

CLASS SCHEDULE



THE NATIONAL JUDICIAL COLLEGE

JUDICIAL LEADERS IN CLIMATE SCIENCE

MARCH 14-17, 2022

RENO, NEVADA

ROOM 1245

	Monday, March 14, 2022	Tuesday, March 15, 2022
<p style="text-align: center;">A COURSE FROM THE NATIONAL JUDICIAL COLLEGE</p>  <p>Making the world a more just place by educating and inspiring its judiciary.</p> <p style="text-align: center;">IN ASSOCIATION WITH</p> 	<p>7:30-8:00 Continental Breakfast REGISTRATION, CLASSROOM</p> <p>8:00-8:15 NJC ORIENTATION</p> <p>8:15-8:50 INTRODUCTIONS AND OVERVIEW (Hanle, Stedham, Thiam)</p> <p>8:50-9:00 Break</p> <p>9:00-9:50 EFFECTIVE LEADERSHIP: LEADERSHIP THEORY AND PRACTICE [Divider 1] (Stedham)</p> <p>9:50-10:10 Break</p> <p>10:10-11:00 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION [Divider 2] (Stedham)</p> <p>11:00-11:10 Break</p> <p>11:10-12:00 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION [Divider 2] (Stedham)</p>	<p>7:30-8:00 Continental Breakfast</p> <p>8:00-8:50 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (Stedham) (Continued)</p> <p>8:50-9:00 Break</p> <p>9:00-9:50 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (Stedham) (Continued)</p> <p>9:50-10:00 Break</p> <p>10:00-10:50 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (Stedham) (Continued)</p> <p>10:50-11:00 Break</p> <p>11:00-12:15 JUSTICE RUTH BADER GINSBURG LECTURE: REFLECTIONS ON RBG – LIFE, LEGACY, AND LESSONS (Liu)</p>
	12:00-1:00 Lunch	12:15-1:00 Lunch
	<p>1:00-1:50 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (Stedham) (Continued)</p> <p>1:50-2:00 Break</p> <p>2:00-2:50 THE BRAIN, DECISION MAKING, AND IDENTITY: A LEADER'S PERSPECTIVE [Divider 3] (Sawyer)</p> <p>2:50-3:00 Break</p> <p>3:00-3:50 THE BRAIN, DECISION MAKING, AND IDENTITY: A LEADER'S PERSPECTIVE (Sawyer) (Cont.)</p> <p>3:50-4:00 Break</p> <p>4:00-4:50 THE BRAIN, DECISION MAKING, AND IDENTITY: A LEADER'S PERSPECTIVE (Sawyer) (Concluded)</p> <p>NOTE: Please read climate science article.</p>	<p>1:00-1:50 EFFECTIVE LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (Stedham) (Concluded)</p> <p>1:50-2:00 Break</p> <p>2:00-2:50 INTRODUCTION TO CLIMATE SCIENCE: PART 1 [Divider 4] (Santer)</p> <p>2:50-3:00 Break</p> <p>3:00-3:50 INTRODUCTION TO CLIMATE SCIENCE: PART 2 (Santer) (Concluded)</p> <p>3:50-4:00 Break</p> <p>4:00-4:50 TEAMWORK AND LEADERSHIP [Divider 5] (Tait)</p>

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Wednesday, March 16, 2022	Thursday, March 17, 2022	
<p>7:30-8:00 Continental Breakfast</p> <p>8:00-8:50 TEAMWORK AND LEADERSHIP [Divider 5] (Tait) (Concluded)</p> <p>8:50-9:00 Break</p> <p>9:00-9:50 TRANSFORMATIONAL LEADERSHIP [Divider 6] (Stedham)</p> <p>9:50-10:10 Break</p> <p>10:10-11:00 TRANSFORMATIONAL LEADERSHIP (Stedham) (Continued)</p> <p>11:00-11:10 Break</p> <p>11:10-12:00 TRANSFORMATIONAL LEADERSHIP (Stedham) (Concluded)</p>	<p>7:30-8:00 Continental Breakfast</p> <p>8:00-8:50 LEADERSHIP AND COMMUNICATION [Divider 9] (Tait)</p> <p>8:50-9:00 Break</p> <p>9:00-9:50 LEADERSHIP AND COMMUNICATION (Tait) (Concluded)</p> <p>9:50-10:10 Break</p> <p>10:10-11:00 APPLYING LEADERSHIP PRINCIPLES THROUGH CASE STUDIES [Divider 10] (Stedham, Tait, Thiam)</p> <p>11:00-11:10 Break</p> <p>11:10-12:00 APPLYING LEADERSHIP PRINCIPLES THROUGH CASE STUDIES (Stedham, Tait, Thiam) (Continued)</p>	
12:00-1:00 Lunch	12:00-1:00 Lunch	
<p>1:00-1:50 MINDFUL LEADERSHIP [Divider 7] (Stedham)</p> <p>1:50-2:00 Break</p> <p>2:00-2:50 MINDFUL LEADERSHIP (Stedham) (Concluded)</p> <p>2:50-3:00 Break</p> <p>3:00-3:50 LEADERSHIP AND MANAGING CHANGE [Divider 8] (Tait)</p> <p>3:50-4:00 Break</p> <p>4:00-4:50 LEADERSHIP AND MANAGING CHANGE (Tait) (Concluded)</p> <p>6:00 NO HOST REFRESHMENTS 6:30 DINNER WILD RIVER GRILLE (SEE HANDOUT)</p>	<p>1:00-1:20 APPLYING LEADERSHIP PRINCIPLES THROUGH CASE STUDIES (Stedham, Tait, Thiam) (Concluded)</p> <p>1:20-2:20 NEXT STEPS IN CLIMATE SCIENCE [Divider 11] (Thiam)</p> <p>2:20-2:30 Break & Complete Evaluations</p> <p>2:30-2:50 WORKSHOP GEMS AND RESOURCES / GRADUATION [Divider 12] (Fisher)</p>	

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The National Judicial College is an Equal Opportunity/Affirmative Action, ADA organization, and admits participants of any age, race, color, gender, sexual orientation, or national or ethnic origin.

Judicial Leaders in Climate Science

March 14, 2022 — March 17, 2022

Faculty

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Judicial Leaders in Climate Science

March 14, 2022 — March 17, 2022

Observers

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Judicial Leaders in Climate Science

March 14, 2022 — March 17, 2022

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Judicial Leaders in Climate Science

March 14, 2022 — March 17, 2022

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Judicial Leaders in Climate Science

March 14, 2022 — March 17, 2022

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Leadership for Judges

March 14 – March 17, 2022

Reno, NV

Faculty Biographies

DR. BENJAMIN D. SANTER, PhD

Ben Santer is currently a visiting researcher at UCLA's Joint Institute for Regional Earth System Science and Engineering. In September 2022, he retired from his work as an atmospheric scientist at Lawrence Livermore National Laboratory (LLNL). His research focuses on such topics as climate model evaluation, the use of statistical methods in climate science, and identification of natural and anthropogenic "fingerprints" in observed climate records. Santer's early research on the climatic effects of combined changes in greenhouse gases and sulfate aerosols contributed to the historic "discernible human influence" conclusion of the 1995 Report by the Intergovernmental Panel on Climate Change (IPCC). His recent work has attempted to identify anthropogenic fingerprints in a number of different climate variables, such as tropopause height, atmospheric water vapor, the temperature of the stratosphere and troposphere, ocean heat content, and ocean surface temperatures in hurricane formation regions. Santer holds a Ph.D. in Climatology from the University of East Anglia, England. After completion of his Ph.D. in 1987, he spent five years at the Max-Planck Institute for Meteorology in Germany, where he worked on the development and application of climate fingerprinting methods. In 1992, Santer joined LLNL's Program for Climate Model Diagnosis and Intercomparison. Santer served as convening lead author of the climate-change detection and attribution chapter of the 1995 IPCC report. His awards include the Norbert Gerbier-MUMM International Award (1998), a MacArthur Fellowship (1998), the U.S. Department of Energy's E.O. Lawrence Award (2002), a Distinguished Scientist Fellowship from the U.S. Dept. of Energy, Office of Biological and Environmental Research (2005), a Fellowship of the American Geophysical Union (2011), and membership in the U.S. National Academy of Sciences (2011). He joined the faculty of The National Judicial College in 2021.

PROFESSOR YVONNE STEDHAM

Professor Yvonne Stedham is professor emerita in the Management Department in the College of Business Administration at the University of Nevada, Reno (UNR) and is a foundation professor. Previously, she served as a professor of management, and chair of the Management Department at the College of Business at the University of Nevada, Reno (UNR). She joined the UNR faculty in 1988 and from 1999-2002 served as chair for the Managerial Sciences Department. Professor Stedham received a Ph.D. in business and M.B.A. from the University of Kansas, and undergraduate degrees in economics and business from the University of Bonn, Germany. She teaches undergraduate and graduate courses in international management and mindful leadership. She is also a faculty member of the social psychology Ph.D. program. Her research covers a broad spectrum of management issues with a special focus on international and gender aspects. Most of her publications address cultural differences in business ethics. She has investigated ethical judgment and gender-based differences in compensation across a variety of countries, including Japan, the U.S., and Australia, and issues related to sexual harassment and business ethics in Germany, Italy, Brazil, Russia, and the U.S. Her most recent research concerns the relationship cultural differences, trust, and business ethics. She has served on the board of directors of numerous non-profit organizations in Northern Nevada and provides consulting and training services to many companies nationally and internationally. Her research has been published in many publications, including the "Journal of Management," "Women in Management Review," "Journal of Management Studies," "Journal of Business Ethics," "Business Ethics: A European Review," "Journal of European Industrial Training," and "Journal of Knowledge Management

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Faculty Biographies

Practice.” Professor Stedham has completed the training required for the teaching certificate for the Mindfulness Based Stress Reduction (MBSR) Program at the Center for Mindfulness at the University of Massachusetts. She has taught MBSR based Mindfulness Programs at a variety of companies and organizations, including Microsoft, Nevada Department of Transportation, Custom Ink, National Judicial College, Nevada Air National Guard, Healing Healthcare Systems, and UNR. Professor Stedham has served as faculty for The National Judicial College since 2004.

SANDRA NICHOLS THIAM, ASSOCIATE VICE PRESIDENT

Sandra Nichols Thiam is associate vice president for research and policy and director of judicial education at the Environmental Law Institute, specialized in developing and implementing effective science-based legal and policy approaches to solve sustainable development challenges. Currently, she lead’s ELI’s flagship judicial education program, the Climate Judiciary Project, training judges on climate science and coordinates the Institute’s climate and environmental justice strategies. She has worked across the United States, Latin America and the Caribbean, Africa, Asia and internationally on a broad range of topics including resource rights, trade, forest legality and enforcement, biodiversity protection, climate mitigation and adaption. Previously, Thiam served as an advisor to the European Commission on forest governance, trade and climate matters and as advisor to governments in Liberia and The Republic of Guinea on natural resource governance. She joined the faculty of The National Judicial College in 2022.

PROFESSOR KELLY E. TAIT

Kelly Tait is an adjunct professor of communication at the University of Nevada, Reno (UNR) in the School of Social Research and Justice Studies. She’s taught at UNR for over twenty-three years, including classes on intercultural communication, business and professional speaking, and small group communication, among others. In addition, she taught communication for the University of Maryland in Heidelberg, Germany. Professor Tait is also a communication consultant who has specialized in justice system education for about twenty years. Her areas of expertise include courtroom communication skills, procedural fairness, communicating with the self-represented, listening skills, group dynamics and leadership, working with challenging people, diversity and access issues, and faculty development. She has taught justice system professionals across the United States and Canada as well as in Mexico, Russia, Ukraine, Macedonia, Philippines, and the Caribbean. In addition to teaching for NJC, she has taught for organizations including the Canadian National Judicial Institute, Association of Women Judges, Judicial Division of the American Bar Association, National Tribal Judicial Center, National Association for Court Management, National Association of Administrative Law Judges, and state judicial systems across the country. She is a past president of the National Association of State Judicial Educators (NASJE) and is a long-term member of the NASJE Communications Committee and Diversity, Fairness, and Access Committee. One of her recent publications is “Procedural Fairness: A Treat for the Brain” in Case In Point (<http://www.judges.org/news/case-in-point/>), and she is a co-author of “Handling Cases Involving Self-Represented Litigants: A National Bench Guide for Judges.” She has been on faculty of the National Judicial College since 2002.

Leadership for Judges

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Reno, NV

NJC Staff Biographies

HONORABLE BENES Z. ALDANA (RET.), PRESIDENT

Benes Z. Aldana became the ninth president of The National Judicial College on May 1, 2017. Before joining the NJC, he was on active duty in the U.S. Coast Guard for over 22 years, retiring in the rank of captain and serving as chief trial judge during his last tour of duty. Prior to this assignment, he served as the chief legal officer for the 8th Coast Guard District in New Orleans, Louisiana, overseeing legal advice to Coast Guard operations spanning 26 states and the Gulf of Mexico. He was first appointed a military trial judge in 2005 and as an appellate judge in 2015. Other notable assignments as a Coast Guard judge advocate included: chief counsel, Legal Engagements Division, U.S. Africa Command in Stuttgart, Germany; deputy staff judge advocate, 13th Coast Guard District; special assistant U.S. attorney for the Western District of Washington; trial attorney at the Department of Justice, Environment and Natural Resources Division; legal advisor to the Department of Defense Criminal Investigation Task Force, Guantanamo Bay, Cuba; deputy chief, Office of Environmental Law, U.S. Coast Guard; and appellate and trial counsel. He also served as the commanding officer, personnel services and support unit, Seattle, and executive officer for Coast Guard Base Seattle. He is also a dedicated bar association leader and served as 2009 president of the Asian Bar Association of Washington. Although he grew up in the Seattle area, graduating from Seattle University and University of Washington School of Law, his career has taken him around the world. Among his many other achievements and accomplishments, he served as 2012-2013 chair of the American Bar Association Solo, Small Firm, and General Practice Division, which has approximately 20,000 members and is one of the largest entities in the ABA. He also served in the ABA House of Delegates and on the ABA Rule of Law Initiative Board, ABA Standing Committee on Judicial Independence, ABA Commission on Diversity and Inclusion 360, and as the assembly speaker of the ABA Young Lawyers Division. He recently concluded his service as a member of the ABA Law and National Security Advisory Committee. His military awards include the Defense Meritorious Service Medal, two Coast Guard Meritorious Service Medals, four Coast Guard Commendation Medals, the Army Commendation Medal, two Coast Guard Achievement Medals, and two Commandant's Letters of Commendation, as well as various team and unit awards. Non-military awards include the DHS General Counsel's Award of Excellence, the NAPABA Daniel Inouye Trailblazer Award, ABAW Judge of the Year, ABA Outstanding Young Military Lawyer Award, NAPABA's "Best Lawyer Under 40," and the American Bar Foundation Fellows Outstanding Chair Award.

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NJC Staff Biographies

JOY LYNGAR, J.D., PROVOST

Joy D. Lyngar has been a judicial educator for twenty years. She was named Provost of The National Judicial College in 2018 after serving as the chief academic officer for 10 years. Over the past decade, Ms. Lyngar has led her department to record achievement; NJC now educates 10,000 judges and court service professionals each year through in-person and on-line courses. Through the Great Recession and its accompanying decimation of court budgets, Ms. Lyngar was able to maintain NJC's national impact by securing millions of dollars in federal grants. She is ultimately responsible for the quality and relevancy of all education offered by NJC. Before joining the NJC, Ms. Lyngar spent 10 years at the National Council of Juvenile and Family Court Judges, most recently as director of the Juvenile and Family Law Department. For the last 13 years, Ms. Lyngar has served at a director level, partnering with allied national organizations and liaising with Boards of Trustees to ensure the education provided to our nation's judiciary is timely, accessible, interactive, and designed to improve justice. Prior to her work in national judicial education, Ms. Lyngar practiced law in Canada working in a general practice firm that handled criminal defense, civil litigation, and family law. Ms. Lyngar received a bachelor's degree and Juris Doctor from the University of Saskatchewan. She is also a regular faculty member for NJC and serves on the Board of the National Association of State Judicial Educators.

KATHERYN YETTER, ESQ., ASSOCIATE PROVOST FOR ACADEMIC AFFAIRS

Katheryn Yetter became academic director of The National Judicial College in 2012 and is currently its associate provost for academic affairs. Before joining the NJC, she was senior attorney for the National Council of Juvenile and Family Court Judges. In this capacity, she managed the day-to-day operations of over \$1M in federally grant-funded projects designed to improve the justice system's response to child protection, custody, and visitation-related matters. Ms. Yetter was also a policy analyst for the Oregon Judicial Department in the areas of juvenile, criminal, and family law, providing staff support to the State Family Advisory Committee Subcommittee on Domestic Violence and the Juvenile Court Improvement Project Advisory Committee. Ms. Yetter has authored several bench tools and other publications that improve court processes and functions including "Judging The Book By More Than Its Cover: Juries, Implicit Bias, And The Justice System's Response," "Presiding Over a Capital Case: A Benchbook for Judges," and "A Judicial Guide to Child Safety in Custody Cases," the first national comprehensive tool for judicial decision making in custody and visitation cases when domestic violence is a factor. Some of her other publications include "Stress And Resiliency In The U.S. Judiciary," "Moving Beyond 'Failure to Protect in West Virginia,'" "Judicial Decision Making in Custody and Visitation Cases," and "Data Warehouse 'JOIN's' Oregon's Court and Agency Systems." She has written curricula and given presentations on behalf of the National Center for State Courts, the National Commission on Forensic Science, the California Administrative Office of Courts, the Oregon Judicial Department, the Nevada Bar Association, the Battered Women's Justice Project, and Futures Without Violence, among others. She is a member of the Oregon State Bar and the American Bar Association and is a graduate of Willamette University College of Law and the University of Oregon. Ms. Yetter joined the faculty of The National Judicial College in 2013.

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NJC Staff Biographies

KEITH FISHER, ESQ.

An honors graduate of Princeton University and Georgetown University Law Center, with many years of experience in large law firm private practice and as a full-time law professor, Keith Fisher is the Distinguished Fellow at the National Judicial College. He is a nationally known expert in several areas, ranging from domestic and international financial services regulation to legal and judicial ethics. He serves as Executive Editor for Professional Responsibility and Legal Opinions for Business Law Today and has chaired several committees and task forces of the ABA Business Law Section, including the International Coordinating Committee and the Professional Responsibility Committee. Previously, he served on the ABA Standing Committee on Ethics and Professional Responsibility. His scholarship has been published in many law reviews, and he has authored two treatises.

Keith has done innovative in-person and online ethics trainings for judges in the United States and around the world, including judges from Asia, Costa Rica, Ukraine, Suriname, Trinidad & Tobago, Canada, and Greece. He has also worked with the U.N.'s Global Judicial Integrity Network, the Konrad Adenauer Stiftung, and the UNESCO judicial bioethics project.

Prior to his legal training, Keith earned a degree in music theory and composition and studied as a child at the Juilliard School of Music in New York. He had a leading role in the Franco-Swiss docudrama *Cleveland vs. Wall Street*, which was selected for the Cannes Film Festival in 2010. He enjoys travel, touring vineyards, playing racquet sports, bridge, and chess, and has a love of learning about foreign languages and cultures. He speaks French, Italian, German, Spanish, Greek, and a smattering of Japanese. Mr. Fisher joined the faculty of The National Judicial College in 2022.



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EFFECTIVE LEADERSHIP: THEORY AND PRACTICE

DIVIDER 1

Yvonne Stedham, Ph.D.

OBJECTIVES:

After this session, you will be able to:

1. Describe what it means to be a leader;
2. Recognize the traits, styles, and practices associated with effective leaders;
3. Compare management with leadership; and
4. Identify the skills and practices you want to further develop.

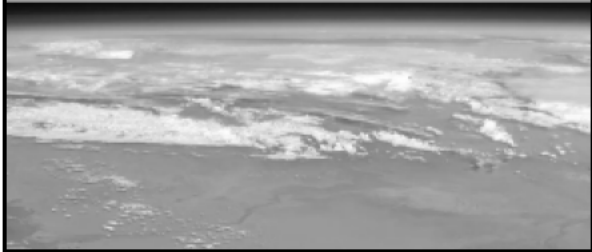
REQUIRED READING:

Yvonne Stedham, *Leadership: Theory and Practice* (Mar. 2022) [NJC PowerPoint].....1

Judicial Leaders in Climate Science - Mar. 2022

Leadership: Theory and Practice

Dr. Yvonne Stedham



About Paying Attention




Taking Notes



Why
“Leadership”?



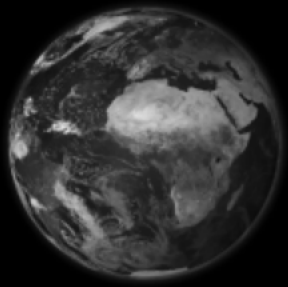
- Sociology
- Social psychology
- Political science
- Psychology



“Be the change
you want to see
in the world.”

~ Gandhi

Leaders shape the world through their
influence on . . .

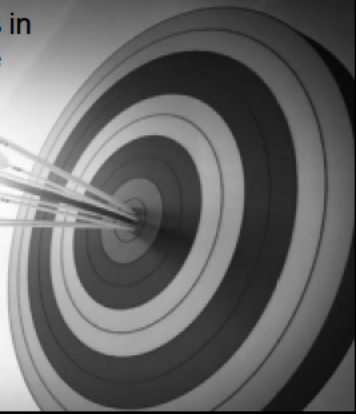




- Family
- Education
- Societal Values
- Economy
- Government
- Technology
- Science

Judicial Leaders in
Climate Science

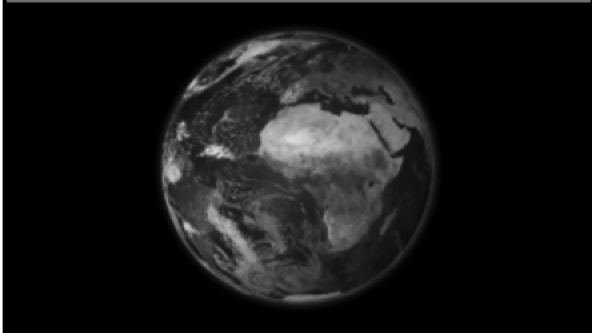
Learning
Objectives



1. Describe what it means to be a leader
2. Compare management with leadership
3. Define the traits, styles, and practices associated with effective leaders
4. Identify the skills and practices you want to further develop

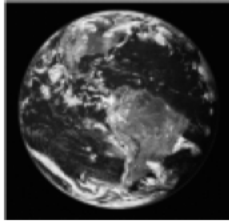


How Does "Leadership" Work?



How Does "Leadership" Work?

- Who can influence others and shape the world?
- How does "influence" work?
- Can you learn to be a leader?





Using a specific example, how did you influence someone's behavior?

Using a specific example, how did you influence someone's behavior?

- Breakout groups of 2 participants (dyads)
- Pick a spokesperson
- Each person takes 2 to 3 minutes to describe their example – no interruptions
- Dyad has 2 minutes to decide what they want to share with the whole group

Leadership is about influencing others' behavior!



Power and Influence



Position-based Power



Person-based Power



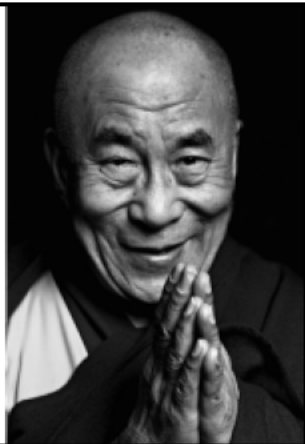
French and Raven: 5 Bases of Power

- | | |
|---------------------------|---------------|
| Person | Position |
| 1. Expert | 3. Legitimate |
| 2. Referent
(Charisma) | 4. Coercive |
| | 5. Reward |



Most effective power bases are the personal power bases, expert and referent power, in combination with reward power!!

“Real power has to do with one’s ability to influence the hearts and minds of others.”
~ Dalai Lama



Leadership and Management Contrasted



What is
"management?"



What do
managers do?

Management is the art of getting
things done through people.

Mary Parker Follett

© Lumina

Leadership and Management

Management – what do managers do?

- Plan
- Organize
- Lead
- Control



Leadership and Management

- Do you have to be in a position with authority to lead?
- Do you have to be in a management position to lead?



Breakout Groups



What Does It Mean to Be a “Leader”?

- Breakout groups of 4 participants
- 5 to 10 minutes
- Pick a spokesperson

Answer 2 questions

1. What do “leaders” do? What are you doing when you are leading (as opposed to people who are not considered leaders)?
2. Describe an effective leader: Traits? Skills? Behaviors?

What People Value in Their Leaders

- 88% Honest
- 71% Forward-looking
- 66% Competent
- 65% Inspiring
- 47% Intelligent
- 42% Fair-minded
- 40% Broad-minded
- 35% Supportive
- 34% Straightforward
- 33% Dependable

Source: The Leadership Challenge

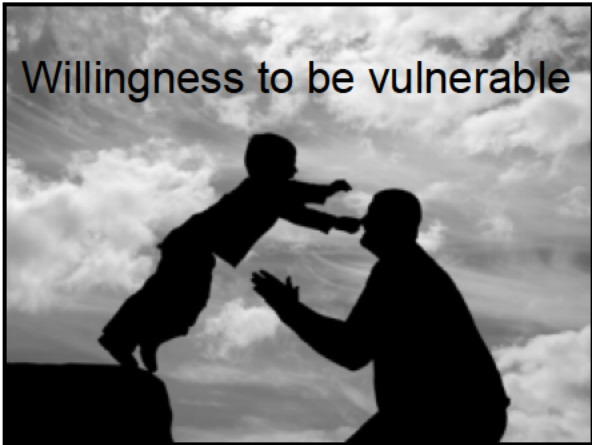
What People Value in Their Leaders

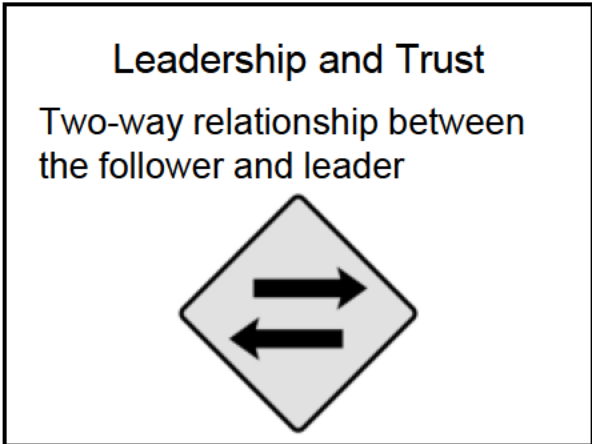
- 28% Cooperative
- 24% Determined
- 23% Imaginative
- 21% Ambitious
- 20% Courageous
- 20% Caring
- 17% Mature
- 14% Loyal
- 8% Self-controlled
- 6% Independent

Leadership is about Trust









A few words about TRUST

- Generalized and interpersonal trust

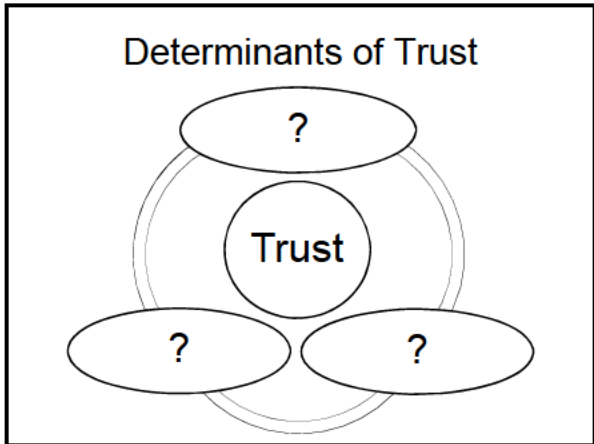
- Interpersonal trust
 - Cognitive trust
 - Affective trust

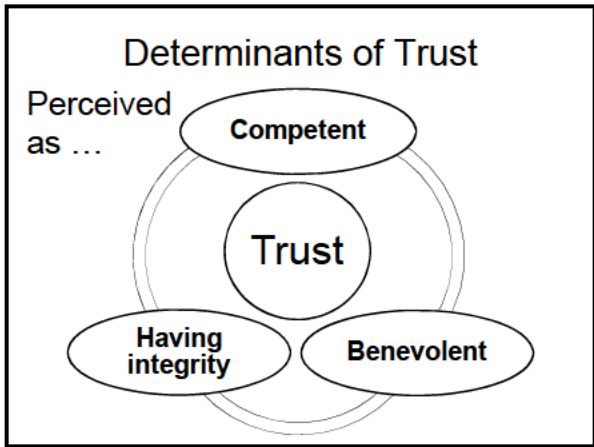
A few words about TRUST

- Paul Zak (Behavioral Economics)
- Oxytocin – the trust hormone and morality
- TED Talk 2011:
<https://www.youtube.com/watch?v=UdkueC7KzkM>
- Perceived social isolation and trust

Creating Trust







Creating Trust

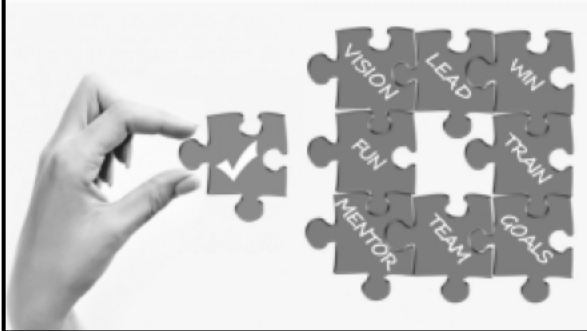
Perceived ability

Perceived integrity

Perceived benevolence

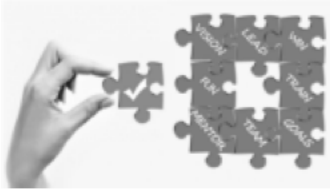
A photograph showing the word "TRUST" in large, 3D block letters. A person is standing behind the letters, holding up the letter "U". The scene is set in front of a large window with a view of a city skyline.

What skills do leaders need?



Leadership Skills

- Technical
- Conceptual
- Human Relations



Human Relations Skills Robbins and Hunsacker

- | | |
|----------------------|-----------------------|
| ✓ Listening | ✓ Empowering people |
| ✓ Persuading | ✓ Resolving conflicts |
| ✓ Goal setting | ✓ Coaching |
| ✓ Building teams | ✓ Negotiating |
| ✓ Providing feedback | ✓ Interviewing |
| ✓ Running meetings | ✓ Networking |

Leadership...

- is a process.
- involves influence.
- occurs in a group context.
- involves goal attainment.



The Need for Effective Leadership



What is an “organization”?

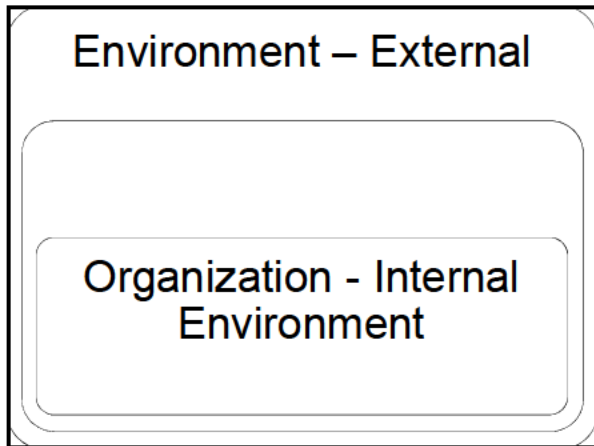


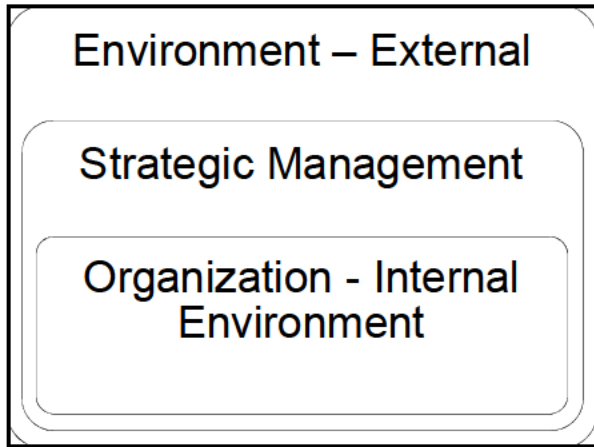


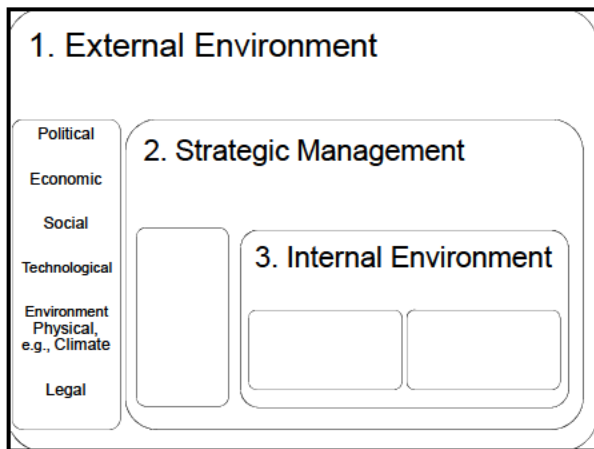
- Efficiency vs. effectiveness
- Long-term vs. short-term

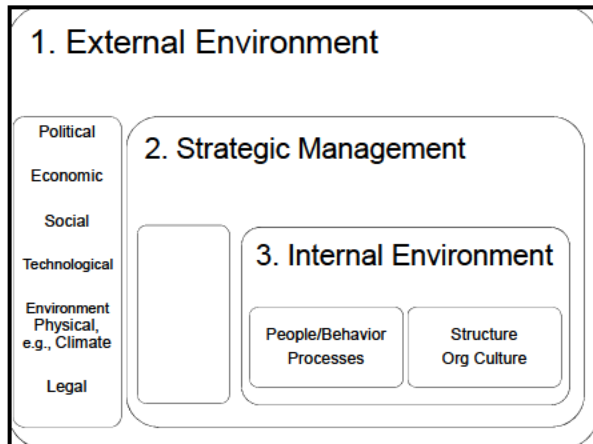


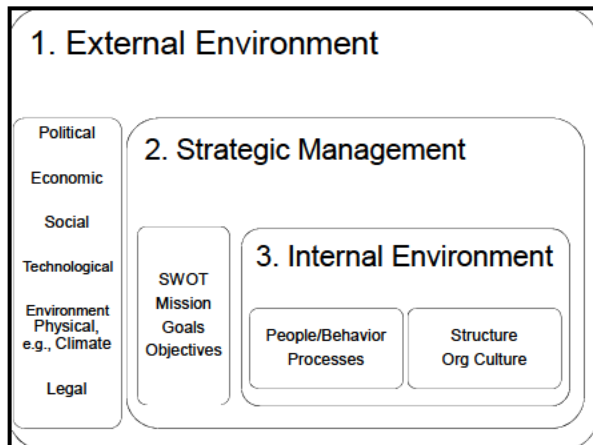
Organizations exist to provide products and services that society wants – efficiently and effectively.












The Need for Effective Leadership

- Dynamic external environment
- Continuous need for CHANGE in the organization's internal environment (people/behavior, processes, structure, culture)

Leaders

- Identify the need for change
- Initiate change
- Implement change
- ➔ **Ensure the effectiveness of the organization**

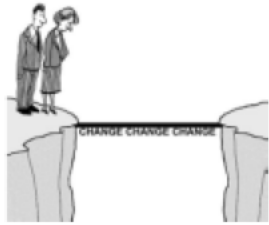


Resistance to Change



Resistance to Change

- Why is it so difficult to create change?
- Why is there resistance to change?





Uncertainty and Fear

- Can I perform in the changed environment?
- Can I deliver the newly defined outcome?

Extra Work

The need to learn something new ☹




Address resistance to change through

- Communication
- Involvement
 - Why and how change?
- Training and Preparation
- Coaching
- Growth Mindset (Carol Dweck)
- Importance of TRUST



Why is Gandhi considered an effective leader?





THE NATIONAL JUDICIAL COLLEGE

Making the world a more just place by educating and inspiring its judiciary



**EFFECTIVE LEADERSHIP:
FROM TRANSACTION TO TRANSFORMATION**

DIVIDER 2

Professor Yvonne Stedham

OBJECTIVES:

After this session, you will be able to:

1. Summarize the importance of effective leadership in organizations;
2. Explain the rationale for the recommended approaches to leadership;
3. Assess your personality characteristics and your leadership behaviors;
4. Apply behaviors to improve trust with employees; and
5. Develop techniques to cultivate leadership qualities in others.

REQUIRED READING:

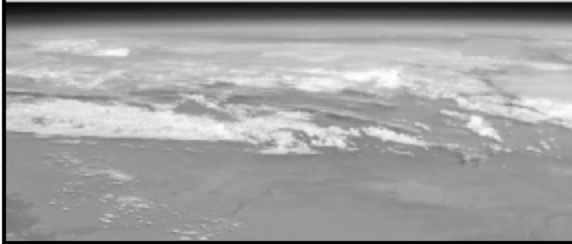
PAGE

Yvonne Stedham, *What Do We Know About Effective Leadership? From Transaction to Transformation* (Mar. 2022) [NJC PowerPoint]1

Judicial Leaders in Climate Science - Mar. 2022

What Do We Know about *Effective Leadership*?

Dr. Yvonne Stedham



Learning Objectives


1. Summarize the importance of effective leadership in organizations
2. Explain the rationale for the recommended approaches to leadership
3. Assess your personality characteristics and your leadership behaviors

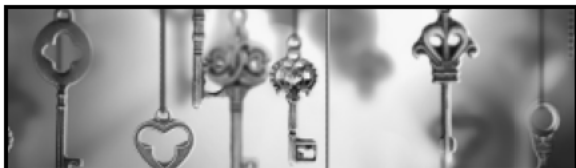


4. Apply behaviors to improve trust with employees
5. Develop techniques to cultivate leadership qualities in others



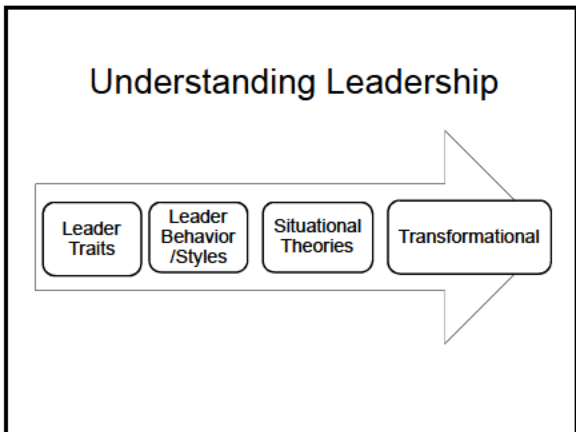
What do we know about leadership effectiveness?





Effective leadership is about identifying, initiating, and implementing change through influencing others' behavior.

Who are the people who can effectively do that?



Leader Traits

- Traits
- Personality
- Emotional intelligence



Are Leaders Born or Made?



Nature is more important than nurture in the development of leadership ability.



What Does It Take to be an Effective Leader?

Traits

Innate qualities; distinguishing personal characteristics

Are the traits innate or can they be developed?

Intelligence

- Intellectual ability
 - Verbal ability
 - Perceptual ability
 - Reasoning
- Leader-follower gap in intelligence



How would intelligence enhance leadership effectiveness?



Self-Confidence & Determination

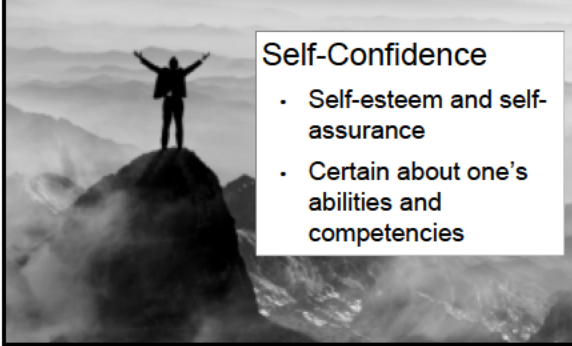
Self-Confidence

- Self-esteem and self-assurance
- Certain about one's abilities and competencies

Determination

- Willingness to assert oneself
- Proactive
- Perseverance in the face of obstacles

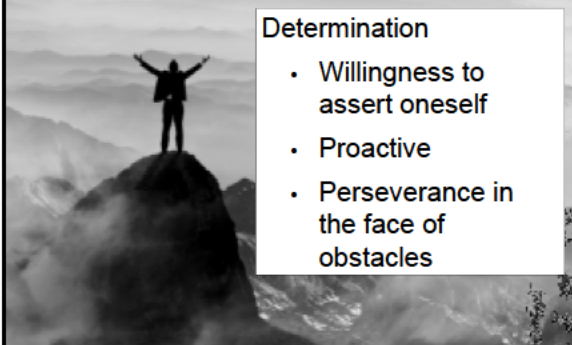
Self-Confidence & Determination



Self-Confidence

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Self-Confidence & Determination



Determination

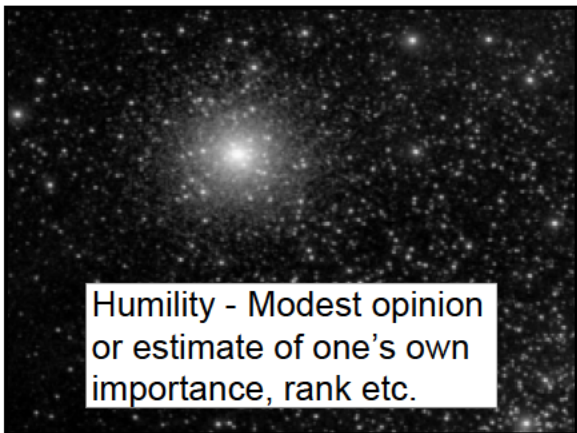
- Willingness to assert oneself
- Proactive
- Perseverance in the face of obstacles

How would self-confidence and determination enhance leadership effectiveness?



Humility





Humility - Modest opinion or estimate of one's own importance, rank etc.

- Prevents excessive self-focus
- Humble individuals
 - seek out opinions of others in order to gain a realistic sense of their own capabilities as well as limitations
 - possess realistic visions of who they are and what capabilities they possess.

➤ Individuals with humility do not react defensively toward criticism and are able to take in positive information about the self judiciously.

HBR - Baldoni (2009)

A sense of humility is essential to leadership because it authenticates a person's humanity.

We humans are frail creatures; we have our faults.

Recognizing what we do well, as well as what we do not do so well, is vital to self-awareness and paramount to humility.

Integrity and Sociability

Integrity

- Honesty
- Trustworthiness
- Walk the talk



Integrity and Sociability

Sociability

- Friendly
- Courteous
- Tactful
- Sensitive to others' needs; concern for their well-being



How would integrity and sociability enhance leadership effectiveness?



Leader Traits

- Numerous studies resulted in a very long list of traits
- Criticism
 - Universality?
 - Relevance of traits across situations?
 - Actual leader behavior is more important

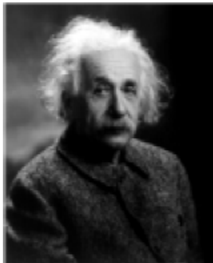
Leader Traits and Trust

- Trust
Perceived Ability, Integrity, Benevolence
- Traits of effective leaders
 - Determination (A, I)
 - Intelligence (A)
 - Integrity (I)
 - Sociability (B)
 - Self-Confidence (A)

Leadership

“We should take care not to make the intellect our god. It has, of course, powerful muscles, but no personality. It cannot lead; it can only serve.”

~ Albert Einstein (1879-1955)





Personality

- A combination of traits that classifies an individual's behavior
- The Big 5 Personality Traits (OCEAN)
 1. Openness
 2. Conscientiousness
 3. Extraversion
 4. Agreeableness
 5. Neuroticism (Emotional stability)

Do You Know Your Big 5?

- Self-Assessment: Big 5 Personality Profile
- Other personality measures?
 - MBTI – Myers-Briggs Type Indicator
 - Emergenetics (Four colors – blue/analytical, green/structural, red/social, yellow/conceptual)

Big 5 - Openness

Low Scorers

- Uncreative
- Conventional
- Uncurious



High Scorers

- Creative
- Original
- Curious



Big 5 - Conscientiousness

Low Scorers

- Negligent
- Lazy
- Disorganized
- Late



High Scorers

- Conscientious
- Hard-working
- Well-organized
- Punctual



Big 5 - Extroversion

Low Scorers

- Loner
- Quiet
- Passive
- Reserved



High Scorers

- Joiner
- Talkative
- Active
- Affectionate



Big 5 - Agreeableness

Low Scorers

- Suspicious
- Critical
- Ruthless
- Irritable



High Scorers

- Trusting
- Lenient
- Soft-hearted
- Good natured



Big 5 - Neuroticism

Low Scorers

- Calm
- Even-tempered
- Comfortable
- Unemotional



High Scorers

- Worried
- Temperamental
- Self-conscious
- Emotional



The "Big 5"

Research supports the importance of all five to effective leadership

Which of the Big 5 do you think is most important for effective leadership?



The "Big 5"

Rank from most to least strongly associated with leadership:

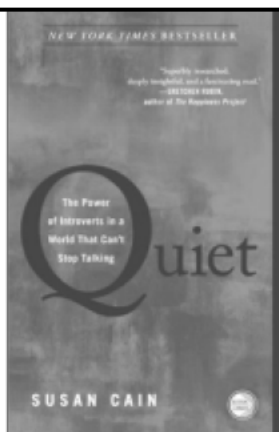
1. Extraversion
2. Conscientiousness
3. Neuroticism and openness
4. Agreeableness

Do these results relate to trust?

Quiet:
The Power
of Introverts

Susan Cain

https://www.ted.com/talks/susan_cain_the_power_of_introverts



Myers-Briggs Type Indicator (MBTI)



Myers-Briggs Type Indicator

Based on finding systematic patterns for

1. How and what kind of stimuli individuals take in
2. How these stimuli are processed and interpreted

Four Dimensions of MBTI

1. Where do you get your energy - what "charges your batteries?" How we interact with the world and where we direct our energy
(E/I) – extrovert / introvert
2. How do you gather information? The kind of information we naturally notice
(S/N) – sensing / intuition

Four Dimensions of MBTI

3. How we make decisions
(T/F) – thinking / feeling
4. How do you organize your environment – whether we prefer to live in a more structured way or a more spontaneous way
(J/P) – judging / perceiving

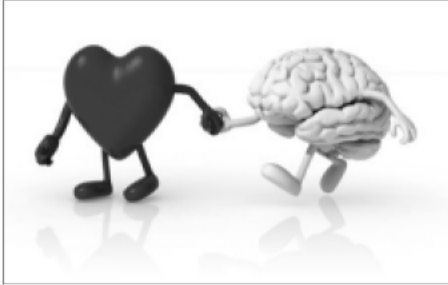
ISTJ "Take your time and do it right"	ISFJ "On my honor, to do my duty..."	INFJ "Catalyst for positive change"	INTJ "Competence + independence = perfection"
ISTP "Doing the best I can with what I've got"	ISFP "It's the thought that counts"	INFP "Still waters run deep"	INTP "Ingenious problem solvers"
ESTP "Let's get busy!"	ESFP "Don't worry, be happy"	ENFP "Anything's possible"	ENTP "Life's entrepreneurs"
ESTJ "Taking care of business"	ESFJ "What can I do for you?"	ENFJ "The public relations specialist"	ENTJ "Everything's fine – I'm in charge"

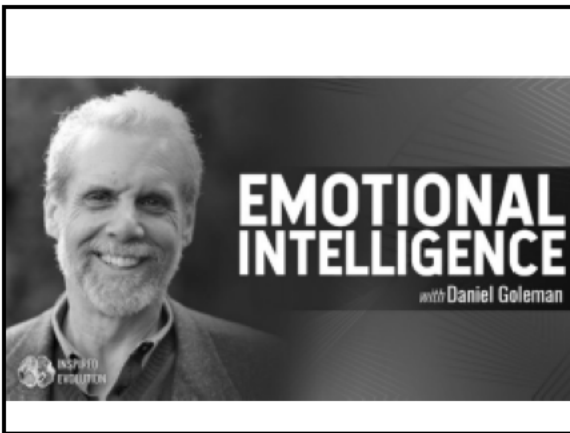
Leadership Effectiveness & the MBTI

- Limited research
- Mostly used in leadership development
 - Self-awareness
 - Communication



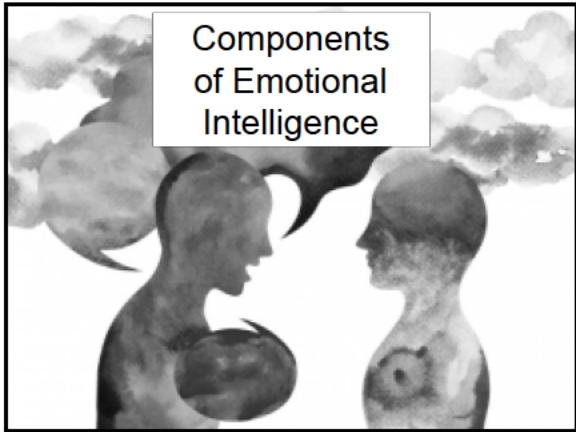
Emotional Intelligence





- Understand emotions and apply this understanding to life's tasks

- Emotional intelligence is the ability to
 1. perceive and express emotions
 2. use emotions to facilitate thinking
 3. understand and reason with emotions
 4. effectively manage emotions within oneself and relationships with others



1. Self awareness
2. Social awareness
3. Self-management
4. Relationship management

- Emotional Intelligence**
- Four components of EQ
1. Self-awareness – accurate assessment of own strengths and weaknesses → self-confidence
 2. Social awareness – understand others; empathy; networking


Emotional Intelligence

- 3. Self-management – self regulate emotions; self-motivation, integrity, conscientiousness
- 4. Relationship management – build relationships by communicating, responding to emotions, handling conflict, influencing others

Emotional Intelligence

Leaders high in EI (high EQ) outperform managers with average people skills

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”



~ Viktor E. Frankl (1905-1997)

Leadership Failure

Leaders failed because they were viewed as

- intimidating, insensitive, abrasive
- cold, aloof, arrogant
- not trustworthy
- self-centered, overly ambitious

Leader Behavior and Styles



Leadership Styles

- Autocratic
- Authoritative
- Participative
- Democratic
- Consensus

Leader Behavior and Styles

- Job-centered and employee-centered styles
- Managerial grid

Job (Task)-Centered Leaders

Two job-oriented behaviors

1. Goal emphasis
2. Work facilitation



Employee-Centered Leaders

Two employee-oriented behaviors

1. Supportive
2. Interaction facilitation



Leadership Grid

Blake and Mouton

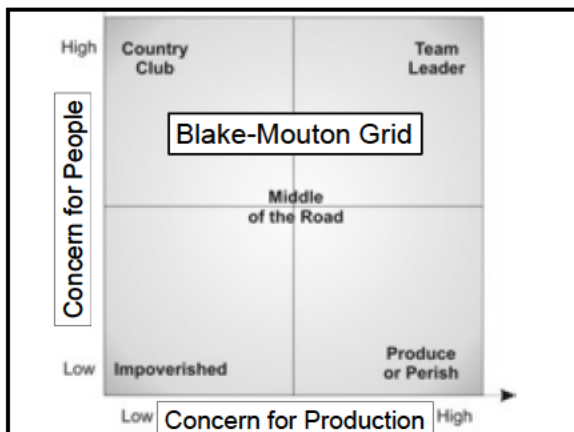
- Two Behaviors
 1. Concern for production / outcomes / efficiency
 2. Concern for people
- Measurement

Scales 1 to 9

Leadership Grid

Five Styles (Concern for production / concern for people)

1. Impoverished (1,1)
2. Authority compliance (9,1)
3. Country club (1,9)
4. Middle of the road (5,5)
5. Team leader (9,9) – Most effective



Kim Franks Case Study

See handout

Case Study

- Groups of 4 participants
- 5 minutes
- Pick a spokesperson


- Questions
 1. How would you describe Kim Frank's leadership, considering the Leadership Grid?
 2. Why does it create such a pronounced reaction from her subordinates?
 3. Do you think she should change her style? Please provide a rationale.

Leader Behavior and Styles

- **Strength** – integrates the two core dimensions of leadership: task and relationship

- **Limitations** – Research is inconsistent in identifying a universal set of leader behaviors that would consistently result in effectiveness (the hi-hi hypothesis is not fully supported)

Situational Leadership



Situational Leadership

- Different situations demand different kinds of leadership – the leader must be able to adapt his/her style to the demands of the situation
- Leadership – directive and supportive dimensions

Situational Leadership

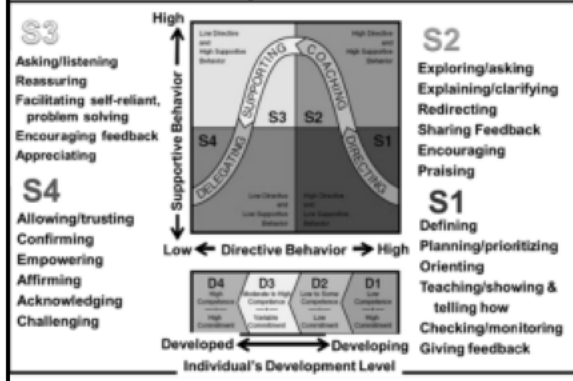
- Assess the Situation
 - Commitment of subordinates
 - Competence and development levels of followers
- Determine Style
 - More or less supportive or directive
 - Delegating, supporting, coaching, directing

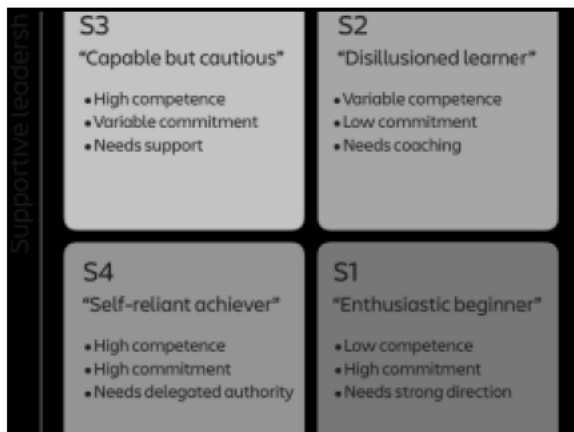
Situational Leadership

Styles

- Telling – directing
- Persuading – coaching
- Participating – supporting
- Delegating

Match Style to Situation





Situational Leadership

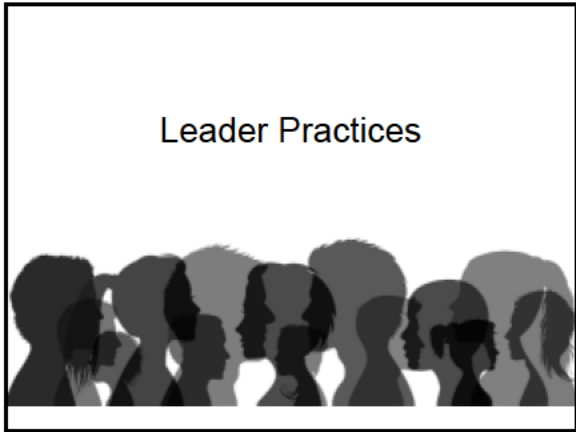
- Based on “parenting” research – level of maturity of child requires different parenting behaviors
- Followers are vital – individually accept or reject the leader; as a group, determine the leader’s degree of personal power

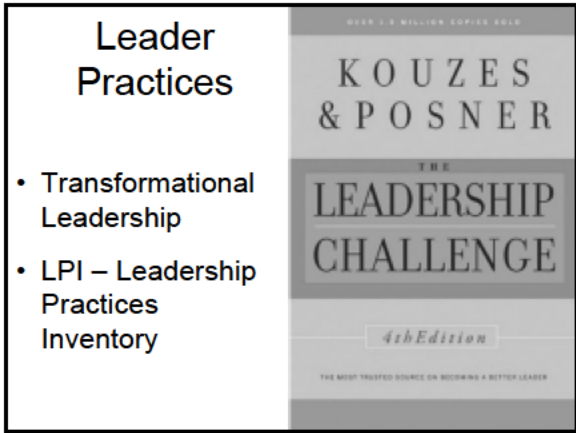
Responding to follower’s needs is the surest way to achieve effectiveness and success.



Situational Leadership

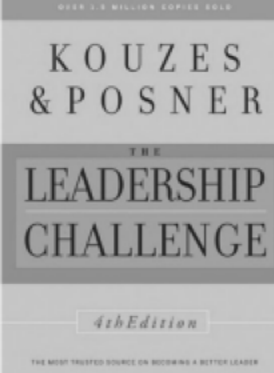
- Strengths
 - Explicit consideration of follower characteristics
- Criticism
 - Vague definition of follower characteristics (level of development – competence, commitment)

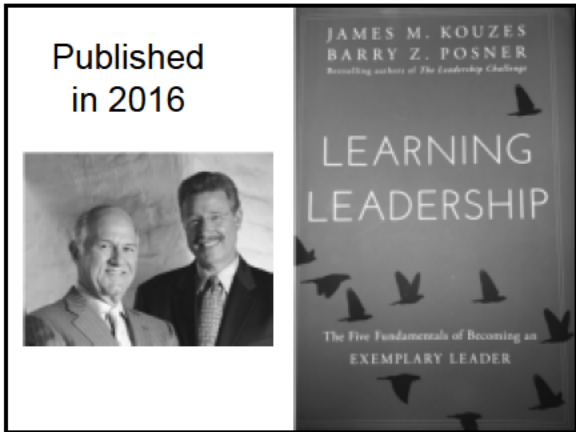




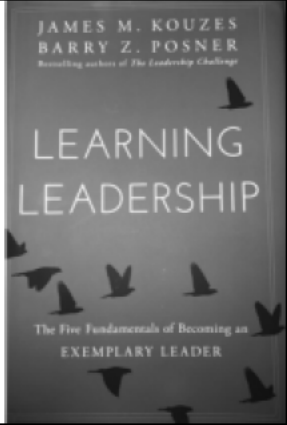
Leader Practices

- Transformational Leadership
- LPI – Leadership Practices Inventory





Published in 2016



Two Questions

First Question

- The two wealthiest people in the world
- Academy Awards –
 - Last two best movies
 - Last two best actors / actresses

Two Questions

The 2 wealthiest people in the world:

Jeff Bezos



Elon Musk



Two Questions

Academy Awards – Best Pictures

- 2021 Nomadland
- 2020 Parasite
- 2019 Greenbook
- 2018 The Shape of Water



Two Questions

Academy Award Best Actors



- 2021 Anthony Hopkins, The Father
- 2020 Joaquin Phoenix, Joker
- 2019 Rami Malek, Bohemian Rhapsody
- 2018 Gary Oldman, Darkest Hour

Two Questions

Academy Award Best Actress



- 2021 Frances McDormand, Nomadland
- 2020 Renée Zellweger, Judy
- 2019 Olivia Colman, The Favourite
- 2018 Frances McDormand - Billboard

Two Questions

Second Question

- A teacher or coach who helped you through school
- Two friends who helped you through difficult times



Two Questions

Which of the two questions was easier to answer?

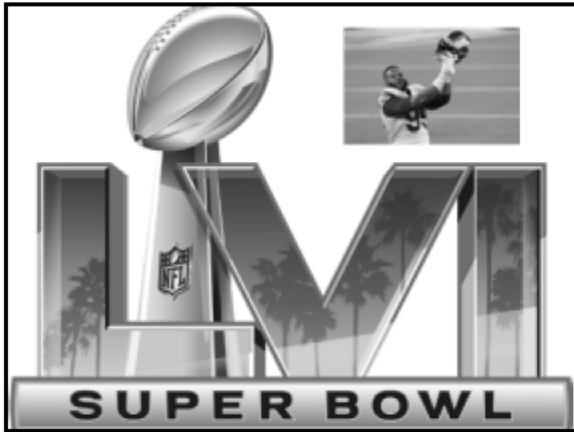
First – Wealthiest people, actors/actress?

Second – Teacher / coach and friend?

Which of the two questions was easier to answer?



- The people who make a difference in our lives are not the ones who have the most credentials, the most money, most awards.
- The people who make a difference are the ones who care about us.
- It's all about relationships.



Therefore

1. Leadership is *not* about position or fame or fortune.
2. Leadership is a relationship between those who aspire to lead and those who choose to follow.

And, therefore

3. If we want to make a difference in the lives of others, those people have to see us as someone who can develop them.

⇒ "But to develop others, we have to develop ourselves."

⇒ The leader's primary instrument is the self.

Transformational Leadership




Transformational Leadership

Process of engaging with others and creating a connection that results in mutual trust and raises the level of motivation and morality in both the leader and the followers

Tries to help followers to reach their highest potential. Followers become leaders.

Behavioral Sets of Transformational Leadership



1. Idealized Influence – role model; walks the talk – behavioral consistency; high ethical standards; takes risk; creates trust.

2. Inspirational Motivation – emphasizes common goal and team spirit; optimism; provides meaning.

3. Intellectual Stimulation – stimulates followers to be creative; question assumptions; ideas are not criticized.

4. Individualized Consideration – acceptance of individual differences; interactions with followers are personalized; listening; delegate to develop.

Transformational Leadership

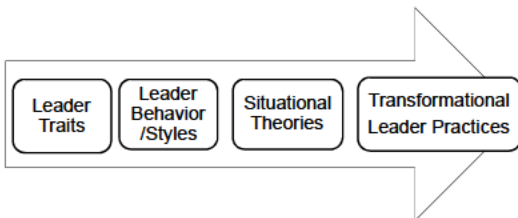
Transformational leaders transcend their own self-interest and inspire their followers to do the same.

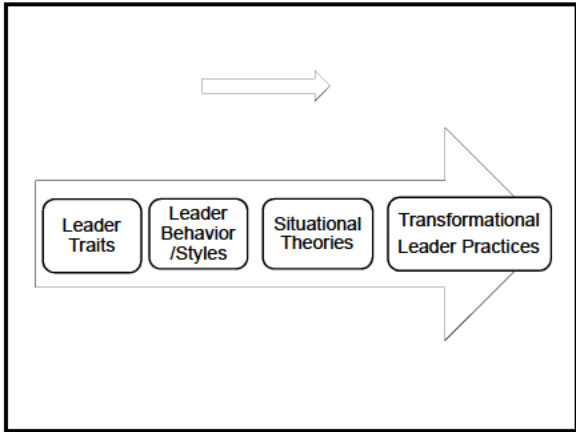
Forthcoming ...

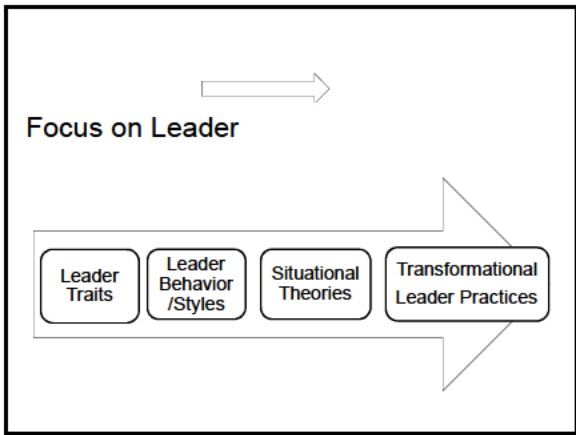
- Stedham, Y. and Mueller, S.
- Leadership During the Pandemic
- Oxford University Press 2022 book
“The Social Science of the COVID-19
Pandemic: A Call to Action for
Researchers.”

- Transactional (most leadership models)
Exchanges between leaders and followers
(contingent rewards). Does not individualize
followers' needs.
- Transformational
 - Process engaging with others and creating
a connection that raises the level of
motivation and morality in both the leader
and the followers
 - Tries to help followers to reach their highest
potential

Understanding Leadership







Leadership Challenge

“The Leadership Challenge is a global campaign to liberate the leader in everyone. We believe that teams, businesses – and even the world – get better when ordinary people enable those around them to achieve extraordinary things.”



Jim Kouzes & Barry Posner



THE NATIONAL
JUDICIAL COLLEGE

*Making the world a more just place
by educating and inspiring its judiciary*



**THE BRAIN, DECISION MAKING, AND IDENTITY:
A LEADER’S PERSPECTIVE**

DIVIDER 3

Joseph R. Sawyer

OBJECTIVES:

After this session, you will be able to:

1. Recognize the way the human brain processes give meaning to identity;
2. Define implicit bias and implicit association;
3. Explain the impact of implicit bias in decision making; and
4. Apply strategies to mitigate implicit bias.

REQUIRED READING:

PAGE

Jerry Kang, *Implicit Bias Bench Card* (Spring 2021), located at
<http://jerrykang.net/research/2021-what-judges-can-do-about-implicit-bias>1

WHAT JUDGES CAN DO ABOUT IMPLICIT BIAS

EVIDENCE-BASED RECOMMENDATIONS AND PRACTICES

I. DEFLATE (YOUR EGO) AND EMBRACE FALLIBILITY

1. Recognize that **you are fallible**.
2. **Avoid “moral credentialing”** simply because you have studied implicit bias.
3. Don't fret over *external* motivations for political correctness. Instead, **cultivate your internal motivation** to be fair.
4. Continue to **learn more** about all kinds of biases and decision-making errors not because education directly decreases those errors but because deeper awareness will support your internal motivation to improve continuously both individually and institutionally.

II. DEBIAS (WITH SHORT-TERM “SPOT CLEANING” AND LONG-TERM INTERACTIONS)

A. SHORT-TERM TACTICS

5. **Change the built environment** (e.g., photographs, art, posters, statues, books) to include regular, consistent exposure to admired figures from diverse groups and countertypical exemplars (“debiasing agents”).

B. LONG-TERM TACTICS

6. **Expand social contact** with other, less familiar social groups directly and vicariously. In so doing, always **curate complexity, not caricature**.
7. **Leverage your market power** to nudge others to be mindful of whom they feature as speakers or experts because “we are what we see.”

III. DEFEND (AGAINST THE BIAS THAT PERSISTS)

A. CAREFULLY CONSIDER BLINDING, DIMMING, OR TEMPORARY CLOAKING SOCIAL CATEGORY INFORMATION

8. **Consider** whether **blinding** may improve fairness and not simply pass through prior acts of discrimination by the judicial system and others.
9. **Consider dimming** by decreasing the intensity, salience, or completeness of social category information. For example, you can keep the race field in documents but remove the photograph.
10. **Consider** using the two-stage process of **temporary cloaking** to first cloak identity and make a tentative decision, then uncloak to check for unintended consequences.

B. GIVE YOURSELF AMPLE TIME, EMOTIONAL CALM, AND MENTAL ENERGY

11. **Give yourself ample time** to improve accuracy in making complex, subjective, multifaceted decisions.
12. If you are in an especially high or low emotional state or feel especially stressed or cognitively depleted, try to delay making complex, subjective, multifaceted decisions until you **return closer to your baseline**.

C. REMIND YOURSELF TO DELIBERATE CAREFULLY

13. **Remind yourself to be careful** instead of jumping to conclusions or relying on intuitions or gut feelings.

D. CABIN DISCRETION BY USING CHECKLISTS AND RUBRICS

14. For important subjective decisions you regularly make, **use a checklist, rubric, or algorithm** to help guide your decision making.
15. If no such checklist or rubric exists, work with your institution to **develop collaboratively** the substantive content of such **decision aids**. In doing so, watch out for algorithms that bake in biases or pass through prior acts of discrimination.

E. GIVE YOURSELF SPECIFIC COUNTERSTEERING INSTRUCTIONS

16. Identify the social categories that might trigger either explicit or implicit bias in any interaction or matter. Consciously **surface such dangers instead of trying to suppress** them.
17. Go beyond a general reminder to take care and **give yourself specific countersteering instructions** about the specific relevant bias.
18. Because implicit bias can influence how we read body language, countersteer and explicitly **signal respect and warmth to people who are members of an outgroup** or have marginalized status.

F. ENGAGE IN PERSPECTIVE SHIFTING AND CATEGORY SWITCHING

19. Before exercising discretion or making a judgment call against an outgroup member or a target of implicit bias, briefly **put yourself in the shoes of that person**.
20. Also, **try switching categories counterfactually** (for example, from Black to White) and see if your judgment changes.

G. PREFER DIVERSE DECISION-MAKING TEAMS

21. **Assemble diverse** decision-making **teams** so that one member's implicit biases might dampen out another's.

IV. DATA (TO CREATE EARLY WARNING SYSTEMS)

22. **Count your** own exercises of **discretion**, such as the clerks you've hired or the families you've had over for dinner. See if the data reveal a pattern that concerns you.
23. **Encourage institutional-level counting** of highly discretionary decision making to look for disparities by race and other social categories that cannot be explained away by confounding variables. Plant a red flag wherever you spot troubling disparities.
24. Call for teams and task forces to **examine those red flags** and study whether any of the tactics above, including cabining discretion, might improve accuracy and decrease bias.

WHAT JUDGES CAN DO ABOUT IMPLICIT BIAS

EVIDENCE-BASED RECOMMENDATIONS AND PRACTICES

WHAT IS IMPLICIT BIAS? An **implicit bias** is an **attitude** or **stereotype** about a social category that is **not easily subject to direct introspection**. In other words, we cannot easily ascertain our implicit biases simply by asking ourselves for an honest answer.

WHY DO WE CARE? Even if we reject **explicit** biases, we are likely to have **implicit** biases. They are pervasive and **correlate to a small degree with worse treatment**. Unfortunately, even small cognitive effects **can compound over time and across populations** to create large societal impacts.

WHAT CAN WE DO? The four basic strategies are **deflate, debias, defend, and data**. Brief explanations appear on the flip side but here's a visual checklist.



DEFLATE

- ✓ Recognize that you are fallible
- ✓ Avoid moral credentialing
- ✓ Cultivate internal motivation to be fair
- ✓ Keep learning to increase awareness



DEBIAS

- ✓ Change the built environment to display countertypical exemplars
- ✓ Expand social contact, and curate complexity not caricature
- ✓ Leverage your market power to feature diversity of talent



DATA

- ✓ Count your own exercise of discretion
- ✓ Encourage institutional level counting
- ✓ Examine all red flags



DEFEND



Blind, dim, or temporarily cloak

- ✓ Consider **blinding** but watch out for "pass through" discrimination
- ✓ Consider **dimming** the intensity of social categories, by removing e.g., salient photographs
- ✓ Consider **temporary cloaking** (cloak identity, make tentative decision, then lift cloak to check for unintended consequences)



Check your time, calm, energy

- ✓ Give yourself ample time
- ✓ Return to emotional and mental baseline before making hard decisions



Deliberate carefully



Cabin discretion

- ✓ Use checklists, rubrics, algorithms
- ✓ Develop decision aids collaboratively



Countersteer

- ✓ Surface dangers of implicit bias instead of trying to suppress them
- ✓ Countersteer against the specific bias
- ✓ Signal respect and warmth to outgroup members



Shift perspectives and switch categories

- ✓ Put yourself in the shoes of the other
- ✓ Switch categories counterfactually and test your judgment



Assemble diverse decision-making teams so that biases counter biases





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INTRODUCTION TO CLIMATE SCIENCE: PARTS 1 AND 2

DIVIDER 4

Ben Santer, Ph.D.

OBJECTIVES:

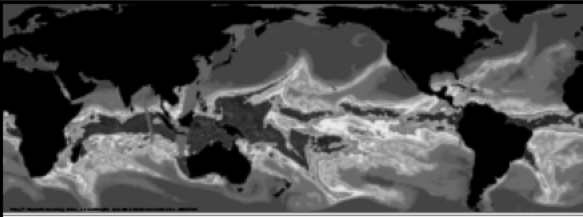
At the end of the session, the participants will be able to:

1. Summarize the human influences on the earth’s climate as opposed to natural influences;
2. Describe how scientists can differentiate between human and natural signatures (“fingerprints”) using statistical pattern recognition; and
3. State with clarity that satellite temperature measurements provide compelling evidence of human fingerprints on the climate.

REQUIRED READING:

PAGE

1.	Ben Santer, <i>Introduction to Climate Science: Part 1</i> (Mar. 2022) [NJC Document]	1
2.	Ben Santer, <i>Introduction to Climate Science: Part 2</i> (Mar. 2022) [NJC Document]	19



**Introduction to Climate Science:
Part 1**

Ben Santer
Visiting
Researcher, UCLA

My Background

- My job: Atmospheric scientist
- My education: U.K. and Germany
- My research: Climate fingerprinting
- My hobby: Rock-climbing




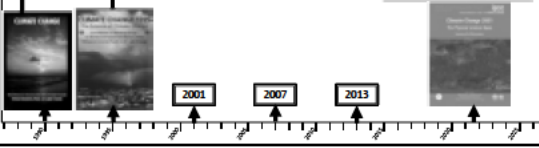
Photo: Ben Santer

The arc of history...

The unequivocal detection of the enhanced greenhouse effect from observations is not likely for a decade or more

The balance of evidence suggests a discernible human influence on global climate

It is unequivocal that human influence has warmed the atmosphere, ocean, and land



What this presentation will cover

Natural effects on climate

- Changes in the Sun's energy output
- Changes in volcanic activity
- Natural internal variability (El Niños, La Niñas)

What this presentation will cover

Human effects on climate

- Changes in greenhouse gases
- Changes in particulate pollution (sulfates, soot)
- Changes in land surface properties

What this presentation will cover

Natural effects on climate

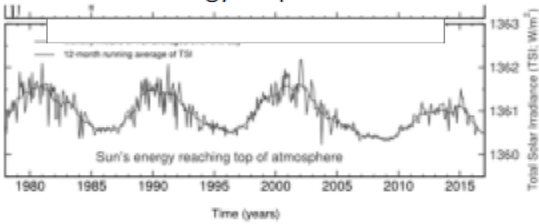
- Changes in the Sun's energy output
- Changes in volcanic activity
- Natural internal variability (El Niños, La Niñas)

Studying changes in the Sun

- Direct measurements (since 1979)
- Sunspot numbers
- Cosmogenic isotopes

https://www.nasa.gov/feature/image_gallery/2017/07/17/170717main_sunspot_cycle.html

Satellite measurements of changes in the Sun's energy output

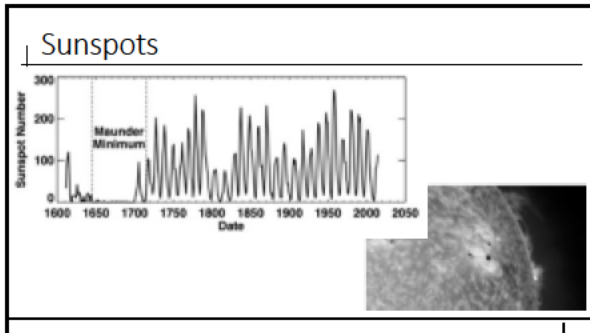


Total Solar Irradiance taken from KAGI, and the observed solar constant reconstructed from satellite observations

Sunspots

- First spotted by telescope in 1611
- Sunspot numbers increase and decrease in a cycle of roughly 11 years
 - Can be as short as 8 years and as long as 14 years
- Highest number of sunspots in any cycle = Solar Maximum
- Lowest number of sunspots in any cycle = Solar Minimum

https://www.nasa.gov/feature/image_gallery/2017/07/17/170717main_sunspot_cycle.html



- ### Sunspots
- Maunder Minimum in sunspots between 1645 and 1715
 - Sunspot numbers dropped dramatically during that time
 - The Maunder Minimum was a colder time in Europe
 - Prolonged Solar Minimum may have decreased solar energy and cooled parts of the Earth during Maunder Minimum
 - "Little Ice Age"



What this presentation will cover

Natural effects on climate

- Changes in the Sun's energy output
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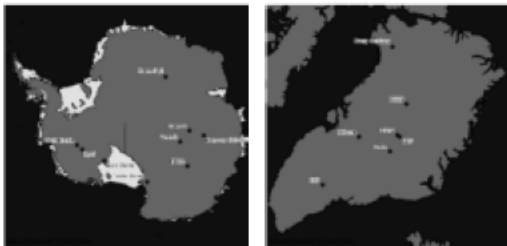
Close encounters of the eruptive kind...

Climbing Mt. St. Helens, April 1980

Studying changes in volcanic activity

- Using ice cores
- From space
- From the ground

Ice cores provide one way of studying "deep time" changes in volcanic activity



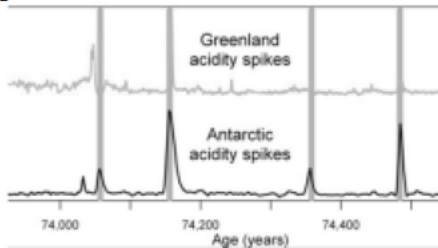
http://nsidc.org/data/atlas/news/ice_core_additions.html

Studying volcanic activity with ice cores



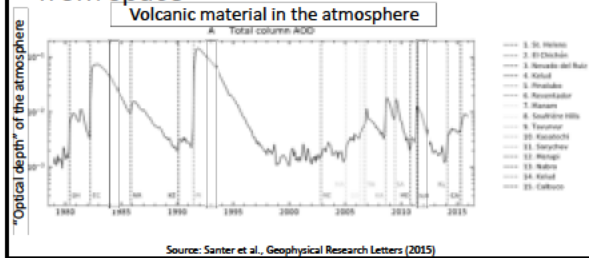
The dark band in this ice core from the West Antarctic Ice Sheet Divide is a layer of volcanic ash that settled on the ice sheet roughly 21,000 years ago. Photo credit: Heidi Roop, NSF. <https://icecores.org/icecores/>

Many volcanic eruptions have "bipolar" signatures in ice cores



<https://image.science.org/1378759.jpg?imgrefid=4378759&w=600&h=400&hpt=274>

Studying changes in volcanic activity from space





Studying changes in volcanic activity from the ground

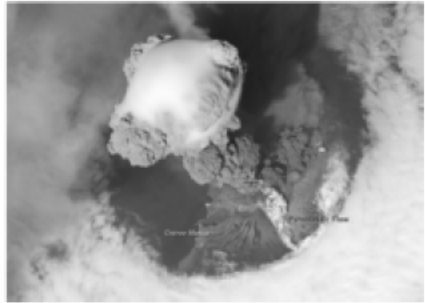
Photometers at Izaña Observatory, Mt. Teide, Tenerife

Photo: Ben Santer



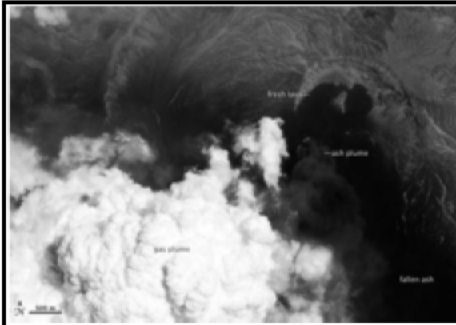
Early 21st century eruptions

Tarvurur (2006)



Early 21st
century
eruptions

**Sarychev
(2009)**



Early 21st
century
eruptions

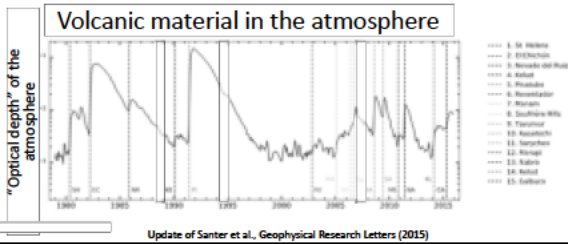
**Nabro
(2011)**



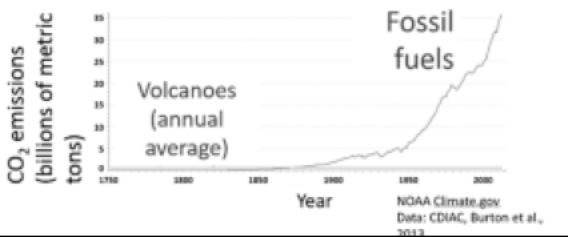
Early 21st
century
eruptions

**Calbuco
(2015)**

Recent changes in volcanic activity have detectable changes in temperature



SIDEBAR: Do volcanoes produce more CO₂ than human activities?



What this presentation will cover

Natural effects on climate

- Changes in the Sun's energy output
- Changes in volcanic activity
- Natural internal variability (El Niños, La Niñas)

What is internal variability of the climate system?

Cyclical changes in global or regional climate

- Purely natural!
- Primarily due to interactions between atmosphere and ocean
- They happen on a range of timescales (months to centuries)
- Unclear how human-caused warming will affect these cycles

Some commonly studied modes of internal climate variability

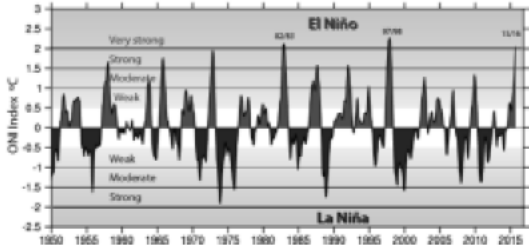
- El Niños and La Niñas
- Atlantic Multidecadal Oscillation
- Pacific Decadal Oscillation
- Quasi-Biennial Oscillation

What are El Niños and La Niñas?

Animation of El Niños and La Niñas
<https://oceanservice.noaa.gov/facts/ninonina.html>

<https://oceanservice.noaa.gov/facts/ninonina.html>

How have El Niños and La Niñas varied?



<https://climate.gov/data/analysis/figures/oni-monthly-amioc-amioc-prog/1950-2015>

What this presentation will cover

Human effects on climate

- Changes in greenhouse gases
- Changes in particulate pollution (sulfates, soot)
- Changes in land surface properties

Scientists have studied the heat-trapping properties of greenhouse gases for centuries

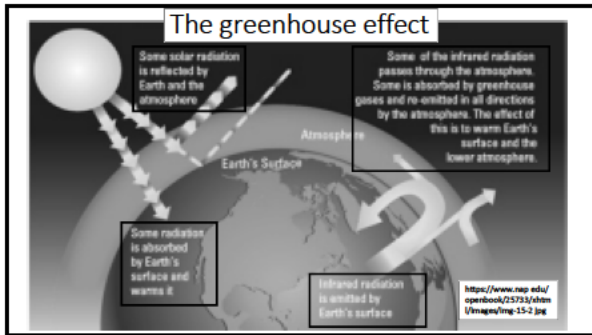


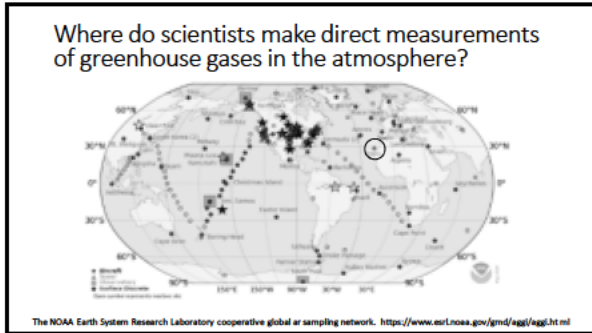
Joseph Fourier (1768-1830). Often credited with the discovery of the greenhouse effect

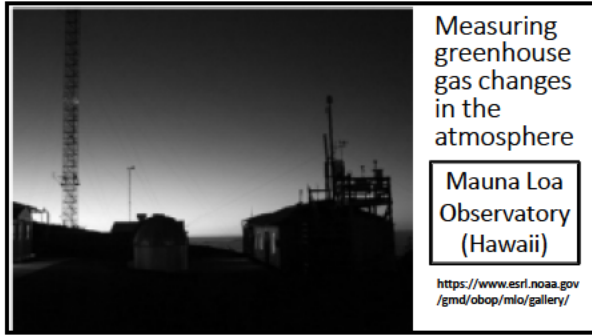
Eunice Foote (1819-1888). In 1856, presented paper predicting that increases in atmospheric CO₂ would increase temperature

John Tyndall (1820-1893). First to measure the infrared absorptive power of CO₂ & other gases

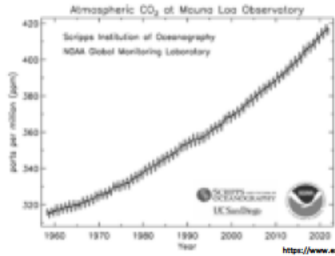
Svante Arrhenius (1859-1927). 1st to calculate the impact of increasing atmospheric CO₂ on Earth's surface temperature



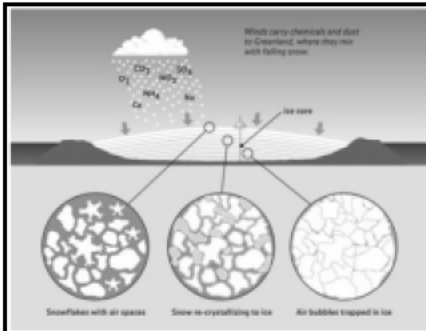




Direct measurements of CO₂ in the atmosphere

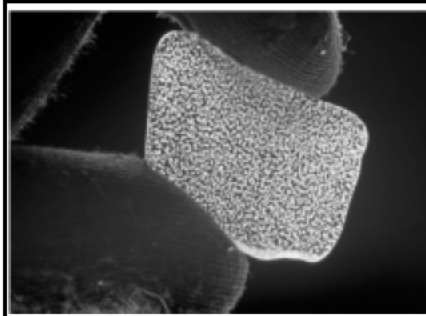


Charles Keeling receives the National Medal of Science from President Bush



We also measure CO₂ in ice cores

<https://www.amnh.org/exhibitions/permanent-exhibitions/rose-center-for-earth-and-space/david-s.-and-ruth-l.-gottman-hall-of-planet-earth/what-causes-climate-and-climate-change/how-climate-has-changed/how-climate-is-recorded-in-ice>



Air bubbles in Antarctic ice

By CSIRO, CC BY 3.0.
<https://commons.wikimedia.org/w/index.php?curid=35439336>

10,000 years of atmospheric CO₂ levels: Combined data from direct air measurements and ice cores

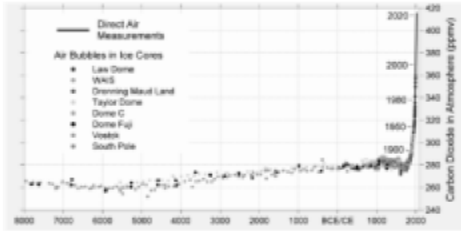
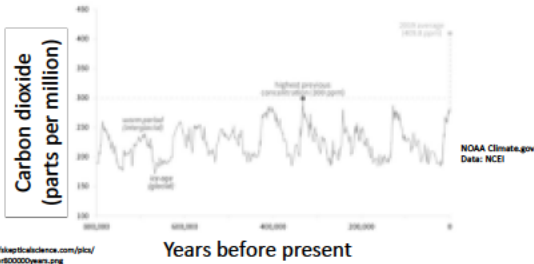


Figure courtesy of Robert Rohde, UC Berkeley. See <https://twitter.com/RAARohde/status/1372104063232442368/photo/1>

800,000 years of atmospheric CO₂ levels: Combined data from direct air measurements and ice cores



<https://www.skepticalscience.com/jku/CO2over800000years.png>

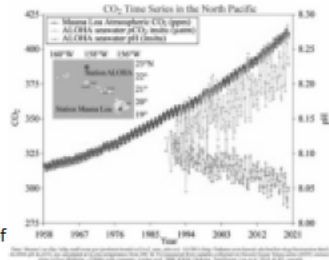
How do we know that most of the recent increase in atmospheric CO₂ is due to human activities?

- Oceans are acidifying
- Atmospheric oxygen is decreasing
- Isotopic carbon ratios are changing

<https://www.skepticalscience.com/co2-increase-is-natural-not-human-caused.htm>

Oceans are acidifying

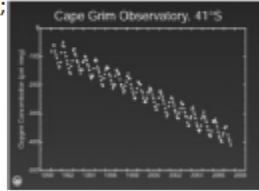
- The oceans store the largest amount of the Earth's carbon, so if the atmospheric CO₂ increase were "natural", it would likely be coming from the oceans – ocean pH would rise
- But we know the CO₂ increase is not coming from the oceans because the pH of the oceans is dropping



<https://www.skepticalscience.com/co2-increase-is-natural-not-human-caused.htm>

Atmospheric oxygen is decreasing

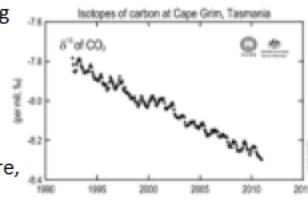
- Burning carbon requires oxygen; when we burn an atom of carbon, the required oxygen becomes part of the CO₂ molecule
- The CO₂ increase from burning fossil fuels should be accompanied by a decrease in atmospheric oxygen – which is what has been observed



<https://www.skepticalscience.com/co2-increase-is-natural-not-human-caused.htm>

Isotopic carbon ratios are changing

- CO₂ produced from burning fossil fuels has a different isotopic signature from natural CO₂ in the atmosphere
- As CO₂ from burning fossil fuels is released into (and mixes with) the atmosphere, the average ratio of Carbon¹³ to Carbon¹² decreases



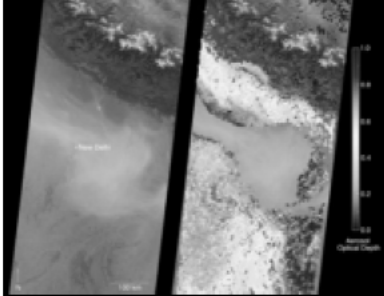
<https://www.skepticalscience.com/co2-increase-is-natural-not-human-caused.htm>

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Human effects on climate

- Changes in greenhouse gases
- Changes in particulate pollution (sulfates, soot)
- Changes in land surface properties

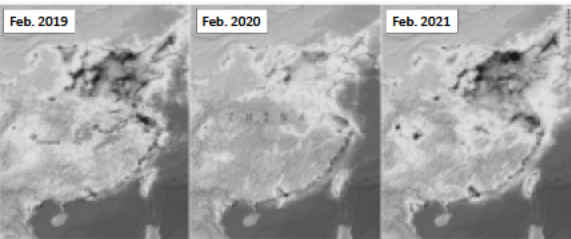
Air pollution is visible from space



Severe air pollution over New Delhi in Nov. 2016. Image on left is from Multi-angle Imaging Spectro-Radiometer (MISR) instrument aboard NASA's Terra satellite. Image on right is map of aerosol optical depth – a measure of abundance of tiny particles (aerosols) in atmosphere.

The extreme air pollution was likely due to combination of nearby agricultural burning after harvest, urban construction & solid-waste burning, & other factors. An optical depth of 1.0 means that only about 37% of direct sunlight reaches the surface.

What happened to pollution during lockdown?

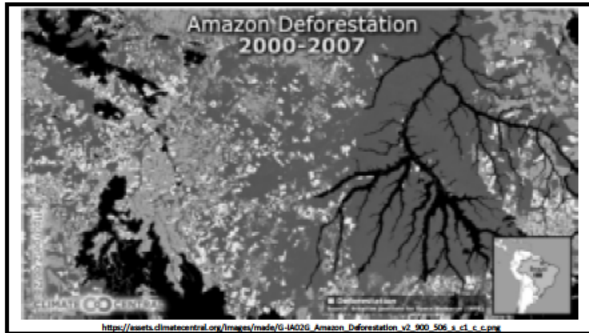


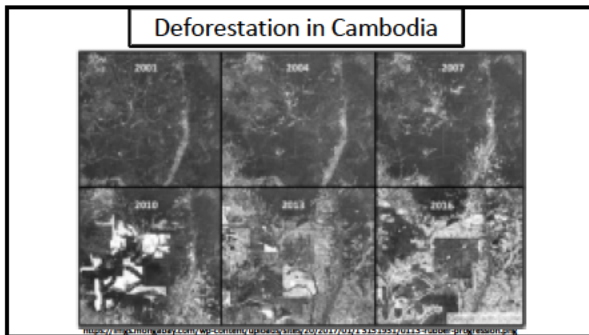
<https://cdn.cnn.com/cnnnext/dam/assets/210315165946-pollution-air-covid-19-rise-trnd-exlarge-169.jpg>

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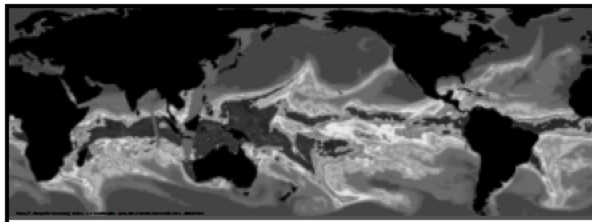
Land surface changes through urbanization

Animation of changes in areal extent of
Los Angeles over time
[http://www.atlasofurbanexpansion.org/
historical-data](http://www.atlasofurbanexpansion.org/historical-data)

Changes in urban extents were identified using a combination of historical maps and satellite imagery.
Source: <http://www.atlasofurbanexpansion.org/historical-data>

Summary of Part 1

- Climate is influenced by:
 - Natural factors (the Sun, volcanoes, internal variability)
 - Human factors (greenhouse gases, particulate pollution, land surface changes)
- How we separate natural and human influences on climate is the subject of Part 2



**Introduction to Climate Science:
Part 2**

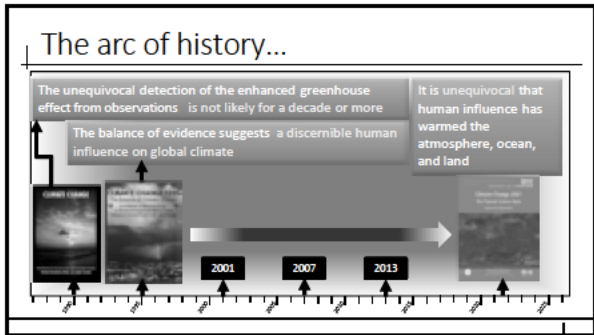
Ben Santer
Visiting Researcher,
UCLA

What Part 2 will cover

- Climate fingerprinting 101
- Fingerprinting and the 2021 Nobel Physics Prize
- Fingerprinting examples
- Looking at the causes of changes in extreme events
- Satellite temperature data
- Conclusions

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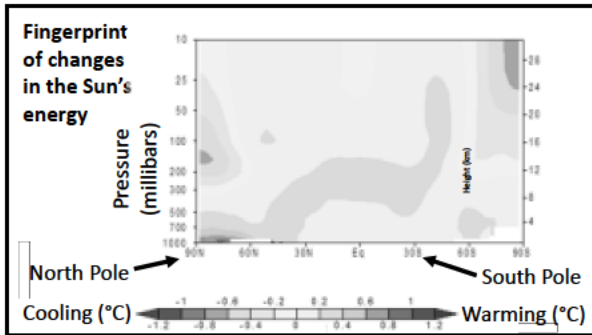
- ### How was scientific progress made?
- Improved (and more) climate models
 - Better understanding of factors that affect climate
 - Improved (and longer) observed climate records
 - Community-wide analysis of climate model results
 - Infrastructure for sharing climate model output
 - “Climate fingerprinting”

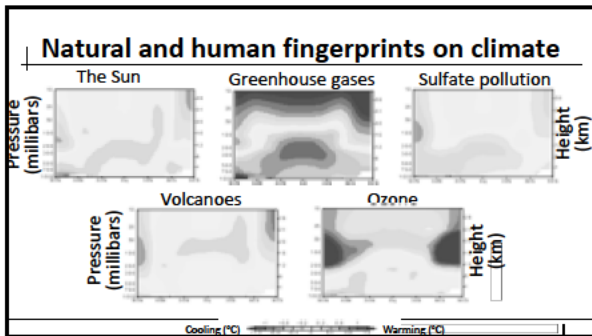
What is “climate fingerprinting”?

Basic idea:

- Different influences on climate have different signatures
- Signatures are easier to discern in patterns (“fingerprints”)

Left loop Right loop Whorl Arch Tented Arch





- What Part 2 will cover**
- Climate fingerprinting 101
 - Fingerprinting and the 2021 Nobel Physics Prize
 - Fingerprinting examples
 - Looking at the causes of changes in extreme events
 - Satellite temperature data
 - Conclusions

Hasselmann: The power of patterns



Klaus Hasselmann

2021 Nobel Physics Prize

Awarded for developing:
“...methods for identifying
specific signals, fingerprints,
that both natural
phenomena and human
activities imprint in the
climate”

Using patterns to discriminate between human and natural effects on climate

Human
fingerprint



Pattern
amplitude

Natural climate
variability



Pattern
amplitude

Lower tropospheric temperature in CMIP5 models. From Scafer et al., *Proceedings of the National Academy of Sciences* 2013

Manabe: Using models to understand the real-world climate system



Syukuro Manabe

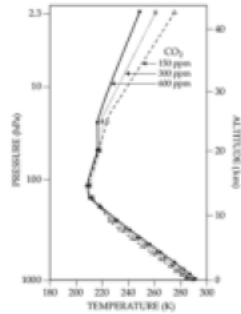
2021 Nobel Physics Prize

Awarded for:
“...the physical modelling of
Earth's climate, quantifying
variability and reliably
predicting global warming”

Manabe and Wetherald, 1967

Thermal Equilibrium of the Atmosphere with a Given Distribution of Relative Humidity

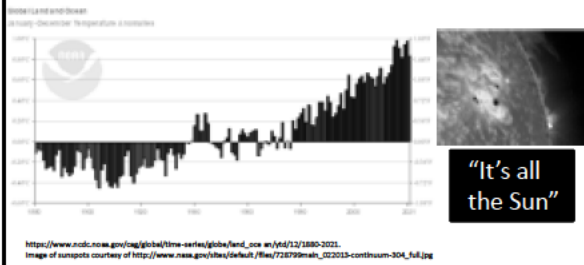
*Geophysical Fluid Dynamics
Laboratory, ESSA, Washington, D.C.
(Manuscript received 2 November 1966)*

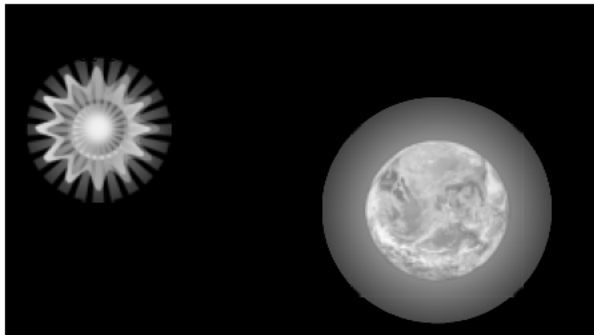


What Part 2 will cover

- Climate fingerprinting 101
- Fingerprinting and the 2021 Nobel Physics Prize
- Fingerprinting examples
- Looking at the causes of changes in extreme events
- Satellite temperature data
- Conclusions

Example 1

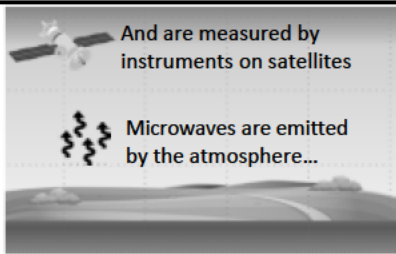




Measuring atmospheric temperature from space

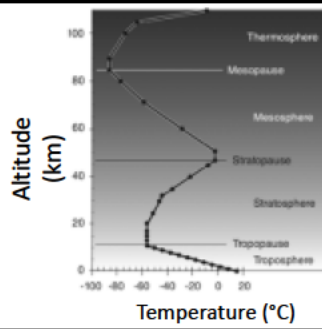
- Higher temperatures = More microwave emissions from oxygen molecules

- By choosing different microwave frequencies, different atmospheric layers can be measured

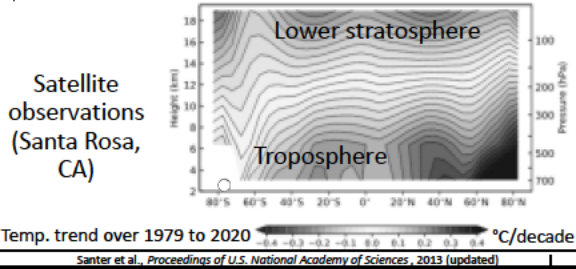


Text courtesy of Carl Mearns, Remote Sensing Systems

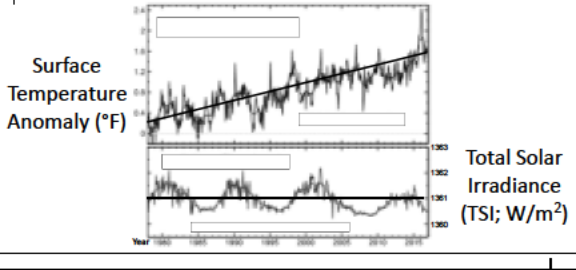
Different layers of Earth's atmosphere

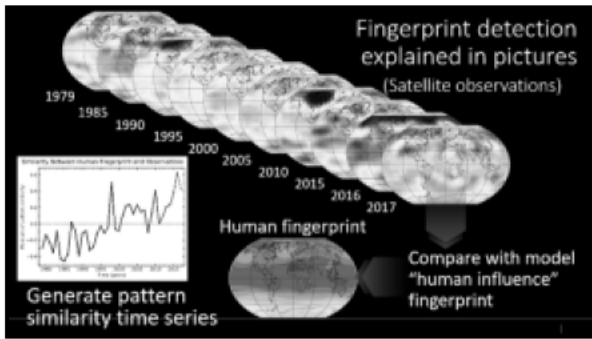


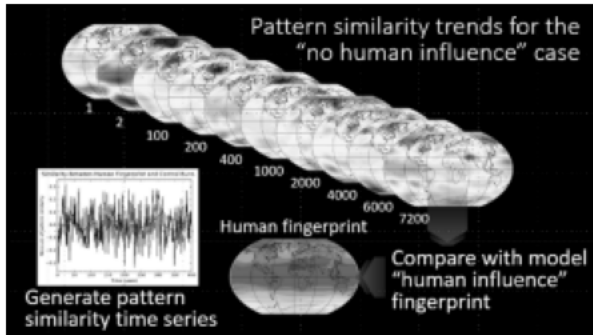
Satellite temperature data show the atmospheric temperature fingerprint predicted by Manabe

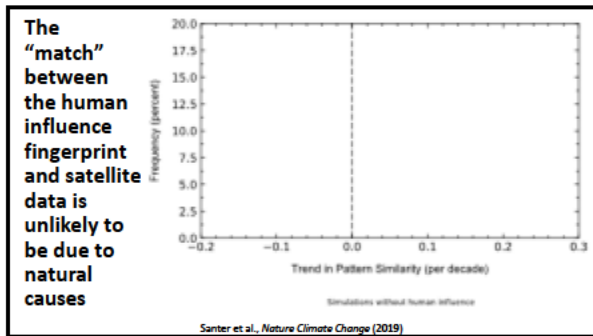


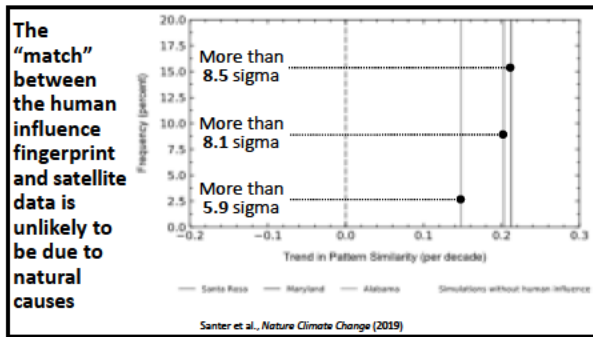
Other evidence against "the Sun explains all surface warming" hypothesis





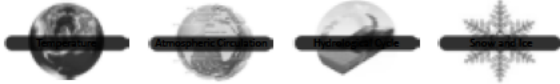






Fingerprinting has moved beyond "temperature only" studies

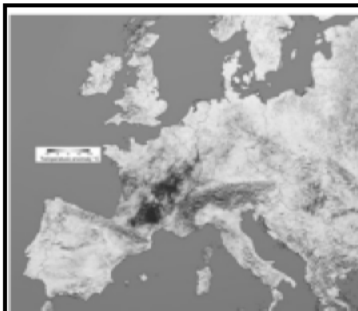
- Climate scientists have identified human "fingerprints" in many different aspects of the climate system – not just in temperature



- Changes in different climate variables are physically and internally consistent, and are independently monitored with a wide range of instruments

What Part 2 will cover

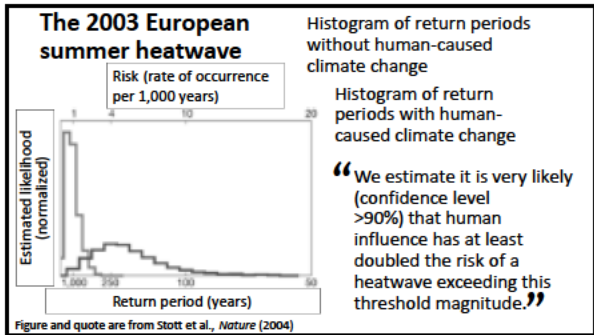
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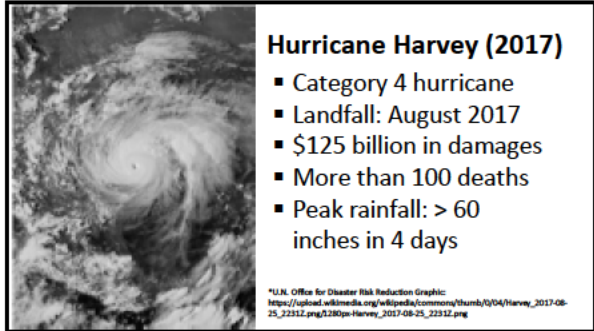


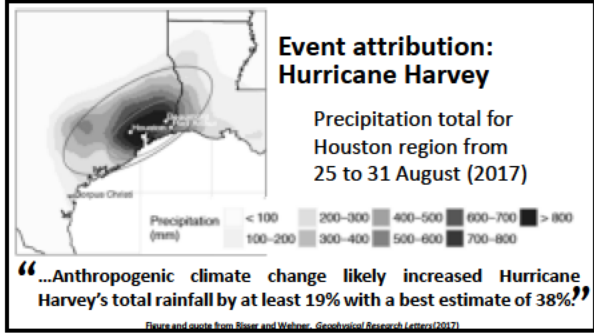
The 2003 European summer heatwave

- July and August 2003
- Health crises in several countries
- Estimated death toll: 72,000*

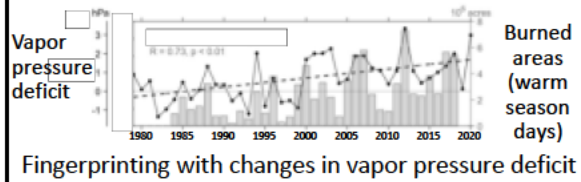
*U.S. Office for Climate Risk Reduction
Graphic: https://upload.wikimedia.org/wikipedia/commons/7/7e/Heatwave_Europe_2003.jpg







Changes in wildfire weather



Zhuang et al., Proceedings of U.S. National Academy of Sciences, 2021

Event attribution:

Legal issues and questions

- Can we reliably estimate the human contribution to the extreme event's likelihood?
- In estimating this contribution, are the key uncertainties well-quantified?
- Are there reliable damage estimates for the extreme event?

What Part 2 will cover

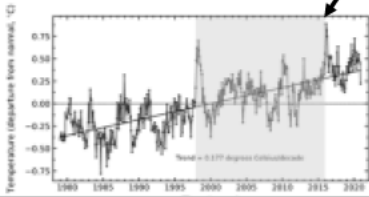
- Climate fingerprinting 101
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Satellite temperature data: Technical issues

- Satellite orbit drift
- Satellite altitude decay
- Drift in calibration of microwave sounder on the satellite
- Change in type of instrument

Satellite temperature data

Dec. 2015

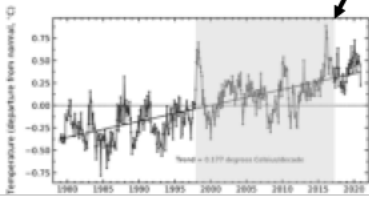


"No significant global warming for the past 18 years" Senator Ted Cruz on Dec. 8, 2015 (see also earlier claim by Senator Cruz on Late Night with Seth Meyers, Mar. 16, 2015)

GRAPH: Ben Sizer. Source of quote: Senator Ted Cruz, U.S. Senate Committee on Commerce, Science and Transportation, "State of the Climate" (Mar. 16, 2015), available at www.senate.gov/record/2015/03/16/record/120101.

Satellite temperature data

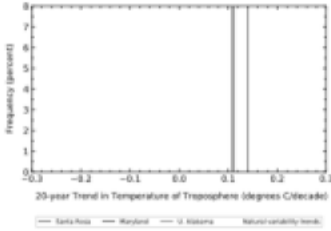
Jan. 2017



"Satellite data show leveling off of warming over the past two decades" EPA Administrator Scott Pruitt, Jan. 18, 2017

GRAPH: Ben Sizer. Source of quote: Honorable EPA Administrator Scott Pruitt, U.S. Senate Environment and Public Works Committee Hearing, "Notification of Attorney General Scott Pruitt to the Environmental Protection Agency" (Jan. 18, 2017).

Testing the "leveling off of warming claim"

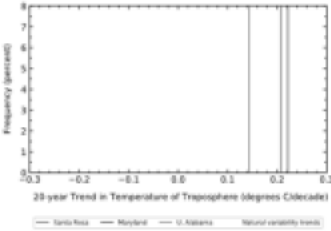


Probability that final 20-year warming trend in satellite data could be natural

Santa Rosa	1.6%
Maryland	3.1%
Alabama	6.3%

Equity & Fran Saeber et al., JGRD(2007)

Testing the "leveling off of warming claim"



Probability that average of all possible 20-year trends in satellite data could be natural

Santa Rosa	0.007%
Maryland	0.006%
Alabama	1.7%

Equity & Fran Saeber et al., JGRD(2007)

Summary

- "Climate fingerprinting" uses pattern information to separate human and natural effects on climate
- It was developed in the late 1970s
- Human fingerprints on climate are unequivocal and ubiquitous
- Today, scientists routinely estimate the impacts of climate change on extreme events
- Satellite temperatures show significant global warming

Resources

- <https://www.nap.edu/catalog/25733/climate-change-evidence-and-causes-update-2020>
- <https://www.nap.edu/catalog/21852/attribution-of-extreme-weather-events-in-the-context-of-climate-change>
- <https://www.nap.edu/catalog/12781/americas-climate-choices>
- <https://www.nap.edu/catalog/12181/carbon-dioxide-and-climate-scientific-assessment>





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TEAMWORK AND LEADERSHIP

DIVIDER 5

Professor Kelly Tait

OBJECTIVES:

After this session, you will be able to:

1. Identify basic principles of small group dynamics;
2. Explain the stages of Tuckman’s Group Development Model: Forming, Storming, Norming, and Performing;
3. Discuss the importance of the social sensitivity of group members and the amount and distribution of communication between members to the success of a team; and
4. Plan how to apply what you learn about group dynamics and exemplary leadership to sharing information about climate science with your colleagues.

REQUIRED READING:

PAGE

1.	Kelly Tait, <i>Teamwork and Leadership</i> (Mar. 2022) [NJC PowerPoint].....	1
2.	Kelly Tait, <i>Leadership Approaches to Group Facilitation</i> (June 2021) [NJC PowerPoint]	9
3.	Kelly Tait, <i>General Strategies for Keeping Group Meetings Constructive</i> (June 2021) [NJC Document]	11
4.	Kelly Tait, <i>Group Leadership Resources</i> (June 2021) [NJC Document]	13
5.	Gordon Zimmerman, <i>Selected Elements of Groups Dynamics</i> (2011) [NJC Document]	15
6.	Gordon Zimmerman, <i>Solutions for “Problem” Group Members</i> (2011) [NJC Document]	19

Teamwork and Leadership



Professor Kelly Tait
University of Nevada, Reno
KT Consulting

1

Overview:

- ▣ Foundations: small group dynamics
- ▣ **Framework** ~ Tuckman Model:
 - ▣ Forming, Storming, Norming, Performing
- ▣ Leadership practices for effective teams

2

Leaders...Leadership/Teams...Teamwork

- ▣ **Small Groups:** Three or more people connected through a common purpose, mutual influence, and a shared identity
- ▣ Requires both **task-focus** (accomplishing goals) and **relational-focus** (socio-emotional aspects)
- ▣ More complex nature of group interaction

3

What's Different about Groups?

- More people = more resources
- More people = _____
- More people = _____

4

Aspects of Small Group Dynamics

- People tend to synchronize with the leader
- Time counts: zero-history vs continuing groups
 - Changing one member changes the group
- There are group and individual goals
- Norms—explicit and implicit rules of behavior—can have a huge impact on group performance

5

A Framework

- Useful tool for understanding **what leadership behaviors are most likely to be needed**
- Psychologist Bruce Tuckman's **Group Development Model** (1965-current)
- Stages groups tend to go through as they develop, especially groups that are successful
- Not always experienced in order

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Tuckman's Group Development Model



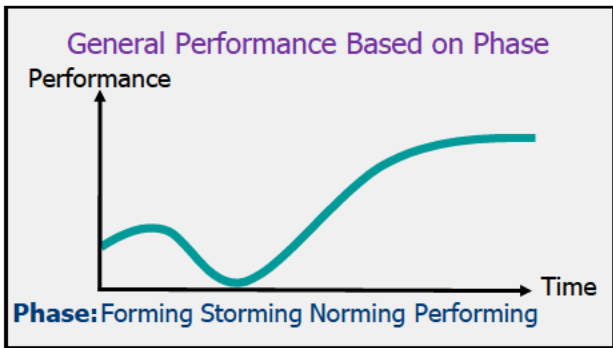
1. Forming: Cautious, polite, anxious, eager

2. Storming: Resistance, conflict, competition

3. Norming: Resolving differences, commitment, group ID

4. Performing: Getting things done, fluid, supportive

7



8

1. Forming



9

1. Forming ~ As a Leader:

Provide Guidance and Direction

- **Clarity about the work of the group**
 - Vision, "big picture," objectives
 - Group expectations, groundrules
 - Individual responsibilities + how fit
 - Help see how personal goals/talents fit
 - Success criteria + permission to fail

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1. Forming ~ As a Leader:

Provide Guidance and Direction (cont'd)

- **Focus on building relationships**
 - Facilitate introductions, sense of belonging
 - Importance of including personal aspects
 - Set foundations for trust
 - Help build rapport
 - Encourage collegiality

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2. Storming



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2. Storming

- Conflict emerges: people trying out roles, negotiating where fit in group
- High emotions, competition, resistance
- Moving toward group norms
- Conflict is inevitable and necessary - can be positive and productive
 - Don't want to get stuck here, though

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2. Storming ~ As a Leader: Coaching Approach

- Identify issues, facilitate their resolution
- Evaluate/adapt groundrules for interaction
- Build trust by honoring commitments
- Request and encourage feedback
- Point out bright spots and small wins
- Others

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3. Norming



15

3. Norming

- Clarity; more confidence, less anxiety; engaged and supportive; developing cohesion
- **Leader:**
 - Facilitate learning opportunities, feedback
 - Recognize individual, group accomplishments
 - Monitor energy of group
 - Empower team members

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4. Performing



17

4. Performing

- Motivation, agreement, consensus; consistent performance; interdependence; self-direction
- **Leader:**
 - Guide from the side
 - Delegate
 - Encourage collective decision-making
 - Celebrate successes

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Numerous Intersections:

The 5 Practices Group Development Model

- Model the Way
 - Inspire a Shared Vision
 - Challenge the Process
 - Enable Others to Act
 - Encourage the Heart
1. **Forming** 2. **Storming**
- 
4. **Performing** 3. **Norming**

19

Collective Intelligence: The ability of a group to perform a wide variety of tasks

- **Group composition** ("bottom-up" aspects)
 - e.g., members' skills, diversity, and intelligence
- **Group interaction** ("top-down" aspects)
 - e.g., communication, structures, processes, and norms

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Factors that Explain Group Performance

- NOT mostly IQ of groups members
- Rather, success correlated with:
 - #1** Average social sensitivity of group members
 - #2** How much communication and how equally activity is distributed between members

21

"... [T]he individual skills most critical for collective intelligence are those that enhance the ability of group members to collaborate effectively or that enrich the collaboration by bringing a sufficient diversity of perspectives."

~ Wooley et al. 2015

22

Psychological Safety

Confidence they won't be rejected, embarrassed, or punished for speaking up. **Includes:**

- Fairly equivalent participation
- High average sensitivity to cues about feelings
- Interpersonal trust, respect

23

Effective Small Groups

- Structure and clarity
- Meaningful work: purpose and impact
- Dependability: follow-through
- High Social Sensitivity
 - Psychological safety
- Equal participation

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Leadership Approaches to Group Facilitation

Kelly Tait - University of Nevada, Reno

Leadership Approach The best facilitators use a combination of being in the lead and stepping back depending on what the goals are, where the group is in the process, what the group dynamics are, and how much time there is.

Use a More Directive Style:

In General: When time is limited and tasks are explicit

In Particular: When starting and stopping
When eliciting resources
When getting back on track
When dealing with problems

Use a More Nondirective Style:

In General: When you need varied input: perspectives, experiences, knowledge, ideas
When you want high levels of participation
When building cohesiveness in the group
When in-depth discussion is appropriate

In Particular: For the idea-generation portion of problem solving

⇒ How to avoid becoming the hub of the wheel:
Do not respond to every statement
Redirect questions to group members when possible
Remember the power of silence with positive nonverbal behaviors
Assign jobs to group members
Don't always sit in a position of power

Getting Started Know these things before you facilitate a group experience, and consider sharing them with your group:

- The purpose / rationale for meeting and/or the group
- An overview of the process
- Clarification of your role; for instance, if you will:
 - Act as timekeeper: starting, time cues during, stopping
 - Keep the group on task when a report-back is assigned
 - Encourage participation by all
 - Deal with problems

General Strategies for Keeping Group Meetings Constructive

Kelly Tait

1. Be sure the purpose for the meeting is clear to everyone; if they might doubt the need for their presence at the meeting, be sure that is clear, as well.
2. Create an agenda that is sent out in advance of a meeting. Include responsibilities for specific group members (e.g., if someone is supposed to report on something).
3. Emphasize the group members' *active* role – you all as a group are responsible for achieving outcomes.
4. Set some ground rules up front; have the group members contribute to the ground rules for more buy-in.
Possibilities: start/end on time, respect others' opinions, everyone gets an equal chance to participate, keep group apprised of progress/delays
5. Remember that the socio-emotional aspects are key to productive groups, too. Group members will be happier and accomplish more when both group and individual needs are being met. This means building in a reasonable amount of time for people to get to know each other at early meetings, and building some time to touch base personally in on-going groups.
6. Do not give your opinion early in discussions; it can shut down other ideas.
7. Use a structured approach to turn-taking when time is limited or you have particularly quiet and/or particularly participative or judgmental group members.
Start with a period of silent generation of ideas followed by a round robin:
"Take a few minutes to jot down some ideas about _____"
"Now I'd like each group member to start by sharing one idea."
8. Use paraphrasing and redirection to keep one person from monopolizing the discussion or to get back on topic. It shows you understand, that you acknowledge the contribution, and that it's time to move on:
"John has made some good points about _____. Who has other ideas to add?"
9. When people might get defensive, use "I" language – describe your reactions to reduce defensiveness:
"The way I see it ..." "From my point of view ..." "I feel..."
10. When there are problems, return to common ground and/or acknowledge others' positive intent: "We all agree that _____." "I know you really care about _____."
11. If there is a specific task to be completed, summarize what the group has accomplished and what still needs to be done at key points in the meeting.
12. Speak your intent up front when you need to intervene, e.g., "I want to make sure we accomplish what we need to in the time available."
13. Acknowledge individual and group accomplishments.
14. Provide closure to meetings - what's been accomplished, what comes next, thanks for participating, etc. Distribute minutes so these are in writing, too.

Group Leadership Resources

Compiled by Kelly Tait

1. Bryant, Adam. “**How to Build a Successful Team**,” *The New York Times: Business* <https://www.nytimes.com/guides/business/manage-a-successful-team>
2. Bryant, Adam. “**How to Run a More Effective Meeting**,” *The New York Times: Business* <https://www.nytimes.com/guides/business/how-to-run-an-effective-meeting>
3. Edmondson, Amy. “**Building a Psychologically Safe Workplace**.” (2014) TEDxHGSE TED.com <https://www.youtube.com/watch?v=LhoLuui9gX8>
4. Google, “**Guides: Practices, research, and tools from Google to improve your people processes**,” re:Work at Google. <https://rework.withgoogle.com/guides/> Includes numerous excellent free resources, such as: --“**Team Effectiveness Discussion Guide**.” Free tool to help teams determine their own needs (available as PDF or as a Google Doc) <https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/help-teams-determine-their-needs/> and “**Manager Actions for Psychological Safety**.” <https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/foster-psychological-safety/>
5. Harvard Business Review “**Estimate the Cost of a Meeting with This Calculator**,” January 11, 2016. <https://hbr.org/2016/01/estimate-the-cost-of-a-meeting-with-this-calculator>
6. Heffernan, Margaret. “**Forget the Pecking Order at Work**” TEDWomen 2015. https://www.ted.com/talks/margaret_heffernan_forget_the_pecking_order_at_work?language=en
7. Madden, Debbie. “**The Four Stages of Building a Great Team – and the One Where Things Usually Go Wrong**,” *Inc. Magazine*. (2019, May 19). <https://www.inc.com/debbie-madden/the-4-stages-of-building-a-great-team-and-1-where-things-usually-go-wrong.html>
8. Tuckman, B. W., & Jensen, M. A. C. (1977). “**Stages of Small-Group Development Revisited**.” *Group and Organizational Studies*, 2 (4): 419-427.
9. University of Minnesota. “**Group Member Roles**” from *Communication in the Real World*, last accessed 6/4/2021. <https://open.lib.umn.edu/communication/chapter/14-2-group-member-roles/>
10. Watkins, M. D. “**Leading the Team You Inherit**” *Harvard Business Review*, June, 2016. <https://hbr.org/2016/06/leading-the-team-you-inherit>
11. Woolley, A. W., Aggarwal, I., & Malone, T. W. (2015). [Collective intelligence and group performance](#). *Current Directions in Psychological Science*, (2015) 24, 420-424. doi:10.1177/0963721415599543.

SELECTED ELEMENTS OF GROUP DYNAMICS

Gordon I. Zimmerman, Ph.D.

The “Zero History” Group

- No previous interaction between a particular mix of people in a group setting
- Typical in conference and educational settings
- Requires leadership to get people with “no collective history” to merge into a cooperative and productive unit
- Zero history groups quickly develop a group culture that affects future meetings

The “Task” and “Maintenance” Dimensions

- Task (content): “what the group is supposed to discuss, decide, or do”
- Maintenance (process): “how the group stays and works together as a social unit”
- Every group operates simultaneously at both levels
- Leader must pay attention to both dimensions

Group vs. Individual Goals

- Group: “what the members collectively want to achieve”
- Individual: “what each member wants, openly or privately”
- Individual goals may complement group goals, but sometimes are contradictory

Group Norms

- The “rules” that govern the behavior of group members
- May be explicit (“we always start on time”) or implicit (“we should not engage in personal attacks of our professional colleagues”)
- Group maintenance is easier when norms are clear and mutually agreed upon

Status

- Status: “The perceived or assigned importance of a person relative to others in the group”
- In organizations and professions, status is earned, granted and observed in formal titles, rank, authority, privileges, deferential treatment, etc....
- In educational or seminar groups, personal status develops based on actual behavior and how it is evaluated by others
- Status differences, real or perceived, affect group interaction and performance, usually in negative ways

Roles

- Role: “the real or perceived special functions and activities of a group member”
- Observed and defined by actual communication behavior
- Roles are either task-oriented, maintenance-oriented, or unproductive
- Task: Leader, recording secretary, resource person, summarizer, etc.
- Maintenance: Mediator, facilitator, harmonizer, etc.
- Unproductive: Grouch, naysayer, criticizer, monopolizer, etc.
- Some role definition is inevitable; specialized behavior helps a group function better
- Roles are often dynamic; perception of roles and their evolution is an important leadership task

Networks

- Network: “Assigned or perceived communication channels by which group members can talk to one another”
- Ideal small group network: all-channel (everyone has free and open access to everyone else)
- Inhibited network: wheel (all comments directed to the “hub,” the leader, who channels and filters all interaction)

Communication Repertoires

- Repertoire: “The sum or inventory of communication skills and tasks that a person can perform competently”
- Repertoire examples:
 - provide an oral summary
 - write a group report
 - disagree with someone...with tact and respect
 - fluently express a position on an issue
 - provide technical information in simple, clear language
 - ask relevant questions
 - accurately paraphrase another’s comment
 - use appropriate and tactful humor
 - show understanding and empathy
 - monitor (control) personal nonverbal behavior
 - soothe hurt feelings
 - provide genuine praise, encouragement, reinforcement
 - persuade others toward a point-of-view
- Group dynamics and productivity are affected by the quantity and quality of each member’s communication repertoire, especially the leader’s.

Group Dynamics: Observable and spontaneous patterns of interaction between group members which affect individual group movement through their agenda and predict group outcomes

- Each group communication event is:
 - unique
 - in process (dynamic)
 - a collection of interdependent behaviors
 - dependent on group composition
 - affected by leadership strategies

SOLUTIONS FOR “PROBLEM” GROUP MEMBERS

Gordon I. Zimmerman, Ph.D.

Most of the time, most group members participate constructively. Many discussion leaders have reported, “It was a great group. I didn’t have to do much to keep it going.” But sometimes “problem members” affect group productivity. The discussion leader is ultimately responsible for managing them.

The Monopolizer/Authority

- Talks frequently; comments are often lengthy; is “knowledgeable” on every topic; dominates the discussion; speaks with finality (“I have spoken - you have just heard the correct answer.”)
- Show appreciation of monopolizer’s input, but interrupt when his or her comments are too long. Actively seek comments from others: “Let’s make sure everyone has a chance to comment on this.”
- Speak privately with monopolizer: “I’m concerned that some people aren’t talking very much. Will you help me get some of them involved?”
- If problem becomes acute, ask program directors to intervene.

The Silent Member

- Virtually no voluntary comments on any issue; little input when asked directly to contribute
- Watch for nonverbal cues. If this person appears to be alert and interested, don’t be too concerned. Occasionally, pose a question to the silent member. If input still does not occur, leave him or her alone. Don’t put this person on the spot to provide ideas that aren’t spontaneous.
- Consider a special assignment to involve the silent person: “I’ve asked Bill to tell us about...” Reinforce contributions when they do occur.
- Talk privately with this person: “I’ve noticed that you haven’t talked much. That’s OK, but I want to make sure that you have a chance to comment if you want to.”
- Do not play amateur psychologist. People learn and participate in different ways. It is not your role to discover hidden problems and motives, or to imply by your inquiry that reticence is inappropriate in this setting.

The Chronic Interrupter

- Cuts in frequently while others are in mid-sentence
- Reaffirm rules: “Let’s permit people to finish their comments.”
- Interrupt the interrupter: “Just a moment, John. I don’t think Sue was finished.”

The Grouch/Critic

- Consistently displays foul mood; nonverbal displays show negative feelings; may be bluntly critical of others’ comments
- If this person violates the group norm of no personal attacks, defend the victim and reaffirm the ground rule.
- Talk privately with the grouch. Describe what you are seeing. Indicate its effect on the group. Ask if your perceptions are accurate and see if there is a reason for the behavior. Help the grouch if you can, but affirm strongly that you cannot let him or her dampen group interest.

The (tasteless) Joke Teller

- This person’s version of humor is offensive or, at best, insensitive; may use stereotypes of gender, race or ethnicity; may have tasteless sexual connotations
- Tactfully but firmly indicate that such stories are not appropriate for this setting (though other assertive group members may do this for you).
- Talk privately with joke teller, reminding him of the need for every member’s comfort with this group learning setting.
- If one or more members are clearly offended, talk with them and reassure them that you will not tolerate such messages in the future.

Side Conversationalists

- Frequent one-to-one discussion while others are talking
- Intervene: “I’m having trouble hearing; let’s have one person talk at a time.”
- At the next meeting, sit in the chair of one of the side conversationalists.

The War Story Teller

- “I had a case once...” or “Let me tell you about a problem I had...”
- Remind the group of the need to make comments brief so everyone can participate.
- Seek the key point of the story: “Why did you do it that way?” or “Let’s talk about the principle that example illustrates.”

The Debaters

- Extended argument between two people
- Intervene; paraphrase each side and then move to others. “So Bob is saying that...while Susan claims that.... What do the rest of you think about this issue?”

POTENTIAL PROBLEMS – GROUP EFFECTIVENESS

For each situation, identify one strategy that you would use.

1. Group perceives no clear task, no articulated direction or goal
2. One or more group members disagree with task or goal
3. An interesting side discussion diverts the group from the agenda
4. Group bogs down on one aspect of the task or agenda
5. Major disagreement/argument prevents group consensus
6. Strong group member takes over leadership functions
7. Members with similar duties, jurisdictions focus the discussion on common problems, excluding members with different professional situations or tasks
8. Group member makes discussion a forum for personal interests (problem, pet program, conditions in home court, etc.)
9. Group spends time “zapping the instructor,” focusing not on information or issue but rather on the shortcomings of the faculty person and his or her course intent
10. Group fatigue; dull, lifeless discussion

RESPONDING TO MEMBER COMMENTS

A discussion leader's style is often determined by the way she or he responds to member comments. These responses may become habitual and predictable. They are quick and spontaneous, but it is possible to plan some responses to typical member comments.

In the examples below, what would you say in response?

1. During an especially interesting and participative discussion segment, a group member says, "Look, we could probably talk about this all day. I think we should move on to something else."
2. An outspoken and somewhat argumentative person, in response to a previous comment, "I can't believe what I just heard. You know, you must either be awfully new in this business or just poorly informed."
3. During a coffee break, one of your group members says to you, confidentially, "Judge Zimmerman really seems to be dominating things; he's talking all the time. We were wondering if you would intervene to quiet him down so the rest of us can have a chance to talk."
4. An apparently impatient group member interrupts the person talking, looks at you and says, "We aren't covering the materials that I thought we had agreed to cover. Since you're the leader, will you get us back on track?"
5. A cooperative but sometimes verbose group member says, "I just finished a case on this very point. It might be useful for me to review it and then we could discuss its implications. Would that be all right?"
6. A popular, assertive group member says, "That last program was a total waste of time; we knew more about the subject than the lecturer. It just wasn't relevant. I think we should discuss ways of forcing the administration to take our input seriously and develop more meaningful programs."



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TRANSFORMATIONAL LEADERSHIP

DIVIDER 6

Professor Yvonne Stedham

OBJECTIVES:

After this session, you will be able to:

1. Describe the five transformational leadership practices;
2. Assess your own leadership practices; and
3. Design a plan to develop your transformational leadership practices.

REQUIRED READING:

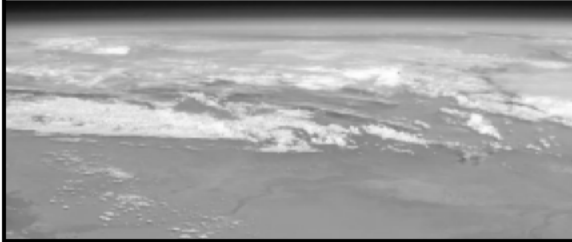
PAGE

Yvonne Stedham, *Transformational Leadership* (June 2021) [NJC PowerPoint]1

Judicial Leaders in Climate Science - Mar. 2022

Transformational Leadership

Dr. Yvonne Stedham





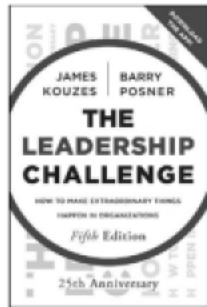
**Review of Session from
Previous Day**

Learning Objectives

1. Describe the 5 transformational leadership practices
2. Assess your own leadership practices
3. Design a plan to develop your transformational leadership practices



Five Leadership Practices



About the Leadership Challenge Research



Leadership Practices

Definition of Leadership

The art of mobilizing others to want to struggle for shared aspirations

Leadership Practices

Research

Observation of people with leadership responsibilities – more than 3,000 cases

Interviews with 1,300 managers who described their personal bests as leaders

Leadership Practices

Results

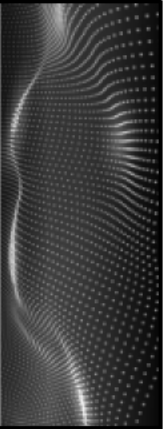
Consistent pattern of leader behavior that created extraordinary results



Extraordinary Results

these leader behaviors result in . . .

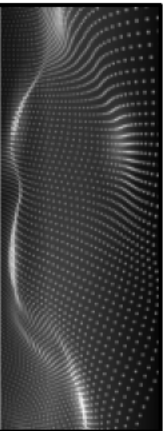
1. Meeting job-related demands
2. Effectively representing their units to upper management
3. Creating higher performance teams



Extraordinary Results

these leader behaviors result in . . .

4. Fostering loyalty and commitment
5. Increasing motivational levels & willingness to work hard
6. Possessing high degrees of personal credibility
7. Reducing absenteeism and turnover



Leadership Practices

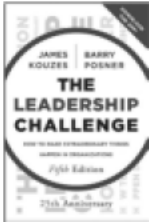
- Purpose of Leadership Practices Training

“Liberate the leader in everyone”

- Leadership development = Self-development

The Leadership Challenge

James Kouzes and Barry Posner



UNR TEDx

Barry Posner

<https://www.youtube.com/watch?v=3cpLFFZsbWY>



The Leadership Practices



5 Leadership Practices (MICEE)

1. Modeling the way
2. Inspiring a shared vision
3. Challenging the process
4. Enabling others to act
5. Encouraging the heart

1. Model the Way



1. Model the Way

- Clear about their own values and demonstrate those to others
- Set example
- Follow through on promises or commitments



1. Model the Way

- 4. I set an example of what is expected.
- 9. I ensure that people adhere to agreed-on standards.
- 14. I follow through on the promises and commitments.
- 19. I am clear about my "philosophy" of leadership
- 24. I ensure that goals and milestones are set.
- 29. I make progress toward goals one step at a time.

2. Inspire a Shared Vision



2. Inspire a shared vision

- Create a compelling vision to guide others' behaviors
- Able to visualize positive outcomes and communicate them to others
- Listen to the dreams of others and show them how they can be realized



2. Inspire a Shared Vision

- 2. I talk about future trends.
- 7. I describe a compelling image of the future.
- 12. I appeal to others to share a dream of the future.
- 17. I show others how their interests can be realized.
- 22. I am enthusiastic and positive about the future.
- 27. I speak with conviction about the meaning of work.

3. Challenge the process



3. Challenge the process



- Willing to change the status quo – innovate, grow, improve, experiment, try new things
- Willing to take risks – one step at a time, learning from mistakes

3. Challenge the Process

- 1. I seek out challenging opportunities.
- 6. I challenge people to try out new approaches.
- 11. I look outside the organization for ways to improve.
- 16. I ask, "What can we learn from this?"
- 21. I experiment and take risks.
- 26. I take the initiative to overcome obstacles.

4. Enable Others to Act



4. Enable Others to Act

- Build trust and promote collaboration
- Listen to diverse viewpoints
- Treat others with respect
- Allow others to make choices and support them



4. Enable Others to Act

- 3. I develop cooperative relationships.
- 8. I listen to diverse viewpoints.
- 13. I treat people with dignity and respect.
- 18. I support others' decisions.
- 23. I let people choose how to do their work.
- 28. I ensure that people grow in their jobs.

5. Encourage the heart



5. Encourage the heart



- > Rewarding others for their accomplishments
- > Authentic celebrations

5. Encourage the heart

- 5. I praise people for a job well done.
- 10. I express confidence in people's abilities.
- 15. I creatively reward people for their contributions.
- 20. I recognize people for commitment to shared values.
- 25. I find ways to celebrate accomplishments.
- 30. I give team members of the team appreciation and support.

Authentic Frequency

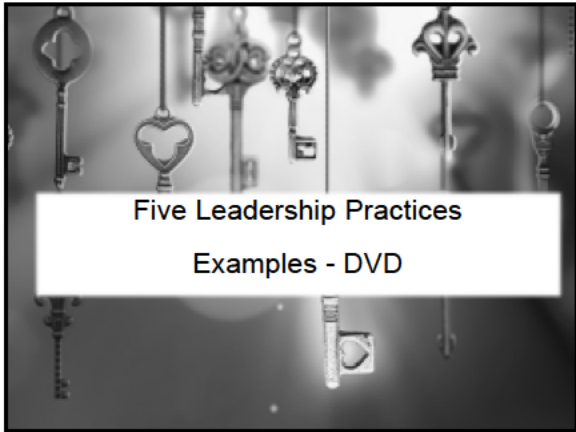
The more frequently people engage in these practices, the more likely it is that they are effective as leaders.

Success requires authentic frequency.



5 Leadership Practices (MICEE)

- 1. Modeling the way
- 2. Inspiring a shared vision
- 3. Challenging the process
- 4. Enabling others to act
- 5. Encouraging the heart



Group Results

	Mean		Rank	
Model the way				
Inspire a Shared Vision				
Challenge the Process				
Enable to others to act				
Encourage the heart				

Typical Group Results

	Mean		Rank	
	Prior	This	Prior	This
Model the way	47		2	
Inspire a Shared Vision	43		4	
Challenge the Process	46		3	
Enable to others to act	49		1	
Encourage the heart	46		3	

LPI Self-Assessments

Leadership Practices Inventory Results



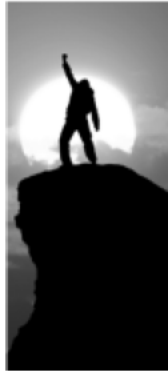
Make a Plan

Leadership Practices Inventory

- > 6 behaviors for each of the 5 practices (MICEE) ⇔ 30 behaviors
- > To what extent do you engage in each of the behaviors on a scale of 1 (almost never) to 10 (almost always)
- > Per practice, maximum of 60 points (six questions per practice, with a max of 10 points)

Analyzing Your LPI

- Review scored LPI.
- Determine which practices you are engaging in the most



Analyzing Your LPI

1. Review the practices on which you scored yourself lower.
2. Which behaviors within the practice contributed to the lower score?



example

LPI Results - Example

Modeling the Way	52
Inspiring a Shared Vision	44
Challenging the Process	50
Enabling Others to Act	38
Encouraging the Heart	48

6 Items for Enabling Others to Act

Question 13: Example score 8/10
I treat others with dignity and respect.

Question 18: Example score 7/10
I support the decisions people make on their own.

6 Items for Enabling Others to Act

3. Question 23: Example score 8/10
I let people choose how to do their work.

4. Question 28: Example score 8/10
I ensure that people grow in their jobs.

6 Items for Enabling Others to Act

5. Question 3: Example score of 4/10

I develop cooperative relationships.

6. Question 8: Example score of 3/10

I listen to diverse viewpoints.

Enabling Others to Act

Example

TOTAL score for Enabling Others to Act

Sum of the six scores

$$8+7+8+8+4+3 = 38$$

Enabling Others to Act

Which, in this example, is the *lowest* of all the scores in this practice? Which behavior?

Question 8 with a score of 3/10:

I listen to diverse viewpoints.

Make a Plan

- > Make a plan for more frequently engaging in the behaviors with the lowest scores.
- > Write below the behavior what you plan to do (in a single statement if possible).
- > What will you do, specifically? Behavior changes?
- > Provide a completion date

Setting Objectives

Dyads. 5 minutes. Share your results and your plan with a partner!

- > Which practice(s) will you focus on?
- > Within each of the practices, which behavior(s) will you focus on?
- > What will you do, specifically? Behavior changes?

About Inspiring a Shared Vision



Kouzes and Posner (Pre-course Reading)

To lead, create a shared vision

1. Only 3% of a business leader's time is spent envisioning and enlisting
2. How to carve out time from operational demands

Kouzes and Posner

To lead, create a shared vision

3. Leaders struggle most with communicating an image of the future and draw others in (see our results)
4. The best way to lead people in the future is to connect with them deeply in the present. The only visions that take hold are shared visions.

Recall!

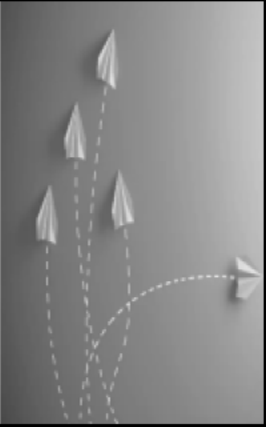
What People Value in Their Leaders

- 88% Honest
- 71% Forward-looking
- 66% Competent
- 65% Inspiring
- 47% Intelligent
- 42% Fair-minded
- 40% Broad-minded
- 35% Supportive
- 34% Straightforward
- 33% Dependable

THE LEADERSHIP CHALLENGE 25 (2002)

Commitment to Change

- Commit to your plan for change.
- Call on me, The National Judicial College, or the Environmental Law Institute at any time with questions.
- We're here to help.



Leadership - Readings

Bass, Bernard M. & Riggio, Ronald E.
"Transformational Leadership"

Kouzes, James & Posner, Barry "The Leadership Challenge"

Kouzes, James & Posner, Barry "Learning Leadership"

Kouzes, James & Posner, Barry "The Leadership Practices Inventory"

Northouse, Peter "Leadership – Theory and Practice"

Leadership Challenges

Look for ways to enjoy the journey!





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MINDFUL LEADERSHIP

DIVIDER 7

Yvonne Stedham, Ph.D.

OBJECTIVES:

After this session, you will be able to:

1. Define “mindfulness”;
2. Describe why it is important for leaders to become mindful;
3. Apply mindfulness to your leadership behaviors; and
4. Identify how mindfulness works.

REQUIRED READING:

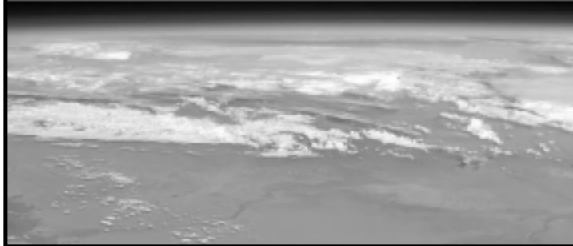
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Yvonne Stedham, <i>Mindful Leadership</i> (Mar. 2022) [NJC PowerPoint]	1
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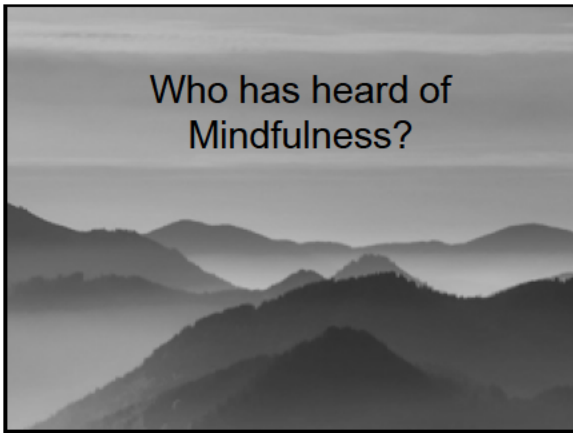
Judicial Leaders in Climate Science - Mar. 2022

Mindful Leadership

Dr. Yvonne Stedham



Who has heard of
Mindfulness?



In the Judiciary
Mindfulness and Implicit Bias



- Could mindfulness improve judicial decision making? Neal and Brank, University of Nebraska. *Judicial Notebook*, 2014, Vol. 45, No.3
- Casey, P., Burke, K., & Leben, S. (2013). Minding the court: Enhancing the decision-making process. *International Journal for Court Administration*, 5, 45-54.
- Rachlinski, J.J., Johnson, S.L., Wistrich, A.J., & Guthrie, C. (2009). Does unconscious racial bias affect trial judges? *Notre Dame Law Review*, 84, 1195-1246.

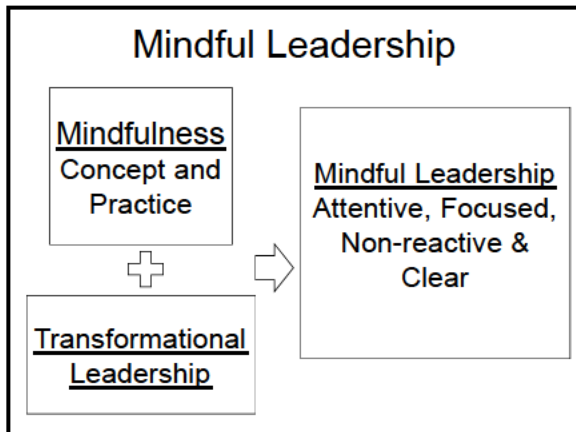


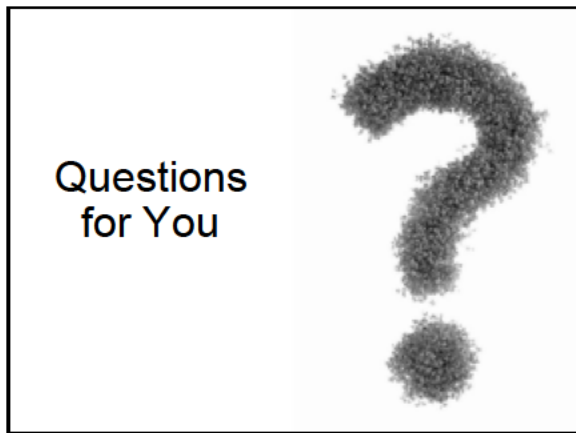
Mindfulness and Judging
 Jeremy D. Fogel
 Former Director,
 Federal Judicial
 Center
 2016

Learning Objectives

1. Define "mindfulness"
2. Explain why it is important for leaders to become mindful
3. Apply mindfulness to your leadership behaviors
4. Describe how mindfulness works





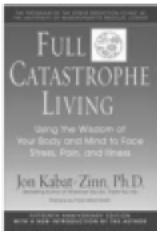


1. Have you heard of mindfulness?
 2. Do you have an attention-focusing practice?
 3. What is mindfulness?
-

Non-judgmental
moment-to-moment awareness



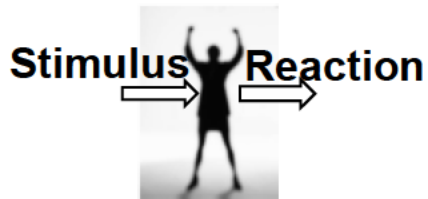
Jon Kabat-Zinn, Ph.D.



When we are
mindless ...

... we are trapped in rigid mindsets, oblivious to context or perspective.

On automatic pilot!



Knee-jerk, unexamined reactions, automatic

When we are mindful ...

... we are actively drawing novel distinctions, we are seeing clearly what is happening right now, in this moment

- rather than relying on distinctions drawn in the past.

Mental Space



Between stimulus and response there is a space. In that space lies freedom, creativity, humanity!

Mindfulness – Let's try it



What do you think?



How does it work?



Triune Brain Theory

Brain stem & cerebellum	Limbic System	Neocortex
Fight or flight	Emotions, memories, habits	Language, abstract thought, imagination, consciousness
Autopilot	Decisions	Reasons, rationalizes



Neuroplasticity



The ability of the brain to form and reorganize synaptic connections, especially in response to learning or experience.

Creating new neuropathways.

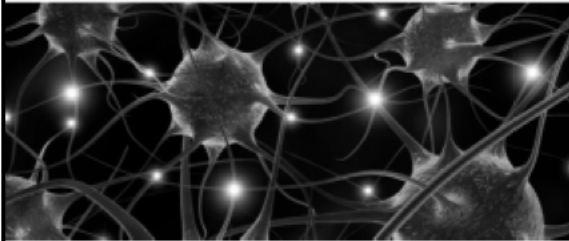
MRI Based Research on Mindfulness



Impact on Pre-frontal Cortex



Impact on Synapses



Research on
the Benefits of Mindfulness



Mental Space



Physical and Mental Health

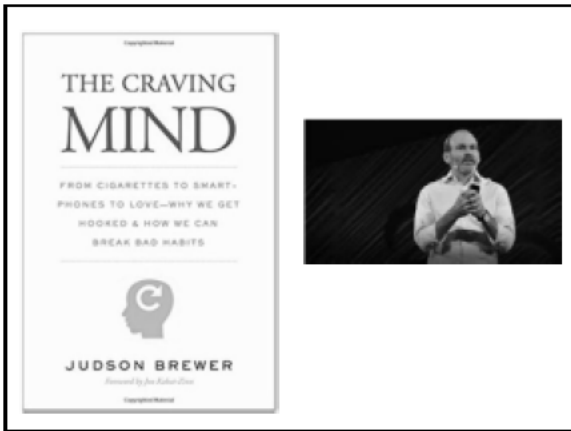


Mindfulness integrated in treatments for

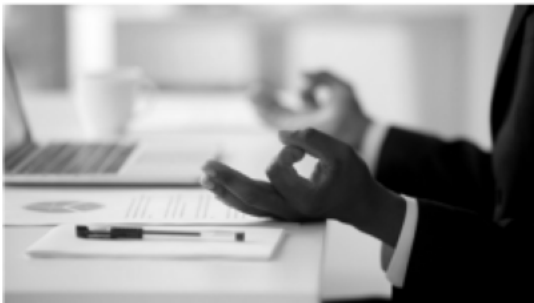
- Cardiac Disease
- Chronic Pain
- Stress related illnesses

Mindfulness based treatments for

- Borderline personality disorder
- Depression
- Anxiety
- PTSD
- Stephen Hayes (UNR psychology department) – Acceptance and Commitment Therapy (ACT)
- Stress Reduction
- Addictions



Mindfulness and Work-Related Benefits



Mindfulness has a direct impact on ...



Self Awareness

- Awareness of physical state
- Awareness of feelings and thoughts

Social Awareness

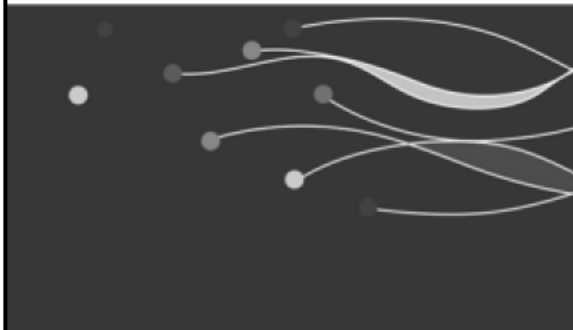
- Needs of others
- Empathy and Compassion

- Self-regulation of emotions and behavior
- Focus and attention

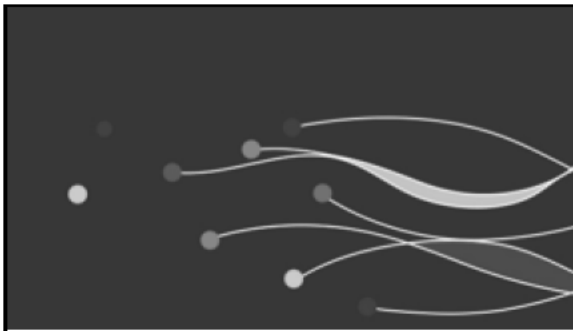
Mindfulness supports the development of emotional intelligence ...



which results in ...

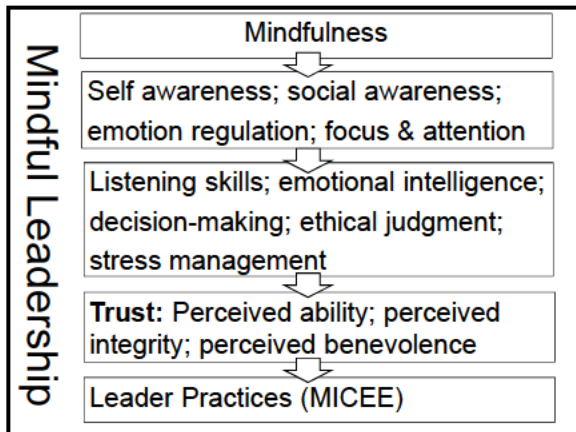


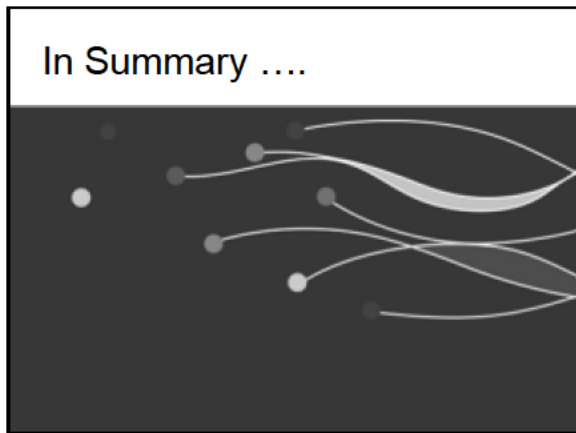
- Effective communication (active listening / empathy, feedback, transparency)
- Time management
- Judgment and decision-making
- Ethics / moral judgment
- Stress management



... and by that allows leaders to create trust-based relationships!







Mindfulness is a ...

- Mode of awareness (“mode” is defined as the way in which a thing is done)
- Skill that can be developed with practice

Mindfulness leads to ...

- A greater capacity to distinguish feelings from bodily sensations unrelated to emotional arousal (bodily awareness)
- A decentered perspective on thoughts as mental events rather than as reflections of the self or as necessarily accurate reflections on reality (feelings are not facts)

Mindful Leadership

Mindfulness

- What is it? Moment-to-moment awareness
- Benefits of mindfulness: Self-awareness and many more
- Becoming mindful: Meditation

Mindful Leadership

Effective transformational leadership by building relationships based on trust

Becoming Mindful



Mindfulness Practices

Mindfulness Practices are **exercises** to cultivate the gap between stimulus and response.



Mindfulness Practice

Gym training ⇒ Mindfulness practice / Meditation

Performance on the field ⇒ Exercising mindfulness in daily living (which is the ultimate goal)

Formal Practices



- Sitting meditation
- Body scan
- Mindful movement
- Walking meditation
- Loving kindness meditation

Informal Practices



- Notice your breath.
- Having an awareness of the sounds that surround you
- Daily activities like washing dishes, walking, driving etc.
- When you are talking with others, mindful speaking and listening
- Mindfully eating
- Awareness of body sensations





Recognize
Allow
Investigate
Non-identification/Nurture

How to become mindful?

- Jon Kabat-Zinn “Full Catastrophe Living”
- MBSR – Mindfulness Based Stress Reduction
- Certified Instructors
- U of Mass - Center for Mindfulness / Brown University
- Online – Meditations
- 10 to 20 minutes a day - Body Scan, Breath Meditation, Hatha Yoga

Popular Mindfulness Apps

1. Headspace Free app for iPhone and Android <https://www.headspace.com/>
2. Insight Timer Free app for iPhone and Android <https://insighttimer.com/>
3. Calm Meditation Techniques for Sleep and Stress Reduction <https://www.calm.com/>

2022 NJC Programs

- Mindfulness Retreat for Judges
 - Duck Key, FL
 - September 19 - 22, 2022



My Website

<https://www.yvonnestedham.com>

Additional Recommendations for Mindfulness Resources



Mindfulness Readings

- > Daniel Goleman and Richard Davidson "Altered Traits"
- > David Rock "Your Brain at Work"
- > Daniel Goleman "Emotional Intelligence"
- > Daniel Goleman "Focus – The hidden driver of excellence"
- > Daniel Siegel "The Developing Mind"
- > Daniel Siegel and Mary Hartzell "Parenting from the Inside Out"
- > David Whyte "The House of Belonging"
- > Jon Kabat-Zinn "Full Catastrophe Living"
- > Jon Kabat-Zinn "Wherever you go, there you are"

Mindfulness Readings

- Jochen Reb and Paul Atkins "Mindfulness in Organizations"
- Judson Brewer "The Craving Mind"
- Marilee Adams "Change your questions, change your life"
- Mary Oliver "Felicity"
- Sharon Salzberg "Real Happiness at Work"
- Sharon Begley "Train your Mind, Change your Brain"
- Tan Meng "Search Inside Yourself"
- Wisdom 2.0 Conference – 4/07 and 08, 2022

Some Guided Mindfulness Recordings

- UCLA Mindful Awareness Research Center Guided Mindfulness Practices
<http://marc.ucla.edu/body.cfm?id=22>
- UC San Diego Center for Mindfulness Website Guided Mindfulness Practices
<http://health.ucsd.edu/specialties/mindfulness/programs/mbsr/Pages/audio.aspx>
- Sitting Together Website Guided Mindfulness and Compassion Practices
<http://sittingtogether.com/meditations.php>

Some Guided Mindfulness Recordings

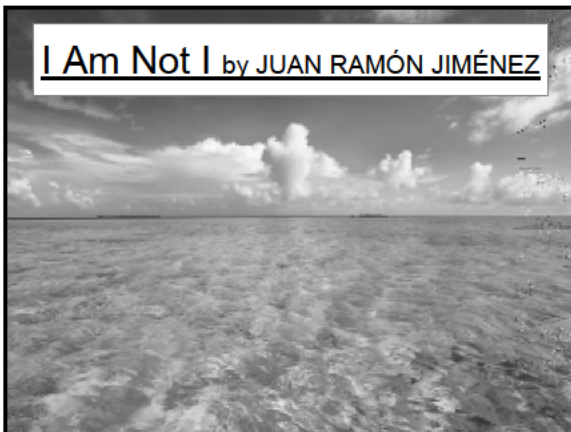
- Center for Mindful Self-Compassion Website Guided Compassion and Self-Compassion Practices
<http://www.centerformsc.org/meditations>
- Tara Brach Website Guided Practices
<http://www.tarabrach.com/audioarchives-guided-meditations.html>

More Mindfulness Apps

- Stop, Breathe & Think Free app for iPhone, Android, and Web <http://www.stopbreathethink.org/>
- Omvana Free app for iPhone and Android <http://www.omvana.com/>
- The Mindfulness App <http://www.themindfulnessapp.com/>
- Smiling Mind <https://smilingmind.com.au/>

- Take a Break for Stress Relief <https://itunes.apple.com/us/app/take-break!-guided-meditations/id453857236?mt=8>
- The Mindfulness Training App Free app for iPhone <https://itunes.apple.com/us/app/themindfulness-training-app/id687853790?mt=8>
- Eat Right Now® - A simple way to develop healthy eating habits <https://goeatrightnow.com/>
- Smoking Cessation <http://www.mindful.org/craving-to-quit/>

I Am Not I by JUAN RAMÓN JIMÉNEZ



I Am Not I by JUAN RAMÓN JIMÉNEZ

I am not I.

I am this one

walking beside me whom I do not see,

whom at times I manage to visit,

and whom at other times I forget;

who remains calm and silent while I talk,

and forgives, gently, when I hate,

who walks where I am not,

who will remain standing when I die.



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LEADERSHIP AND MANAGING CHANGE

DIVIDER 8

Professor Kelly Tait

OBJECTIVES:

After this session, you will be able to:

1. Discuss why change is challenging;
2. Explain how to use aspects of thinking, feeling, and behaving to make it more likely that change efforts will be successful; and
3. Give examples of how to address resistance constructively.

REQUIRED READING:

PAGE

1.	Kelly Tait, <i>Leadership and Managing Change</i> (Mar. 2022) [NJC Document].....	1
2.	Kelly Tait, <i>Framework for Working with Others to Create a Major Change</i> (June 2021) [NJC Document]	11
3.	Kelly Tait, <i>Creating Change Through Habit-Building</i> (June 2021) [NJC Document]	13
4.	Kelly Tait, <i>Leadership and Managing Change Resources</i> (June 2021) [NJC Document]	15

Leadership and Managing Change

Professor Kelly Tait
UNR, KT Consulting



1

"It's not the progress I mind, it's the change I don't like." ~Mark Twain

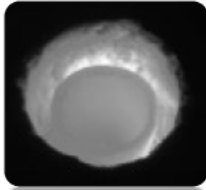
2

Overview:

- Why change is hard
- Increasing the likelihood of success
 - Consider perspectives of all stakeholders
 - Address thinking, feeling, and behaving
- How to have difficult conversations

3

**"Challenge is the crucible
for greatness."**

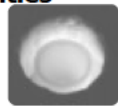


Kouzes and Posner
The Leadership Challenge

4

Kouzes and Posner (continued)

"Every single personal-best leadership case involved a change from the status quo. Not one person achieved a personal best by keeping things the same. **Regardless of the specifics, they all involved overcoming adversity and embracing opportunities to grow, innovate, and improve.**"



5

Complete this sentence:

Change is _____.

6

Reactions to Change

- Active support
- Acceptance
- Ambivalence
- Passive resistance
- Active Resistance

Reasons for resistance to change...

7

Fears Often Underlies Resistance ~ People are afraid:

- Their concerns won't be heard
- We don't really understand their concerns
- We don't really value their ideas
- Change will be too "expensive" for them
- Change will leave them behind
- If someone else wins, they will lose

8

Resistance to Change from a Psychological Perspective

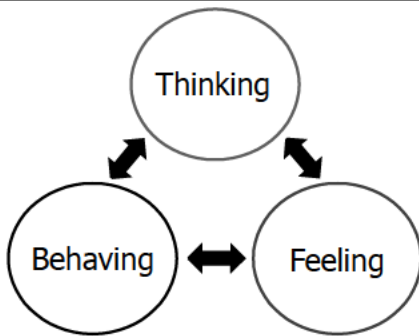
"All change is loss, and all
loss must be mourned."
~Psychologist Henry Levinson

9

Change Takes Energy

- For anything to change, someone has to start acting differently ... often many someones.
- Change efforts come down to whether you can get people to start behaving in a new way.
- Lasting change requires addressing all three levels: **thinking**, **feeling**, and **behaving**.

10



11

Consider Reactions in All Domains:



"If you wish to persuade me, you must think my thoughts, feel my feelings, and speak my words."

~Cicero, Roman Statesman

12

Consider Reactions in All Domains:

- **Thinking**
 - What do others think about the change?
- **Feeling**
 - How do others feel about the change?
- **Behaving**
 - How easily can we act on the change?

~ Address all three ~

13

Once Goals Are Set...

What are some ways to communicate and try to get buy-in from everyone?

14

Sources and Resources

Switch: How To Change Things When Change Is Hard

~Chip Heath and Dan Heath

15

What looks like resistance
is often a lack of clarity.

16

Thinking: Analytical, Rational

- Follow the bright spots
 - Find what is working, adopt and adapt it
- Point to the destination; make it clear:
 - Where you're going and why it's worth it
- Script the critical moves
 - Get granular: specific behaviors

17

What looks like laziness
is often exhaustion.

18

Feeling: Emotional, Instinctive

- Remind them of your common purpose by focusing on the **feelings** it inspires
 - Cultivate sense of identity, belonging (again)
- Encourage a **growth mindset**
 - Focus on psychological safety (again)
- **Shrink the change** – “chunk” it so it doesn’t feel as overwhelming

19

Growth Mindset

Mindset: The power of “yet” ~ Carol Dweck, Professor of Psychology at Stanford

Connects to **Psychological Safety**

20



Psychological Safety (Redux)

Confidence they won’t be rejected, embarrassed, or punished for speaking up

Dr. Amy Edmondson, Professor
Harvard Business School

21

Growth Mindset: Learning from Failure

"Failure is, in a sense, the highway to success." ~John Keats

"Avoiding Failures of Implementation"
Center for Court Innovation

22

Why Implementation Sometimes Fails

- Lack of vision – no definition of success or how to determine success, nor communication of it
- Failure of leadership/lack of champions
- Errors in stakeholder engagement strategy
- Failure to formalize the plan
- Failure to get staff onboard
- Failure to adapt to developments

23

What looks like a people problem
is often a situation problem.

24

Behaving: A Clear Path for Action

- ☐ Change the environment
 - ☐ Choice architecture
- ☐ Help build habits
 - ☐ Be sure people have needed tools & training
 - ☐ Break into small steps; make first step easy
- ☐ Model the behavior(s) and reward it



25

Choice Architecture

Purposeful design of how choices are presented

26

Presenting Choices

- ☐ Impact of how choices are presented on decision-making
 - ☐ Number of choices presented
 - ☐ Manner in which attributes are described
 - ☐ Presence of a default
- ☐ Design to “nudge” toward better choice

27

But what if it is a "people problem"?

"No behaviour is irrational, when you factor in the feelings that drive it, and the deep context within which that behaviour occurs."

~Dr. Jacqueline Kennedy

28

What to Do: Conflict and Disagreement

- **Be Proactive** ~ For instance:
 - If anticipate resistance, give clear rationale
 - Emphasize common goal(s)
- **Be Responsive** ~ For instance:
 - Acknowledge positive intent
 - Use active listening
 - Return to common ground
- **Remember conflict can be constructive!**

29

"Progress is impossible without change. And those who cannot change their minds cannot change anything."

~George Bernard Shaw



30

Framework for Working with Others to Create a Major Change

Adapted from *SWITCH: How to Change Things When Change Is Hard*
by Chip Heath and Dan Heath (2010)

For things to change, somebody somewhere has to start acting differently. Maybe it's you, maybe it's your team.

Picture that person (or people). Each has an emotional side and a rational side. You've got to reach both. And you've also got to clear the way for them to succeed. In short, you must do **three things**:

1. DIRECT the Rational Part of People's Brains (*Thinking*)

- FOLLOW THE BRIGHT SPOTS. Investigate what's working and clone it.
- SCRIPT THE CRITICAL MOVES. Don't think big picture, think in terms of specific behaviors.
- POINT TO THE DESTINATION. Change is easier when you know where you're going and why it's worth it.

2. MOTIVATE the Emotional Part of People (*Feeling*)

- FIND THE FEELING. Knowing something isn't enough to cause change. Make people feel something.
- SHRINK THE CHANGE. Break down the change until it's no longer intimidating.
- GROW YOUR PEOPLE. Cultivate a sense of identity and instill the growth mindset.

3. SHAPE the Path (*Behaving*)

- TWEAK THE ENVIRONMENT. When the situation changes, the behavior changes. So change the situation.
- BUILD HABITS. When behavior is habitual, it's "free"—it doesn't tax the rational part of your brain (decision fatigue). Look for ways to encourage habits.
- RALLY THE GROUP. Behavior is contagious. Help it spread.

(For more free resources related to this, go to <http://www.heathbrothers.com/resources/>)

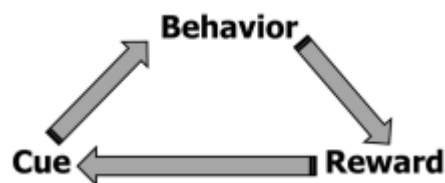
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Creating Change Through Habit-Building

Kelly Tait

Change is a skill; you can get better at it. Two good ways to change or build habits are to change your environment and to build change in small steps. *These are things you can control.* You need to understand your habits to decide how best to change them. According to numerous researchers, this is the basic structure of a habit:

The Habit Loop: A cue (a place, a time of day, a person, an emotion, an action, etc.) triggers the behavior (the existing routine). The behavior activates a reward. The reward reinforces cue, making it more likely to trigger the behavior again. (An excellent book about this is *The Power of Habit: Why We Do What We Do in Life and Business* by Charles Duhigg, Random House, 2012.)



To create or change a habit, you need to address one or, ideally, more of these things. Sometimes the key is figuring out the actual reward(s)—it’s not always obvious. Rewards can be small, but they need to be as close in time to the behavior as possible.

According to Dr. BJ Fogg (<https://www.bjfogg.com/learn>), a behavior scientist at Stanford University, habits are like plants. To grow one, you should:

1. Start with something tiny (analogous to a seed or a sprout).
2. Find a good spot for it in your “garden” (a good place for it).
3. Nourish your tiny plant so the roots get established (use rewards to reinforce).

In terms of behavior change, these translate to:

1. Start small: *Focus on a very small behavior that leads into the bigger behavior you want.*
2. Choose the right environment: *Attach your new behavior to a solid existing routine, one in a good place and time for the new behavior also to occur.*
3. Help establish the roots: *Practice your new behavior, and nourish the new behavior (reward it)—attach positive emotion to it; have the reward follow the behavior quickly.*
4. And an additional step--If there are issues with the new behavior taking root:
--**Assess a)** *if it’s the right small step to start with, b)* *if it’s connected to the best possible existing behavior, c)* *if you have actually rewarded yourself for doing the new behavior*
--**Adjust one or more of the above.** *Change is a skill and so requires practice.*

Think about two or three behaviors you would like to add to your day. Consider different aspects of your life including work routines (e.g., a pattern of communication you want to change, using a checklist, making a small change connected to a larger change you want to make), health (e.g., walking more, having a healthy lunch, taking a break from screens several times a day), and other rejuvenating practices (e.g., mindfulness, gratitude, connect to nature), etc.

--Continued--

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Creating Change through Habit-Building (continued)

Kelly Tait

Note: Trying more than one new small behavior can be helpful in terms of providing more opportunities for you to learn about how behavior change works and to make adjustments. However, it's also fine to focus on just one. Commit to practicing the behavior(s) you choose for at least five days. [To try this in a format with feedback built in, go to <https://www.tinyhabits.com/> for Dr. Fogg's free five day program.]

For each behavior you want to add to your day, carefully consider:

- ◆ **What smaller actions add in to make up the larger desired behavior?** Pull it apart into its smallest steps. There likely will be “high impact” moments in those steps (often ones very early in the behavior)—ones that are key to the behavior even being possible; note these as possible places for change. Choose a very small behavior to focus on first.
- ◆ **What would be the best existing routine to connect the new behavior to?** An ideal routine will be one that is well-established, occurs with the same frequency as you want for the new behavior, and is related to the existing routine (perhaps in the place it occurs, time of day, type of activity, or overall goal). You want to connect or “anchor” the new behavior to a strong, appropriate existing one; the existing one will become a cue for the new one.
- ◆ **What do you need to do to set up the environment for success before you start the new behavior?** For instance, are there materials that need to be in place?
- ◆ **How will you make sure to associate positive emotions with the new behavior when you do it?** Positive reinforcements *don't* have to be big but are **necessary**—rewards, mini-celebrations, acknowledgments. (**IDEAS:** cross item off list; report to friend/ family; smile to self; take a brief break; say “Good job,” etc. May sound silly, but research is strong: some small but enjoyable reward makes it much more likely you will repeat the behavior.)

Give it a go: Below, write a formula for a new small behavior you would like to start—“After I (existing behavior), I will (new small behavior),” plus a little reward (along the lines of those mentioned immediately above) to follow each time you do it.

1) “After I _____,

I will _____.”

My (small) reward will be: _____

CONSIDER: How these tips for making changes to your own behavior could be helpful in planning how to help others change, as well....

Leadership and Managing Change Resources

Compiled by Professor Kelly Tait

1. Chiamulera, Claire, and Melissa Gueller. “**Redefining Judicial Leadership: Stories of Transformative Practice.**” National Council of Juvenile and Family Court Judges (2020). 11 accounts by judges related to establishing new practices and improving existing ones. https://www.ncjfcj.org/wp-content/uploads/2020/12/NCJFCJ_Redefining_Judicial_Leadership-Final.pdf
2. Cissner, Amanda B., and Donald J. Farole, Jr. “**Avoiding Failures of Implementation: Lessons from Process Evaluations.**” Center for Court Innovation (2009). Best practices for avoiding pitfalls in implementing a new initiative, with case studies. <https://www.courtinnovation.org/publications/avoiding-failures-implementation-lessons-process-evaluations>
3. Creately Blog, “**The Ultimate List of Change Management Tools to Drive Change Like a Pro**” (updated 1/25/2021). Brief overview of well-known tools for assessing and implementing change measures. <https://creately.com/blog/diagrams/change-management-tools-list/>
4. Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business* Random House, 2012. Excellent book on how habits form and how to change them.
5. Fogg, B.J. *Tiny Habits: The Small Changes That Change Everything.* Mariner Books, 2021. Stanford University behavior scientist’s shares breakthrough method for building habits quickly and easily.” Also see his website and free coaching on structuring for changing habits one little bit at a time. <https://www.bjfogg.com/learn>
6. Heath, Chip, and Dan Heath. *Switch: How to Change Things when Change Is Hard.* Broadway Books, New York, NY (2010). Very useful, readable book with citations to studies to support points. Also see authors’ website <http://www.heathbrothers.com/resources/> for resources related to Switch (and their other books), including a one page overview, short podcasts on applying the framework to different types of change, and an outline for teams’ change efforts.
7. National Center for State Courts. **Leadership/Change Management Resource Guide.** Numerous links to articles and other sources. <https://www.ncsc.org/topics/court-management/leadership-and-change-management/resource-guide>
8. Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How To Discuss What Matters Most,* 2010 edition, Penguin Books, New York, NY. Excellent book that discusses the underlying structure of difficult conversations and the importance of shifting to a learning stance and disarming the impulse to lay blame, among other things.
9. Thaler, Richard H., et al. “**Choice Architecture.**” 2010. Analyzes some tools for nudging people toward better choices. <https://www.sas.upenn.edu/~baron/475/choice.architecture.pdf> Also see Thaler, Richard H., and Cass R. Sunstein. *Nudge: Improving Decisions about Health, Wealth, and Happiness.* Penguin Group, 2008. Excellent book about “choice architecture.”



THE NATIONAL JUDICIAL COLLEGE

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LEADERSHIP AND COMMUNICATION

DIVIDER 9

Professor Kelly Tait

OBJECTIVES:

After this session, you will be able to:

1. Discuss the importance of getting others’ perspectives in effective leadership communication;
2. Give examples of specific behaviors that connect to perceptions of you and that affect your effectiveness as a leader; and
3. Apply techniques for handling difficult conversations.

REQUIRED READING:

PAGE

1.	Kelly Tait, <i>Leadership and Communication</i> (Mar. 2022) [NJC PowerPoint]	1
2.	Kelly Tait, <i>Active Listening: Clarifying and Confirming the Message</i> (June 2021) [NJC Document]	9
3.	Kelly Tait, <i>Listening Styles Survey</i> (June 2021) [NJC Document].....	11
4.	Kelly Tait, <i>Guidelines for Better Listening</i> (June 2021) [NJC Document]	15
5.	Kelly Tait, <i>Helping Others Listen Better</i> (June 2021) [NJC Document]	17
6.	Kelly Tait, <i>Tips for Providing Constructive Feedback</i> (June 2021) [NJC Document]	19
7.	Kelly Tait, <i>Guidelines for Receiving Feedback Constructively</i> (June 2021) [NJC Document]	21
8.	Kelly Tait, <i>Human Tendencies That Can Affect Your Communication—and Leadership—Without You Even Realizing It</i> (Mar. 2022) [NJC Document].....	23
9.	Kelly Tait, <i>Resources: Leadership and Communication Skills</i> (Mar. 2022) [NJC Document]	25

Leadership and Communication

Kelly Tait
National Judicial College
University of Nevada, Reno

1

Overview ~ "Roadmap" of the Session

- ◆ How communication connects (to everything)
- ◆ Importance of perspective
- ◆ Effective nonverbal and verbal leadership behaviors
- ◆ Core skill: listening
- ◆ Techniques to guide interaction constructively

2

Communication: Any behavior (or lack of) that can be interpreted as having meaning

Nonverbal Communication: Everything else that communicates ~ facial expressions, eye behavior, gestures, body position and movement, vocal elements, appearance...

Verbal Communication: The words (and only the words) ~ oral and written

3

Importance of Perspective **Getting**

“The secret to understanding each other better seems to come not through an increased ability to read body language or improved perspective taking but, rather, through the hard relational work of putting people in a position where they can tell you their minds openly and honestly.”

~Nicholas Epley, *Mindwise: How We Understand What Others Think, Believe, Feel, and Want*

4

Human Tendencies that Can Undermine Effective Communication

- ◆ Overconfidence error
- ◆ Confirmation error
- ◆ Framing error
- ◆ Anchoring error
- ◆ Attribution error and pro-self bias

5

Nonverbal Communication

BOTH of these are true—we need to:

- ◆ Be sensitive to nonverbal cues and use them to adapt our communication
- ◆ Avoid over-reliance on what we assume they mean
 - ➔ Humans are chronically overconfident in our ability to understand the minds of others

6

Nonverbal Pathways	
Facial Expressions	Eye contact
Gestures	Body Position
Appearance	Voice
Proxemics	Others

7

What is the best predictor of accurate interpretation of someone's behavior?

- A. Experience and skill of observation
- B. Familiarity with person being observed
- C. Similarity between person and observer (age, gender, ethnicity, etc.)
- D. When verbal communication (words) occurs along with the nonverbal behavior

8

Constructive Communication Behaviors

- ◆ Receptive
 - ⇒ Listening, empathizing, asking
- ◆ Active
 - ⇒ Problem solving, giving information

~ Often best to have receptive behaviors early
 ~ First instinct often to go straight to active

9

**Tips To Increase Honest Communication
with You as a Leader**

- ◆ Offset built-in cognitive errors
- ◆ Start with curiosity
- ◆ Invite dissent
- ◆ Embrace the outliers; argue the opposite
- ◆ Ask good questions (the power of wording)

10

Questions To Increase Participation

- | NOT This: | This Instead: |
|--------------------------|-----------------------|
| ☹ Question stacking..... | 😊 One question; wait |
| ☹ "Why"..... | 😊 "How" or "What" |
| ☹ Binary: yes/no..... | 😊 "What" or "How" |
| ☹ Self-affirming..... | 😊 Self-educating |
| ☹ Leading..... | 😊 Neutral, open-ended |

11

Listening Is Powerful!
Everyone has a story...

12

What Does (Law) School Teach?

"In academic culture most listening is critical listening. We tend to pay attention only long enough to develop a counterargument, we critique (others') ideas, we mentally grade and pigeonhole each other. Seldom is there a deep, openhearted, unjudging reception of the other. And so we all talk louder and more stridently and with a terrible desperation."

~M. R. O'Reilly, in Weisberg and Peters, "Experiments in Listening," *Journal of Legal Education* 57/3

13

Fill in the blank—

I would be a better listener if:

14

"It's difficult to think of a single communication behavior that is more fundamental for constructive conflict resolution than **listening**. But **most people think they're better than they are.**"

~Jones and Brinkert, *Conflict Coaching*

15

Perspective Getting: Ask and Carefully Listen

- ◇ HOW to ask so they're more likely to be open?
 - ⇒ Context: where and when
 - ⇒ What you say
 - ⇒ How you say it
 - Voice: tone, pace, silences
 - Body & hands: positioning, proximity, gestures
 - Face: expressions, eye contact

16

Active Listening: Clarifying and Confirming the Message

1. Focus on the speaker and his or her message
2. Draw out the message as necessary
3. Communicate your understanding of the message
4. Encourage confirmation or clarification of the meaning

17

Techniques for Guiding Interactions Constructively

Lessons from mediation...

- ◇ Reframing
- ◇ Questions to get at solutions
- ◇ Summarizing
- ◇ Refocusing

18

Lessons from Mediation: **Reframing**

- ◆ Reframe from position to interest:
 - **Position**—What person says they want
 - **Interest**—person’s concern about an issue
- ◆ Reframe from past to future
- ◆ Reframe from blame to need
- ◆ Reframe from accusations to feelings

19

Examples ~ Questions To Help Determine Others’ Interests:

- ◆ Can you help me understand why that’s important (to you)?
- ◆ What concerns you about the situation?
- ◆ What would make this idea work better for you?
- ◆ Is there some way we can meet both your need for _____ and others’ need for _____?

20

Questions to Get At Solutions

- ◆ What might work for you?
- ◆ What would make this idea work better for you?
- ◆ Is there some way we can meet both your need for _____ and the need for _____?

21

Summarizing

- ◆ Reinforce progress
- ◆ Identify concerns
- ◆ Point out areas of mutual agreement or interest
- ◆ Organize information
- ◆ Review work left to do

22

Refocusing

- ◆ Shift the topic, shift the speaker, shift the process
 - ➡ Change tack: take a break, try brainstorming, ask them to change seats, try role reversal, etc.
- ◆ **Return to common ground: shared values**

23

Communication:

Interwoven in All 5 of the Transformative Leadership Principles

24

Active, Engaged Listening: Clarifying and Confirming the Message

Active listening usually involves four steps:

1) **Focus on the speaker and his or her message:** This involves both *being* attentive and receptive and *demonstrating* that you are attentive and receptive.

--Use nonverbal behaviors such as eye contact, nods, a positive tone of voice, and upright posture or a slight forward lean as well as verbal encouragers such as "I see..." "Mm hmm..." "Go on."

2) **Draw out the message as necessary:** You might need to initiate the interaction, to encourage fuller responses or bring the speaker back from a tangent, etc. To do this, ask questions. The type of question you ask will impact the answer you get:

- Close-ended questions allow for short, direct answers; they often start with *is, are, did, do, when*. [Use when you need very specific information and when you need to establish control of the topic or the proceeding]
- Open-ended questions allow for a broader range of responses; they often start with *what, how, why, describe, explain, tell, give an example*. [Effective when probing for information and when you need answers of greater depth. Examples include: "Help me understand..." "Tell me more about..."]

3) **Communicate your understanding of the message:** There are usually several levels of meaning in every exchange:

- Content: facts, information. Paraphrasing is one of the most useful tools there is for checking (and showing) understanding of the content of a message. ["If I understand you correctly..." "What I'm hearing is.... Is that right?" "So, you're saying _____?"]
- Emotions: feelings, reactions. When emotions play an important role in the message, it can be very effective to acknowledge their existence, even if the emotions aren't relevant to your decision. ["It sounds like you're very frustrated.... What I need from you now in order to move forward is..."]
- Intent: why they're giving you this message, what they're trying to achieve with it, what the connection to the overall proceeding is. ["You believe this information means that _____?"]

4) **Encourage confirmation or clarification of the meaning:** To make sure you got the message right, you need to give the other person a chance to verify or clarify your interpretation. ("Yes, that's what I meant;" or "Well, not quite. What I meant was...")

- For true active listening, you should always do this regarding the content of the message. Regarding the emotional aspect, you need to decide whether to focus on the emotions and to encourage confirmation or clarification of them. This is known as "reflective listening."
- Also consider when voicing your own feelings could be useful in conveying empathy: "It makes me quite sad to see how things have worked out;" "I am confused by what happened here."

Active, engaged listening helps ensure the communication is effective.

Listening Styles Survey

Adapted from Barker and Watson

PLEASE NOTE: Providing you with this self-assessment is NOT intended to over-emphasize “styles,” but rather to help you reflect on your tendencies in terms of listening behaviors, and to increase your awareness that effective leadership requires the ability to apply a wide range of listening behaviors appropriately.

Instructions: Rate each of the following statements about yourself *in your work environment*-- write the number next to it that best describes you in relation to that item.

Use this scale: Always= 5, Frequently= 4, Sometimes= 3, Infrequently= 2, Never= 1

- ___ 1. I pay attention to a speaker’s feelings when listening to him/her.
- ___ 2. When listening to others, I am quick notice if they are pleased or disappointed.
- ___ 3. I become involved when listening to the problems of others.
- ___ 4. I attempt to find areas of common interest when listening to someone I’ve just met.
- ___ 5. I use nonverbal behaviors such as use eye contact, leaning slightly forward, and nodding my head (if appropriate) to show that I am listening.
- ___ 6. I get frustrated when others do not present their ideas in an orderly, efficient way.
- ___ 7. When listening to others, I focus on any inconsistencies and errors in what is being said.
- ___ 8. I often jump ahead and finish a speaker’s thoughts (to myself or out loud).
- ___ 9. I become impatient when someone rambles on when she/he is speaking.
- ___ 10. I ask questions (as appropriate) to help speakers get to the point more quickly.
- ___ 11. I wait until all the facts are presented before forming judgments and opinions.
- ___ 12. I enjoy listening to technical information.
- ___ 13. I prefer to hear facts and evidence in order to personally evaluate them.
- ___ 14. I like the challenge of listening to complex information.
- ___ 15. I ask questions (when appropriate) to probe for additional information.
- ___ 16. When I am in a hurry, I let others know that there is a limited amount of time to listen to them.
- ___ 17. I often begin an interaction by telling others how much time is available for the interaction.
- ___ 18. I interrupt others when under time pressure.
- ___ 19. I often find myself looking at a watch or a clock when there is limited time to listen to others.
- ___ 20. When under time pressure, my ability to concentrate on what others are saying suffers.

(See next page for scoring information and the page after for discussion of styles.)

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Listening Styles -- Listening Styles Survey Scoring Sheet

Scoring Instructions: Count the *number of times* that you wrote a 4 or a 5 for each of the four sections, and write that number for each section in the blank space:

Section 1: Items 1, 2, 3, 4, 5

Number of times you wrote “4” or “5” for these items (#1-5): _____ = People Oriented Score

Section 2: Items 6, 7, 8, 9, 10

Number of times you wrote “4” or “5” for these items (#6-10): _____ = Action Oriented Score

Section 3: Items 11, 12, 13, 14, 15

Number of times you wrote “4” or “5” for these items (#11-15): _____ = Content Oriented Score

Section 4: Items 16, 17, 18, 19, 20

Number of times you wrote “4” or “5” for these items (#16-20): _____ = Time Oriented Score

Compare the totals for each section -- your highest totals indicate your strongest listening preferences.

OVERVIEW:

- ◆ There is no “best” style; in fact, it’s more useful to consider these as clusters of listening behaviors. Each cluster has strengths; each cluster also has potential negative aspects. All of the listening behaviors could be useful at various times in judicial / leadership settings.
- ◆ In general, people who can use all of the behaviors *as appropriate* (based on the context, the goals, and the other participants in the interaction) tend to be stronger communicators overall. However, if you have a clearly dominant tendencies major changes might be confusing to others if they don’t understand why you changed...so cultivate flexibility and be transparent about reasons for changes.
- ◆ Be aware that in stressful situations, people tend to rely on their strongest preferences, even though those are not necessarily the best for the situation at hand. Don’t just default to your comfort zone—be purposeful in your approach.

(See next page for discussion of the different listening styles)

--Continued--

Listening Styles *Continued*:
Strengths (+) and Potential Weaknesses (-)
(for Listening Styles Survey adapted from Barker and Watson)

People-Oriented Listeners ~ Tendencies:

- Listen for the emotional state of others
- Use listening as a way to connect
 - + Tend to be nonjudgmental
 - + Are attentive
 - + Encourage interaction
 - May take too much time
 - Can be too informal and/or too expressive
 - May seem to be agreeing

Action-Oriented Listeners ~ Tendencies:

- Listen for input related to task
- Use listening as a way to achieve goals
 - + Concentrate on the task at hand
 - + Help others concentrate on the task
 - + Reward organized, concise messages
 - Can be blunt and impatient
 - May jump ahead and miss information
 - Can be less open to emotional content

Content-Oriented Listeners ~ Tendencies:

- Listen carefully & evaluate everything
- Use listening as a way to get information
 - + Like expert information and complex information
 - + Look at all sides of an issue
 - + Emphasize the credibility of sources
 - Can get immersed in detail, waste time
 - May seem intimidating
 - Possibly discount non-technical information

Time-Oriented Listeners ~ Tendencies:

- Listen with time constraints in mind
- Use listening as a way to get to the point
 - + Keep the process focused and on time
 - + Give clear guidelines and cues regarding time
 - + Discourage wordiness
 - Interrupt a lot; can be impatient
 - Stop concentrating when "time is up"
 - Can create stressful environment for those with other styles

Guidelines for Better Listening

⇒ When You're the Listener...

- 1) **Shape your attitude:** State the need to listen carefully as a goal (to yourself and/or to others): "It's important that I listen carefully;" "I need to focus on the key components." Try to tune out distractions, including those created by the speakers themselves (e.g., nervous quirks) and your own internal distractions.
- 2) **Be physically ready to listen.** This usually includes erect posture, leaning slightly forward, and establishing eye contact. This not only shows attentiveness, it can *add* to your attentiveness.
- 3) **Work to see the situation from the speaker's point of view.** Understanding others' perspectives is *key* to effective communication. Ideally *ask* them about their perspective, rather than making assumptions.
- 4) **Withhold judgment** until a decision is required—once we label something as right or wrong, good or bad, credible or not, we lose objectivity. Give it a fair hearing before passing judgment.
- 5) **Use the 4:1 ratio** (4:1 = speed you think in relation to the speed people talk) to your advantage—stay on task by mentally reviewing, paraphrasing, summarizing (etc.) what the speaker is saying. Work to tune out distractions and avoid spending most of the time planning your response (= *illusion* of listening)
- 6) **Use two-way communication** when understanding is particularly important (both your understanding and others' understanding) -- seek and provide feedback. Make sure people know early in the process that they will have opportunities to speak up, then at the appropriate times, sincerely invite the interaction (e.g., "I'd really appreciate getting another perspective on this; I want to make sure I'm not missing something") and *wait* ... pause for 7-10 seconds (count to yourself). If needed, invite again it: "I really want to hear any thoughts or questions you have about this."
- 7) **Recognize** when you have stopped listening carefully and **develop techniques to get back on track:** take a break, ask a question, ask someone to summarize (let them know ahead of time), take sips of water, have a small mint, others....
- 8) **Build self-awareness and skills:** Get feedback on your own style and habits from a trusted colleague or via a recording. Are you sending the messages you intend? Pay active attention to others' nonverbal behaviors, and whenever possible check your perceptions—were your interpretations accurate?

Helping Others Listen Better

1) **Make it clear what's in it for them.**

- ⊗ People “tune in” more if there's a clear reason to listen (a benefit for the listeners).
- ⊗ State the overall goal and/or the common ground of everyone involved in the interaction near the beginning, and touch back on it.

2) **Make it active (and make it clear that it will be active)** - Listeners work harder to listen effectively when they know they are going to be *active* participants in the communication process, such as:

- ⊗ When they will have to answer questions
- ⊗ When they can ask questions and seek clarification
- ⊗ When they are asked to note information and/or complete a task with it

3) When you need to talk about something for a longer period of time, help listeners stay with you by giving them a framework that includes **a preview, signposting, transitions, and a summary.**

- ⊗ *Preview*: Give a “mental map” of what's ahead (an overview of what you'll be talking about—“chunked”)
- ⊗ *Signpost*: Verbal “signposts” help the listener keep track of the message more easily. (“The *second* point...”) Also “flag” important information (“It is especially important that....”).
- ⊗ *Transition* between segments of a proceeding or categories of a topic by making it clear how the parts connect (e.g., “Now that we've discussed ____, the next step is to....”).
- ⊗ *Summarize* what's been said/done at relevant points (after major segments and at the end, for instance).

4) **Use supporting materials** - The task of listening is almost always made easier if you more than one channel (more than one sense) is used, and people are much more likely to remember it if they receive it through more than one channel. use the visual channel in addition to the auditory one,.

- ⊗ Consider if it would be helpful to the listeners to have visual information in addition to oral information.
- ⊗ Consider when supplementary written material might be useful (to read ahead of time or to read after).

5) **Create an appropriate listening environment**: Control the factors you can (sound level, temperature, etc.) that could make the room more conducive to effective listening.

Tips for Providing Constructive Feedback

Prof. Kelly Tait

Feedback: “Process in which the effect or output of an action is 'returned' (feedback) to modify the next action ... In an organizational context, feedback is the information sent to an entity (individual or a group) about its prior behavior so that the entity may adjust its current and future behavior to achieve the desired result.” (<http://www.businessdictionary.com/definition/feedback.html>)

Effective leadership communication often includes providing feedback to others. To make it more likely that the person you're talking to stays open to the message and less likely that she or he becomes defensive:

1. Begin with a positive statement.
2. Be specific—it will be clearer both what you mean & what to do about it.
3. Be honest but tactful (a real skill!).
4. Personalize your comments.
 - Use the person's name occasionally.
 - Use “I language” in place of “you” statements—describing your reactions can reduce defensiveness and establish rapport.
5. Reinforce the positive. Don't forget to mention what s/he has done well.
6. Let the person know what's in it for her/him (positive consequences of getting the feedback).
7. Problem-solve the negative. Propose ways to overcome problems.
8. End with a positive statement. Sandwiching the negatives between positives makes them more palatable.

Questions to Ask When Planning Feedback

(adapted from “The Art of Giving and Receiving Feedback” by Pamela Lizardi)

- Can I identify and accurately describe the behavior that needs to be redirected or reinforced, as well as that behavior's impacts on others? [Do I have specific examples of the behavior/effects?—This is especially important when the person might be resistant to the feedback.]
- Can I describe the results that I hope will result from the redirection or reinforcement?
 - The purpose of feedback is to plan for the future.
- How will I ensure that the person receiving the feedback understands the expectations for his/her behavior? [Are the expectations fair and reasonable? Is the recipient capable of meeting them?]
- Am I the best person to provide the feedback to this individual?

Kelly Tait: ktconsulting@aol.com

Guidelines for **Receiving** Feedback Constructively

1. Focus on the content, not the person.

- Assume positive intent on the part of the feedback giver.
- Be objective. Look for the truth in what you are hearing.

2. Make a commitment to listen calmly, openly, and attentively.

- Breathe deeply. This can help you relax.
- Tune in fully: most of us don't feel heard and your willingness to listen will often help "turn down the heat" quickly.
- Monitor any negative reactions you are having (for example, "My heart is pounding," "I can feel myself getting defensive," "I don't think this person likes me," and so forth) to keep them from escalating. Then use positive self-talk to balance the reaction (e.g., "Stay open minded," "I will learn something").
- Listen carefully. You are receiving a precious and fragile gift. Treat it with care and appreciate it for what it is.

3. Seek clarification or examples.

Don't antagonize the person by overwhelming them with questions. Ask clarifying questions only if you really don't understand something (rather than just not liking it), and do so in a non-defensive manner, (for example, ask, "Could you give me an example of _____, so I can understand what you mean?" not, "How can you say _____?").

4. Acknowledge the feedback giver's point of view, even if you don't agree with his or her interpretation.

- Point to common goals and objectives (e.g., "I know we both believe in ____").
- Express your willingness to engage in mutual problem solving.

5. Avoid defending yourself or over-explaining why you did what you did.

If necessary, take time before responding to make sure you are not being defensive. Even if you think you're right, consider the possibility that you might be wrong.

6. Thank the person for the feedback.

Be sincere – consciously hold the thought that the feedback really could be helpful. Invite future feedback if you think that also could be constructive.

Adapted by Kelly Tait from *Retreats That Work, Expanded Edition*, © 2006 by John Wiley and Sons, Inc., among other sources.

Human Tendencies That Can Affect Your Communication—and Leadership—Without You Even Realizing It

Kelly Tait

Much of our processing about the world and about other people is at an unconscious level. There are built-in, common errors in that unconscious processing that create distortions in the way we perceive reality; they lead to predictable mistakes in how we interpret others' behavior and how we respond to them. As a leader, you need to be able to recognize and offset these cognitive errors in yourself so you are able to see people and situations as they are to respond effectively.

- 1) **Framing Error:** Drawing different conclusions based on how information is presented—what “frame” it is presented in affects what we see
 - “Frame” narrows our focus, --lean on context much more than we realize, --example: when consider a loss: prone to take risks; when consider gains: we’re more conservative
- 2) **Anchoring Error:** If we start with an initial position or value, we then adjust from there—and have the tendency to be biased toward the initial value
 - Rely too heavily on (anchor to) one trait or piece of information, -- adjustments (from starting point) typically are insufficient
- 3) **Availability Bias:** Tendency to base projections of probability/plausibility on how easily an example comes to mind
 - More common examples usually recalled better & faster, --BUT: biased toward vivid or emotionally charged examples, over-reported incidents, recency of example
- 4) **Confirmation Error:** Tendency to search for, interpret, and put more weight on information that confirms our preconceptions
 - Selective search & rationalization, --can be a reflex-like rejection of evidence that contradicts the accepted paradigm
- 5) **Attribution Error (and Pro-Self Bias):** Tendency to over-estimate internal (personality) factors and underestimate external (situational) factors when explaining the behavior of others, but to do the opposite for ourselves:
 - For *others*: state/situational/external factors responsible when successful (“Good luck”) vs trait/personality/internal factors for lack of success (“Lazy”);
 - For *ourselves*: trait/ personality/internal factors responsible for our success (“I’m smart”) vs state/situational/ external factors when not successful (“Bad luck”)
- 6) **Overconfidence Error:** Tendency to think that increased confidence in a decision means increased accuracy
 - Those who jump to a decision early are the most confident but often are not the most accurate, --Confirmation Error contributes to this as well
- 7) **Affect Error (and Familiarity Principle):** Tendency to judge people, objects, or events by an immediate feeling of goodness/badness; + develop preferences because familiar
 - Unfamiliar more likely deemed “bad” or “wrong,” --feelings from an unrepresentative experience can override factors that should be considered

Resources: Leadership and Communication Skills

Compiled by Kelly Tait

1. Andersson, Kenneth. “**There’s A Proven Link between Effective Leadership and Getting Enough Sleep,**” *Harvard Business Review*, 2-16-2016. Four types of leadership behavior most commonly associated with high-quality executive teams are all negatively impacted by lack of enough sleep (several links to research). <https://hbr.org/2016/02/theres-a-proven-link-between-effective-leadership-and-getting-enough-sleep>
2. Beer, Jennifer E., and Caroline C. Packard. *The Mediator’s Handbook*. 4th Edition, 2012, New Society Publishers. Excellent book with strong explanations and examples of skills that can be used in a multitude of situations (not just mediation).
3. Bourke, Juliet. “**The Diversity and Inclusion Revolution: Eight Powerful Truths.**” *Deloitte Review*, Is. 22 (2018). <https://www2.deloitte.com/us/en/insights/deloitte-review/issue-22/diversity-and-inclusion-at-work-eight-powerful-truths.html>
4. Emerald Works Ltd. **MindTools** website (accessed 3-3-2022). Includes tools for problem-solving, managing challenging situations and people, decision-making, communication, stress management, leadership, etc. <http://www.mindtools.com/fulltoolkit.htm>
5. Epley, Nicholas. “**Be Mindwise: Perspective Taking vs. Perspective Getting,**” 4-16-2014 *Behavioral Scientist*. Along with benefits, there are weaknesses in perspective-taking: it relies on your ability to imagine the other person’s perspective accurately. Way better: *getting* someone’s perspective (asking for it and listening carefully). <https://behavioralscientist.org/be-mindwise-perspective-taking-vs-perspective-getting/>
6. Galinsky, Adam D., Joe C. Magee, M. Ena Inesi, and Deborah Gruenfeld. “**Power and Perspectives Not Taken**” Across a series of experiments, power was associated with a reduced tendency to comprehend how other people see, think, and feel (perspective-taking). <https://journals.sagepub.com/doi/10.1111/j.1467-9280.2006.01824.x>
7. Goleman, Daniel. *The Brain and Emotional Intelligence: New Insights*. 2011, More Than Sound, Florence, MA. ebook re:brain’s ethical radar; brain states underlying optimal performance; the social brain-rapport, resonance; enhancing emotional intelligence abilities.
8. Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*, 2013 (10th Anniversary edition), Harvard Business Review Press, Boston. Role of emotional intelligence in leadership, including being self-aware, empathic, motivating, and collaborative in the increasingly complex world.
9. Hogeveen, Jeremy, Michael Inzlicht, and Sukhvinder S. Obhi. “**Power Changes How the Brain Responds to Others**” *Journal of Experimental Psychology: General*, Vol 143(2), 4-2014, 755-762. High-power participants demonstrated lower levels of resonance than low-power participants, suggesting reduced mirroring of other people in those with power. <https://www.oveo.org/fichiers/power-changes-how-the-brain-responds-to-others.pdf>
10. Marquet, L. David. *Leadership Is Language: The Hidden Power of What You Say--and What You Don’t*. 2020, Portfolio Publishing. Good book with effective examples of how changing the wording of questions can change the quality and quantity of answers.

Resources: Leadership and Communication Skills - continued

11. Steinbrecher, Susan. “**4 Emotionally Intelligent Skills That Will Transform How You Handle Tense Conversations,**” (12/2018) *Inc.* Self-regulation practices
<https://www.inc.com/susan-steinbrecher/4-emotionally-intelligent-skills-that-will-transform-how-you-handle-tense-conversations.html>
12. Ury, William. *The Power of A Positive No* (2007) Bantam Dell, New York. Ury, the co-author of *Getting To Yes*, says yes is only half of the picture: "whether and how we say No determines the very quality of our lives."
13. Weisberg, Mark, and Jean Koh Peters, “**Experiments in Listening**” *Journal of Legal Education* September 2007. Interesting, detailed article on listening in the field of legal education as well as in other professional and personal contexts.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=601182
14. Zhou, Haotian, Elizabeth A. Majka, and Nicholas Epley. “**Inferring Perspective Versus Getting Perspective: Underestimating the Value of Being in Another Person's Shoes,**” *Psychological Science*, 2017, 28(4):482-493. Being involved rather than just guessing at others’ perspectives. <https://journals.sagepub.com/doi/full/10.1177/0956797616687124>
15. Center for Creative Leadership <https://www.ccl.org/insights-research/>



THE NATIONAL
JUDICIAL COLLEGE

*Making the world a more just place
by educating and inspiring its judiciary*



**APPLYING LEADERSHIP PRINCIPLES
THROUGH CASE STUDIES**

DIVIDER 10

Yvonne Stedham, Ph.D.
Professor Kelly Tait
Sandra Thiam, Esq.

OBJECTIVES:

After this session, you will be able to:

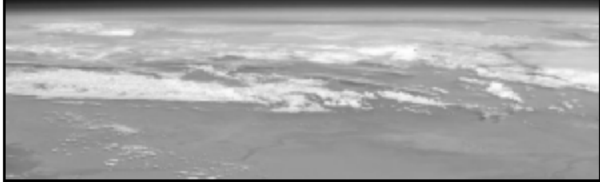
1. Describe the importance of following leadership principles called MICEE: **M**odel the way, **I**nspire a shared vision, **C**hallenge the process, **E**nable others to act, and **E**ncourage the heart; and
2. Apply the MICEE principles to common situations that you will face as a leader in the court system.

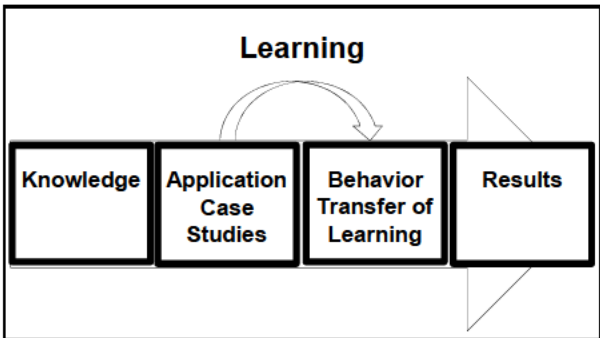
REQUIRED READING:

PAGE

1.	Yvonne Stedham, Kelly Tait, & Sandra Thiam, <i>Applying Leadership Principles Through Case Studies</i> (Mar. 2022) [NJC Document]	1
2.	Yvonne Stedham & Sandra Thiam, <i>Model the Way - Case Study</i>	11
3.	Yvonne Stedham, <i>Model the Way – Case Analysis</i>	13
4.	Yvonne Stedham & Sandra Thiam, <i>Inspire a Shared Vision - Case Study</i>	15
5.	Yvonne Stedham, <i>Inspire a Shared Vision - Case Analysis</i>	17
6.	Yvonne Stedham & Sandra Thiam, <i>Challenge the Process- Case Study</i>	19
7.	Yvonne Stedham, <i>Challenge the Process – Case Analysis</i>	21
8.	Yvonne Stedham & Sandra Thiam, <i>Enable Others to Act – Case Study</i>	23
9.	Yvonne Stedham, <i>Enable Others to Act – Case Analysis</i>	25
10.	Yvonne Stedham & Sandra Thiam, <i>Encourage the Heart- Case Study</i>	27
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**APPLYING LEADERSHIP PRINCIPLES
THROUGH CASE STUDIES**
Yvonne Stedham, Ph.D.
Professor Kelly Tait
Sandy Thiam, Esq.







1. From Transaction to Transformation
2. The Brain, Decision-making, and Identity
3. Establishing Effective Teams
4. Court Leadership
5. Transformational Leadership
6. Mindful Leadership
7. Leadership and Managing Change
8. Leadership and Communication



Leadership Application

Case Studies

- > Five Case Studies
- > One for each of the five transformational leadership practices
- > 20 minutes in groups
- > 10 minutes for each group to present their case (50 minutes)
- > 10 minutes for entire class to discuss each case (50 minutes)

Leadership Application

Process

- > Each participant has been assigned to a specific case and a group – 4 to 5 participants per group
- > Each participant has read their assigned case
- > Each participant has also read the other cases

Case Study Groups

- > Assigned groups of 4 to 5 participants. You have 20 minutes.
- > Pick a spokesperson
- > Use the instructions specifically provided for your case
- > Provide a brief summary of the relevant details in the case and any assumptions that you are making.
- > Clearly identify the problem, the cause of the problem, and suggest a solution.
- > Use what you have learned in this course about leadership to back up your suggested solution.

Model the Way



Model the Way

1. What are my values?
2. Affirm values through action!

Question	Behavior
4	I set an example of what is expected
9	I ensure that people adhere to agreed-on standards
14	I follow through on promises and commitments
19	I am clear about my philosophy of leadership
24	I ensure that goals and milestones are set
29	I make progress toward goals one step at the time

Inspire a Shared Vision



Inspire a Shared Vision

Inspiring a shared vision is to provide a sense of meaning and purpose by developing an exciting vision based on first personal and then organizational values. Vision demonstrates the leader's concern for creating long term value. By enlisting others in the vision, a leader provides a focus for human energy in the organization.

- | Question | Behavior |
|----------|--|
| 2 | I talk about future trends |
| 7 | I describe a compelling image of the future |
| 12 | I appeal to others to share a dream for the future |
| 17 | I show others how their interest can be realized |
| 22 | I am enthusiastic and positive about the future |
| 27 | I speak with conviction about the meaning of work |



Challenge the Process

Challenge the Process is about finding and implementing new and better ways of doing things in order to constantly improve. Challenging the process involves not allowing new ideas to be immediately discounted with little or no consideration, encouraging open dialogue to ensure that all ideas get a fair hearing. In addition, effective leaders who challenge the process never allow invalid assumptions to rule the day over proven facts and spend less time reviewing and reporting on results and more time on pursuing new possibilities. People must be given the opportunity to do some experimenting and must be allowed to make mistakes.

Question	Behavior
1	I seek challenging opportunities
6	I challenge people to try new approaches
11	I look outside the organization for ways to improve
16	I ask "what can we learn from this?"
21	I experiment and take risks
26	I take initiative to overcome obstacles



Enable Others to Act

Exemplary leaders know they don't go it alone and key to this practice is when they are able to create an environment in which colleagues do their best—not because they *have* to, but because they *want* to. Committed colleagues reflect their leader's vision and persona. They act in the leader's best interests because they are committed to the same things the leader is. Inspiring commitment is critical. Leaders who are effectively nurturing that kind of commitment are seen as actually caring about their colleagues, make sure that employees have a say in how their work is done, are seen as having everyone's back, and practice accountability for everyone, including themselves.

Question	Behavior
3	I develop cooperative relationships
8	I listen to diverse viewpoints
13	I treat people with dignity and respect
18	I support others' decisions
23	I let people choose how to do their work
28	I ensure that people grow in their jobs

Encourage the Heart



Encourage the Heart

Encouraging the Heart is how leaders visibly and behaviorally link rewards with performance and behavior with cherished values. Leaders know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through turbulent and difficult times. Building trusting relationships through truly "caring" is at the heart of leadership. By paying attention, offering encouragement, personalizing appreciation, and maintaining a positive outlook, leaders stimulate, rekindle, and focus people's energies.

Question	Behavior
5	I praise people for a job well done
10	I express confidence in people's abilities
15	I creatively reward people for their contributions
20	I recognize people for commitment to shared values
25	I find ways to celebrate accomplishments
30	I give team members appreciation and support



Leadership Practices Cases – Group Assignments

Dear participants –

In the following pages, you will find five case studies, one for each of the five transformational leadership practices (MICEE). Each participant is assigned to one of the five cases. Please check the table below to find which case you have been assigned to.

Before class tomorrow (Thursday), please do the following:

1. Read all of the case studies.
2. For the case study to which you are assigned, reflect on the associated questions using the material provided specifically for the case.
3. During tomorrow's session, you will be working with your group to analyze "your" case. Your group spokesperson will present your group's recommendations.

Case Study	Participants
<u>Model the Way</u> The Reluctant Judge	
<u>Inspire a Shared Vision</u> From a Vision to a Shared Vision: Why Is It So Hard?	
<u>Challenge the Process</u> Don't Fix What's Not Broken	
<u>Enable Others To Act</u> Who Cares?	
<u>Encourage the Heart</u> Too Little, too Late	

The Reluctant Judge (Model the Way – Case)

Although having been on the bench for many years, given her life-long interest in oceanography, Judge Smith is passionate about the current climate change conversation. Over the past months, she had informal conversations with her colleagues about climate issues. She identified a few colleagues who are likely to hear future climate-related cases and who she thinks are interested in learning about climate science. She organized a discussion group of ten of the judges and called a meeting. At their first meeting, Judge Smith thanked the judges for their interest in climate education and for their willingness to participate in preparing the court for addressing cases related to climate change. At the meeting, Judge Meyer observed that climate change is indeed a serious problem but that the judiciary is constrained in deciding cases on the basis of existing law --including statutes, precedents, and procedural rules -- and so has very limited scope to address the problem. Judge Smith affirmed to the group that she understands these limitations, but, in thinking about the range of possible remedies and the scientific facts about the seriousness of climate change, is not persuaded that judges are quite so constrained or that such constraints should hold as much sway as Judge Meyer seems to be suggesting. Recognizing the sensitivity of this issue to different judicial philosophies, Judge Smith was reluctant to dispute Judge Meyer's views directly, particularly as the group seemed to be receptive to those views. She scheduled a second meeting for two weeks later but, being discouraged by the events from the first meeting, she puts little effort in preparing for the second meeting although she had promised to gather more information on what other states have done in regard to climate litigation processes. She had also asked the group of judges to do some relevant research to share at their second meeting.

At the second meeting, several of the judges came well prepared, ready to share examples from other states and were quite excited to move forward. Even Judge Meyer showed interest in learning about how courts in other jurisdictions were able to overcome the constraints that he had been worried about. Unfortunately, Judge Smith had not followed through and had no new ideas or examples to present. The meeting ended without a plan of action and, in fact, some of the judges were confused about Judge Smith's sudden lack of enthusiasm.

Now, a month after the second meeting, Judge Smith has not taken any action or called another meeting. She is uncertain about the group's commitment and does not know how to proceed.

Case Analysis Questions (See below for specific instructions for the case analysis!):

1. Considering the five leadership practices, especially **model the way**, what went wrong?
2. What do you recommend Judge Smith should do to prepare the court for climate litigation? Referring to the behaviors related to modeling the way, suggest specific actions the Judge should take and provide a rationale for your recommendations.

Model the Way – Case Analysis

This transformational leadership practice points to the importance of the leader’s behavioral consistency. Leaders’ actions must align with their values. Leaders must walk the talk. In addition, leaders do not expect others to engage in actions that they themselves would not engage in. In this practice the leader clarifies his/her values and affirms such values through action!

Commitments:

1. Clear about own values and demonstrate those to others
2. Set example
3. Follow through on promises or commitments

LPI - Question #	Behavior
4	I set an example of what is expected
9	I ensure that people adhere to agreed-on standards
14	I follow through on promises and commitments
19	I am clear about my philosophy of leadership
24	I ensure that goals and milestones are set
29	I make progress toward goals one step at the time

Instructions:

For the analysis of this case, please use the information above for **Model the Way**.

- Provide a brief summary of the relevant details in the case and any assumptions that you are making.
- Clearly identify the problem, the cause of the problem, and suggest a solution. Answer the two case analysis questions (see above).
- Use what you have learned in this course about leadership to back up your suggested solution.

From a Vision to a Shared Vision: Why Is It So Hard? (Inspire a Shared Vision – Case)

Judge Dave Doherty has been on the bench for a few years and is well respected by his colleagues and the public. He is dedicated to his work and socializes very little with colleagues other than meeting some of them for an occasional squash game. Recently, he arrived for a game amid a torrential downpour. As he shook the water off and greeted his colleague, he remarked that it wouldn't be long before claims related to harms from rising sea levels reach their court, and he hoped that they would be ready to take on the complicated liability issues these cases would bring. Judge Doherty had been thinking about this issue for some time. It seems that he was more aware than others of climate change effects since he grew up in a part of the country where the facts of sea-level rise were already plain to see. However, his colleague was taken aback. "Why" he asked "would liability be an issue in an Act of God like a summer rainstorm?" The colleague also reacted negatively to the notion that climate change claims would be brought before their court. Our job, he asserted, is to make legal decisions, not improvise about the implications of unfounded scientific claims.

Judge Doherty was surprised by the strength of his colleague's reaction to what he thought had been an offhand comment that merely referred to a recent litigation trend. He wondered how other judges in his jurisdiction would react and whether they were familiar with the basics of climate science. Since he knew that these kinds of cases would be coming to their court, he perceived a need to put this issue on his colleagues' radar and to ensure that the court would be ready to address climate related cases.

Judge Doherty decided to organize a brownbag meeting as part of the judges' regular series of brownbag conversations. The meeting was well attended and it seemed that his colleagues were interested in learning more about the topic. Judge Doherty facilitated the meeting. He started the meeting by affirming that he was definitely not an expert on climate issues and then summarized what he knew about climate litigation trends. He briefly stated his position, emphasizing that the number of cases related to climate issues has been rising and that he feels their court might not be ready to effectively address such cases. He made it clear that he felt that it was important for the judges to become more knowledgeable about this topic. He suggested that it might be useful for everyone to hear from an expert on the topic and recommended inviting a climate expert to present at the next annual conference.

While some colleagues liked the idea, others became cold towards Judge Doherty; while he had been on the preliminary list of judges to organize the annual conference the coming year, he was ultimately not assigned to play this role.

Judge Doherty does not understand what happened and is wondering what he could do to encourage continued conversation and education on climate change issues and litigation.

Case Analysis Questions (See below for specific instructions for the case analysis!):

1. Considering the five leadership practices, especially **inspire a shared vision**, what went wrong?
2. What do you recommend Judge Doherty should do to prepare the court for climate litigation? Referring to the behaviors related to inspiring a shared vision, suggest specific actions the Judge should take and provide a rationale for your recommendations.

Inspire a Shared Vision – Case Analysis

Inspire a shared vision, the second practice of transformational leadership, captures that the leader provides a sense of meaning and purpose by developing an exciting vision based on personal and organizational values. Vision demonstrates the leader’s concern for creating long-term value. By enlisting others in the vision, a leader establishes a focus for human energy in the organization.

Commitments:

1. Create a compelling vision to guide others’ behaviors
2. Able to visualize positive outcomes and communicate them to others
3. Listen to the dreams of others and show them how they can be realized

LPI - Question #	Behavior
2	I talk about future trends
7	I describe a compelling image of the future
12	I appeal to others to share a dream for the future
17	I show others how their interest can be realized
22	I am enthusiastic and positive about the future
27	I speak with conviction about the meaning of work

Instructions:

For the analysis of this case, please use the information above for **Inspire a Shared Vision**.

- Make sure to provide a brief summary of the relevant details in the case and any assumptions that you are making.
- Clearly identify the problem, the cause of the problem, and suggest a solution.
- Use what you have learned in this course about leadership to back up your suggested solution.

Don't Fix What's Not Broken (Challenge the Process – Case)

After attending a judicial conference and learning about the increase in climate litigation, Judge Meldrum did some research to find out what U.S. courts are doing to prepare for such cases. He approached the Chief Judge with his concern about climate litigation, especially sharing with her that he was worried that the court would not be ready to address such cases. The Chief Judge was intrigued by Judge Meldrum's enthusiasm and asked him to create a group composed of interested judges and staff charged with exploring options for how to proceed. The Chief added that, although she sees the need for taking action, in reality, possible options will be few since courts are extremely limited by codes and other constraints and that she expects that they may just have to "improvise." Despite Judge Meldrum's initial enthusiasm and determination, progress seems slow. During ensuing discussions, the members of Judge Meldrum's climate litigation committee were quite timid in their brainstorming efforts and maintained an attitude of "don't fix what's not broken." Unique ideas were immediately discounted with little or no consideration and several of the committee members based their comments on strong assumptions that they believed to be "facts" and which were not open for debate. Judge Meldrum is reaching out to some of the judges who attended the conference session on climate change with him, asking them for advice.

Case Analysis Questions (See below for specific instructions for the case analysis!):

1. Considering the five leadership practices, especially **challenge the process**, what went wrong?
2. What do you recommend Judge Meldrum should do to get his committee members to a point where they are willing to consider a wide range of options for addressing climate litigation? Referring to the behaviors related to challenging the process, suggest specific actions the Judge should take and provide a rationale for your recommendations.

Challenge the Process – Case Analysis

Challenge the Process is about finding and implementing new and better ways of doing things in order to constantly improve. Challenging the process involves not allowing new ideas to be immediately discounted with little or no consideration, encouraging open dialogue to ensure that all ideas get a fair hearing. In addition, effective leaders who challenge the process never allow invalid assumptions to rule the day over proven facts and spend less time reviewing and reporting on results and more time on pursuing new possibilities. People must be given the opportunity to do some experimenting and must be allowed to make mistakes.

Commitments:

1. Willing to change the status quo – innovate, grow, improve, experiment, try new things
2. Willing to take risks – one step at a time, learning from mistakes

LPI - Question #	Behavior
1	I seek challenging opportunities
6	I challenge people to try new approaches
11	I look outside the organization for ways to improve
16	I ask “what can we learn from this?”
21	I experiment and take risks
26	I take initiative to overcome obstacles

Instructions:

For the analysis of this case, please use the information above for **Challenge the Process**.

- Make sure to provide a brief summary of the relevant details in the case and any assumptions that you are making.
- Clearly identify the problem, the cause of the problem, and suggest a solution.
- Use what you have learned in this course about leadership to back up your suggested solution.

Who Cares? (Enable Others to Act – Case)

Judge Betsy McCormack and Judge Jill Winter have worked together for many years and have become very good friends. They support each other professionally and personally. Recently, upon request by the Chief Judge, Judge Winter has started an initiative related to the creation of a climate science education program. The Chief identified four judges, including Judge McCormack, and assigned them to a committee to be chaired by Judge Winter. The committee's charge is to develop a proposal for the implementation of a climate science education program. Overall, Judge Winter does a good job chairing the committee meetings. She has ideas which direction she wants to go, however, she does not show much interest in others' views. She gives clear instructions for how things should be done and expects all members to follow them. Unfortunately, progress on this project has been slow. Judge Winter and Judge McCormack have taken on the majority of the tasks identified by the committee – the other three judges seem to be not particularly excited about or committed to this project. In fact, the other judges are not sure why they have been assigned to this committee. Judge Winter feels very frustrated and wonders why the other judges can't be just like Judge McCormack.

Case Analysis Questions (See below for specific instructions for the case analysis!):

1. Considering the five leadership practices, especially **enable others to act**, what went wrong?
2. What should Judge Winter do to move this project forward?

Enable Others to Act – Case Analysis

Exemplary leaders know they don't go it alone and key to this practice is creating an environment in which colleagues do their best—not because they *have* to, but because they *want* to. Committed colleagues reflect their leader's vision and persona. They act in the leader's best interests because they are committed to the same things the leader is. Inspiring commitment is critical. Leaders who are effectively nurturing that kind of commitment are seen as actually caring about their colleagues, make sure that employees have a say in how their work is done, are seen as having everyone's back, and practice accountability for everyone, including themselves.

Commitments:

1. Build trust and promote collaboration
2. Listen to diverse viewpoints
3. Treat others with respect
4. Allow others to make choices and support them

LPI - Question #	Behavior
3	I develop cooperative relationships
8	I listen to diverse viewpoints
13	I treat people with dignity and respect
18	I support others' decisions
23	I let people choose how to do their work
28	I ensure that people grow in their jobs

Instructions:

For the analysis of this case, please use the information above for **Enable Others to Act**.

- Make sure to provide a brief summary of the relevant details in the case and any assumptions that you are making.
- Clearly identify the problem, the cause of the problem, and suggest a solution.
- Use what you have learned in this course about leadership to back up your suggested solution.

Too Little, Too Late (Encourage the Heart – Case)

Judge John Stafford has worked with Chief Judge Lambert for many years. They have a collegial relationship and the Chief has often asked John to take on special projects and initiatives, which John always agreed to - in addition to all his regular duties. He simply felt that, if the Chief asked him, he needed to do it. In fact, the Chief did not “really” ask him but simply expected him to take on the projects. Currently, the court is implementing processes related to climate litigation that Judge Stafford developed in collaboration with a committee of judges appointed by the Chief. Judge Stafford recently retired. A couple of days ago, he attended his retirement party which was very nice. The party was well attended and several colleagues offered heartfelt tributes about Judge Stafford’s many years of service. Now, Judge Stafford is reflecting on the party and is still a little baffled by some of the comments the Chief Judge made. Chief Judge Lambert is very efficient, fair, and simply expects everyone to do the job they are paid for. He is not a big fan of “small talk” and has no time to get to know the people he works with. However, in the speech that he delivered at the party, he said that it has been wonderful to work with Judge Stafford and how much this relationship means to him; that he appreciates Judge Stafford’s contributions and that he thanks him for everything from the bottom of his heart. Judge Stafford was shocked, and almost a little mad, to hear this now that he is retiring. He had no idea the Chief felt this way. He wished he would have known! He is not sure why he feels this way but is considering meeting with Chief Judge Lambert to let him know.

Case Analysis Questions (See below for specific instructions for the case analysis!):

1. Considering the five leadership practices, especially encourage the heart, why do you think Judge Stafford reacted this way?
2. Should Chief Judge Lambert have been more open about his appreciation for Judge Stafford’s work? If, yes, why? Do you think Judge Stafford should talk to Chief Judge Lambert? And if yes, what should he say to him?

Encourage the Heart – Case Analysis

Encouraging the Heart is how leaders visibly and behaviorally link rewards with performance and behavior with cherished values. Leaders know that celebrations and rituals, when done with authenticity and from the heart, build a strong sense of collective identity and community spirit that can carry a group through turbulent and difficult times. Building trusting relationships through truly “caring” is at the heart of leadership. By paying attention, offering encouragement, personalizing appreciation, and maintaining a positive outlook, leaders stimulate, rekindle, and focus people’s energies.

Commitments:

1. Rewarding accomplishments
2. Authentic celebrations

LPI - Question #	Behavior
5	I praise people for a job well done
10	I express confidence in people’s abilities
15	I creatively reward people for their contributions
20	I recognize people for commitment to shared values
25	I find ways to celebrate accomplishments
30	I give team members appreciation and support

Instructions:

For the analysis of this case, please use the information above for **Encourage the Heart**.

- Make sure to provide a brief summary of the relevant details in the case and any assumptions that you are making.
- Clearly identify the problem, the cause of the problem, and suggest a solution.
- Use what you have learned in this course about leadership to back up your suggested solution.



THE NATIONAL
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NEXT STEPS IN CLIMATE SCIENCE

DIVIDER 11

Sandra Thiam, Esq.

OBJECTIVES:

After this session, you will be able to:

1. Identify potential actions you can take to provide judicial leadership in climate science; and
2. Define for yourself what action you will take to advance climate science knowledge in your state.

REQUIRED READING:

PAGE

Sandra Thiam, <i>Next Steps in Climate Science</i> (Mar. 2022) [NJC Document]	1
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Next Steps in Climate Science

This session will give us the opportunity to reflect on the leadership lessons of the past four days and to begin to consider how participants might transform these lessons into action.

This is a first chance to consider factors that would feed into potential action plans. We will have a second opportunity to discuss them at one of our two virtual gatherings over the late spring and summer, and then at the course featuring climate science and the consolidation of leadership learning to be held in Falmouth, MA on September 12-14, 2022.

Discussion questions:

- What role can judges play in advancing climate education in their jurisdictions?
- What are the opportunities?
- What are the constraints?
- In leading an initiative related to climate education in your jurisdiction, how could you apply what you have learned over the last four days?
- Do any participants have concrete ideas of what they would like to do in their states?

Small Group Discussion

In small groups, please identify the types of activities you will undertake after this course. Please select a spokesperson to share two activities that your group identified. Below are some examples:

- Organize a climate science session at next annual meeting or at other judicial education functions (e.g., brown bag lunch series).
- Write an article.
- Develop a resource.
- Update a benchbook -- Qualifying expert witnesses in climate science cases.
- Contact a research institution in your jurisdiction to learn more and create a relationship.
- Create a working group of colleagues who would be interested in talking about climate science legal issues.
- Your group's idea here:



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WORKSHOP GEMS AND RESOURCES

DIVIDER 12

Keith R. Fisher, Esq.

OBJECTIVES:

After this session you will be able to:

- 1. Identify what you've gained from the workshop;
2. Commit to taking action in your leadership in climate science journey; and
3. Identify resources to assist you in your growth as a leader.

REQUIRED READING:

PAGE

Table with 2 columns: Reading Title and Page Number. Includes entries for William Brunson and Gerald Hess, and Yvonne Stedham.

Leadership Workshop Gems & Future Commitment

William J. Brunson, Esq. and Professor Gerald Hess

Name:

During this workshop, the three most important things I've learned are:

1. _____
2. _____
3. _____

After hearing my colleagues share their thoughts, I also would like to note the following things I've learned:

1. _____
2. _____
3. _____
4. _____

Future Commitment

As a result of this workshop, please identify three significant changes you intend to make. Consider the following areas: Improving your leadership style, traits, and practices; Improving your leadership skills (e.g., modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart); Increasing your Leadership Practices Inventory score; Cultivating leadership in others; Creating effective groups in terms of size, diversity, and levels of interdependence; Facilitating communication and managing diverse group members; Expanding or beginning your mindfulness practice. Regarding climate science, what action are you planning to take to advance climate science judicial education in your state (e.g., Organize a climate science judicial education session, write an article, develop a resource, update a benchbook, contact a research institution, create a working group, etc.)

1. _____
2. _____
3. _____

Instructions:

Please put your name and address on the envelope, insert this page, seal the envelope, and hand it in. No one will open it. The College will mail it back to you in approximately six weeks.

Yvonne's Top Leadership Resources

❑ The Leadership Challenge, James M. Kouzes & Barry Z. Posner

This leadership classic provides research-based leadership information. It is the premier resource on becoming a leader. The Leadership Challenge offers stories of real people achieving extraordinary results. The authors' central theme is "Leadership is everyone's business." Their "five practices" and "ten commitments" are proven.

❑ The Leadership Practices Inventory (LPI), James M. Kouzes

The Leadership Practices Inventory (LPI), developed by Jim Kouzes and Barry Posner, approaches leadership as a measurable, learnable, and teachable set of behaviors. This 360-degree leadership assessment tool helps individuals and organizations measure their leadership competencies, while guiding them through the process of applying Kouzes and Posner's Five Practices of Exemplary Leadership Model to their real-life organizational challenges.

❑ Learning Leadership, James M. Kouzes & Barry Z. Posner

The authors show that anyone can learn to be a better leader than they are today. They demonstrate that believing in oneself, aspiring to be great, challenging oneself to grow, engaging the support of others, and practicing deliberately are the requirements for developing great leaders. In each chapter of this book, they share a message about developing exemplary leadership and offer a practical tip on how to increase the capacity to lead.

❑ Transformational Leadership, Bernard M. Bass & Ronald E. Riggio

This comprehensive review of theoretical and empirical research can serve as a reference for practitioners and a starting point for additional research on transformational leadership. The most recent findings are thoughtfully explored, previous work is consolidated, and the work of leadership is brought to life with real leaders in real-life situations.

❑ **Leadership – Theory and Practice**, Peter Northouse

This book offers a full coverage of contemporary notions of leadership, including traditional theories, salient models, and new domains. The sophisticated but readable style and the inclusion of superb case material and self-assessment instruments make this book a valuable resource.

❑ **The No Asshole Rule**, Robert Sutton

When Robert Sutton's "No Asshole Rule" appeared in the Harvard Business Review, readers were amazed at the outpouring of support for the essay. The idea is based on the notion that employees with malicious intents or negative attitudes destroy any sort of productive and pleasant working environment and will hinder the entire organization's success. Sutton's book aims to show managers that by hiring mean-spirited employees - regardless of talent - saps energy from everyone who must deal with those hires.

❑ **Please Understand Me II**, David Keirsey

For the past 20 years Keirsey has continued to investigate personality differences, to refine his theory of the four temperaments and to define the facets of character that distinguish one from another. His findings form the basis of Please Understand Me II. One major addition is Keirsey's view of how the temperaments differ in the intelligent roles they are most likely to develop. Each of us, he says, has four kinds of intelligence, tactical, logistical, diplomatic, strategic, though one of the four interests us far more than the others, and thus gets far more practice than the rest. Like four suits in a hand of cards, we each have a long suit and a short suit in what interests us and what we do well, and fortunate indeed are those whose work matches their skills. The book begins with The Keirsey Temperament Sorter, the most used personality inventory in the world.