



Leading from the Middle

How to Manage Change During a Pandemic

October 15, 2020

11AM-12:30PM

Presenter: James C Czarniak, JCZ Consults

A row of pencils is positioned horizontally across the bottom half of the slide. Most of the pencils are dark grey or black. One pencil, located slightly to the right of the center, is a bright yellow color and stands out prominently from the rest of the row. The pencils are all sharpened and point towards the right side of the frame.

A purple-tinted background showing the silhouettes of several people walking in a line, suggesting a crowd or a busy environment.

VACANCIES

A detailed 3D model of a COVID-19 virus particle, showing its characteristic red, spiky surface and white, spherical core.

COVID-19

CORONAVIRUS PANDEMIC



A piece of white paper with the word 'BUDGET' printed in large, bold, black capital letters. The paper is torn and crumpled, lying on a light-colored wooden surface. A pair of silver scissors is visible in the bottom right corner, having just cut the paper.



Why are we afraid of change? How fear of loss holds us back

By Libby Copeland



We hate seeing financial — and emotional — investments go to waste/away

“Losses hurt twice as much as gain feels good”

We struggle with the short-term sacrifice required to achieve a bigger goal

We get regret wrong

We think the devil we know is better than the devil we don't

5 Key Leadership Skills for Child Welfare Leaders

Learn

Be Open To Learning

Vision

Have Vision and Get Others in Alignment

Trust

Build Trust to Gain Influence and Power

Communicate

Model Effective Communication Across Groups and Levels

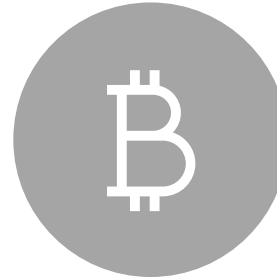
Self Aware

Be Self Aware: Know the Impact of Your Preferences on Others

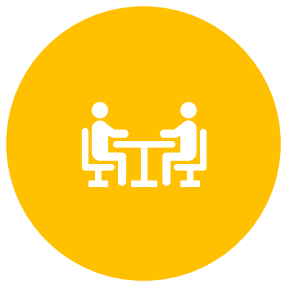
How to Support Better Alignment



Understand that you have multiple ways people process and take in information. Do you take that into consideration in preparing for your meetings?



How much time to do actually spend with those that are struggling to align? How are you effectively communicating with them and how often?



Are you aware of your preferences and understand how your reactions when stressed can impact your stakeholders?



Effective Messaging of the change you seek to obtain.

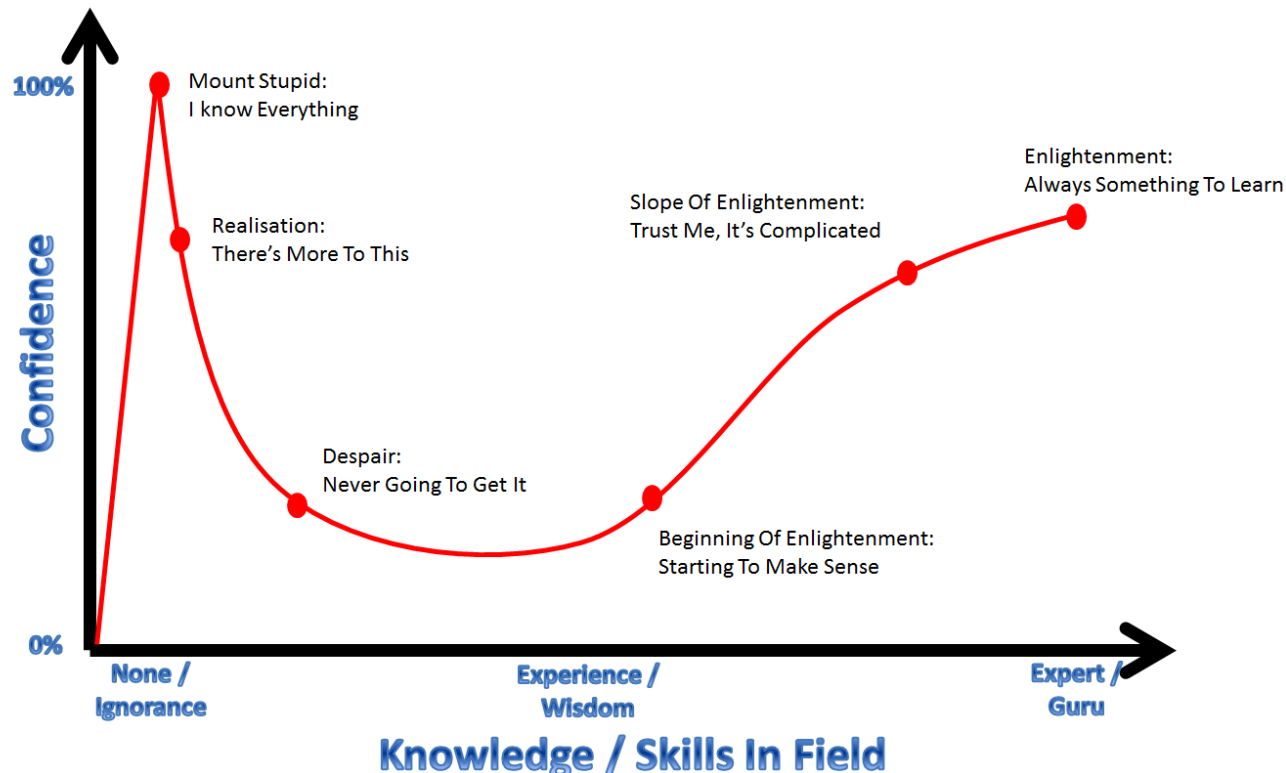
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Learning Agility: Be Open to Learning

- New Leaders and Existing Leaders Are Often Thrust into Making Critical Decisions Quickly with little information to guide them
- Having Little or No Information, or getting the '10,000 foot' perspective often makes decisions seems simple when they are often complex
- Leaders that make decisions in this space are often overwhelmed with fall-out impact of the initial decision
- Without continued learning of the problem, or thorough learning and understanding of the problems, you can create more problems and get overwhelmed quickly and lose confidence of your staff/stakeholders



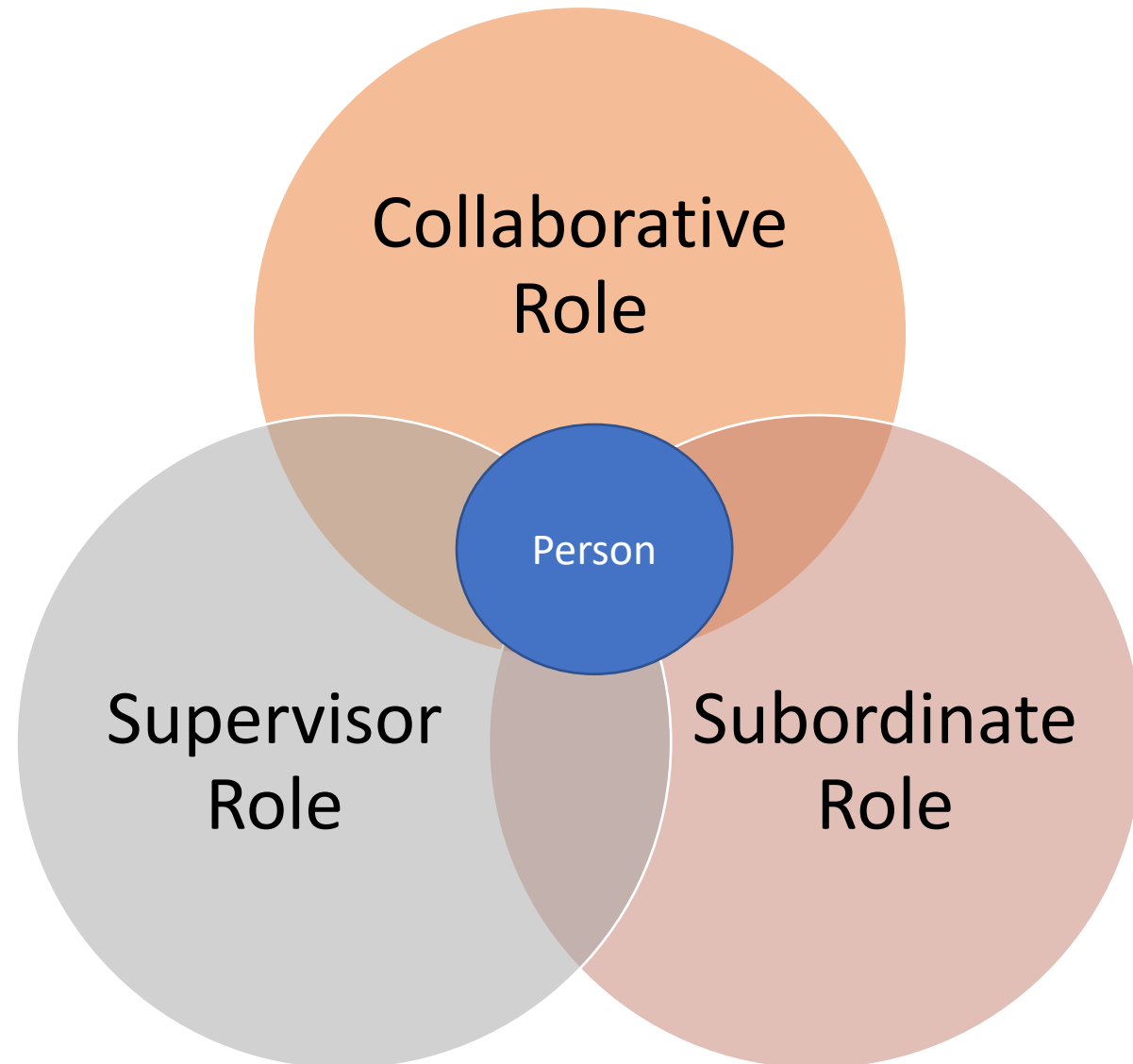
The Dunning Kruger Effect



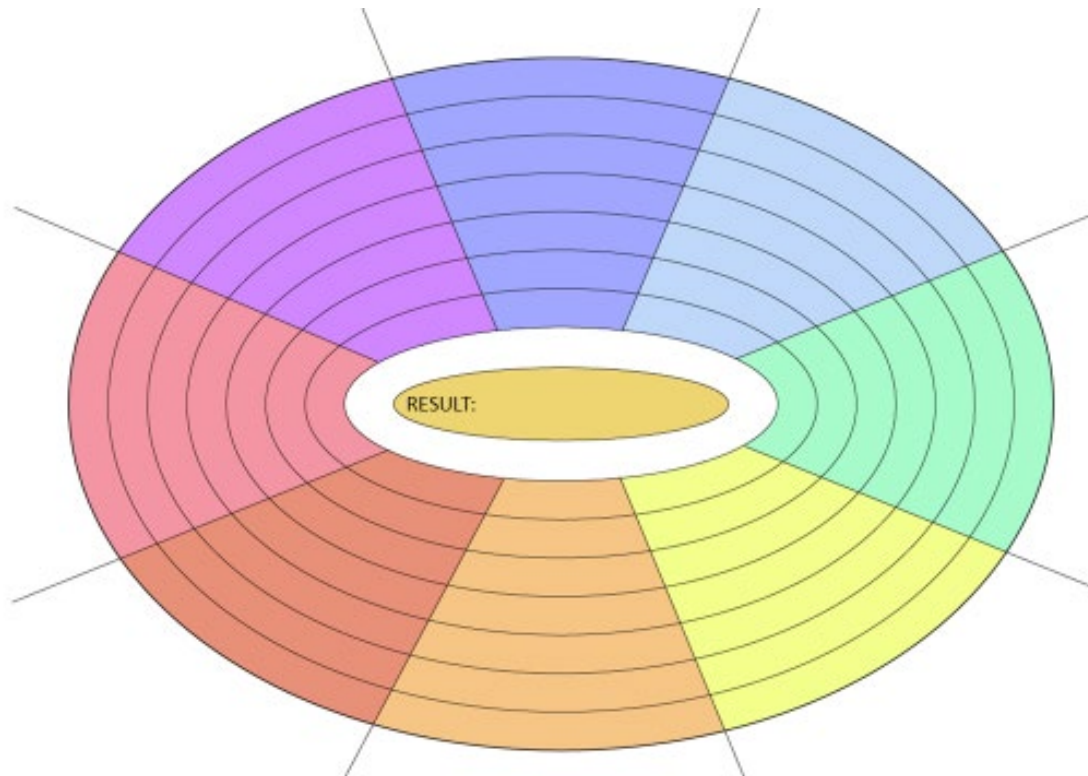
- Leaders Should Always Be Aware of where they in their knowledge when projecting confidence
- Are you really an expert or are you just the boss?
- Have you engaged the experts and influencers of the problem you are trying to fix?
- Having experts and influencers part of your decision-making team provides appropriate confidence in your proposed solutions
- Let people know where you are, they will respect it and also be more apt to try and share in your learning journey as opposed to be critical

Person, Role, System Framework Tips

- Each Of Us Works in Several Roles Throughout the Day (Peer, Supervisor, Subordinate)
- It is critical that when making decisions, you get information from each level or think about each level involved in the problem when creating solutions
- Check Your Personal Opinions and Remember Your Role/Title, and the Influence You Have in the System



Results in the Center Tip Sheet



- Put the Desired Result or Issue in the Center
- Review the Impacted Stakeholders, Departments, Divisions, Partners that have a role in the work
- List people in their proximity to the challenge/issue
- Assists You In Your Learning and Learning More About What You Don't Know to Inform Your Decision



Have Vision
and Get To
Alignment

2

Tools for High Action and High Alignment

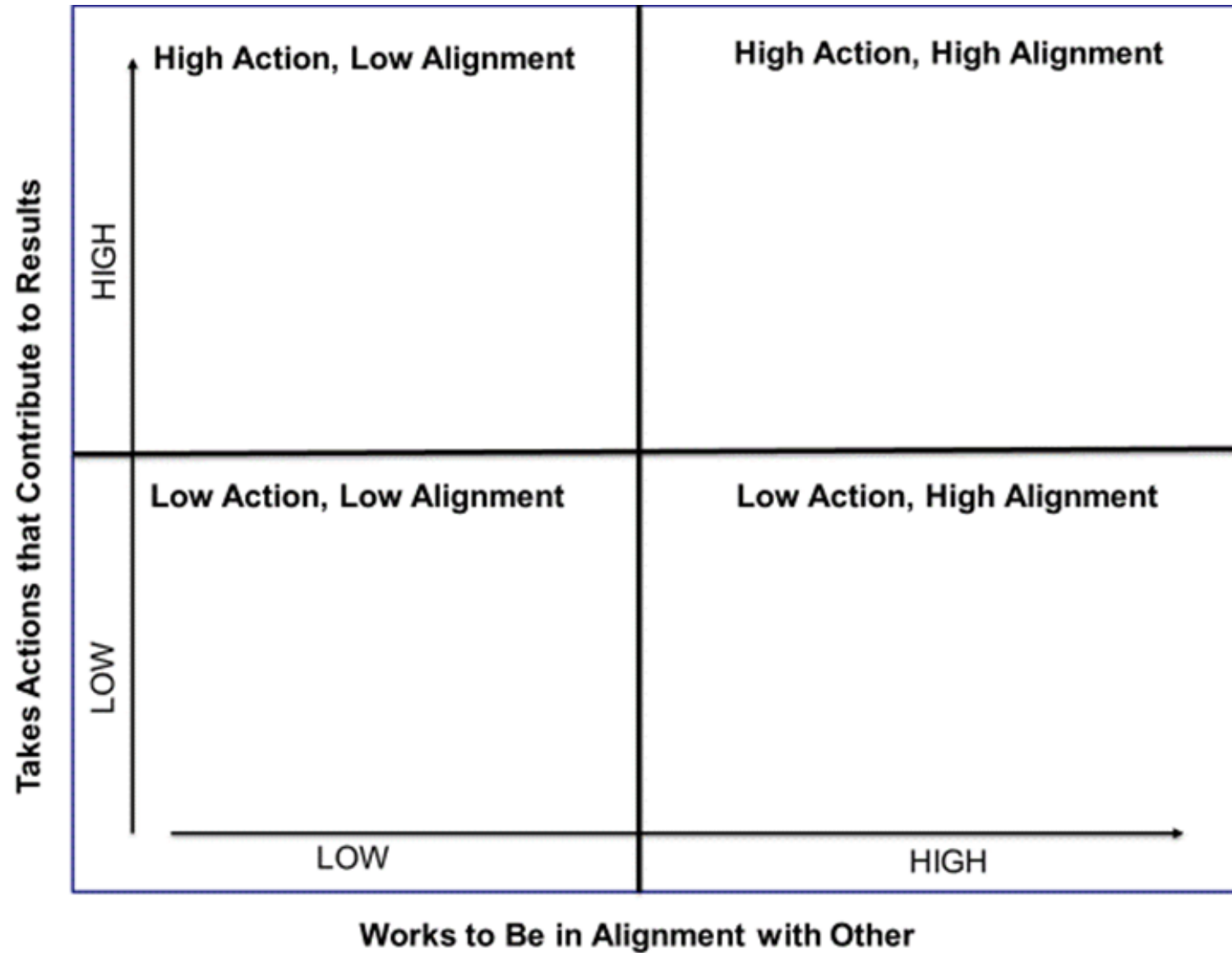
- <https://www.aecf.org/blog/new-leadership-video-achieving-high-action-and-high-alignment/>

Takes actions that contribute to results	High	High action, low alignment A leader working actively and independently to contribute to the result, but not reaching out to build relationships with others to achieve complementary efforts. • A leader acting on their own agenda • A leader uninterested in adapting to maximize impact	High action, high alignment A leader with resilient relationships acting on collaborative decisions and being accountable for measurably improving results. • A leader implementing shared strategies • A leader working to strengthen relationships
	Low	Low action, low alignment A leader observing what is going on and not engaging in either relationship building or taking action that can contribute to results. • A leader sitting on the fence • A leader not connecting with others	Low action, high alignment A leader joining with others and fostering relationships, but not using the relationships to leverage contributions to the result. • A leader not in action to implement strategies • A leader getting to know and connect with others
		Low	High
		Works to be in alignment with others	

1. Identifying Levels of Action and Alignment

The first step is to notice the current level of alignment and action for yourself and those with whom you work. Find your places in one of the quadrants below:

High action, low alignment A leader working actively and independently to contribute to the result, but not reaching out to build relationships with others to achieve complementary efforts.	High action, high alignment A leader with resilient relationships acting on collaborative decisions and being accountable for measurably improving results.
Low action, low alignment A leader observing what is going on and not engaging in either relationship building or taking action that can contribute to results.	Low action, high alignment A leader joining with others and fostering relationships, but not using the relationships to leverage contributions to the result.



Build Trust to Gain Power and Influence

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HBR.ORG Harvard Business Review

JULY-AUGUST 2013
REPRINT R1307C

SPOTLIGHT ON INFLUENCE

Connect, Then Lead

To exert influence, you must balance competence
with warmth. *by Amy J.C. Cuddy, Matthew Kohut,
and John Neffinger*



Is It Better to Be Loved, or Feared?

- Before people decide what they think of your message, they decide what they think of you
- Emerging studies show an increasing need for leaders to project a level of warmth to build trust with staff, peers and stakeholders.
- During times of change, it is critical for leaders to be competent in addition to supportive and caring
- It is critical for leaders to know how to Generate, Maintain and Repair Trust

Why Warmth Trumps Strength

The primacy of warmth manifests in many interrelated ways that powerfully underscore the importance of connecting with people before trying to lead them.

The Need to Affiliate

People have a need to be included, to feel a sense of belonging. In fact, some psychologists would argue that the drive to affiliate ranks among our primary needs as humans. Experiments by neuroscientist Naomi Eisenberger and colleagues suggest that the need is so strong that when we are ostracized—even by virtual strangers—we experience pain that is akin to strong physical pain.

“Us” Versus “Them”

In recent decades, few areas have received as much attention from social psychology researchers as group dynamics—and for good reason: The preference for the groups to which one belongs is so strong that even under extreme conditions—such as knowing that membership in a group was randomly assigned and that the groups themselves are arbitrary—people consistently prefer fellow group members to nonmembers.

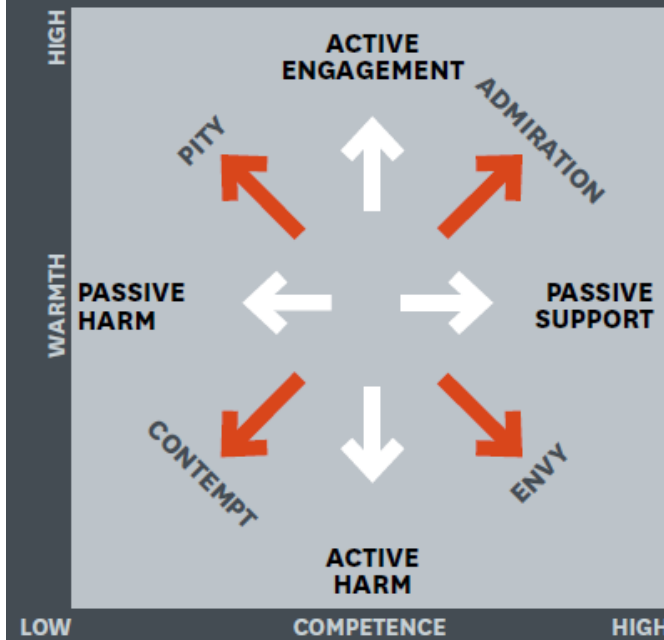
As a leader, you must make sure you’re a part of the key groups in your organization. In fact, you want to be the aspirational member of the group, the chosen representative of the group. As soon as you become one of “them”—the management, the leadership—you begin to lose people.

The Desire to Be Understood

People deeply desire to be heard and seen. Sadly, as important as perspective-taking is to good leadership, being in a position of power decreases people’s understanding of others’ points of view. When we have power over others, our ability to see them as individuals diminishes. So leaders need to consciously and consistently make the effort to imagine walking in the shoes of the people they are leading.

HOW WILL PEOPLE REACT TO YOUR STYLE?

Research by Amy Cuddy, Susan Fiske, and Peter Glick suggests that the way others perceive your levels of warmth and competence determines the emotions you’ll elicit and your ability to influence a situation. For example, if you’re highly competent but show only moderate warmth, you’ll get people to go along with you, but you won’t earn their true engagement and support. And if you show no warmth, beware of those who may try to derail your efforts—and maybe your career.



Warmth +
Competence
Trumps
Strength and
Confidence

1. Actions that Generate Trust

- Have open conversations *about* trust
- Tell the truth about actions and events
- Know the difference between *promises* and *expectations*
- Thank and give positive feedback to those who fulfill their promises to you
- Provide constructive feedback to those who do not fulfill their promises to you

2. Actions that Maintain Trust

- Support people to help them fulfill their promises to you
- Be clear on your assessments of others' sincerity, competence and reliability
- Hold yourself to be sincere, reliable and consistent
- Solicit feedback on your impact on others

3. Actions that Repair Trust

- Apologize for your mistakes, inconsistencies and broken promises.
- Learn to forgive the person who caused the break
- Have conversations about the impact of a break in trust on team alignment and the ability to achieve results together
- Move to take actions to repair trust with regular check-ins on progress



Quick Exercise

- Take 2 Minutes and Think Of One Relationship/Person That You Need to either Generate, Maintain or Repair Trust With? What action will you take to generate, maintain or repair that trust?

4

Model Effective Communication Across Groups and Levels





Effective Messaging – Getting Clear about the Result You Want to Achieve

- Based on the level of authority and role of people you are communicating, sometimes communication is challenging (my boss doesn't listen to me, I have other affinity groups that are not in favor and could cause me other issues, I am an overworked staff and can't take on more, etc.)
- Simple messaging that is concise and repeated is effective
the elevator speech
- Remember in your messaging to balance the information based on how people take in information (Sensing, Feeling, Judging, Perceiving, etc.)
- We live in the Twitter and TikTok World...concise and consistent are key

Problem or Context

What is the problem that you are trying to fix?
What are the conditions you are trying to improve?

Benefit /Vision

Who is better off?

What does the change look like?

So What?

Why does this matter?

What will happen if there is no change?

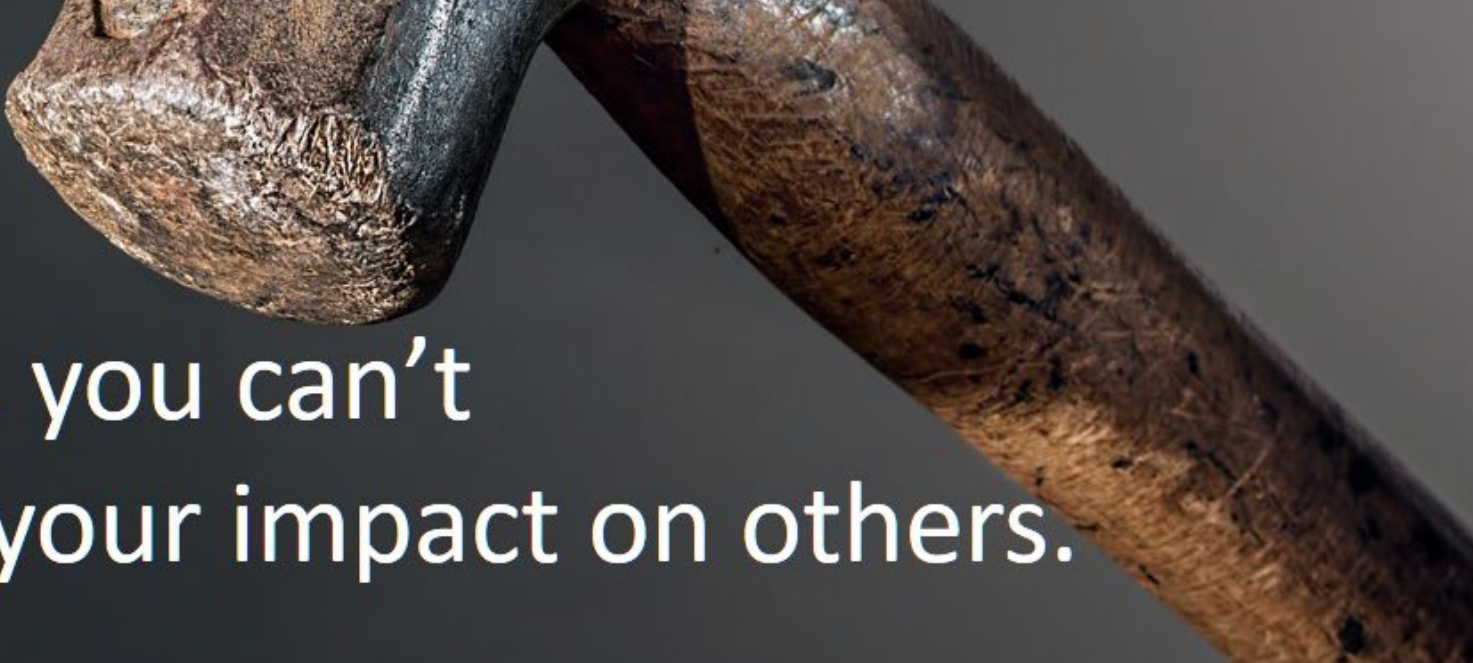
How will people be impacted?

Label Your Desired Result

Solutions

What are the specific strategies you are going to do to fix the problem
What data or evidence do you have to support strategies

Be Self Aware: Know The Impact of Your Preferences on Others

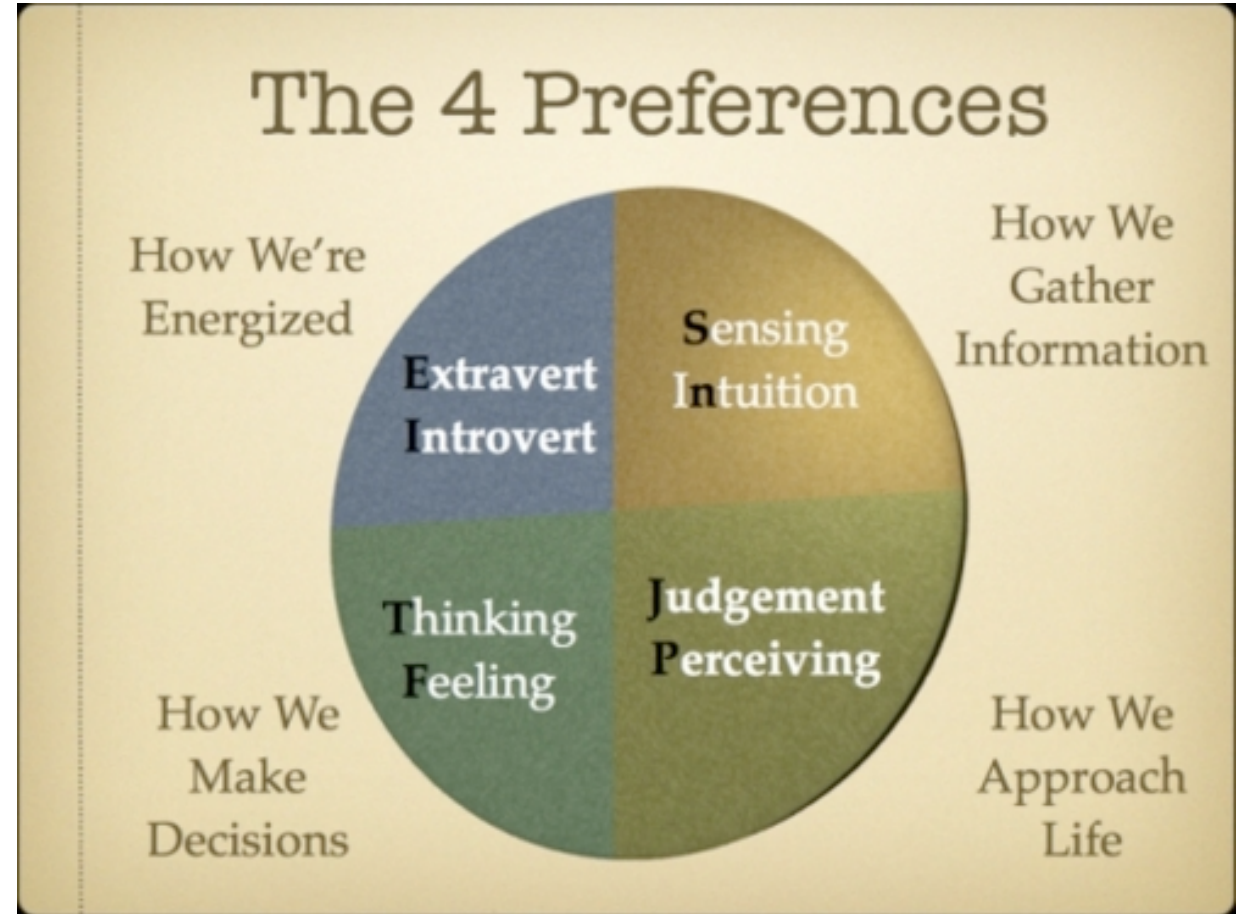


If you don't
see yourself, you can't
understand your impact on others.

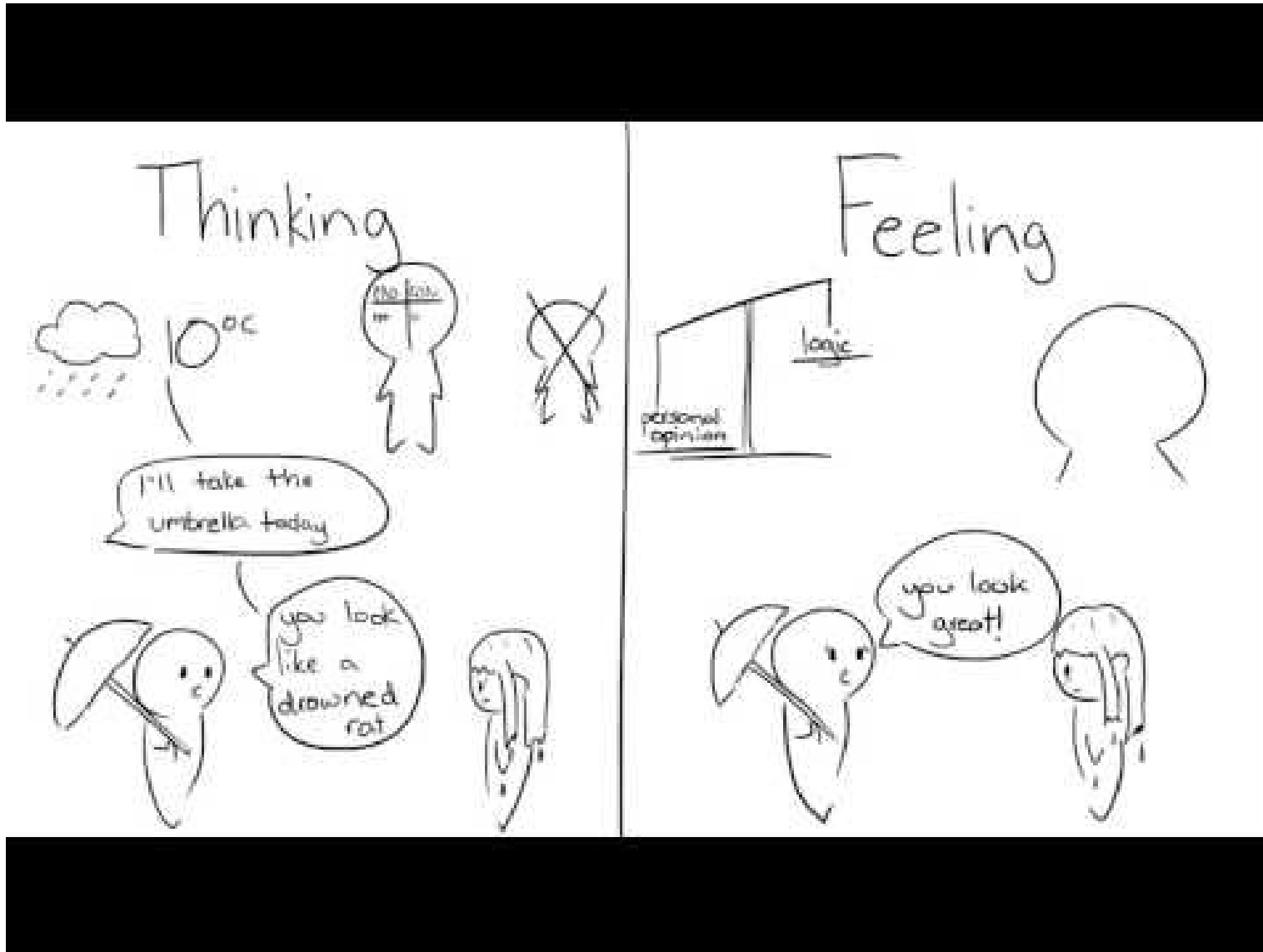
Knowing Your Preferences and Working with other Preference Types

Every Relationship Has Its Challenges:

- People with different roles and titles with differing levels of authority
- People with individual experience can bring those personal experiences with them into the work
- People have different preferences on how they perceive things from gathering and processing information to making decisions
- Different Needs and Agendas



Determining Your Preferences: Myers-Briggs Type Indicator (MBTI)



What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

I
Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

N
Intuition

ISTJ

Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ

Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ

Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ

Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP

Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP

Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP

Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP

Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

T
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

P
Perceiving

ESTP

Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP

Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP

Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP

Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ

Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ

Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ

Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ

Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.



Quick Exercise

- 1) Take 5 Minutes and Determine Your MBTI Type
- 2) After You Have Completed Your Type, Think of a Person that you struggle working with (a peer, a boss, a subordinate) and complete the MBTI for them

‘When I am getting ready to reason with someone, I spend one-third of my time thinking about myself and what I am going to say and two-thirds about them and what they are going to say.’

-- Abraham Lincoln

Using Type to Manage Change



Three Resources for Managing Change

Checklist 1

Taking Charge of Your Own Needs

Specific actions to ensure that you get what you need to be able to participate effectively in organizational change

Checklist 2

Attending to the Needs of Others

Specific actions to ensure that you are responding to the different needs of your colleagues during organizational change

Checklist 3

Actions Your Organization or Work Group Can Take

Specific actions your group can implement to respect differences within the group and to benefit from the contributions of all types



Checklist 3: Actions Your Organization or Work Group Can Take During Organizational Change

Extraversion and Introversion

- Give information face-to-face in large groups, with opportunities for discussion and questions **AND** Give information in writing well before meetings
- Tell people how they can offer comments, concerns, and suggestions, with a clear time frame for doing so **AND** Offer to hear those both in group sessions and by email, small groups or individual meetings.

Sensing and Intuition

- Give specific data about what is not working and how the proposed changes will respond to that **AND** Give the big picture, the global situation that explains why the change decisions need to be made.
- Include the how, when, and who information with explicit attention to detail **AND** Include the overall plan, the flow

Thinking and Feeling

- Give the logic behind the changes, including alternatives you considered, with the pros and cons, and invite critique **AND** Explain the values that drive the change plans and invite discussion of values or people you've overlooked
- Clarify the fair and equitable way changes will be implemented **AND** Clarify how the needs of people during the change will be addressed

Judging and Perceiving

- State the goals, time frames, and plans clearly **AND** Define the parameters— what's already been decided, what's open.
- Set checkpoints at which progress and direction will be evaluated and midcourse corrections will be made **AND** Solicit new information and experience as the plan progresses (to be used at these evaluation points).

Sensing...

- 2 Palm Trees
- An Island in the Distance
- Sea Shells on the Beach
- 6 Coconuts



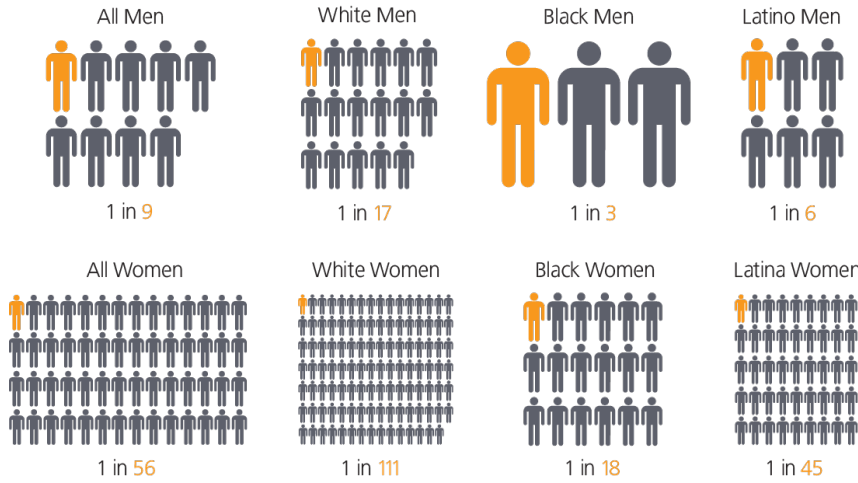
Intuition...

- Vacation Resort
- Jimmy Buffet Music and a Margarita
- Relaxation



Table 3. PINS Detention Admissions and Admission Rates (2013-2017)												
Region/ County	Detention Admissions						Detention Admission Rates per 1,000 Youth Population (17 and Under)					
	2013 ¹	2014 ¹	2015	2016	2017	%Change	2013	2014	2015	2016	2017	%Change
Rest of State	1588	1593	1679	1430	1204	-24%	0.63	0.63	0.67	0.57	0.48	-24%
Albany	91	62	94	99	94	3%	1.51	1.03	1.56	1.63	1.55	2%
Allegany	0	0	0	0	1	*	0.00	0.00	0.00	0.00	0.10	*
Broome	18	20	14	10	22	22%	0.45	0.50	0.35	0.25	0.54	22%
Cattaraugus	3	5	8	7	17	467%	0.16	0.27	0.42	0.37	0.89	459%
Cayuga	11	1	2	8	1	-91%	0.65	0.06	0.12	0.48	0.06	-91%
Chautauqua	1	1	1	0	1	0%	0.03	0.03	0.03	0.00	0.03	-1%
Chemung	13	17	8	5	13	0%	0.66	0.86	0.41	0.25	0.66	-1%
Chenango	1	0	0	1	1	0%	0.09	0.00	0.00	0.09	0.09	2%
Clinton	0	1	0	0	0	*	0.00	0.06	0.00	0.00	0.00	*
Columbia	12	8	9	5	8	-33%	0.96	0.64	0.72	0.40	0.64	-34%
Cortland	9	9	15	9	12	33%	0.87	0.87	1.46	0.88	1.17	34%
Delaware	0	0	0	0	0	*	0.00	0.00	0.00	0.00	0.00	*
Dutchess	47	55	77	75	63	34%	0.73	0.86	1.21	1.17	0.99	35%

Lifetime Likelihood of Imprisonment of U.S. Residents Born in 2001



Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974-2001*. Washington, DC: Bureau of Justice Statistics.

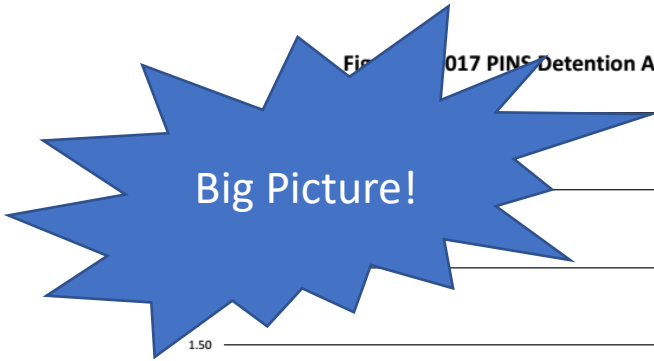
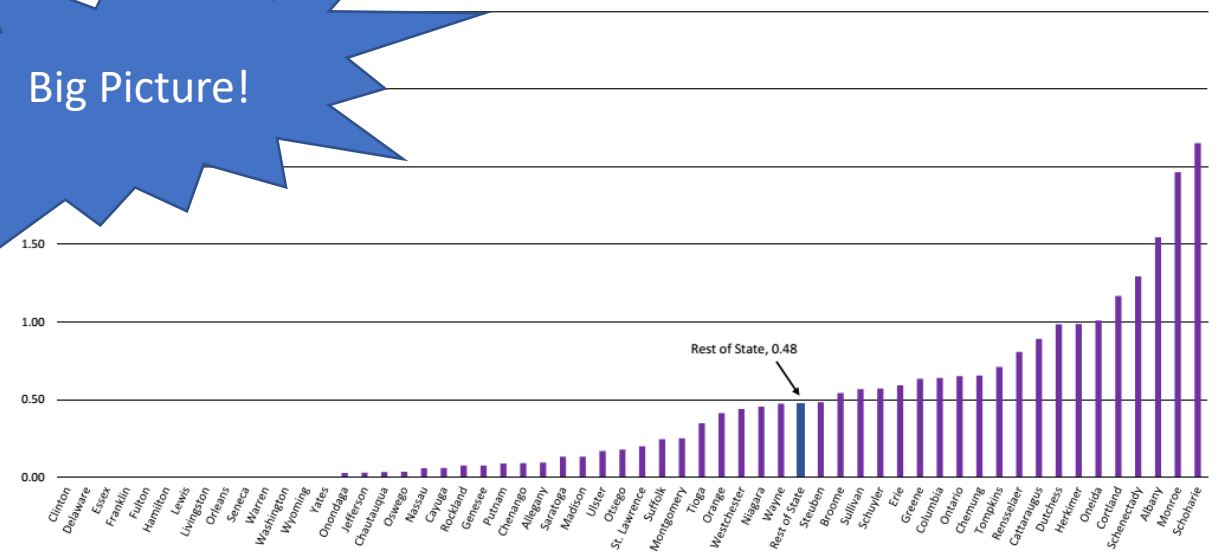


Figure 1. 2017 PINS Detention Admission Rates per 1,000 Youth Population (17 and Under)

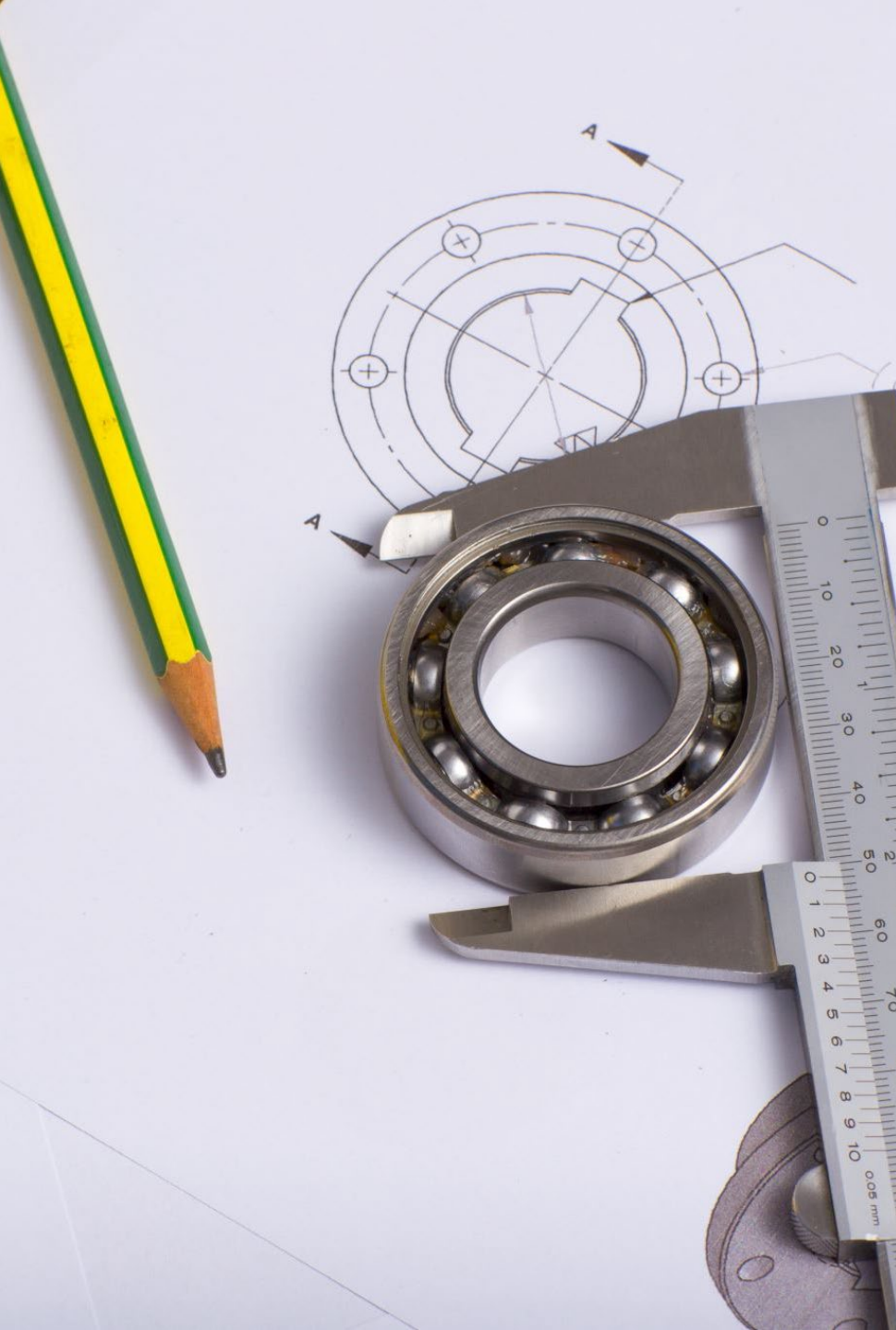


Produced by the OCFS Bureau of Research, Evaluation & Performance Analytics

Quick Exercise

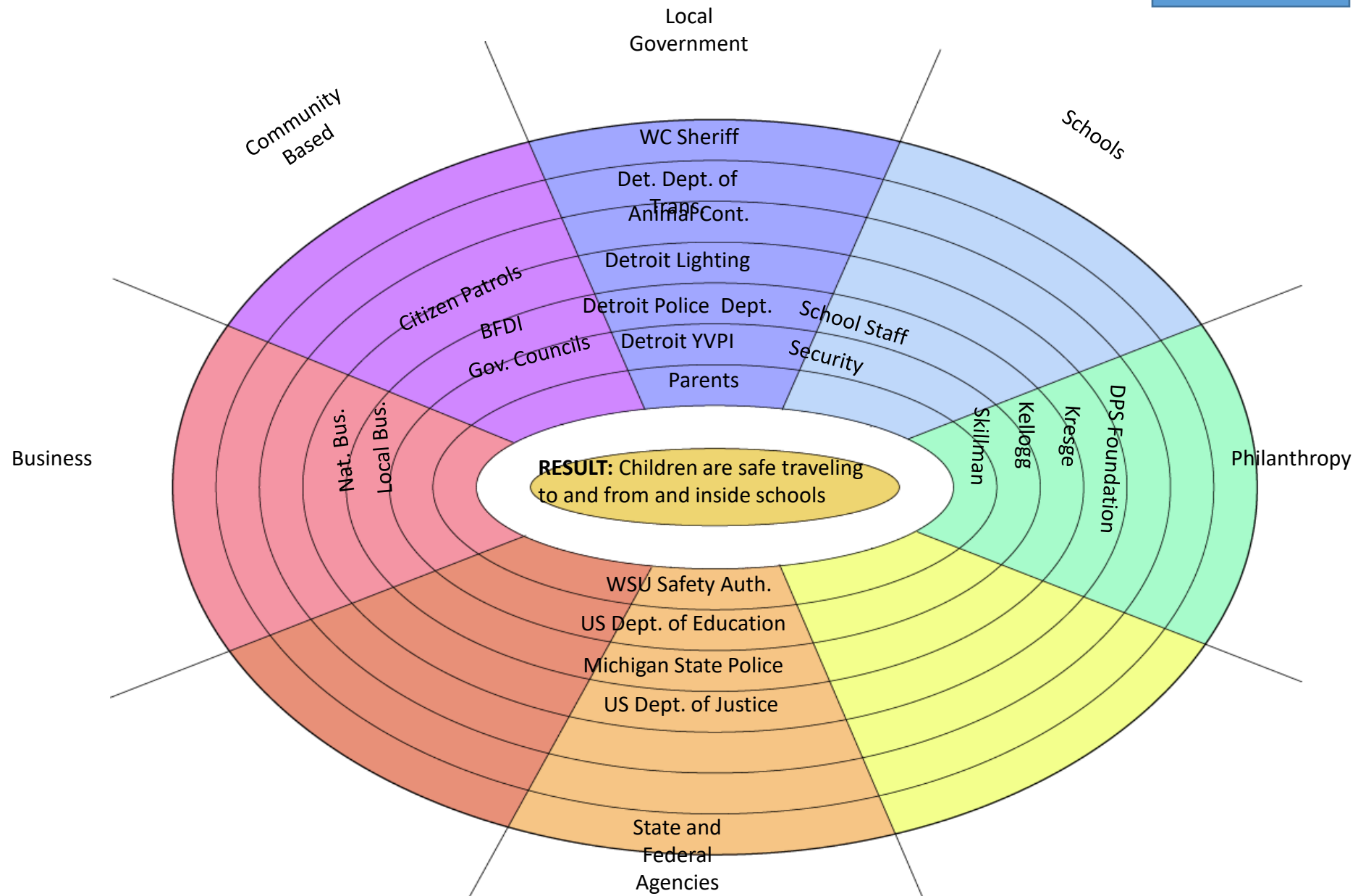
- Given Your Preferences for How You Take In and Process Information, List One Change or Idea That You Have To Better Interact and Align with Other Types (Think Specifically of the Person You Identified Earlier In the Previous Exercise)

Enter Your Idea/Thought Into the Chat When You Are Done



Tools to Help You Lead

- Results in the Center: Knowing Who You Need to Work With to Educate Yourself and Who Are the Players You Need To Align to Make it A Success (Learning, Vision and Alignment)
- High Action/High Alignment Grid (Vision and Alignment, Trust, Self Awareness)
- Message Box (Effective Messaging, Self Awareness, Vision and Alignment)



Reducing JJ Youth in Placement

Problem

- Local data shows that 86% of youth get rearrested within a year of return from placement
- Studies show that longer stays in placement increase public safety risk
- On average it costs \$202,000 a year for placement
- Youth re-entering the community do so with no aftercare or monitoring or transitional supports

Benefits

- Safer Community by reducing re-victimization
- Cost savings that could be invested in alternative programs and services
- Tax Savings
- Youth who are better able to transition to adulthood

So What?

- Youth who come back without supports will re-victimize others (56% get an adult conviction by age 21)
- County taxpayers spend more than \$8 million annually in Onondaga County for these poor results, with the majority of county tax dollars going out of the County
- Youth in placement return to their communities that are not prepared or resourced adequately

Solutions

- Release of youth with aftercare in the form of modification to Probation
- Intensive Case Reviews while in placement and before release to better coordinate services back home
- Reduced caseload for Probation Officers to do better monitoring
- Reinvestment of some savings for Community Based Alternatives to assist in post discharge supports back home, school and community

Takes actions that contribute to results

	LOW	HIGH
HIGH	HIGH ACTION, LOW ALIGNMENT Judge 1 (ISTJ) Legal Aide Society (ISFP) Child Advocacy Center (ENTJ) Voluntary Agency 2 (ISTJ) CASA (Court Appointed Special Advocate) - A leader acting on their own agenda - A leader uninterested in adapting to maximize impact	HIGH ACTION, HIGH ALIGNMENT Attorney for the Child 1 (ISFP) DCFS Commissioner (ENTP) Kinship Navigator (ESFJ) Voluntary Agency 1 (ENFJ) Probation Director (ENFP) - A leader working to strengthen relationships - A leader implementing shared strategies
LOW	LOW ACTION, LOW ALIGNMENT Judge 2 (ENFP) Attorney for the Child 2 (INFP) County Legislator (ENFP) County Finance (ISTJ) - A leader sitting on the fence - A leader not connecting with others	LOW ACTION, HIGH ALIGNMENT School Leader 1 Judge 3 (ISFP) Attorney for the Child 3 (ENFJ) Adoption Services Agency (ISFJ) Medical Provider Agency (ENTJ) - A leader not in action to implement strategies - A leader getting to know and connect with others

Works to be in alignment with others

Tools and Reference Materials

'Pointers for Leaders in the Pandemic', Larry Hirschhorn, CFAR Brief

MBTI Awareness at the Person-Role-System Level, Jolie Bain Pillsbury

'Connect, The Lead'
Amy J.C. Cuddly,
Matthew Kohut, John
Neffinger, Harvard
Business Review

*'Leaders as Middles',
Thomas Gilmore, CFAR
Brief*

*'The Dunning-Kruger
Effect Explained', Carly
Vandergriendt,
Healthline Magazine*



Questions?

James C Czarniak, Lead Consultant

JCZ Consults

James.Czarniak@jczconsults.com

www.jczconsults.com