

Deconstructing the
realm of the dilemma
during leadership

The Story of a Priest



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Scope of presentation

Share the elements of a three-phase intervention programme which changes the awareness & use of the 'long pre-start' when the time of leadership begins

- Desk top activity
 - unreal simulation with real issues for discussion; training environment
- Work-role based activity
 - real scenario with presenting issues to inform decision making; main operating base environment
- Deployment based activity
 - real scenario with real issues to inform plausible decision making or dilemma resolution; theatre environment

IMAGE REDACTED

IMAGE REDACTED

Leadership performance
identified & tracked using
En Vivo Leadership ©

“En Vivo Leadership is a dynamic
time phase within which intra-
individual tendencies exert greater
influence over behaviour than at
other times”

From an intra-individual insight, a
strategic capability is advanced.

Murray, P.F. (2006). En Vivo Leadership. Centre for
Leadership Studies. University of Exeter. Published
Thesis.

What was involved in the desk top training activity? Ethics & Values as related concepts

VALUES


- Beliefs & ideals that shape a person's or a culture's perception of what is desirable, important, & meaningful.

- What is important to each of the four protagonists in the desk top activity story?
- What did the character (under scrutiny) wish to achieve?
- How did their intentions differ from the other three protagonists?
- Motivations

ETHICS

- Principles & rules that govern the behavior of individuals or groups in a particular context. Deals with concepts of right & wrong.

- What is 'right' in this narrative?
- What is the appropriate action (to rectify the harms of the story)?
- Which ethics were considered universal to the time/the context?
- Constraints



The psychology of the discrete values of the
same 'leadership developpee' exercising
leadership in the three identified distinct
scenarios individual



En Vivo Leadership (Murray, 2006)

- 3-2 Medium pre-start conditions
of En vivo leadership (days, hours)
- 2-1 Short pre-start conditions (days, hours, minutes)
- 1 Start conditions (minutes, seconds)
- 1-4 Onset of En Vivo Leadership
- 4-5 Post En Vivo Leadership conditions
- 5-3 Long pre-start of En Vivo Leadership

IMAGE REDACTED

- Consequences of ethical cognition weighed up in-situ
- Consequences of unethical cognition weighed up in-situ
- Rejection of 'treatment' of activity as decision making
- Acceptance of 'treatment' of activity as dilemma resolution
- Embracing of long pre-start antecedents
- Reception of innate complexity
- Ready-access to previously attained wisdom, learning (accessible along the long pre-start)
- Enhanced capability brought to 'short pre-start' in readiness of the 'start' of the leadership moment fast approaching

Using the tracing of the en vivo 'long pre-start' the psychology of the individual's values were explored

IMAGE
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- The psychology of individual values explores how people develop, prioritise, & act upon their personal beliefs and principles
- Values are deeply ingrained & serve as guiding forces that influence thoughts, emotions, behaviours, and decision-making
- Understanding the psychology of individual values involves considering various psychological theories and concepts (Maio, 2016): Formation & development; hierarchy & prioritisation; influence on behaviour; cognitive processes; cultural & individual variation; value-congruence & wellbeing; change & adaptation.

Source: Maio, G.R., 2016. *The Psychology of Human Values*. Psychology Press.

Values: Formation & Development: [Informants of the 'long pre-start']

Socialisation: Values often develop through socialisation processes, including family upbringing, education, culture, peer interactions. People adopt values from their surroundings & the influential individuals in their lives.

Personal Experience: Significant life experiences can shape values. Positive experiences may reinforce certain values, while negative experiences might lead to the reconsideration or alteration of values.

The background of the developpee

The family context

Emphasis on a specified value orientation

Parental consistency in modelling said values

Environmental conservation of said values in school context (primary & secondary)

Childhood alignment with parental-given values

Affirmation in church community

Developpee acquires a deep concern for what is deemed to be 'correct'; belief that individual actions can make a positive impact on the plane; living in value alignment essential for wellbeing & spirituality for the well-being of both present and future generations.

Values: Hierarchy & Prioritisation:

[Informants of the 'long pre-start & medium pre-start']

Value Hierarchy: Individuals typically hold a hierarchy of values, with some being more central & guiding than others. Higher-order values reflect core principles, while lower-order values are more specific and situational.

Trade-offs: In decision-making, individuals often face conflicts between different values. They might need to prioritise one value over another based on the situation, leading to personal growth & self-discovery.

Developpee is faced with a conflict in the displayed values of the desk top activity

Challenging choices between 'lesser wrongs' based on the presented narrative; conflated with the well-known fable

Behaviours of each of the fable characters calls into question right & wrong.

The value hierarchy is transgressed by all characters in the fable yet 'higher order' values are not engaged with as required in the desk top activity by the Developpee



Values: Influence on behaviour

[Informants of the 'long pre-start', medium pre-start & 'short pre-start']



Alignment with Behaviour: When actions align with personal values, individuals often experience a sense of fulfilment and authenticity. Misalignment between values & actions can lead to inner conflict & dissatisfaction.



Motivation: Values can serve as powerful motivators. People are more likely to engage in activities that resonate with their values, and they may find greater perseverance & enthusiasm when pursuing such activities.

Developee's strong value of reliance on logical reasoning acquired through higher education as a means of breaking down problems, evaluating relationships between component elements to find viable solutions

Despite challenges, her unwavering commitment to her value fueled her determination to earn a degree and achieve her dreams.

Values: Cognitive processes

[Informants of the ‘long pre-start’, medium pre-start & ‘short pre-start’]

- **Cognitive Consistency:** we can tend to seek consistency between their beliefs, attitudes, and behaviours. When values are consistent with other aspects of the self, it contributes to a stable and coherent self-concept
- **Confirmation Bias:** Individuals may be more inclined to notice and remember information that supports their existing values while ignoring or discounting information that contradicts them.

Developee’s deeply held value of a specified value alignment being ‘right’ supported their view on refusal to engage with the ‘wrong’ value in action, deemed misalignment



Gravitation towards the value-set that most closely aligned with the set views



Inadvertent ignoring of the ‘others’ views



Confirmation bias reinforced existing opinions & limited exposure to alternative viewpoints

Values: Cultural and individual variation

[Informants of the 'long pre-start',
medium pre-start & 'short pre-start']

Cultural Influence: Cultural backgrounds significantly shape values. Different cultures may emphasize distinct values, impacting how individuals perceive & prioritise principles like individualism, collectivism, tradition & innovation.

Individual Differences: Personalities, life stages, & personal histories also contribute to the diversity of values among individuals. Some may hold values related to autonomy & achievement, while others prioritise harmony & community.

Developee's strong emphasis on family loyalty; respect is rooted in cultural background

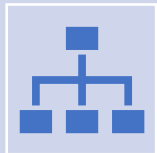
Growing up, observed elders prioritizing based on established foundations (faith-based intergenerational bonds)

Such experiences ingrained the value of maintaining close family ties & spiritual congruence from early stages & ongoing; an imprint on process of decision-making, interpersonal relationships & overall life choices

Values: Value congruence & and Well-being [Informants of the ‘long pre-start’, invoked for medium pre-start & ‘short pre-start’]



Value Congruence: When an individual's values are aligned with the values of their social environment, it can result in increased well-being & satisfaction.



Conflict & Stress: Values incongruence, where personal values clash with societal or organisational values, can lead to stress, dissatisfaction, & feelings of being out of place.

Developee's alignment with their spiritual 'hub' pertaining to professional role was revealed to be out of kilter with professional secular workplace value orientation

Previously established value of constant learning was thereafter seen to be 'in the same ilk'

The previously perceived synergistic congruence, was (freshly) being 'looked at' from a different perspective

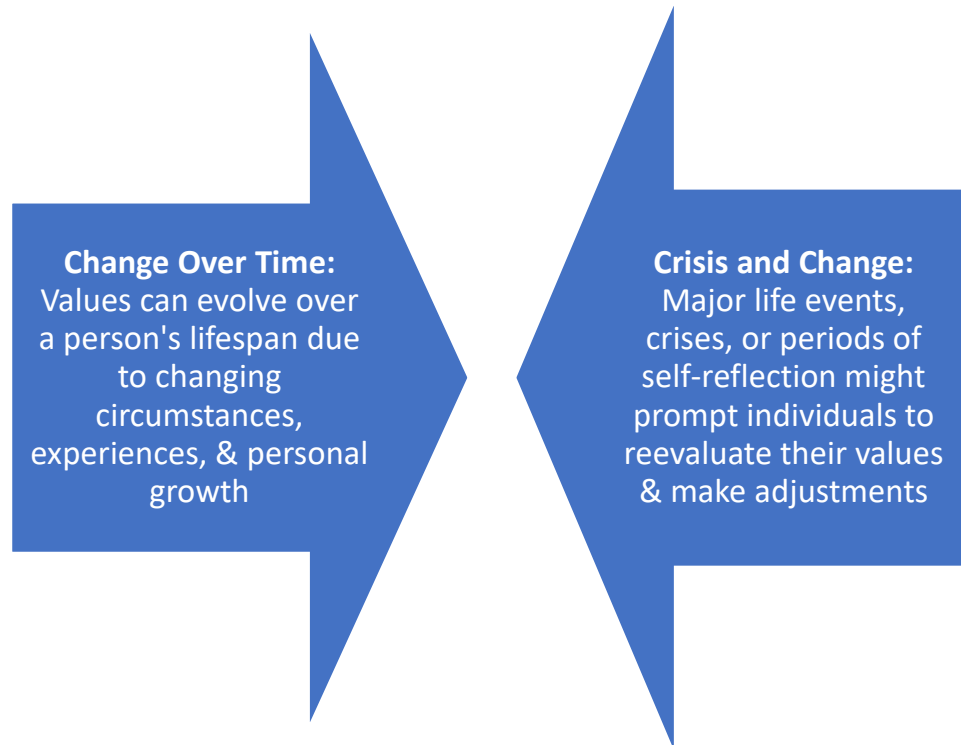
With the synergistic balance lost, an impetus to create a new synthesis in value alignment emerged

Dissatisfaction with the status quo was recognized

An engaging with the conflict & tension of the value clash was permitted

Values: Change & Adaptation

Informants of the ‘long pre-start’, medium pre-start, ‘short pre-start’ & ‘start’]



After experiencing the training room, the squadron incident, the Developpee re-evaluated their ‘application’ of values-in-action.

The prior adherence to the dominant cognition out-trumping other approaches was questioned

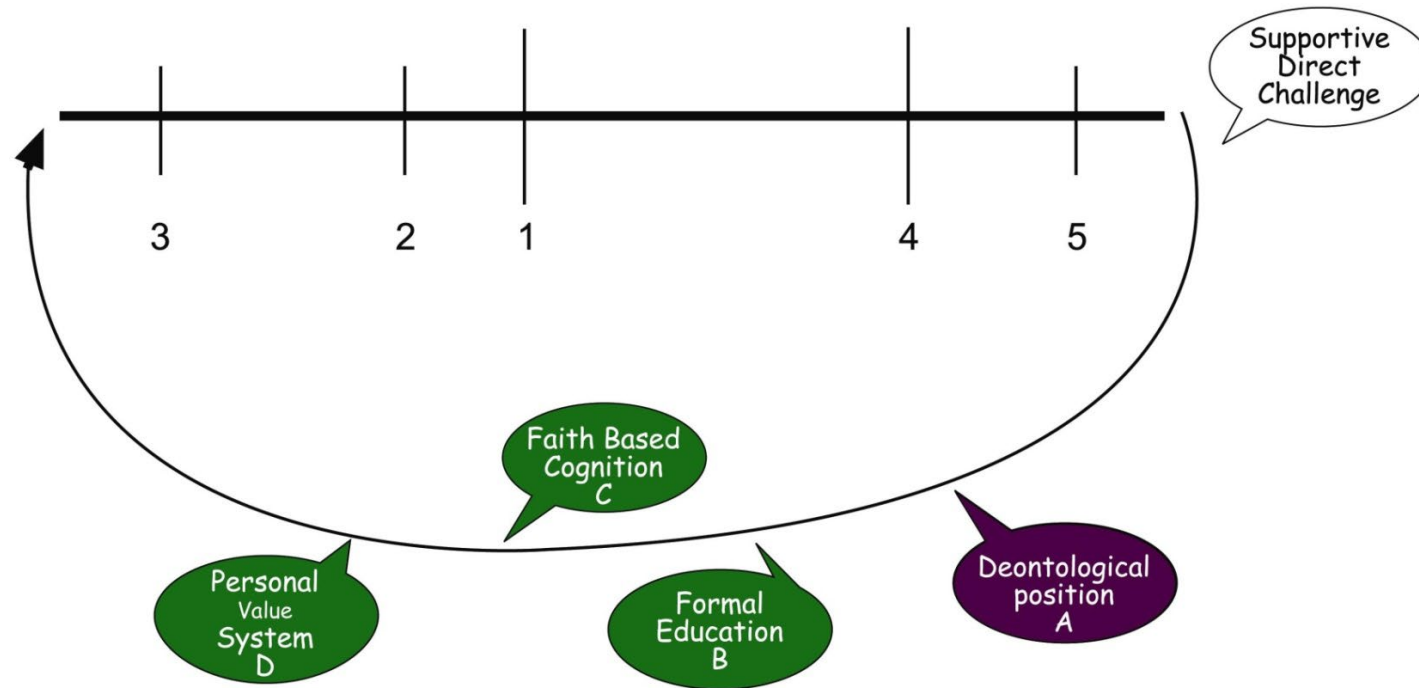
Cognitive shift achieved by looking to the inner meaning of the values & seeing their implementation from the place ‘of the other’

Last scenario ensured the life-altering event prompted event was aided by the fragility of the wellbeing of all concerned, where positive engagement was assured

A profound change in how values were exercised was enabled resulting in leadership long pre-start ‘decontamination’, updating, & authentic responsiveness

Developee - the training room context (yr1)

what happened in the training activity (fable)



Long pre-start now come to the fore-
-demonstrable weighting toward potential
deductive decision-making, not *suspension* for dilemma engagement

IMAGE REDACTED

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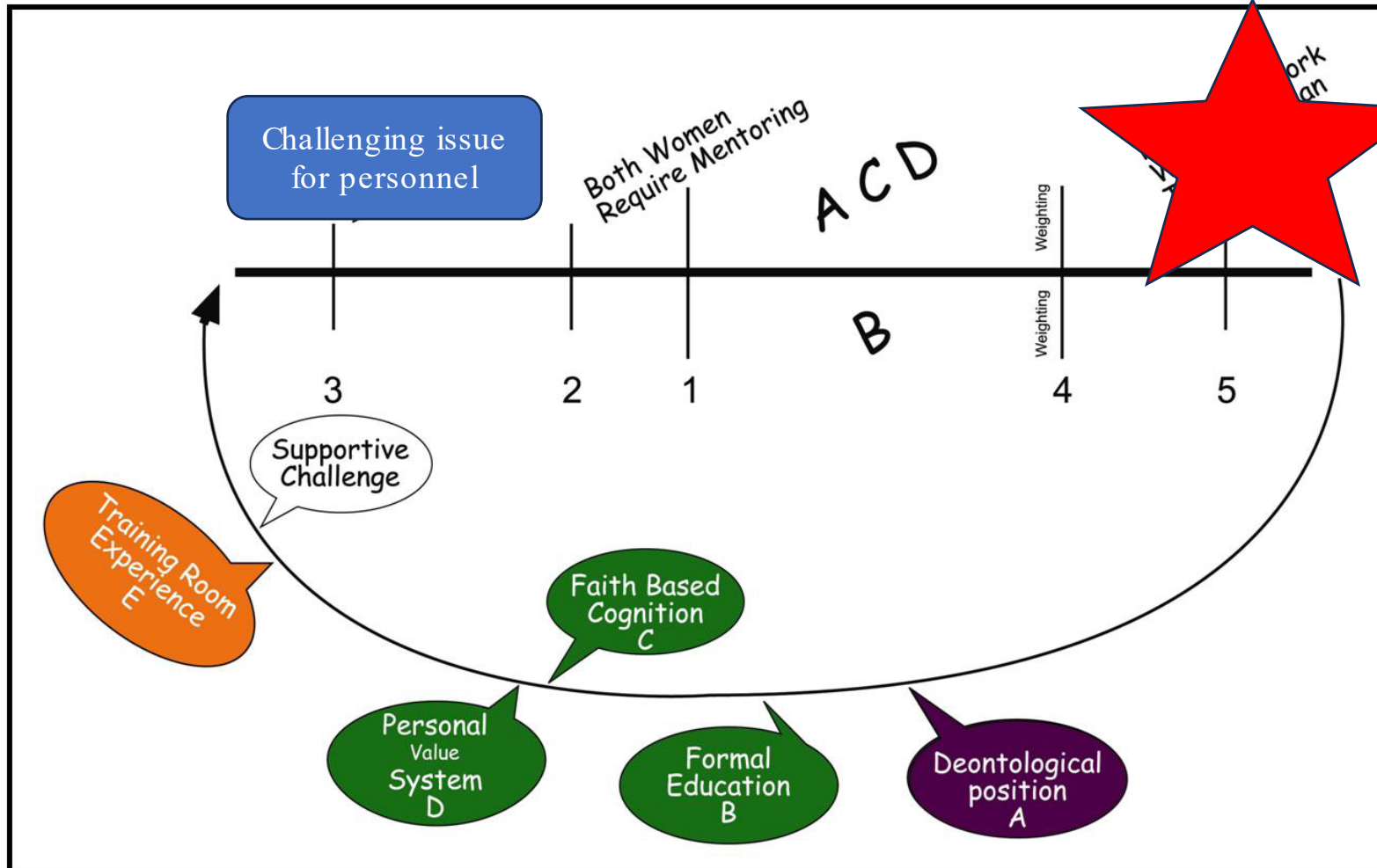
To enter the dilemma state, awareness of its occurring was needed

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Developee - the work-role context (yr 2)



Awareness of subjects value sets in action
-in alignment
-out of alignment

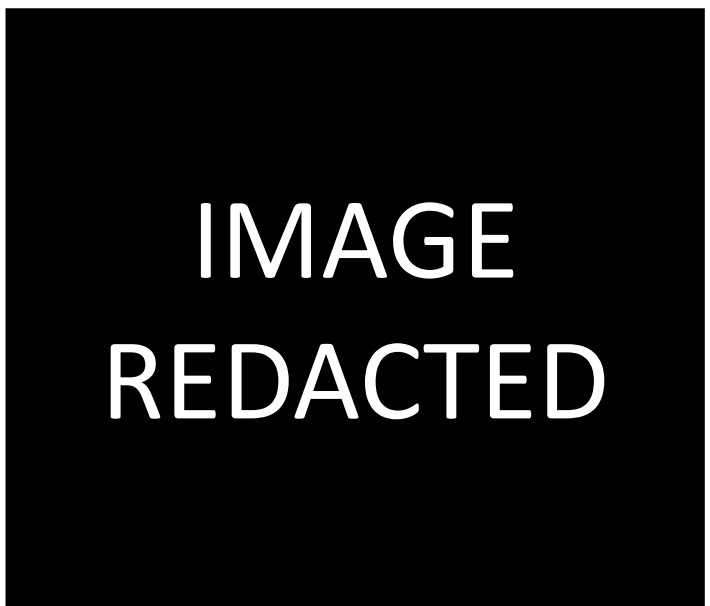




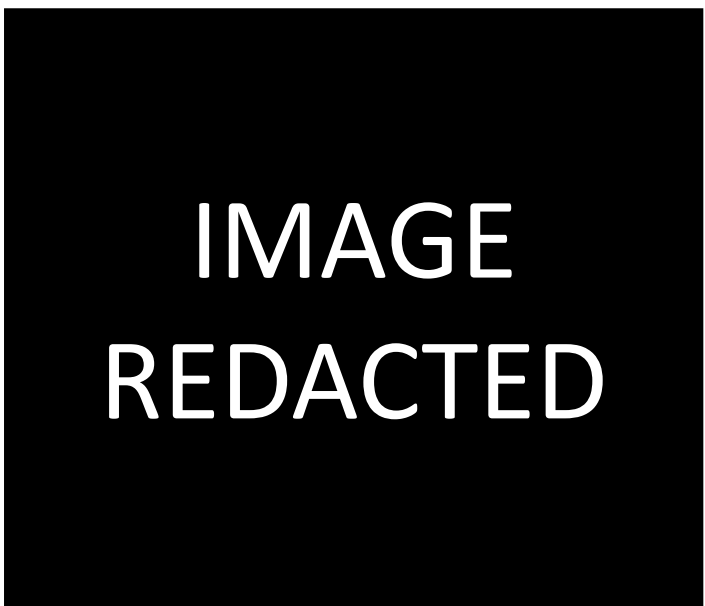
‘peractivation’ of the long pre-start [leadership thinking capability marked & changed]

Key: Use of the honed dominant reasoning to challenge the decision emerging from ‘locked in’ value setting prejudice bias

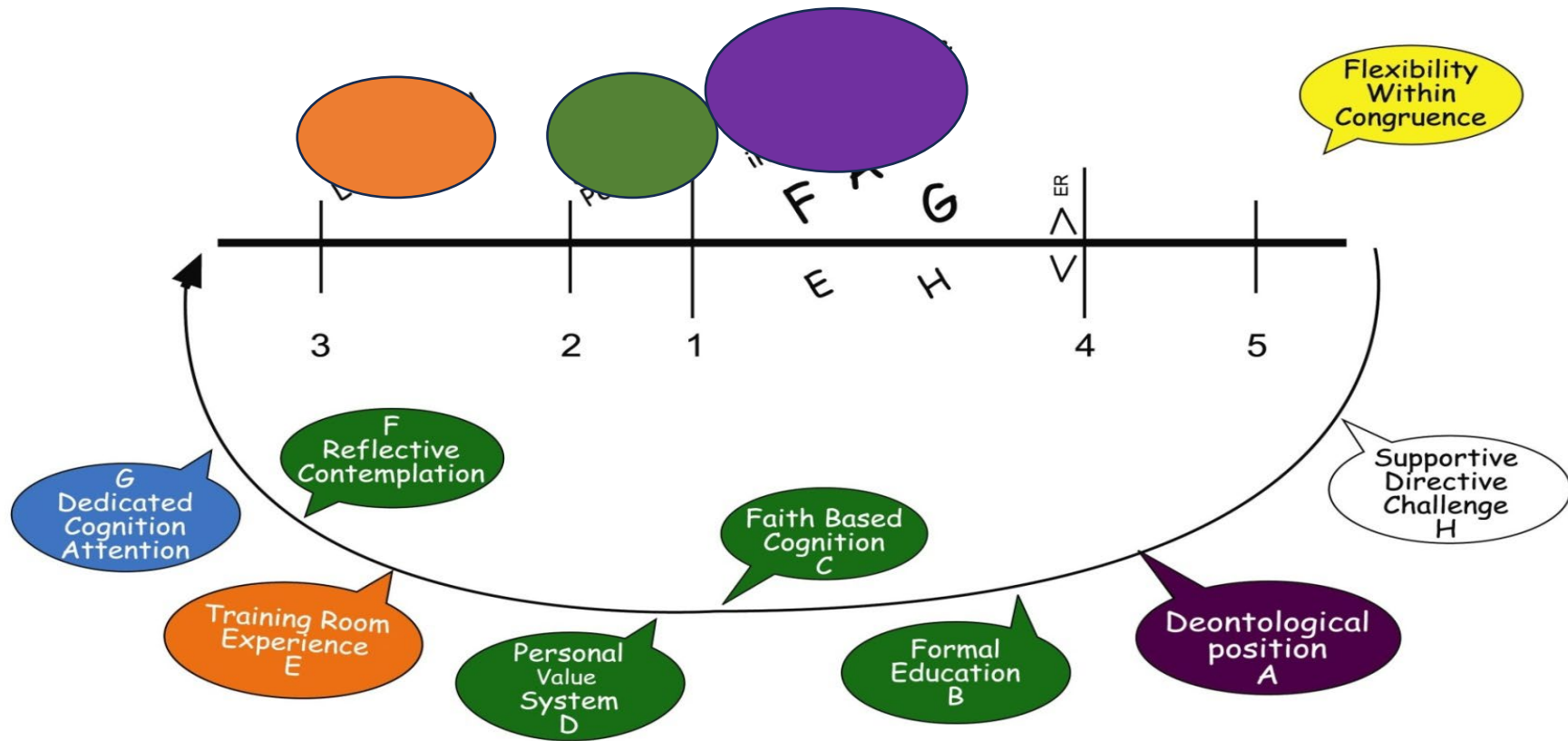
An updating capability yielded
Augmented cognition available to other situational happenings
Strategic thinking elicited from intra-individual development, extended through three-stage experiential learning



‘Clericalism, far from giving impetus to various contributions and proposals, gradually extinguishes the prophetic flame to which the entire Church is called to bear witness. Clericalism forgets that the visibility and the sacramentality of the Church belong to all the faithful people of God [cf. *Lumen Gentium*, Nos. 9-14], not only to the few chosen and enlightened.’”



Developee - deployment context (year 4)



'Leadership Start' as informed by variables from interplay of long, medium & short pre-start time phases

Recap: potential en vivo leadership ingredients identified

Exposure to the intra-individual leadership mix in discrete contexts

Scenario 1 :

did not render developpee to 'leadership vulnerability'

did not elicit ambivalence

did reveal values, related thinking & behaviours

variables of 'long pre-start' cognition exhibited

choice to close off engagement with potential dilemma state; treated as binary decision making

Scenario 2:

did not render developpee to 'leadership vulnerability'

did not elicit ambivalence

'action' stage (i.e. no contemplation of decision [yet recognition of ignoring the dilemma in training room experience; taken as indicator of a 'set' pattern of 'long pre-start' cognition])

purposeful awareness - determination to address 'fixed' cognition

Scenario 3:

did render developpee to 'leadership vulnerability'; uncertainties accepted

did elicit ambivalence; recognition of dilemma state

acknowledgement of 'contemplation' stage

'long & medium pre-start' with additional awareness of education yielding new adaptive capability

sensitized awareness of intra-individual subjectivities

bespoke 'long prestart' resolution of dilemma in action in 'start' phase

Thank you.

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