



Atlas III

Montreal, Canada

November 4-7, 2019



incite! learning

Agenda



- Thought and Change Leadership
- Effective Communication
- Conflict and Influence
- Intercultural Awareness
- Coaching
- Personal presence
- Presentations
- Time Management
- Delegation
- Meeting Facilitation

Thought and Change Leadership



incite learning

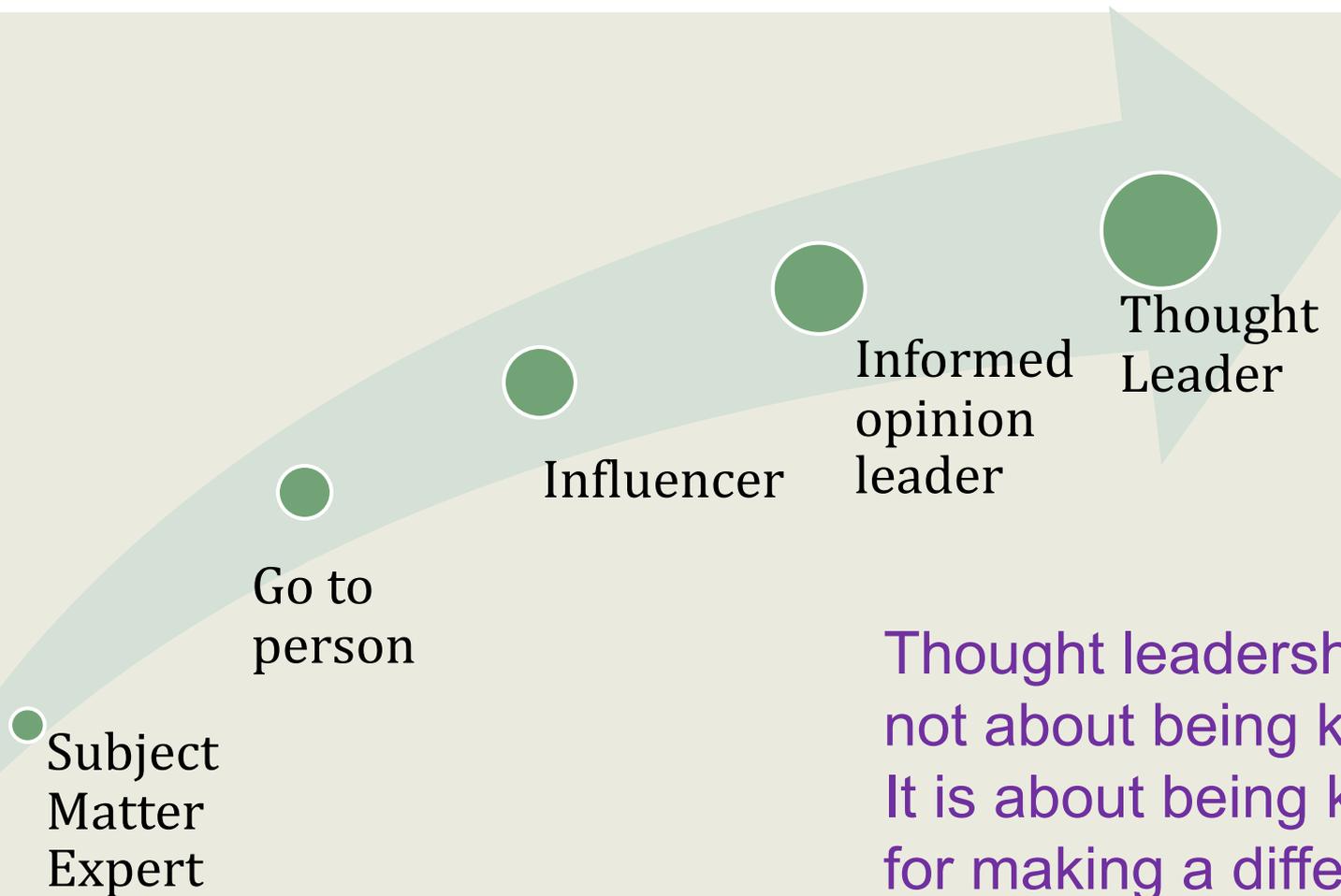
Thought Leadership



Thought leaders are the **informed opinion leaders** and the go-to people in their field of expertise. They are **trusted sources** who move and inspire people with **innovative ideas**; turn ideas into reality, and know and show how to **replicate their success**. Over time, they create a **dedicated group of followers** to help them replicate and **scale their ideas into sustainable change** across an entire ecosystem.



Thought Leadership



Thought leadership is not about being known. It is about being known for making a difference

The 3 C's of Effective Change Leadership

Organizational change initiatives are more likely to succeed if leaders...



COMMUNICATE

Focus on the “why,” not just the “what” of the change, to increase buy-in.



COLLABORATE

Break down silos, encourage boundary spanning, don't tolerate competition.



COMMIT

Model persistence, adapt to challenges, and stay positive and patient.

Tasks of Leadership



- Setting direction
- Aligning people with the direction
- Motivating/inspiring people

Self-Awareness

Reading one's own emotions and recognizing their impact

Social Awareness

Ability to attune to how others feel, and to "read" situations

Self-Regulation

Keeping disruptive emotions & impulses under control

Social Skills

Ability to guide the emotional tone of the group



Personal Reflections



- 1. Consider a change that you have recently been part of or impacted by.**
- 2. Consider the endings, neutral zone and beginnings that you experienced.**
- 3. What insights do you find?**
- 4. What must you do differently or what should have been done differently?**

Thought and change leaders tend to have Psychological Hardiness



Leads to: Adaptability and Resilience

High Hardiness (Responsive)



Low Hardiness (Reactive)

Leads to: Frustration and Loss

Psychological Hardiness...it's an attitude



Hardiness is a combination of personality traits that allows a person to withstand stress minimizing negative side effects.

- **Challenge** vs. security: The attitude that change is normal and offers opportunities for development.
- **Control** vs. powerlessness: The attitude that control comes from within yourself. Focus on controlling what is within your power and influence events taking place around you.
- **Commitment** vs. alienation: The attitude of seeing the world as interesting and meaningful. You have a sense of purpose and meaning.

Adaptability



- Deals with and implements change creatively
- Demonstrates flexibility
- Aware of how changes affect others
- Implements new technology to improve organizational effectiveness
- Persistent in accomplishing goals

- Demonstrates a bias towards optimism
- Displays energy and hardiness despite large amounts of work
- Possesses qualities of hardiness and stamina
- Quickly bounces back from setbacks
- Views failures as opportunities to build character
- Maintains energy

Communicate with Intention



- Ask solution-focused questions when appropriate
- Discuss present and future more than past
- Avoid details, problems and drama
- Be succinct
- Be specific
- Be generous

Sincere words are not embellished; embellished words are not sincere.”

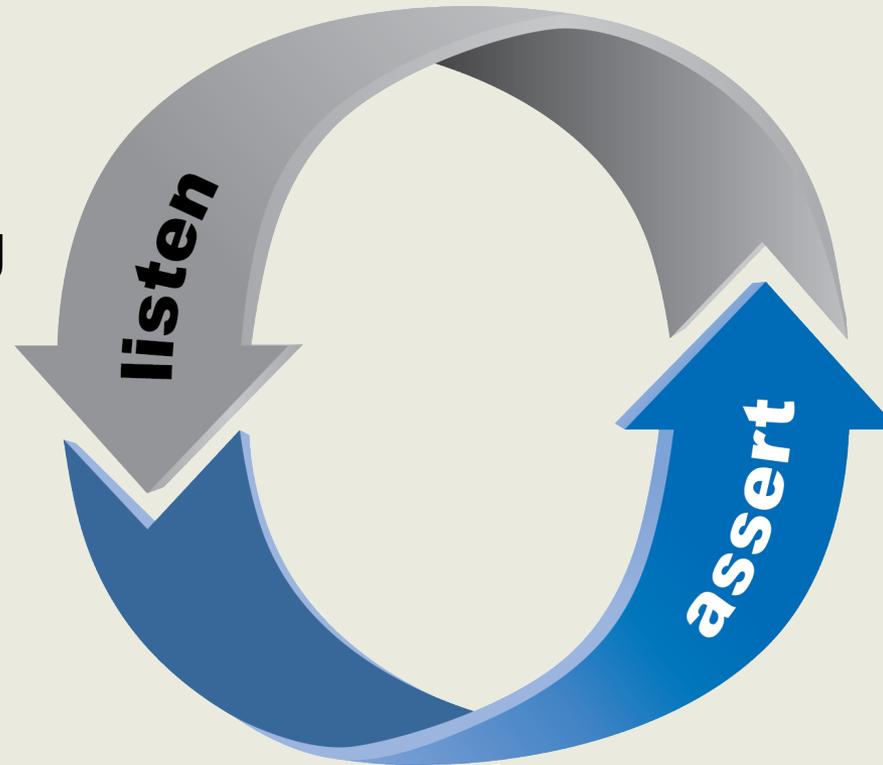
- Lao-Tzu

What will it take for you to be really succinct when you communicate?

Core interpersonal effectiveness



- ✓ Connecting
- ✓ Questioning
- ✓ Paraphrasing



- ✓ Clear
- ✓ Concise
- ✓ Compelling

Questions make listening active



Clarifying questions

- What should we focus on?
- Tell me more about the options...
- What resources might be involved?

Facilitating questions

- What do you want from this?
- What's currently working?
- How should we proceed?
- What would change your mind?

Challenging questions

- What does success look like?
- What is keeping you from taking action?
- What if X were not an issue, how would the solution change?
- What are the implications if you do not take action?

Paraphrasing...



- Break into small groups of three or four
- Figure out who goes first
- Make a statement based on the following question:
- Second person paraphrases first person
- First person confirms understanding or requests more to ensure understanding by saying Yes or No
- Second person, continues with their own statement which is then paraphrased by the next person
- Final round, first person paraphrases last person

Breakout #1



- This will be single stakeholder groups meeting to discuss the case and their point of view on the case.
- Coaches will work with groups facilitating discussion and doing an exercise focused on listening and asserting skills.
- Case group points of view will be handed out during this session. These are the positions of the other tribes (groups) on the privacy vs. security issue.
- Use good communication skills and be aware of how you are communicating within the group.
- At end of session, coaches will lead a discussion leadership and communication as it was demonstrated in the breakout.

Conflict



incite learning

Handling resistance



- **Respond** in good faith, it might not be resistance
- **Observe and identify** what type of resistance is being displayed, don't personalize
- **Name the resistance** in a neutral discussable way
- **Be quiet and listen** to allow others to respond so you can learn more about the resistance

Discuss: What kinds of resistance have you seen at ICANN meetings and in SO/AC/WGs?

Some Questions



1. What kinds of situations put you on the defensive?
2. Make a list of some funny or not so funny things you have done to avoid conflict



Typical conflict responses



Resistance
Aggression
Denial

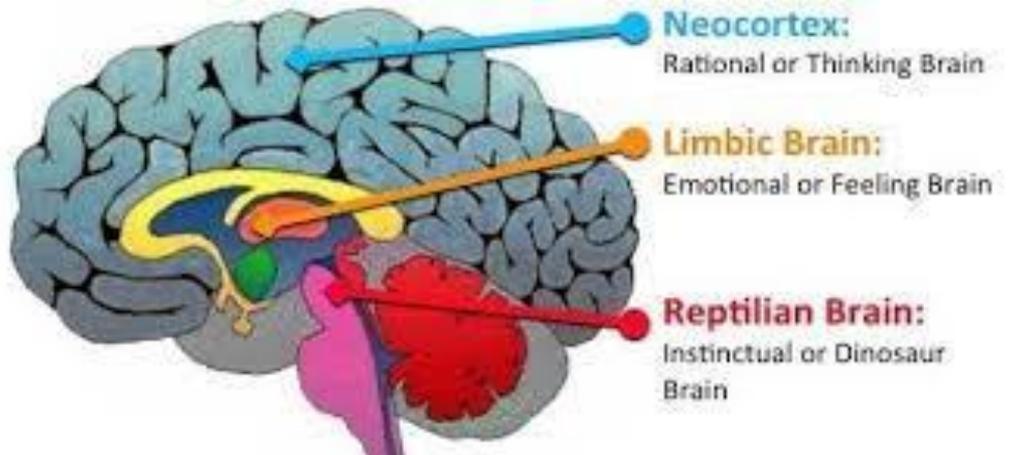
Fight
Flight
Freeze



Primal Response



When the Feeling
Brain is cut off from
Thinking Brain



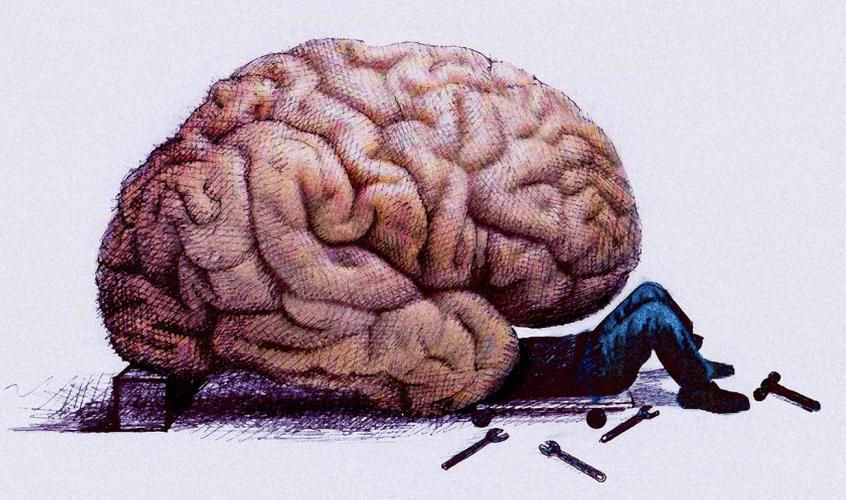
Equal response to threats



Primitive Response and the Brain



- **Amygdala:** small almond-shaped part of the brain where emotions are created and memories stored
- When triggered, the amygdala **releases adrenaline and cortisol**, and simultaneously **reduces blood flow to the cortex**, which houses our ability for thinking and problem solving
- **This creates the primitive response**



Tip for moving away from primal response:

Think about what you are feeling.

Conflict responses



Acknowledge conflict

Accept your role

Appreciate differing viewpoints, feelings, and goals

Adapt your style effectively and constructively

The "I" of the storm

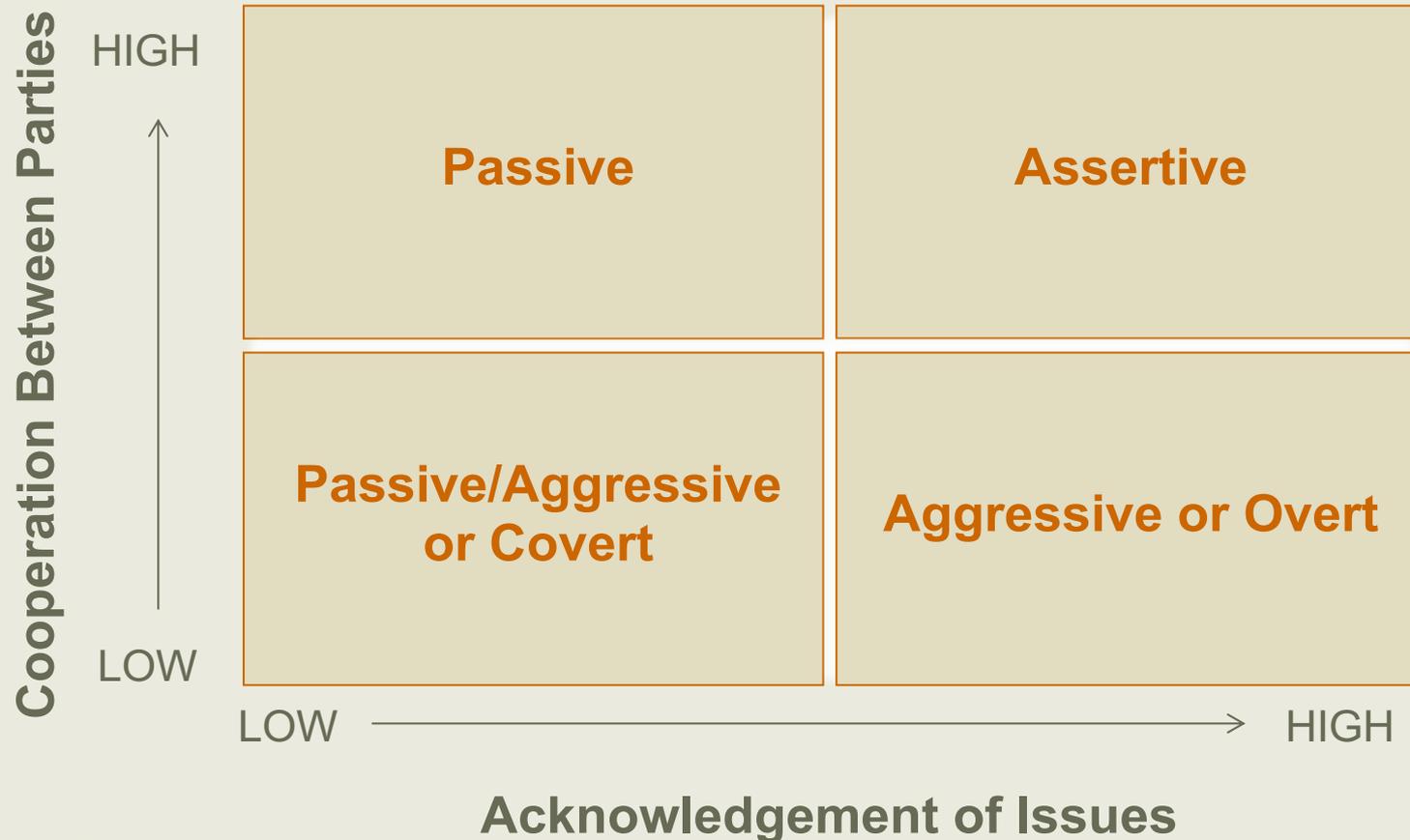


Centering: Unbendable Arm

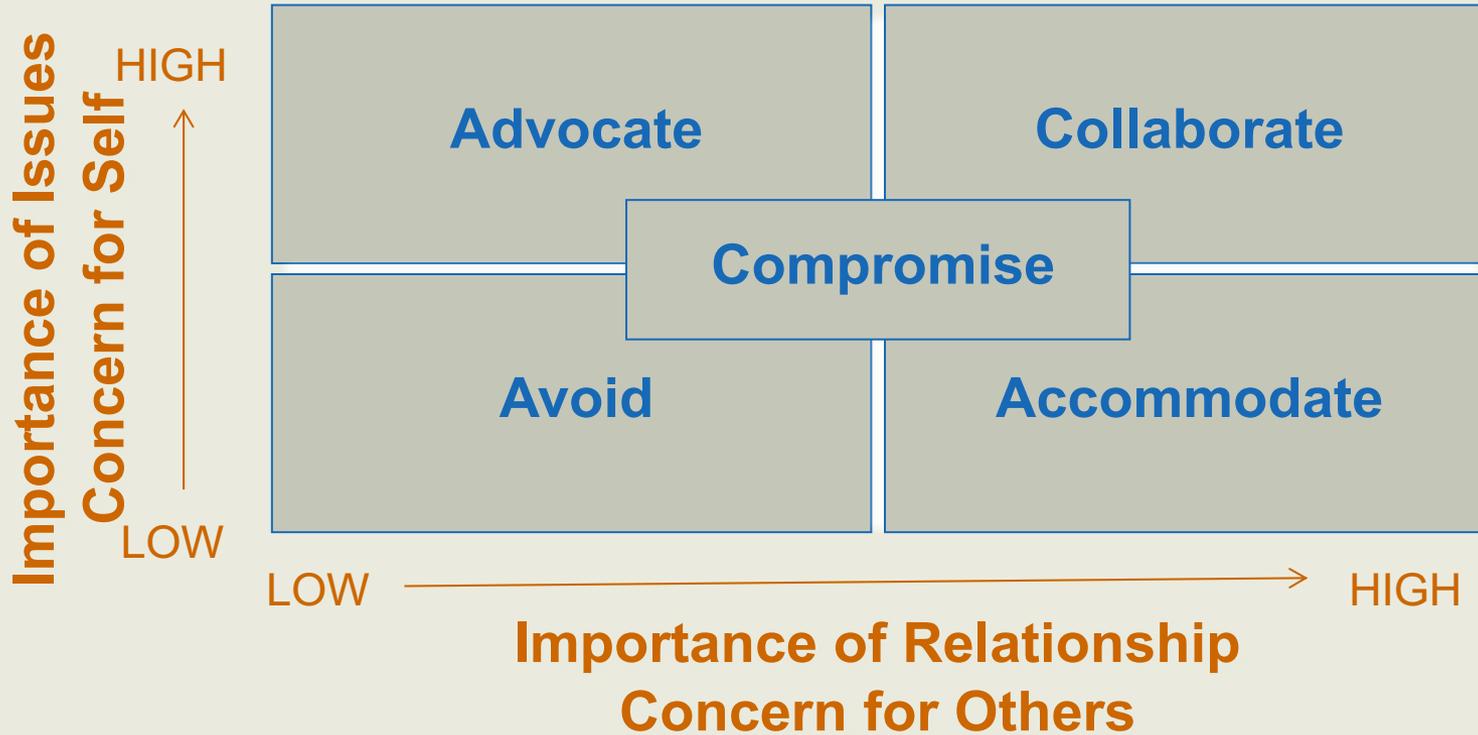


- Extend your arm horizontally, make a fist, and tighten all the muscles in your arm. Now have someone put one hand on top of your elbow, and the other hand under your wrist.
- Have your friend try to bend your arm. If your friend is as strong as you are or stronger, he or she should succeed.
- Now, extend your arm (again, with just a slight bend at the elbow), and relax all the muscles in your arm. Let your wrist dangle comfortably. Use just enough muscle to keep your arm in the air.
- Look ahead in the direction your arm is pointing. Feel as though your arm extends out from you a great distance. Imagine reaching and touching a tree or building that is far away.
- Maintain this feeling, and have your friend try to bend your arm again.

Expressions of conflict



Conflict Management Styles



Handling and mediating conflict



Mediation



- Set ground rules
- Listen carefully and understand other points of view
- Accept other's concerns as worthy of exploration
- Define issues and interests
- Separate people from problem
- Meet with parties separately if needed
- Joint problem solve
- Explore alternatives, consequences, and trade-offs
- Begin with minor disagreement and build
- Record agreements
- Follow up on implementation

Influence



incite learning

Influencing using DO ASAP



DO

Define
Desired
Outcome

AS

Ask and
Assess
Stakeholders

AP

Assert
with
Power



Influencing using DO ASAP



DO

Define
Desired
Outcome

- Begin with the end in mind
- Go with an 80% solution
- Be open to collaboration



Influencing using DO ASAP



AS

Ask and Assess
Stakeholders

- Ask great questions
- Assess using a stakeholder analysis



Influencing using DO ASAP: Assess Stakeholders



High Influence	Accommodate They have influence over your work but are not directly responsible for outcomes. Keep them on your side and provide what they need	Engage Keep in close contact with these stakeholders. Involve them in the process. They are your champions
Low Influence	Inform With low influence and responsibility you simply need to inform this group of stakeholders	Communicate Although influence is low these stakeholders may be responsible for execution so you should have two way communication with them
	Low Responsibility	High Responsibility

Discussion: Influence by shifting mindset



1. What would you do if you were guaranteed not to fail?
2. Describe the business's capability to undertake this type of solution.
3. What might get in the way of acting on the problem?
4. What is holding you back from acting?
5. What makes you uncomfortable about the recommended actions?
6. What skills are necessary to implement against the recommendations?
7. What are you willing to do?
8. What if....?
9. Suppose....
10. What have you done that has gotten you this far?

Influencing using DO ASAP: Assert with Power



AP
Assert
with Power

- Be clear, concise, and compelling
- Be courageous
- Know your power



- Authority
- Expertise
- Presence
- Network
- Resourcefulness
- Insight
- Integrity
- Reputation
- Strengths

What power sources are valued in the ICANN world?

Breakout #2



- This will be a multi stakeholder group so you will have people from the other tribes discussing their positions about security versus privacy.
- There will be disagreement so you can practice conflict and influence skills during the discussion.
- Coaches will stop the discussion periodically to talk about what is happening regarding conflict and influence.
- Coaches will lead a discussion at the end of the breakout talking about how the group practiced communication, conflict and influence.

Intercultural Communication and Awareness



incite learning

Cultural Iceberg



Explicit Culture
THE WHAT

Fashion
Architecture
Food & Drink
Music, Literature, Art
Language, Gestures,
Greetings, Manners

Communication Style, Rituals & Ceremonies

Implicit Culture
THE WHY

Ideas about leadership and power
Ideas about time and space
Ideas about relationships and teams
Ideas about communication and dialogue

Religious Beliefs
Worldviews and outlook
Fundamental Values

Cultural dimensions



- **Relationships:** Individual vs. Collective
- **Social context:** High vs. Low
- **Relationship to time:** Linear, Flexible or Cyclical
- **Relationship to power:** Hierarchical vs. Democratic
- **Getting things done:** Task vs. Relationship Orientation
- **Communication:** Direct vs. Indirect

Relationship Orientation



Individualist

- Individual focus
- Space and privacy important
- Communication is direct, explicit and personal
- Business is transactional and competitive

Collectivist

- Group focus
- Relationships more important than space and privacy
- Communication is intuitive, complex and impressionistic
- Business is relational and collaborative

High Context

- Relies on implicit, indirect communication
- Emphasizes non-verbals
- Subordinates tasks to relationships
- Relies on intuition or trust rather than facts and statistics
- Favors circular or indirect reasoning

Low Context

- Relies on explicit communication
- Emphasizes verbal communication
- Separates tasks from relationships
- Relies on facts and statistics
- Prefers linear reasoning

Orientation to Time



Linear Time

- Entity to be save, spent, wasted
- Completes tasks sequentially
- Focuses on task to be completed
- Separates work from family
- Seeks to control time with schedule
- Focuses on future

Flexible Time

- Time is fluid and flexible
- Works on multiple tasks
- Nurtures relationships related to tasks
- Views work, family, and social as one
- Reacts as the day unfolds
- Focuses on present

Cyclical Time

- Time is circular and repetitive
- Tasks completed reflectively over long period
- Sees connections and interrelatedness in people and events
- Believes that life controls time
- Focuses on the past

Relationship to Power



Hierarchical: High Power Distance

- Obvious hierarchy and structure
- Knows who is in charge
- Saving face is important
- Paternalistic, decisions taken by superiors
- Communication is top down

Democratic: Low Power Distance

- Less rigid structure flatter organizations
- People see themselves as equals
- Decision making is shared
- Less formal communication
- Who is responsible is less clear

Getting things done



Task oriented

- Achieving results is more important than building relationships
- Getting to know people is part of working together
- Focus on the task, usually critical feedback

Relationship oriented

- Forming relationships is the only way to get things done
- It is important to get to know people, before starting to work with them
- Focus on the relationship, looking for points of agreement first

Direct communication

- Moves in a straight line to the point, without getting side-tracked
- Primarily relies on words to convey meaning
- Doesn't leave room for interpretation of what is being said

Indirect communication

- Moves in a tangential manner, looping and looping closer to the point
- Relies on context and body language to convey part of the meaning
- Leaves room for interpretation

Communicating across cultures



- Speak clearly & more slowly than usual
- Pronounce your words clearly & enunciate carefully
- Use the simplest & most common words in most cases
- Avoid slang & colloquial expressions
- Use visuals
- Confirm your spoken communications by memos, e-mails, letters, faxes

How we can apply this...



1. Examine your own cultural conditioning. There are different rules. We have to 'unlearn' what we know; our own rules get in the way
2. Watch for discomfort that can signal cultural differences
3. Others may see us (and we may see others) as less intelligent, less competent, less honest, etc.
4. Recognize & modify your communication. Create strategies to cope with the situation

A word about "face"



The abstract concept of 'face' is a combination of social standing, reputation, influence, dignity, and honor.

- saving face protects someone from embarrassment or feeling diminished
- losing face lowers them in the eyes of their peers
- giving face redirects praise or affirmation to someone else from yourself

Cultural dimensions and the GAC



Observe the GAC meeting and make notes here about what you see

1. **Relationships:** Individual vs. Collective
2. **Social context:** High vs. Low
3. **Relationship to time:** Linear, Flexible or Cyclical
4. **Relationship to power:** Hierarchical vs. Democratic
5. **Getting things done:** Task vs. Relationship Orientation
6. **Communication:** Direct vs. Indirect

Other cultural observations

Coaching



incite learning

Coaching with the Grow Model



Goal

- What is the ideal outcome?
- How valuable would it be to ...?
- What would help?
- How does this goal fit with your overall development?



Realities/
Roadblocks

- What could prevent you from achieving your goal?
- What are the barriers?
- What has to be true for you to succeed?
- Is your goal realistic?



Options

- What are your options?
- What could you do (to remove the barriers)?
- What else could you do?
- What degrees of freedom do you have?
- If there were no constraints, what could you do? How might you remove them?



Will/Wrap-up

- Are you willing to take action?
- How committed are you to this change?
- What are your next steps, and when will you take them?
- What might get in the way?
- What do you need from others to make this happen? How will you enlist their support?

Coaching in pairs



- Think of something you would like to work on this year in your professional life
- Get with someone you haven't worked with a lot so history is not an issue
- Take turns using the GROW model to work through each of your challenges
- You have 20 minutes for each conversation, 40 minutes total

Personal Presence



incite learning

What do you think of when someone has presence?



- How do we know when we have it?
- What causes us to lose it?
- How do we regain it?

Presence Equation



$$\frac{\text{Preparation + Attention + Gravitas}}{\text{Inner Critic}} = \text{Presence}$$

- **Preparation:** Being prepared internally and externally.
- **Attention:** Attending to your internal state to be present for others and your external behaviors so that others will be attentive to you.
- **Gravitas:** Having substance, depth of personality, good taste in behavior and speech. Derived from Latin word “gravis” meaning heavy, related to gravity.
- **Inner Critic:** Self-doubting internal voice.

- **Triggers:** situations, people, timing
- **Reframe if anxious:** “They are going to judge me” = “I have information that is helpful to them”
- **You carry the message:** remember your purpose
- **Breathe:** thwarts the fight, flight, freeze reaction
- **Pause:** gives time for the breath to take effect and allows you to regroup

Attention



- **Other focused:** it's not about you, you are there for them
- **Read cues:** body language, tone and atmosphere
- **Respond appropriately:** be open to questions, engage your audience
- **Shift mindset:** take on other perspectives and consider how you are limiting yourself with how you think about things
- **Listen actively:** ask good questions, paraphrase often to ensure understanding
- **Suspend your agenda:** listen to respond

- **Confident:** trust in what you know and capabilities
- **Is self-assured:** knows strengths and weaknesses
- **Owens perspectives:** knows point of view
- **Asserts well:** clear, concise, compelling
- **Speaks clearly:** measured and paced

Inner Critic (the voice in your head)



- **Amygdala hijack**
- **Confusion of thoughts**
- **Self-doubt**
- **Inability to focus**
- **Stress response**

Diminishing the Inner Critic



- Become familiar with it
- Question it
- Refuse to listen to it
- Talk back
- Laugh at it
- Remember that it is speaking **none** or just **part** of the truth



Prepare in 3 ways...

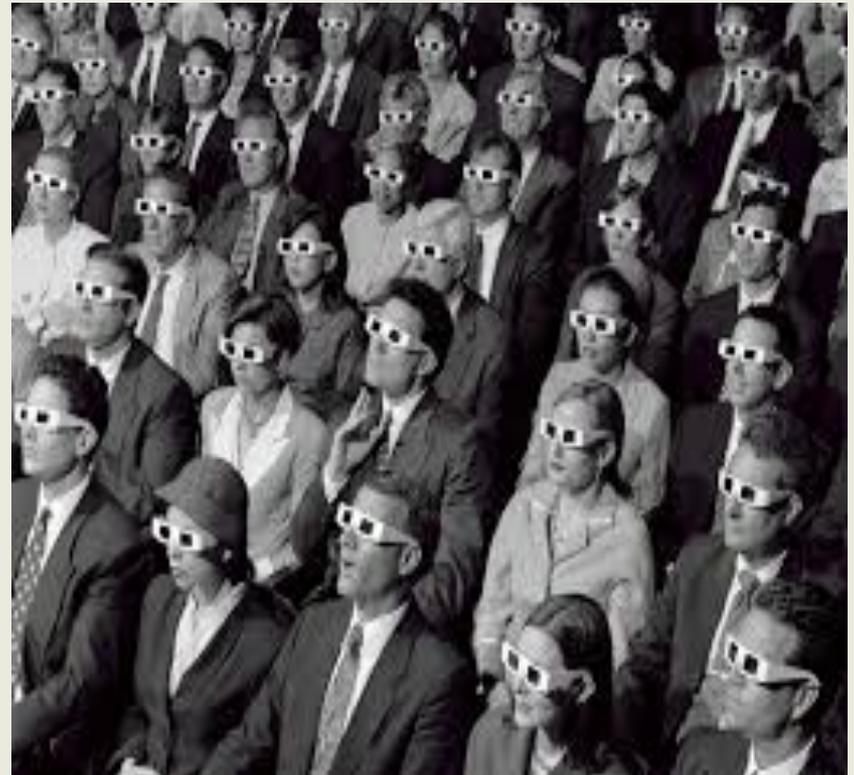


- Prepare for your audience
- Prepare yourself
- Prepare your content

Prepare For Your Audience



- **Who** are you talking to?
- **Why** are you talking to them?
- What is **your desired outcome**?
- What do **they need to know** in advance?



Prepare Yourself



- Personal presence
- Know your information
- Calm the “inner critic,” that voice inside your head



Prepare Your Content



- Do your homework
- Structure your thinking and your message using the **Pyramid Principle**

Pyramid Principle



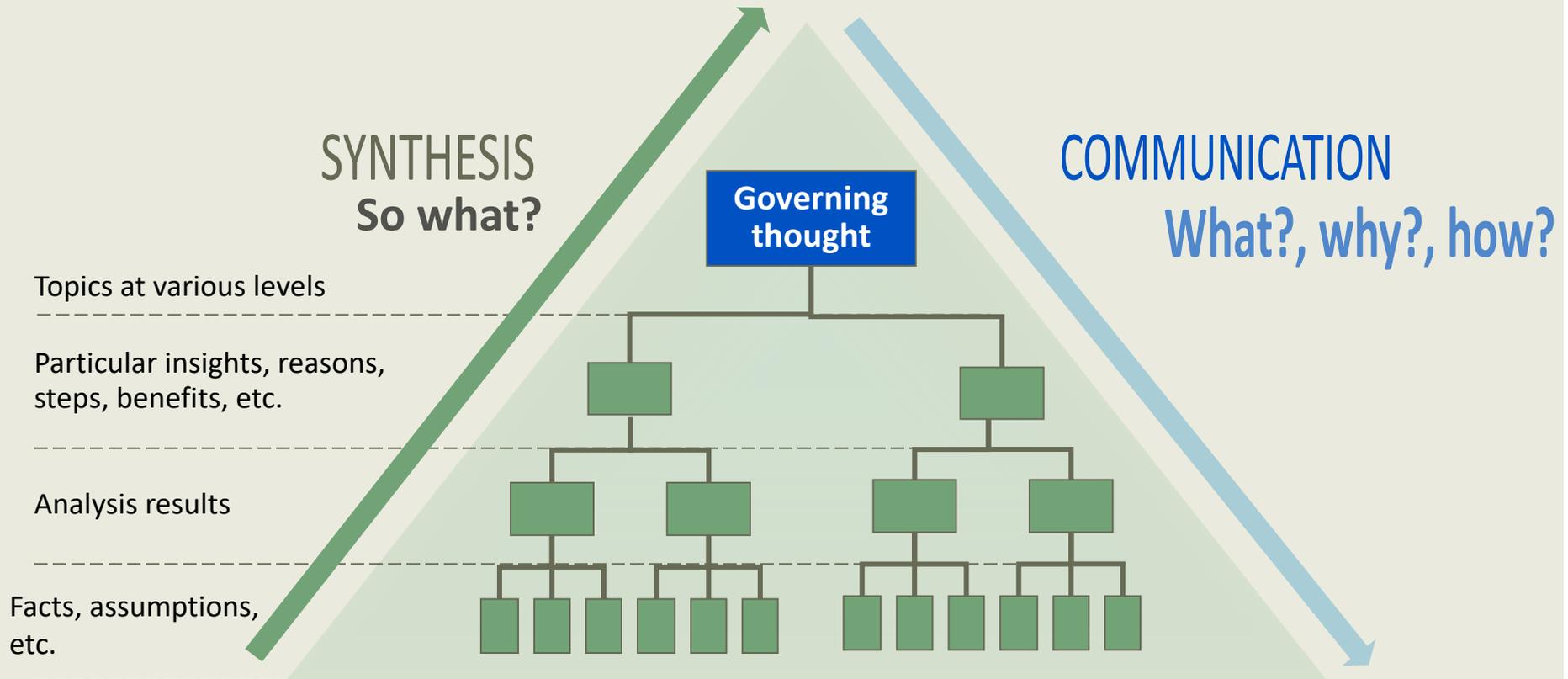
- Mind automatically sorts information into distinctive pyramid groups
- Any group of ideas is easier to remember if it comes to you pre sorted which suggests every communication should deliberately be structured this way: a pyramid of ideas
- Magic number – 7 (plus/minus 2)

Pyramids are typically built from the bottom, but communicated from the top



SYNTHESIS
So what?

COMMUNICATION
What?, why?, how?



Prepare Your Content Exercise



- On Post-it Notes, write down responses to the question below
- One idea per note
- Generate as many as you can in the time allowed
- Start when I tell you to

How can we make ICANN meetings more effective?

Let's go shopping...



At the market, we need to shop in 3 departments

Synthesize!

Intermediate level

We need dairy products

Yogurt
Butter
Milk

We need fruit and vegetables

Potatoes
Lettuce
Apples

We need toiletries

Deodorant
Shampoo
Toothpaste

Sort below the intermediate level

Example: Your admin calls and says...



“There’s a problem with your hotel booking for the conference in Jakarta. I could only book Tuesday and Wednesday night; the hotel is already full on Monday night. I’ve tried several others, but there’s nothing to be had anywhere because of the electronics fair (I haven’t tried guest-houses yet). According to the new summer timetable, there’s a flight on Tuesday morning at 9:30. The arrival time in Jakarta is 10:30 local time. Since the conference begins at midday and the journey from the airport will take you about one hour, you will still arrive on time. The travel office has booked a seat for you already, just in case. And by the way: Isn’t it your wedding anniversary on Monday?”

Or would you rather receive the message this way?



It's better
to travel on
Tuesday

Still on time

Better chance
for hotel room

Can be home for
anniversary

You should travel Tuesday morning instead of Monday night, because you will still be on time, accommodation will be less of a problem and you can be at home for your wedding anniversary.

Your Turn!



Mike, I sent you a couple of emails, but have not received any response from you. I am not sure whether it is too late, given I have already sent you the document, but I encountered a problem on one of the notes, where your message is not clear to me. I was trying to figure out what you mean, but the handwriting is not totally clear and I also have a problem with the structure, which is the same problem I faced on several other pages. Could you take a look at page 56, please? The handwriting on the second bullet point under the second flow is a little unclear. If you don't mind, could you read it out to me? Moreover, the structure of the flow seems to be illogical, but I am not so sure. Well, the same goes for this other page, which comes after the Risk Tolerance Assessment. Could you kindly check? And, by the way, I don't think I received the full document and therefore was unable to write the last 10 pages.

One Solution...



I need to clarify some things

I need the last 10 pages of the pack

I can't read your writing in a couple of places

I have some questions on the structure

I need to clarify some things with you. Firstly, there was a problem with the fax, so I need the last 10 pages of the document. In a few places, I can't read your handwriting and also have a couple of structural questions. When can we get together?

Breakout #3



- You will be back in your single stakeholder groups to prepare your position and presentation.
- Thinking about the privacy versus security issue and your group's point of view, prepare for a presentation using the Pyramid Principle.
- Each person should be prepared to present the group's presentation because you will when we return to the plenary room.

Presenting Clearly and Concisely



- Never deliver a presentation you wouldn't want to sit through!
- Be yourself, everyone else is taken!
- Rehearse your material
- Know venue and technology
- Have fun, it's not the most important thing in your life

Time Management and Delegation



incite learning

One thing we all
need is more
mental space

Decisions get made
when things blow up
instead of when they
show up.

Taken from the work
of David Allen, author
of Getting Things
Done

There is an inverse relationship between the amount of something that is on your mind and how much is actually getting done.

Core elements of self and organizational management: CONTROL



- **Capture: make a list, get it out of your head**
- **Clarify: What is the desired outcome? What is the next action?**
- **Organize: Project? Calendar? Action step? Delegate and wait? Defer to a later date?**
- **Review: calendar and action list daily. Weekly to get clean, current, and creative**
- **Engage: plan work based on context, time that you have and energy level; then prioritize**

If you don't pay attention to what has your attention it will take more of your attention than it deserves

Core elements of self and organizational management: Perspective



- **50000 feet** **Purpose and principles (annual review)**
- **40000 feet** **Vision (annual review)**
- **30000 feet** **Goals (quarterly review)**
- **20000 feet** **Responsibilities (monthly review)**
- **10000 feet** **Projects (weekly review)**
- **Runway** **Action list (daily review)**

- Pay attention to what has your attention
- Decide outcome desired and actions required
- Free your mind with a system you trust

Getting others to do things



“I like to have things done my way”

“I can do this better and more quickly myself”

“It’s easier to do it myself than to organize it, explain it, and monitor it”

“I am supposed to be the decision maker and problem solver. My WG resents the additional work”

“I am saving time for my staff by doing it myself”

Your delegating needs improvement if...

- ...your in-box is always full
- ...you are regularly working late
- ...you are frequently interrupted for guidance/clarification
- ...your team members feel like they are being “dumped on”
- ...your team members are not prepared to complete assignments
- ...you frequently intervene in tasks and projects
- ...morale is low and turnover is high
- ...assignments are incomplete or deadlines are missed

Make a List!



1. Create four columns on a piece of paper
2. In first column empty your mind of your to do list, the first 10 items that come to mind
3. Label the other three columns: Do, Share, Delegate
4. Go through your list and indicate how to best treat each item
5. Get with someone you don't normally work with and go over your list. Then interrogate each other on whether you have placed your items in the right category.
6. Go back through your list and revise.

Virtual challenges



- Communication
- Language
- Technology
- Time zones
- Culture
- Generational
- Equity
- Operating style

Fewer things are harder to put up
with than the annoyance of a
good example

Mark Twain

Meeting Facilitation



incite learning

fa•cil•i•tate

to make easier; help bring about... i.e. to move the process ahead

con•sen•sus

general agreement; unanimity; group solidarity in sentiment and belief... i.e. everyone can live with a decision and agrees to support it

Consensus process



- Convening
- Assigning roles and responsibilities
- Facilitating group problem solving
- Reaching agreement
- Holding people to their commitments

Group problem solving



- Strive for transparency, distribute summaries or transcripts
- Seek expert input when joint fact finding
- Create work groups if appropriate
- Separate inventing from committing
- Use a facilitator
- Modify ground rules, agenda and deadlines

Reaching agreements



- Seek unanimity on written commitments
- Use contingent commitments if appropriate
- Adhere to agreed upon decision making procedures
- Keep written records of all agreements
- Maintain communication with stakeholders

Creating commitments and keeping them



- Seek ratification by checking back with all relevant constituencies
- Ask all stakeholder representatives to sign the agreement
- Present the agreement to those with formal authority to act
- Reconvene if those in authority cannot live with agreement
- Monitor changing conditions and reconvene if necessary

Handling disruptive behaviors



1. Make eye contact
2. Redirect verbally
3. Use gestures
4. Limit air time
5. Stand and move
6. Off-line appeal
7. On-line appeal
8. Confront

Wrap Up Session



1. Within the main room get into your single stakeholder groups that you were in for the 1st and 3rd breakout sessions.
2. Think about an important learning you have from Atlas III and one thing you will try to do as an At-Large Leader.
3. Share your learning and the one thing you will do with your other group members.
4. Make sure everyone has a turn to share.