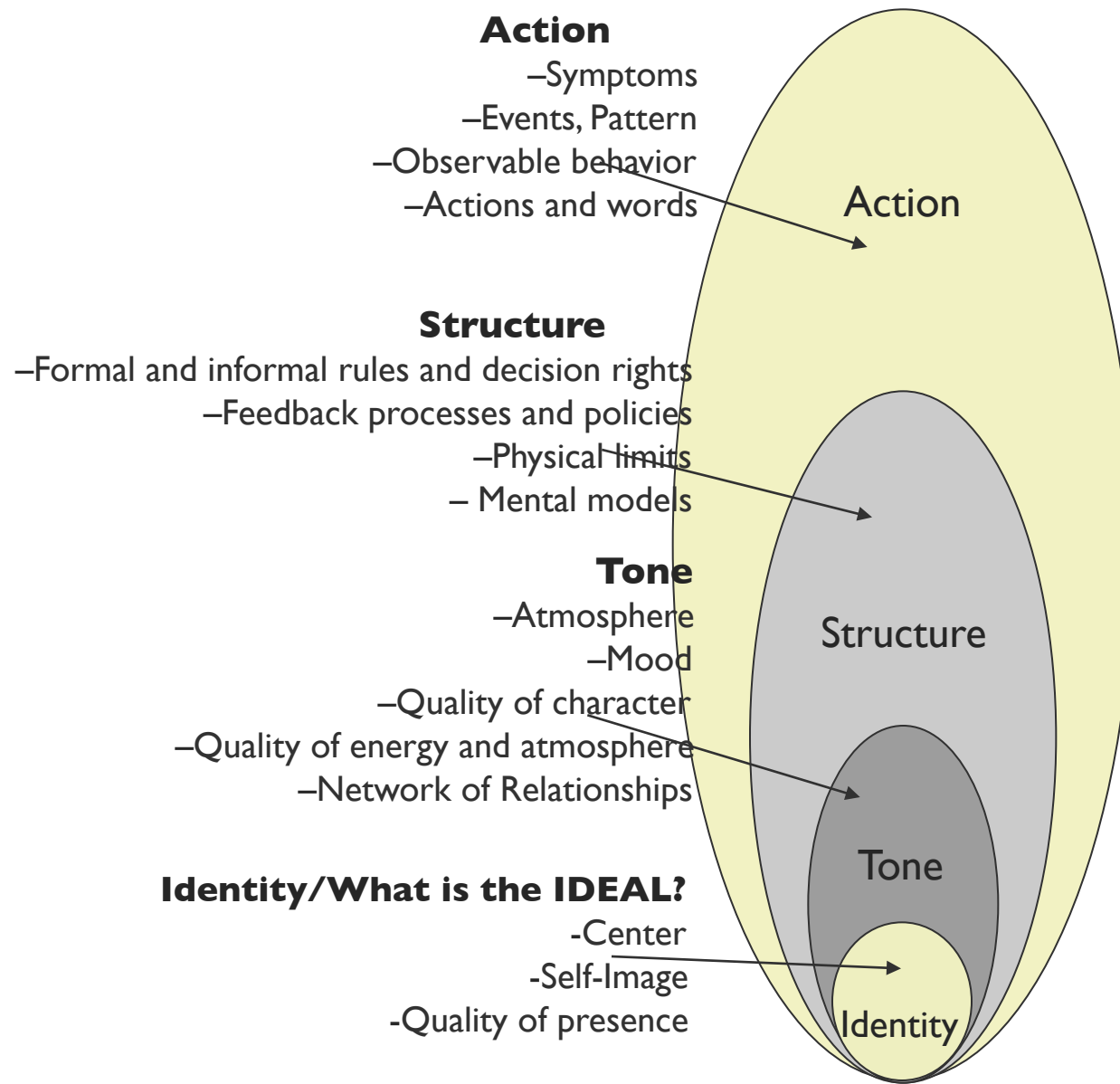


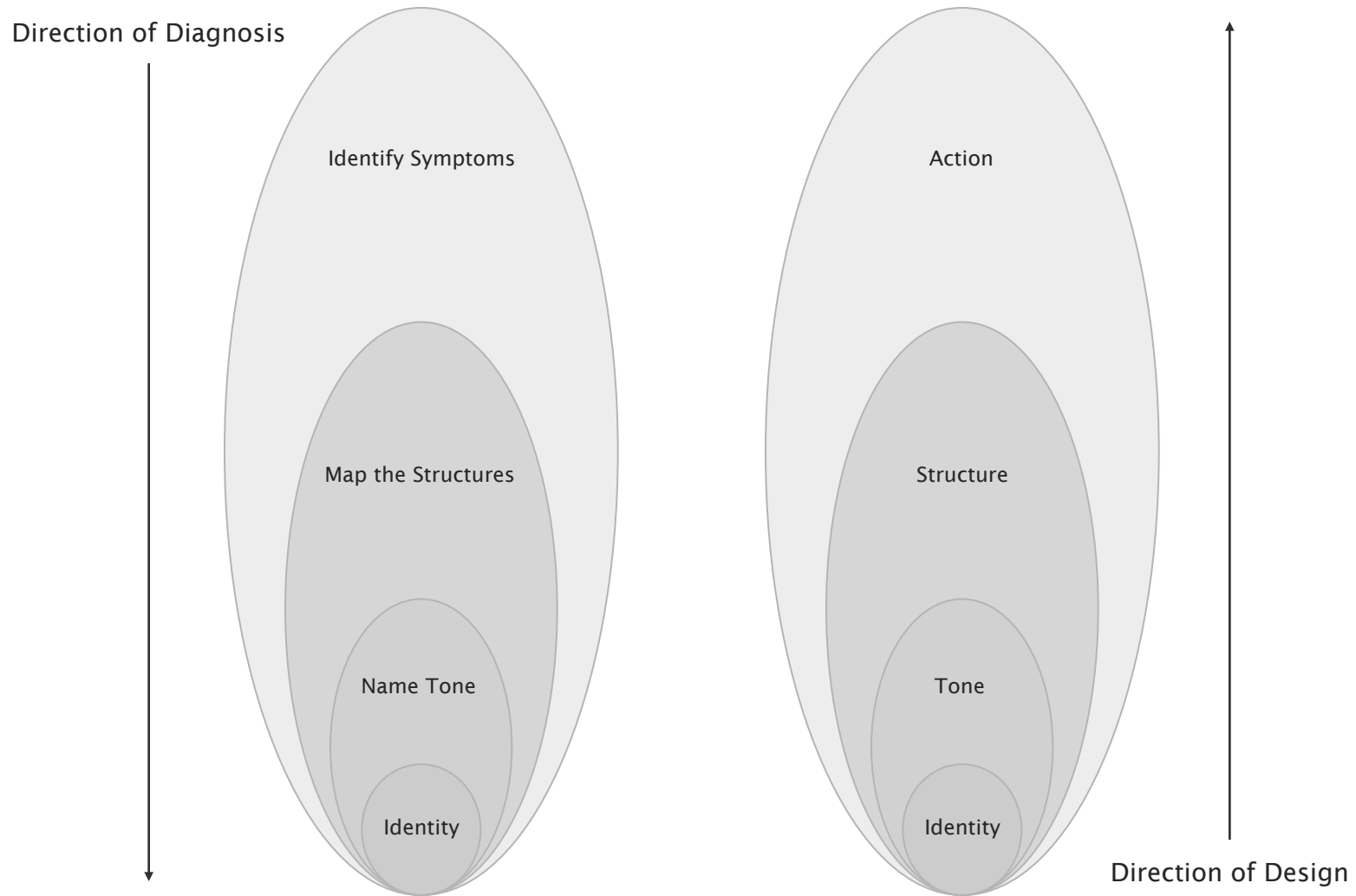
Leopold Leadership Program- Dialogue: The Art & Practice

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Four Levels of Leadership ('Flame' model)



Diagnosis and Design of Systems



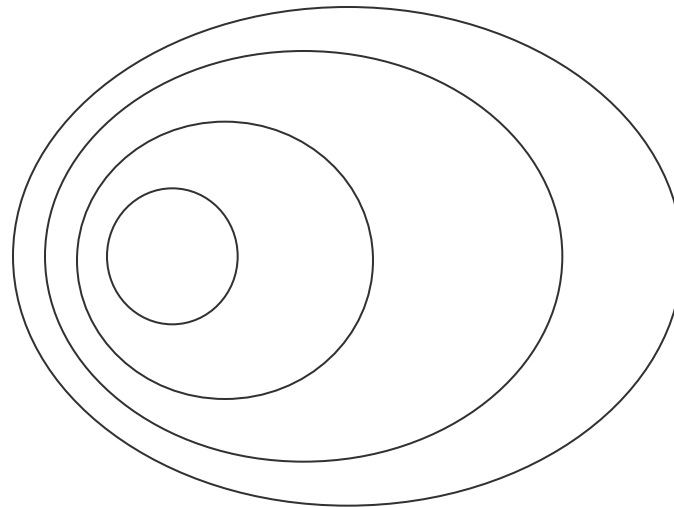
Container

Defining the Container: System change is activated through the creation of a “container.” In its most generic form, a container is “that which contains¹.” A container is a holding environment for the thinking and energy of core group of people. It is a “pattern of relationships among people that enable them to sustain a high level of shared goals, energy, and coordinated actions².” This step requires an act of leadership: the creation of a container made up of a core of leaders able to envision and sustain a long term commitment to system change.

Container as Core Matrix:

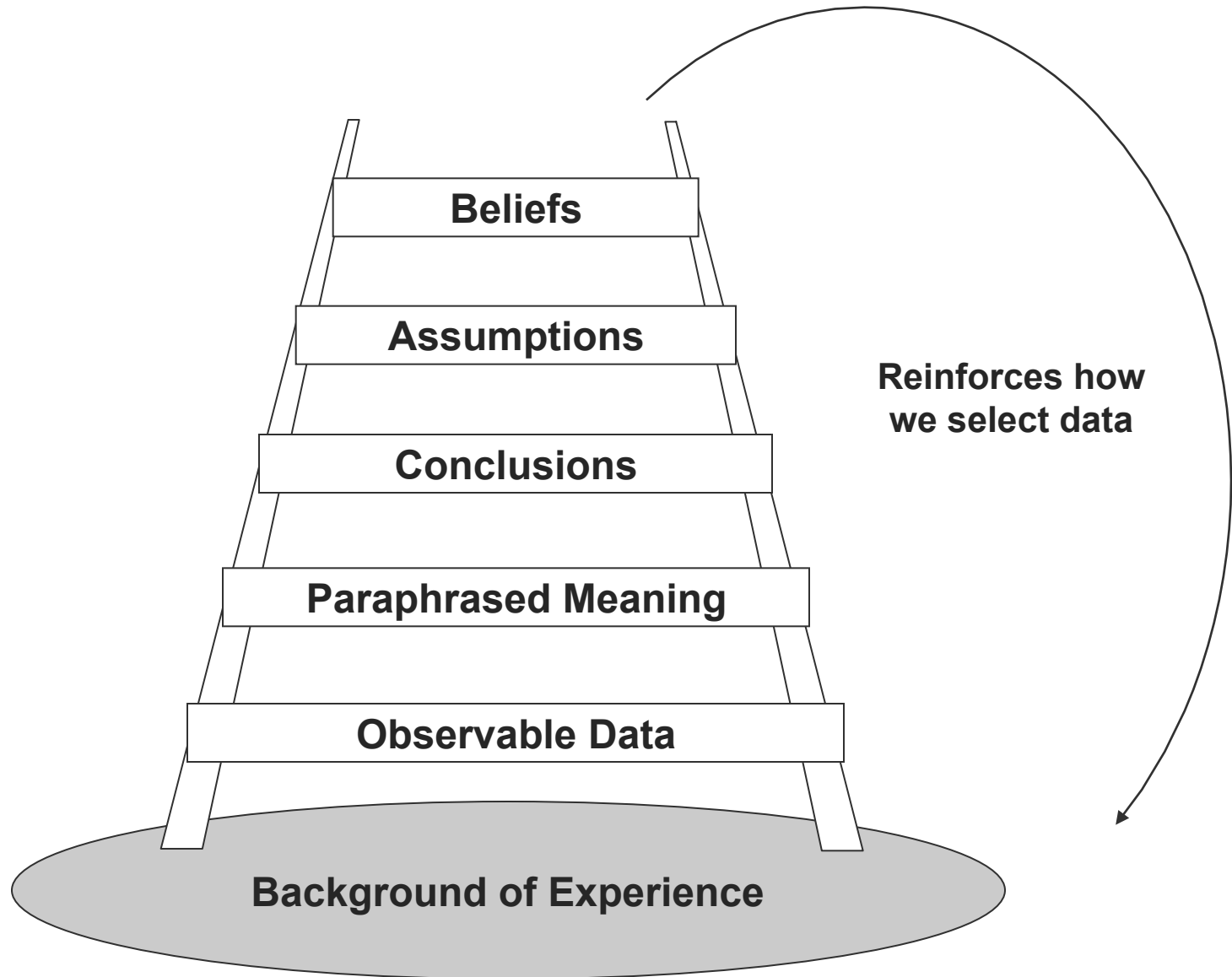
The container is the “matrix” of awareness in which there is energy, possibility and safety.

Container “Orbits” – degrees of proximity to our “core” or “court”:



Ladder of Inference

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Phrases for Clear Advocacy

“Let me tell you where I am right now...”

“This is what I was thinking while you were talking..”

“Let me tell you my reaction to that.”

“I’ m uncomfortable right now, and I’ d like to tell you why.”

Phrases for Clear Inquiry

“How do you see this?”

“Help me understand...”

“What am I not seeing?”

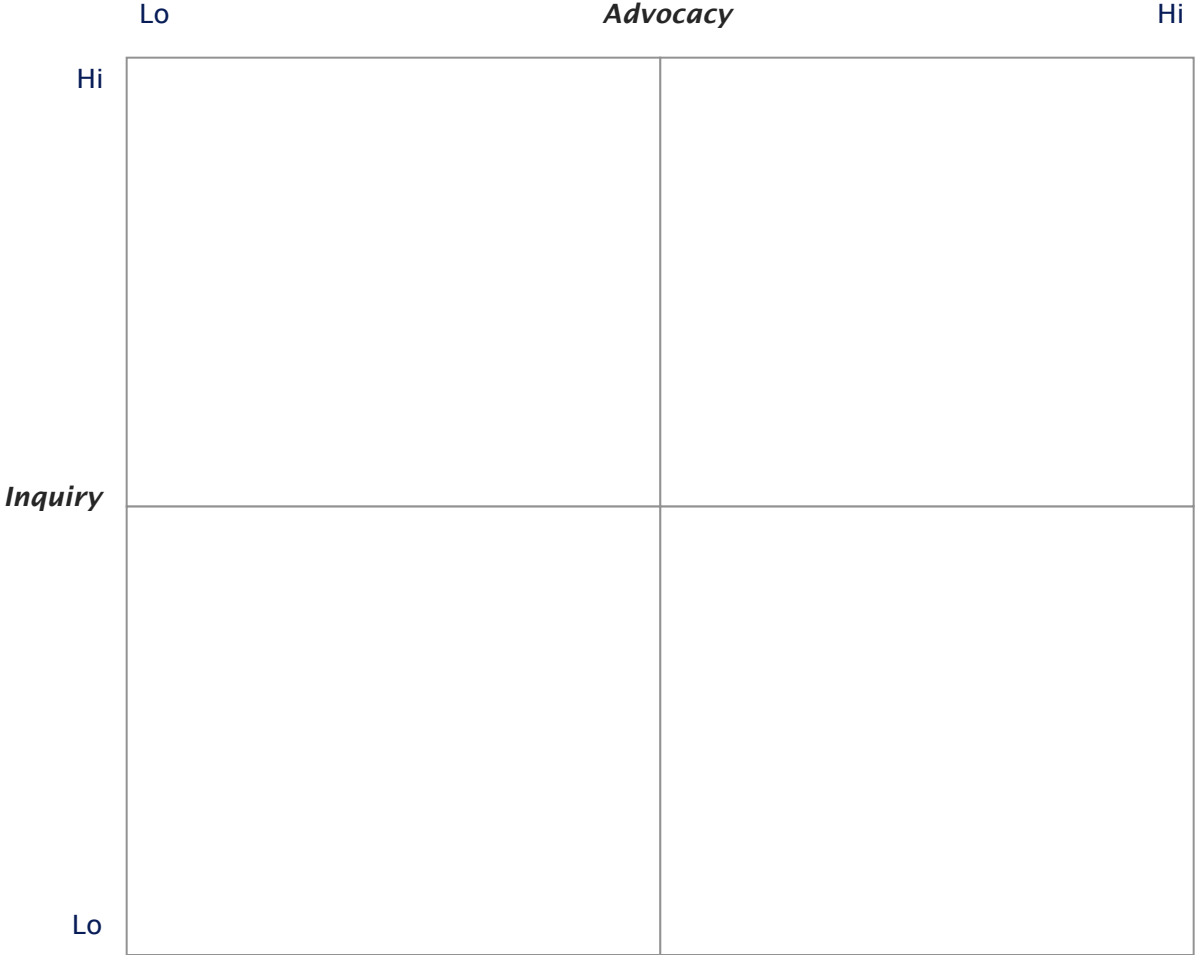
“What is your reaction to what I have said?”

The Learning Grid

The Learning Grid can be used to assess the quality of conversations.

	<i>Advocacy</i>	<i>Inquiry</i>
Promotes Learning	<p>Explains steps in thinking</p> <p>Gives specific examples</p>	<p>Seeks alternative views</p> <p>Probes views of others</p> <p>Encourages challenge</p>
Limits Learning	<p>Doesn't explain thinking</p> <p>Doesn't give specific examples</p>	<p>Seeks confirming views</p> <p>Asks leading questions</p> <p>Doesn't encourage challenge</p>

Advocacy Inquiry Matrix



Left Hand Column

Thought, but not said	What was said
<p>Could be trouble...</p> <p>Oh oh. Haircut</p> <p>I did...</p> <p>Pedal faster now...</p> <p>You're not doing yourself any favours</p> <p>Big trouble...</p>	<p>She: What do you think?</p> <p>He: About what?</p> <p>She: You didn't notice...</p> <p>He: You look very nice!</p> <p>She: You hate it.</p> <p>He: No, its great...</p>

Left Hand Column Diagnosis

VOICING: *Was the quality of voice authentic?*

- Did you say what you thought, felt, and wanted?
- If not, what was it that really needed to be said?
- What kept you from saying it?
- What was at risk in bringing out what really needed to be said?
- How much Advocacy was in your part of the conversation?
- If you had created this situation in order to learn, what might you have been intending to teach yourself?

LISTENING: *Did you listen well?*

- How well did you listen?
- How did you feel?
- What does your intuition tell you about this situation?
- If you could articulate it, what was it that the other was trying to say beyond the words?
- How able were you to appreciate and empathize with the other person?
- How much Inquiry was in your part of the conversation?

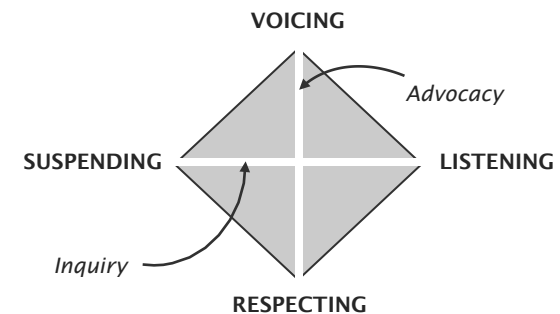
RESPECTING: *Did you respect the other?*

- Did you reject/judge what was said? What is this telling you about yourself?
- What hard truths about your own behavior do you need to state?
- What was missing from the exchange?
- Did you discount the other's view? Why or why not?
- What really disturbed you about what the other said?

SUSPENDING: *Did you release certainty?*

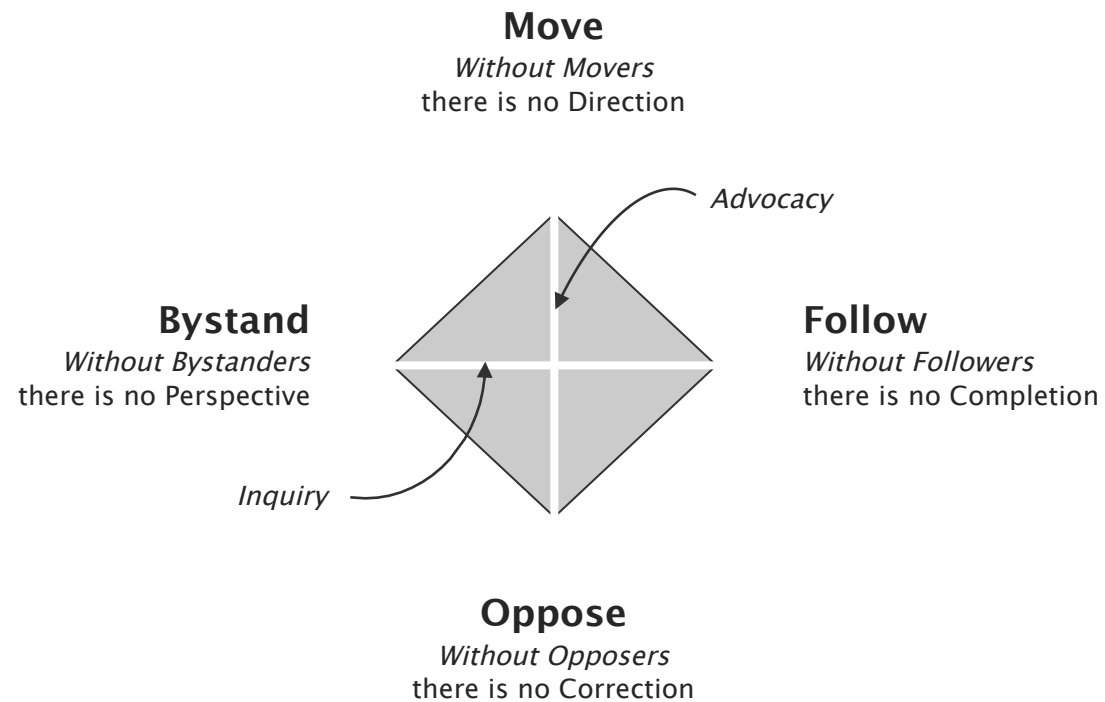
- What mental models and beliefs did you have about yourself, the other, and the situation?
- What judgments would you make about someone who acted like this ?
- Can you see new ways to change your perspective on this situation?
- In what ways were you (and are you still) blind about this situation?
- What's at risk in letting these models and beliefs go?

Thought	Said
←	



The Four Player System – 4 Action Positions

dialogos

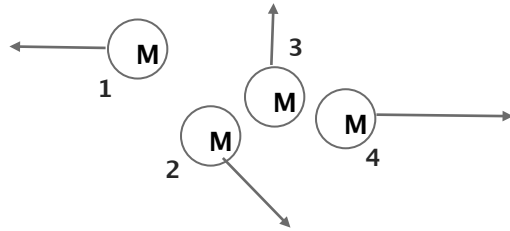


Action Positions

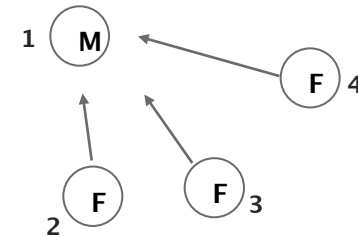
	Enabled or Strong: Action Intends	Disabled or Weak/Stuck: Action comes across as
Mover	Direction Discipline Commitment Perfection Clarity	Omnipotent Impatient Indecisive Scattered Dictatorial
Follower	Completion Compassion Loyalty Service Continuity	Placating Indecisive Pliant Wishy-Washy Over accommodating
Opposer	Correction Courage Protection Integrity Survival	Critical Competitive Blaming Attacking Contrary
Bystander	Perspective Patience Preservation Moderation Self-Reflection	Disengaged Judgmental Deserting Withdrawn Silent

Variations of Dynamics / Sequences

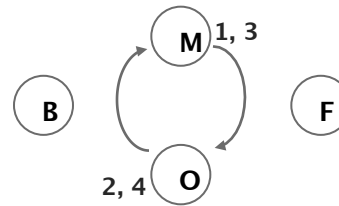
Serial Monologues: M-M-M-M



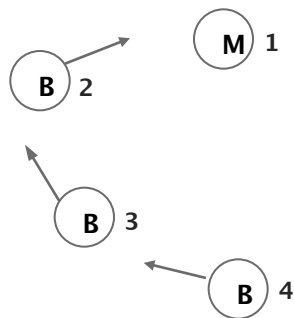
Courteous Compliance: M-F-F-F



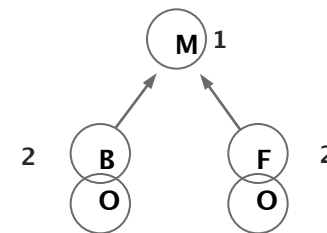
Point-Counterpoint: M-O-M-O



Hall of Mirrors: M-B-B-B



Covert Opposition: M-F/O, M-B/O



Action Positions – Personal Assessment and Practice Suggestions

- What is my preferred/strong Action Position in ideal team situations or conversations?
- What is my preferred/strong Action Position in high stakes situations on when under stress? How does it differ from my 'in ideal situations' one?
- What is my weak Action Position?
- What is my stuck Action Position?

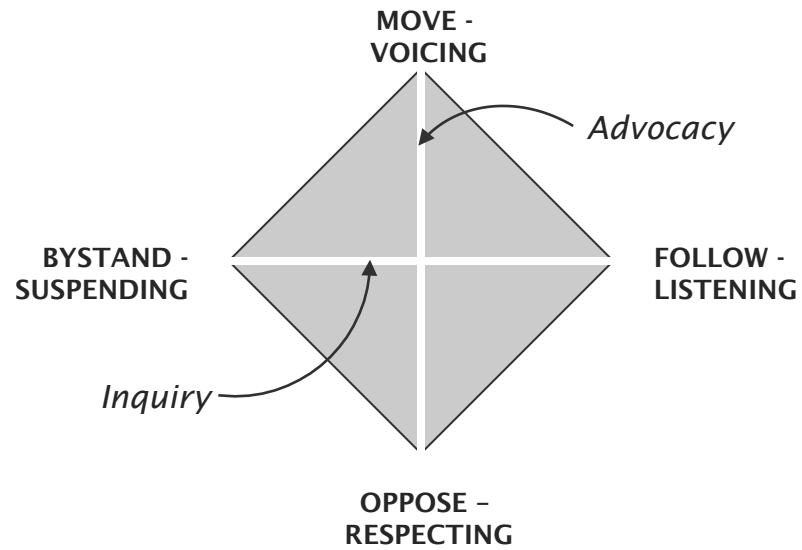
Proposed Individual Practice Assignments:

1. In the next meeting you attend, notice what are the Strong/Weak/Stuck Action Positions that various participants engage in. Notice what Action Position is missing. Notice what Action Position you are taking.
2. In a following meeting, notice what Action Position is missing and choose to provide it in order to move the meeting forward.

Action Positions: Advocacy and Inquiry

The four practices suggest two central actions: advocacy and inquiry.

The challenge is to keep these in balance in all your conversations:



Fields for Conversation

