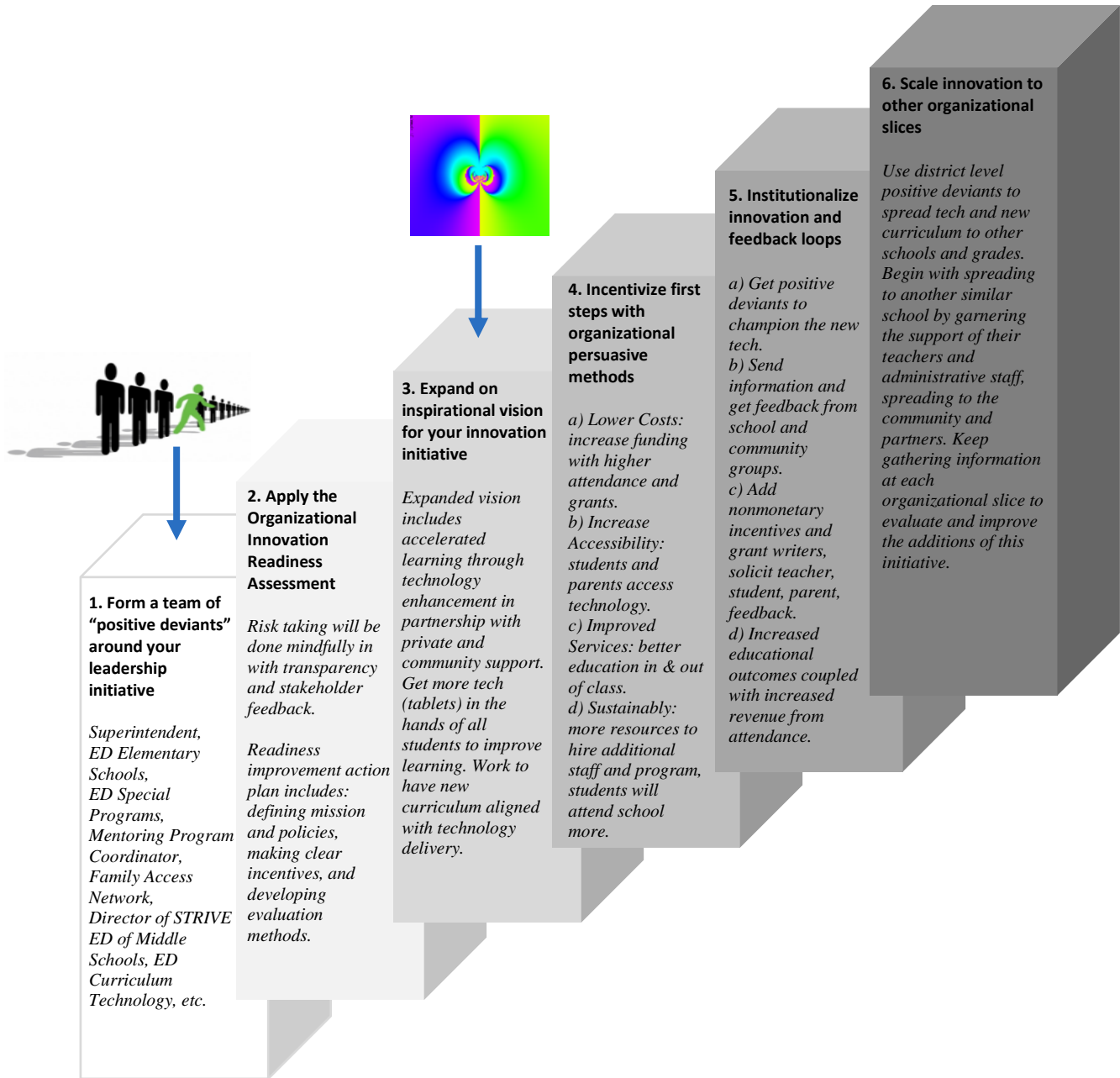
CASE EXAMPLE

Team Uplift Education approached this tool as an opportunity to further narrow down their leadership initiative to a first concrete step in an organizational setting toward their leadership vision. At this stage in the EMERGE Platform, the executives found it very helpful to refer back to their work in previous tools, including Tools 3, 4, 5, and 6. Although the team was apprehensive about where to begin among the many institutions and institutional slices in the Uplift Education School District, the assessment in Step 2 helped the team realize an appropriate starting point. The assessment laid the groundwork for expanding the vision to include a technology dimension and selecting a breakthrough innovation as per Step 3. Specifically, the team decided to provide tablet computers to every student and to fully integrate this technology into the education curricula. The Step 2 assessment also assisted the team's prioritization in Step 6 of additional slices of the organization within which they could successfully scale up their innovation.

Team Uplift Education commented that: "Tool 11 was very beneficial in helping to determine what key players (positive deviants) were present within each level of our target organization, which can help implement our 80/80/80 vision. Identifying our positive deviants will help to provide motivation for the accomplishment of our vision. These are the stakeholders that are already working at the ground level to provide support to our vision on a daily basis. Being able to use Tool 11 to identify an innovation that we can currently implement at this level will help to quickly gain confidence and motivation towards making progress on our greater leadership initiative - building trust and improving education outcomes in Oregon's public education system. Steps 5 and 6 of Tool 11 were particularly helpful to narrow down a tangible innovation that we can bring to fruition from 'where we sit' within the Uplift Education School District. This provides motivation to the team trying to overcome a difficult leadership challenge by breaking down our vision into something that is actionable now and accomplishable in the in the near future. This motivates those of us on the leadership team, as well as provides confidence to our stakeholders, that this vision is achievable and that we are the right team to make progress on it."

The team recommended that Uplift Education District executives do an annual evaluation of their breakthrough innovation progress and results. After completing the tool and piloting their innovation in a number of classrooms of the Uplift Education School District, the team felt more confident in their ability to pioneer a breakthrough innovation in a public institutional setting and make progress on their leadership initiative.

Tool 11: Guide Organizational Innovation Example



FROM TOOL TO LEADER PRACTICE

The Guiding Organizational Innovation Tool provides a mechanism for augmenting leadership practice associated with the fostering of public service breakthrough innovations in an organizational setting. As explained in this Tool, breakthrough innovations are unique in that they facilitate achievement of four concurrent results: lower service costs, improving accessibility and inclusiveness, improving service performance and quality, and sustainability of service. It also enables leaders to identify opportunities for breakthrough innovation from where they sit in order to better serve the public good both now and in the future. Learning the details of the Guiding Organizational Innovation Tool and experimenting with its use in the context of wicked challenge leadership initiatives will allow public leaders to perform the 11th EMERGE practice of: Pioneer Breakthrough Innovation in the Public Arena.

EMERGE Leadership Tool 12: Strengthen Prudential Judgement

“What I know for sure is doing the right thing in public service is the hardest thing a person can ever do.”

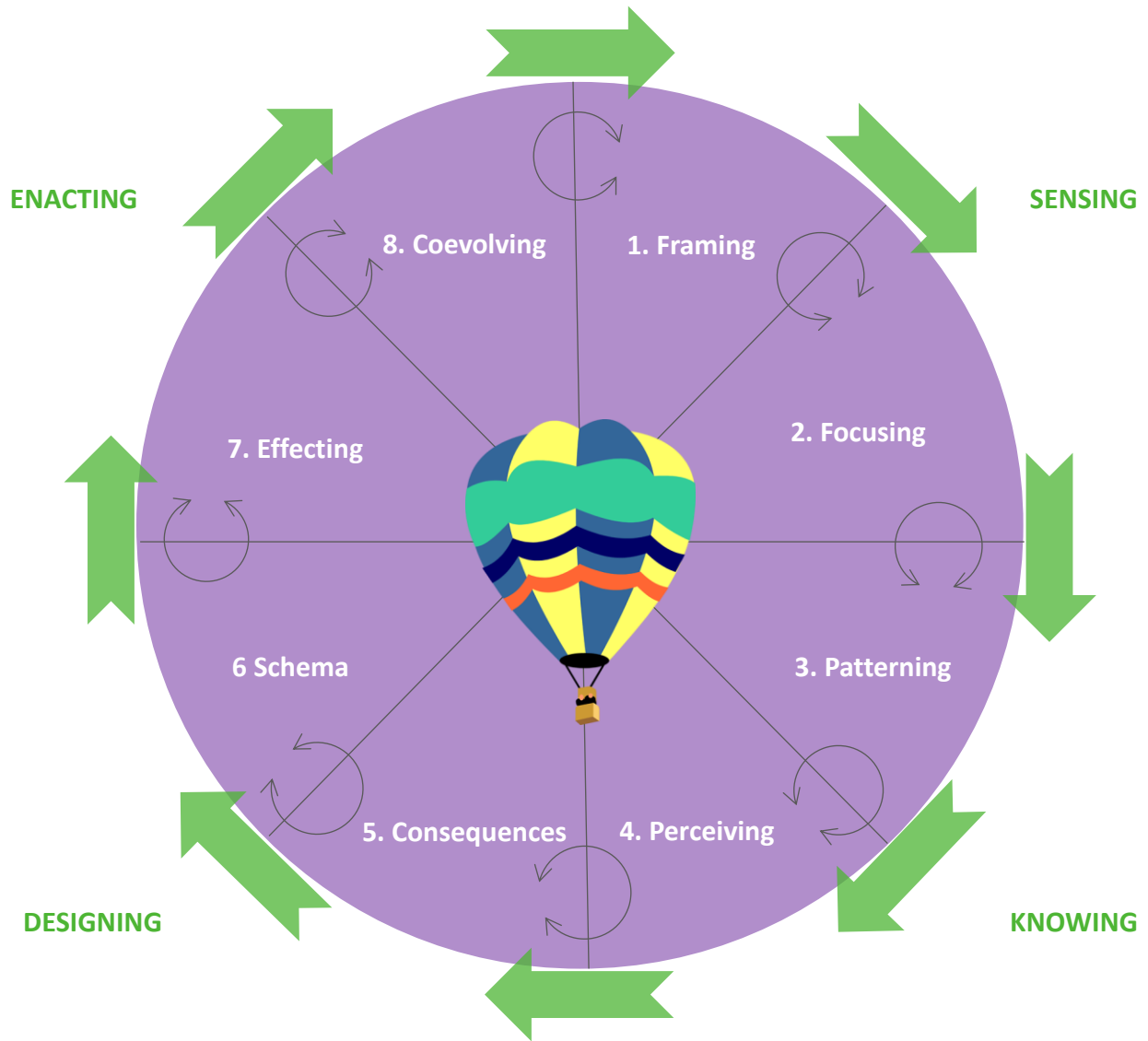
Tom Hickman, City of Bend, Oregon Public Official, 2014

INTRODUCTION

A core premise of the EMERGE Platform is that the “sizing up” and “taking action” performance stages in wicked contexts are fraught with turbulence, uncertainty, and contested values. In this context, the EMERGE spirit is one of step-by-step small leadership wins, which accumulate prudential judgement, e.g. doing more of the right things in the right ways through successive iterations of reflective practice. Taking effective and ethical public leadership action requires embrace the repertoires of responsiveness, reflection, resilience, and regeneration along with putting into place enabling conditions in the context to support one’s wiser and wiser actions through time, what we refer to in this tool as prudential judgment.

The Strengthening Prudential Judgement Tool is grounded in an integrated cycle of reflective practice that facilitates strategic learning and ethical action-taking in wicked leadership contexts. Through the discursive process of “sizing up” and “taking action” on the leadership performance stage, the leadership team and key stakeholders cultivate a deeper systemic appreciation of a situation, thereby increasing the range of potential options for intentional prudence. This tool provides leaders with a systematic eight-step approach to reflective practice encompassing open dialogue, generative learning, and ethical decision-making, with the intent of strengthening prudential judgment: (1) Framing; (2) Focusing; (3) Patterning; (4) Perceiving; (5) Consequences; (6) Schema; (7) Effecting; and (8) Coevolving. The final step, Summarize Your Learning Graphically, combines learning from Steps 1-8 for additional reflection and future reference. The Strengthening Prudential Judgement Tool is displayed graphically below in Exhibit 4.12 and each step is described further in the instructions.

Tool 12: Strengthen Prudential Judgement

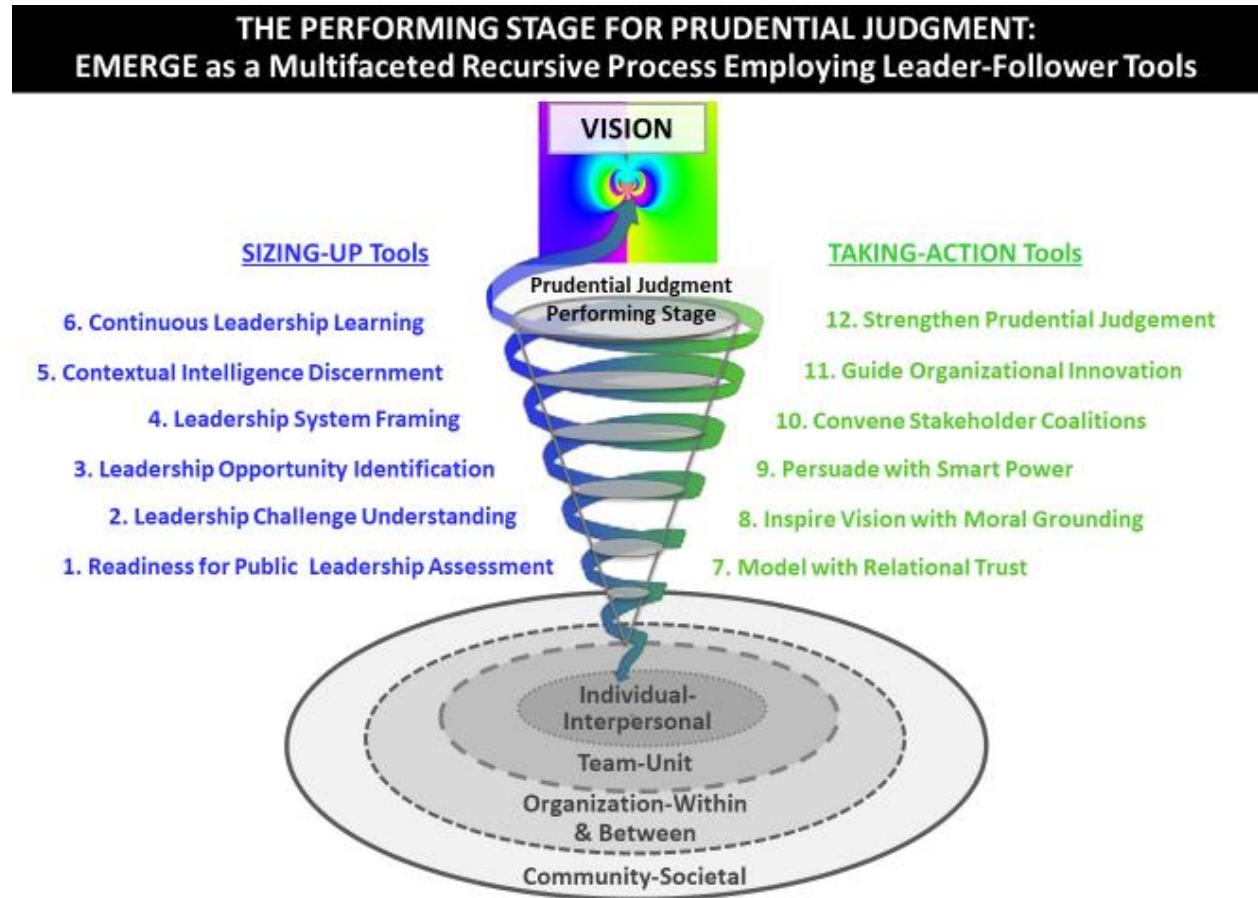


*Developed by: M. Ingle, CPS/PSU
Graphics by: Tâm Ngô*

INSTRUCTIONS

For each of the eight steps in the reflective practice approach as shown in Exhibit 4.12, identify the EMERGE Platform Tools that you have used to address your leadership initiative. Reference Exhibit 1.0 below for help identifying the tools that can provide vital information. Then, using your experience gathered from applying those tools, answer the second question in each step to foster a deeper understanding of that step and heightening your prudential judgment.

Exhibit 1.0



Step 1. Framing - Sensing What Is Going On

1. Identify the EMERGE tools and information that assisted you to frame the context of your leadership initiative (see Exhibit 1.0). Look for tools that helped you make sense of the leadership challenge and potential opportunities for addressing it; we suggest you begin by revisiting Tools 1-3.

2. Based on the tools and information you identified above, what insights did you gain about the initial context? What were the strengths and weaknesses of the framing process facilitated by these tools? What might you do differently when using the EMERGE tools to frame future leadership opportunities?

Step 2. Focusing - Deciding What Really Matters

1. Identify the EMERGE tools and information that assisted you to focus on elements of your leadership initiative that really matter (see Exhibit 1.0). Look for tools that helped you We suggest you begin by revisiting Tools 3, 4, 5, 10, and 11.

2. Based on the tools and information you identified above, what did you focus in on as the most important elements of your leadership initiative? What were the strengths and weaknesses of the focusing process facilitated by these tools? What might you do differently when using the EMERGE tools to focus future leadership opportunities to leadership initiatives?

Step 3. Patterning - Finding Patterns that Make Sense

1. Identify the EMERGE Tools and other relevant information that assisted you to find patterns in your leadership opportunity (see Exhibit 1.0) For example, Tool 4 can help identify stakeholder patterns and Tool 5 shows contextual patterns. Summarize these key patterns below. We suggest you begin by revisiting Tools 4, 5, 7, 9, and 10.

2. Based on the tools and information you identified above, what key patterns emerged from your leadership initiative? What changes to your intuition or instinct did you experience as a result of your recognition of these patterns? What were the strengths and weaknesses of the pattern recognition process facilitated by these tools? What might you do differently when using the EMERGE tools to make sense of patterns in future leadership initiatives?

Step 4. Perceiving - Deepening Understanding

1. Identify the EMERGE Tools and other relevant information that assisted you to deepen your understanding of the contextual conditions and their connections surrounding your leadership initiative (see Exhibit 1.0). For example, consider the Mind Map and Foresight exercises in Tool 5. We suggest you begin by revisiting Tools 5, 7, 9, and 10.

2. Based on the tools and information you identified above, how did your understanding of the wicked characteristics of your leadership opportunity deepen, and what other perspectives regarding your leadership initiative were you able to consider? What were the strengths and weaknesses of your application of the tools to help you deepen your understanding? What might you do differently when using the EMERGE tools to perceive contextual conditions in future leadership initiatives?

Step 5. Consequences - Define Critical Domain of Attention

1. Identify EMERGE Tools and information that assisted you to define the critical domains of attention for persuading others to join the leadership initiative (see Exhibit 1.0). Consider especially the steps from Tools 3, 4, 7, and 9.

2. Based on the tools and information you identified above, what critical domains did you identify? What were the strengths and weaknesses of your application of the tools to help identify these domains? What might you do differently when using the EMERGE tools to understand consequences in future leadership initiatives?

Step 6. Schema - Planning and Designing a Way Forward

1. Identify the EMERGE Tools and information that assisted you to design the way forward for your leadership initiative (see Exhibit 1.0) For example, you may revisit Tools 10 and 11 for ways to expand your leadership initiative from a small team to a coalition of stakeholders or an entire organization. We also suggest you revisit Tool 4.

2. Based on the tools and information you identified above, how did your plans to perform on your leadership opportunity stage change? What were the strengths and weaknesses of your application of the tools to plan and design the activities your leadership initiative? What might you do differently when using the EMERGE tools to engage in planning processes with leadership teams in the future?

Step 7. Effecting - Put Plans into Action

1. Identify the EMERGE Tools and relevant information that assisted you in putting your plans for your leadership initiative into action (see Exhibit 1.0). We suggest you begin by revisiting Tools 7, 9, 10, and 11.

2. Based on the tools and information you identified above, how did your leadership team's activities effect your leadership initiative? What were the strengths and weaknesses of your application of the tools to take action? What might you do differently when using the EMERGE tools to facilitate action to effect change in the future?

Step 8. Co-Evolving - Monitor the System

1. Identify the EMERGE Tools and information that assisted you to monitor and evolve (see Exhibit 1.0). The implementation of feedback loops from Tool 11 and the generative learning from Tool 6 will be helpful in this regard. We also suggest you revisit Tools 7, 8, and 10.

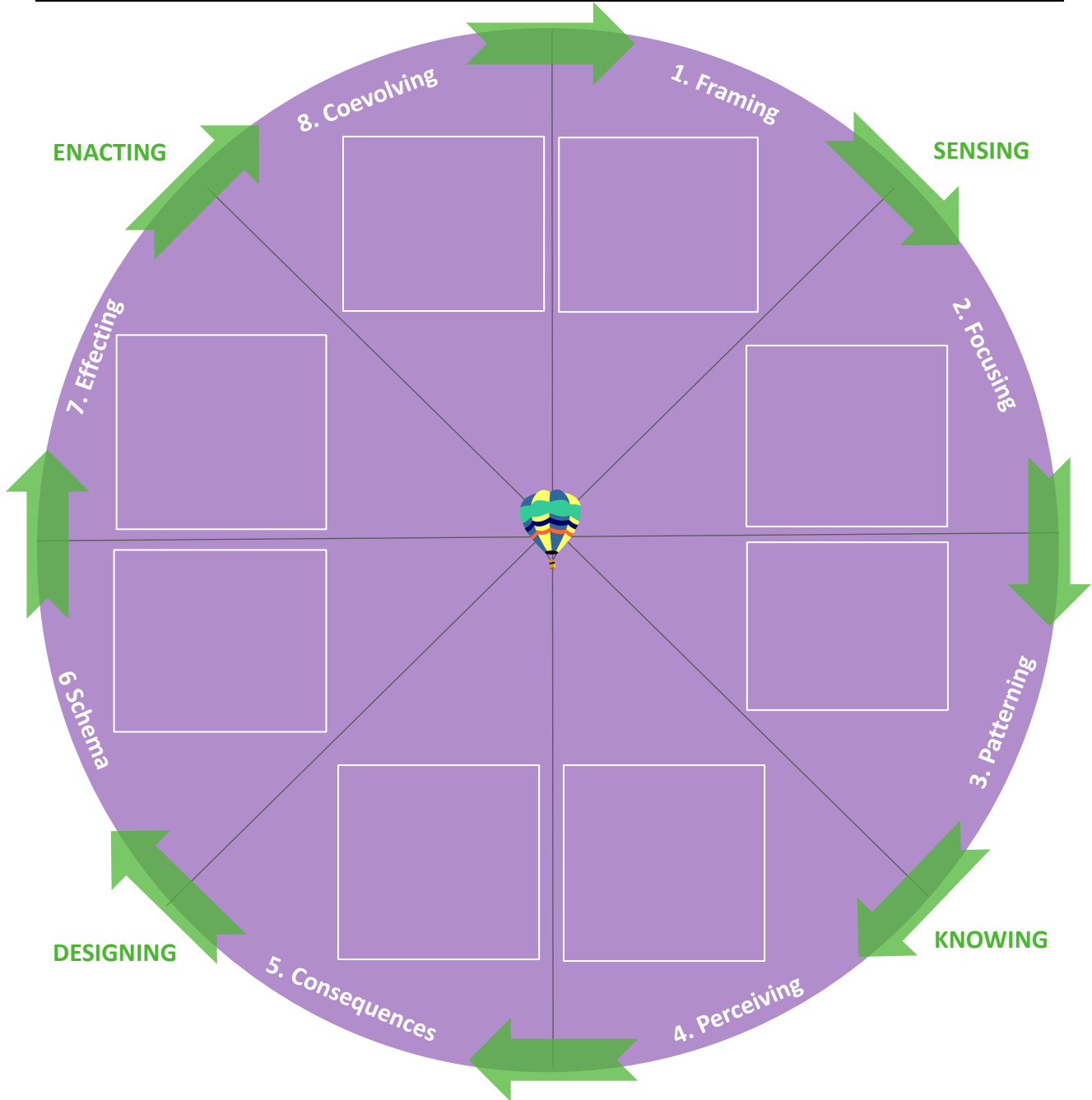
2. Based on the tools and information you identified above, how did you monitor your progress and put feedback into practice? What were the strengths and weaknesses of your application of the tools to generate feedback and understand causes and effects? What might you do differently when using the EMERGE tools to monitor and co-evolve your leadership plans and actions in the future?

Step 9: Summarize Your Learning Graphically

Summarize the key actions and information from your responses in Steps 1-8 in Exhibit 4.121 below. Use the Case Example for this tool to aid you in filling out or editing the template.

Exhibit 4.121

Tool 12: Strengthen Prudential Judgement Template



CASE EXAMPLE

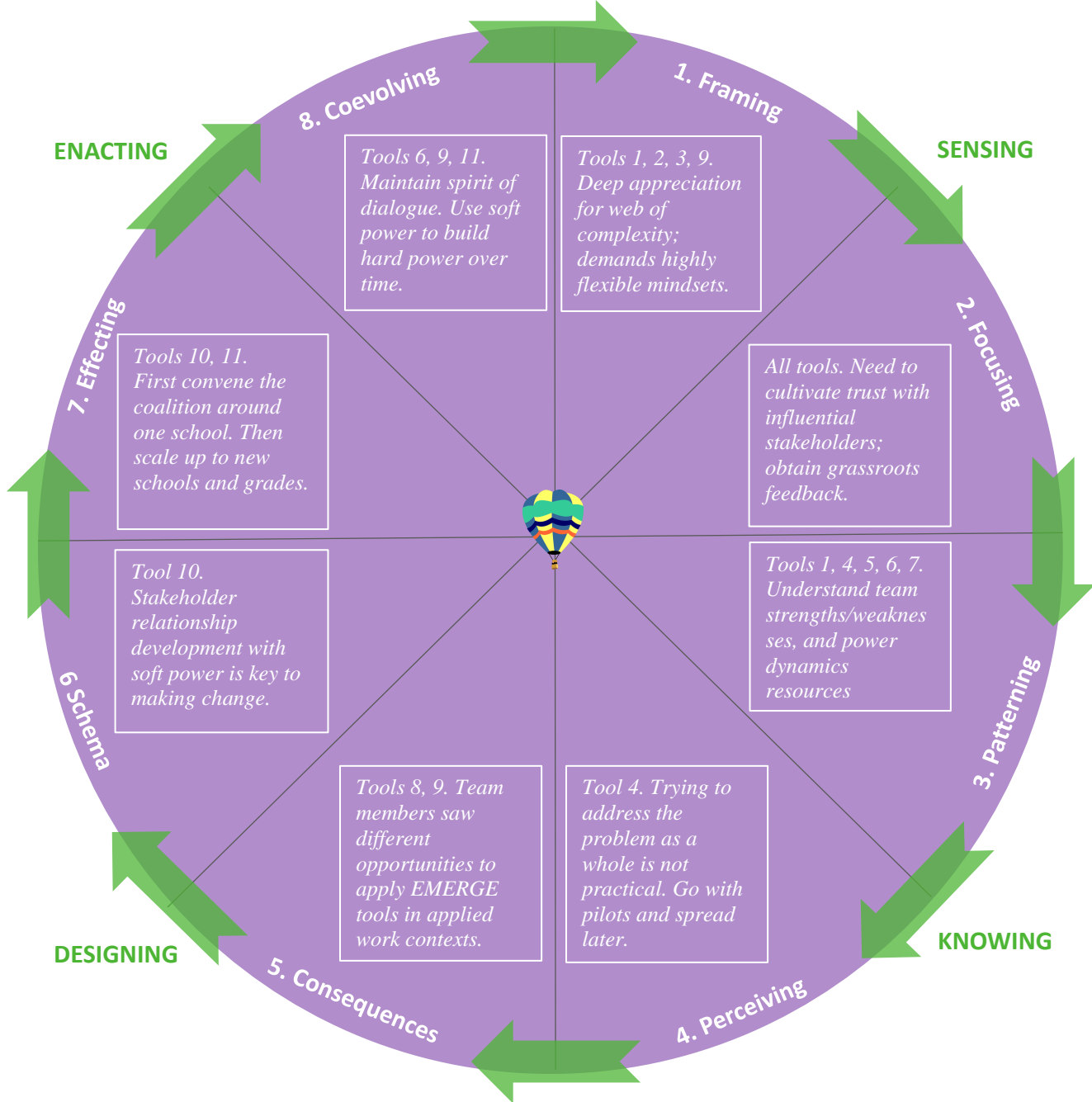
In completing this tool, Team Uplift Education was enthusiastic to increase their understanding of the interaction between learning and taking action in dynamic contexts to increase their prudential judgment. The team approached this tool with the mindset that it would be summative in nature, requiring them to revisit and pull from their previous work and then combine the major elements into a systemic practice of reflective public leadership. The team found it very helpful to have their graphical summaries from Tools 1-11 available to them as they completed each step of the Strengthen Prudential Judgment Tool.

The importance of teamwork in public leadership, reflective practice, and applying this platform to a real-life leadership initiative was highlighted by the members of Team Uplift Education: *“Reflective practice is used by many organizations to reinforce learning experiences (e.g., the U.S. military uses “after action reviews” to reinforce learning from mistakes and correct actions taken in exercises and drills), and reflective practice in the context of our leadership initiative and careers in public leadership are no different. As we reflect on what we have learned by applying this platform, a number of themes have emerged. First, we have determined as a team that the importance of assembling a good team cannot be overstated. The many hours that we spent as a team, online and in person, reviewing the EMERGE tools, conducting research, sharing findings, taking action, and encouraging one another led to a strong team chemistry and were critical to our success. None of us could have made so much progress on our passions and this leadership initiative without the strengths of others. We learned a great deal from one another, and we learned to work collaboratively within the context of our leadership strengths and weaknesses.*

While it is disappointing for us to consider that we may not serve on such an outstanding team again, we can walk away from the experience knowing that we can never give any less in future projects than what we have given here. This experience brought out the best in us, and having done so well as we did, we will each be responsible in the future to mentor others in this fashion and expect the best of them.”

The executives of Team Uplift Education deepened the trust in their relationships with each other and with the key stakeholders in the Uplift Education School District. They continued to work with the District officials as they implemented the leadership initiative. In addition, the Uplift Education team members felt more confident than ever that they were equipped with the tools and mindsets to ethically size up and take action on leadership opportunities in dynamic contexts no matter where they sit. Moreover, they felt a heightened understanding of how to intentionally strengthen their judgment through intentional reflection and generative learning throughout their public service careers.

Tool 12: Strengthen Prudential Judgement Example



FROM TOOL TO LEADER PRACTICE

In Tool 12: Strengthen Prudential Judgment, you are shown how to progress toward a leadership mindset that can prepare you to "size up" leadership challenges and opportunities. The use of reflective practice can assist in developing leadership strategies appropriate to the challenge at hand and taking innovative action from where you sit. Using this tool, you can accumulate prudential judgement, e.g. doing more of the right things in the right ways through successive iterations of reflective practice. This is the 12th EMERGE practice: Intentionally Strengthen Prudential Judgment through Reflective Practice.

Chapter V: Summary and Platform Conclusions

When we first introduced the EMERGE Platform of tools and practices to address wicked challenges, we noted that this platform sits alongside a variety of other specialized leadership approaches designed to help public officials operate successfully in a variety of settings (small groups/teams, organizations, nonprofits, community, etc.) and with a variety of challenges (customer service, organizational change, strategic navigation, employee motivation, etc.). The tools and practices we have presented in this EMERGE Platform have been specifically designed to assist leaders in contexts that are in flux. In teaching these tools in a wide variety of settings, both domestically and globally, we have come away with several insights about the value of this platform for leading from where we sit.

First, when armed with the EMERGE Platform, we have witnessed a heightened level of confidence by leaders and followers facing complex and dynamic challenges. This has been especially the case with many middle- and lower-level public officials who do not possess a strong feeling of "self-efficacy" and "positional authority". The mere availability of these new tools and practices has been empowering and confidence building for many of the officials with whom we have worked both in the United States and abroad.

Second, although every public official exposed to the EMERGE Platform is different, most of the officials who have applied some or all of the tools to an urgent wicked challenge go away believing that one or more of the tools (and not always the same ones) have value in their organizational workplace. They also believe that they will be able to use the tools to their organization's advantage in the future. For example, many officials appreciate the availability of the Leadership System Framing graphic (Exhibit 3.4) as a way of integrating the major dimensions (e.g., looking forward, backward, outward, and inward) of the leader's role. Others believe they have gained new insight into their ability to mobilize followers in the service of the public good through the more systematic application of "smart power" (Exhibit 4.9) in their day-to-day work tasks.

A third insight is that through understanding and application of the tools, some officials find that they are being transformed as public leaders. In the extended process of learning the tools, applying them in various contexts, and interacting with colleagues in different sectors who are doing the same, these officials come away with new ways of thinking and new practices related to their roles as public leaders from where they sit. For example, one of our Executive Master's Degree students recently observed toward the end of his EMERGE learning journey that: "What I know for sure is that doing the right thing in public service is the hardest thing a person can ever do". What he did not say, but has shared with us, is that doing the right thing is also the most rewarding thing one can do as a public servant.

Fourth, although the EMERGE Platform guides leaders on *one* selective leadership initiative/opportunity at a time, the ability to multitask different leadership initiatives simultaneously is becoming more vital in contemporary society. The nature and priority of a given leadership challenge is frequently characterized by high degrees of fluidity that require trial-and-error, challenge-reduction, and problem-solving techniques. One of the chief tasks of a leader is to interpret the noise surrounding a given challenge and organize its dimensions into

prioritized, actionable paths forward as initiated in the Wickedness Assessment embedded in Tool 2. We use the word paths to emphasize that a given challenge may necessitate undertaking a mix of initiatives over time, some of which treat the challenge narrowly with a short-term focus, and others that take a more long-term set of actions that confront both the cause-effect uncertainty and the value trade-offs. The literature refers to this kind of flexibility as “agile leadership”²⁴. The language of pathways also captures the tentative or contingent nature of any given course of action, which will likely require reframing as new information and circumstances arise.

There is a final observation on the use of the EMERGE Platform that deserves attention. Many public officials we work with in our leadership development programs and public consultancies at the local, state, and global levels have different takes on EMERGE leadership. Even if they find one or more of the tools valuable and see them as instrumental, they long for a deeper understanding about when and how to make the best use of the Platform as a whole. They are searching, we believe, for the elusive yet critical leadership practice of “seasoned prudential judgment”. In other words, how does this all come together to enable leaders make the right decisions at the right time technically, emotionally, and morally? This question is answered through continuous practice and active reflection on the “lessons learned from this practice”, what is commonly called reflective practice (see discussion of Emerge Tool 7: Continuous Leadership Learning, especially Exhibit 3.6).

Reflective practice is partly *analytic* and partly *synthetic*. The analytic component is used to deconstruct the relevant factors that comprise a leadership challenge; it is used to identify the relevant factors that come into play in crafting leadership options to address a challenge; it is pertinent when strategizing pathways for institutionalizing a leadership success. The analytic component relies heavily on the social and natural sciences for both the content and methodologies used in these processes of deconstruction.

The synthetic component is used to see patterns of meaning through time and space; it enables leaders to socially construct the story and its meaning from different points of view. In short, the synthetic component — used to answer “meaning questions”— is quite different from the analytic component used to address questions of “cause,” “effect,” “validity,” and “reliability.” The synthetic component relies heavily on the content of the action that is appropriate for each of the three phases of a successful leadership initiative: sizing up challenges, discovering opportunities, and taking leadership action that is both transformative and ethical.

Reflective practice is necessary throughout every state of the leadership process. It gives us the capacity to abstract the lessons learned from practice by identifying the reasons why a practitioner believes something works (the “espoused theory”) and comparing that to what is actually the case in practice (the “theory in action”). This comparison cannot be done without getting the critical perspectives of others. For example, I may think I am a team player because I work hard and long, but my colleagues may have a completely different view of what is actually going on. By comparing one perspective with another, we close the gap, either by altering the practice, altering the theory, or doing a little of both.

²⁴ Ryan, K., & Ali, A. (2013). The new government leader: mobilizing agile public leadership in disruptive times.

Reflective practice is what enables leaders to acquire the virtue that is distinctive to public service work, namely, the ability to know the right thing to do in the circumstances of the moment for the promotion of the larger common good. This is called prudential judgment or practical wisdom, and is developed through the continued weaving of judgement and wisdom through reflective practice. Prudential judgment consists of four capabilities²⁵:

1. "The ability to find pattern in complexity and to shift our choices of pattern according to varying criteria and interests....
2. The artful selectivity in deciding what features of a situation are most important in keeping with shifting interests, values, and concerns....
3. The ability to 'read the situation' along with the humility associated with unknowns....
4. The investment of self in the situation at hand."

The virtue of prudential wisdom can only be acquired through continuous practice and reflection on what is working and what is not, and what is the right thing to do in the circumstances of the moment. This makes leadership for the common good less about good deeds and more about the virtuous habits that comes from treating public leadership as a calling.

Through our work with students and practitioners, we have found that the EMERGE Platform provides a useful and informative leadership approach for modern, wicked contexts. Feedback from our experiences suggests that several different dimensions of the learning from applying the platform can make a difference for leaders regardless of where they sit:

- "...the EMERGE Platform provides a genuine opportunity to create and innovate"
- "...the EMERGE toolkit is right... it is born to be response and thereby ever-improving... that is its strength."
- "...[I] will be able to either enhance or reaffirm my own leadership development with these tools. TO me, these tools were really about trust and relationship building. And this aligns... for me with where I sit because my work in nonprofit sector and service delivery is personal, intangible, and interactive. These tools make me a better advocate."
- "...[the EMERGE Platform is] incredibly helpful, thought provoking, and beneficial in guiding me through a process with resources and strengths to achieve progress while tackling huge, systemic issues."
- "By applying the EMERGE Platform Tools... I was able to make connections between platform theories and practices in the public sector. The discursive EMERGE process mimics the true experience of leadership, especially in the public sector with shifting goals and practice among both leaders and followers."

As with all leadership approaches and platforms, however, we recognize that it is still a work in progress. We expect to continue updating the platform to reflect technology changes and new experiences with practitioners. In this light, we sincerely invite your feedback and insights from the application of EMERGE to your own wicked challenges.

²⁵ Adams, M. J., Tenney, Y. J., & Pew, R. W. (1995). Situation awareness and the cognitive management of complex systems. *Human factors*, 37(1), 85-104.