Leading with Influence Program

Overview

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About the Program

This four and a half day program is designed to provide you with a deeper understanding of the complexities of Leadership and to build your confidence, knowledge and skills to fulfil the capabilities expected at your level in the Department of the Environment and Energy.

Learning objectives

1. **Self Awareness** – learn skills and behaviours to understand and build your leadership strengths and identify any hidden assumptions that might be preventing growth (with an Overcoming Immunity to Change™ process)

2. **Resilience** – learn how to strengthen your thinking patterns when managing change, stress or challenging behaviours

3. **Communication** – learn how to communicate successfully in the many different situations arising in the workplace

4. **Influence** – learn to build influence by integrating the needs, expectations and interest of others to strengthen individual, team and stakeholder relationships

5. **Conflict management** – learn how to respond to and manage challenging conversations in the workplace

Program Approach

The program is informed by a rich mix of well researched theories including the brain science of leadership; social identity leadership; Clear Leadership; appreciative inquiry; emotional systems; attachment theory, positive psychology and Adult Development theory.

What is Leadership?

There are many definitions. The one that best fits this program is the one generally accepted from Social Psychology:

> *"The process whereby one or more members of a group influence other group members in a way that motivates them to contribute to the achievement of group goals"*
> *(Haslam and Reicher, 2002)*

Social Psychology research suggests three key aspects of Leadership that this program promotes to support in order that participants develop their capability to meet departmental outcomes (i.e. "group goals"). These are:

1. Leadership must be about **followers**. It is not just about the leader. If there are no followers, or the designated followers are not influenced by the leader to contribute to group goals, there is effectively no leadership and outcomes are unlikely to be achieved. *Leadership is a team sport, not a solo pursuit.*

2. Leadership isn't about "power over" the group, it is about "**power through**" the group. The motivation of the followers stems from their desire to contribute, rather than being compelled to contribute - to want to, not have to. If the leader does not create the environment that generates that motivational force it is unlikely that the group goals will be achieved in any sustainable or meaningful way.

3. Leadership is never about "me", **it is about "us"**. It is about the expression of the transmission of "Me → We" so that there are motivated followers who want to contribute to the achievement of the group goals. Shared and agreed-to organisational language and culture is vital to that endeavour.

This program will give participants the practical skills to harness the considerable human energy present within the Department to influence the creation of motivated, purposeful and coherent teams, working together to deliver organisational outcomes.

Leadership is a developmental process

Influence is not something one does, *it is something one is.*

There are no tricks or shortcuts to "make" others behave the way we want them to. There is no single "leadership model" or personality style that can be applied.

Our experience, along with contemporary research and thinking, leads us to conclude that the most effective route to leadership effectiveness requires the leader to engage in a conscious ongoing process to develop their Self so that they have the flexibility to adjust to the changing circumstances in which they find themselves.

Developing Self requires not only technical skills (tools, processes and procedures to implement), it also involves expanding the capacity of the mind - to challenge assumptions, uphold a point of view while seeing other perspectives, to manage a difficult conversation and be aware of the system in which one works.

In the words of Professor Robert Kegan:

"However we come to find ourselves in these leadership roles, we are soon confronted with a set of daunting recognitions:

- *Leading inevitably involves trying to effect significant changes.*
- *It is very hard to bring about significant changes in any human group without changes to individual behaviours.*
- *It is very hard to sustain significant changes in behaviour without significant changes in individuals' underlying meanings that may give rise to their behaviours.*
- *It is very hard to lead on behalf of other people's changes in their underlying ways of making meaning **without considering the possibility that we ourselves must also change.**"*

"How the way we talk can change the way we work", 2001, Kegan and Lahey

The change in "meaning making" that Kegan, Lahey and others[1] refer to involves the individual leader engaging with their inner and outer world in new and sometimes uncomfortable ways. The benefit of taking that journey is a changed mind which is more able to deal with the complexities of 21st Century organisations and environments.

An organisation is much more like an ecosystem than a machine. Leadership development that is based only upon "technical" learning (machine metaphor) is bound to leave leaders "in over their heads" in an ocean of complexity[2]. Such an environment requires both adaptive change and technical change in order that leaders and their organisations might flourish.

The developmental approach supports an individual to make adaptive change. It starts with the idea that we all have hidden assumptions that support our meaning making and that drive our interactions with the world. As we develop we become more aware of these assumptions which allow us the freedom to decide which assumptions might serve us well in a given situation and which might not. With that awareness we can act more consciously, responding flexibly and adapting to the situation rather than reacting unconsciously to it.

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[1] e.g. Jennifer Garvey Berger and Keith Johnston – "Simple Habits for Complex times", Stanford University Press, 2015

[2] "In over our heads – the mental demands of modern life", Robert Kegan, 1994

In practise, as Jennifer Garvey Berger and Keith Johnston[3] suggest, there are three habits to develop our meaning making and challenge our assumptions :

Ask different questions (of ourselves and others),

Take other perspectives while holding our own perspective, and,

See the system in which we are working.

This program supports the development of these habits. The more perspectives we can see and hold the more we can engage with, manage and lead in the complex systems in which we find ourselves.

Overcoming Immunity to Change™

As powerful as those habits are there is a vital step that underpins all personal change - overcoming our completely intelligent but often self-defeating immunity to that change.

For more detailed information please read the Introduction to Overcoming Immunity To Change™ document. If you have not already downloaded a copy it is available here:

http://www.curiosityskilledthecat.com/index.php/doeelwiresources

The summary version is: Many of the personal changes we would most like to make run counter to some hidden assumption/s we have about ourselves and/or the world in general. That hidden assumption drives behaviour that is designed to keep us "safe". This will prevent us from making the change we wish to make *because that change is deemed to be "unsafe"* according to the fears that underpin the hidden assumption. In this way the hidden assumption drives a kind of psychological "immune response" to keep us "safe" in the face of the "threat" from the new behaviour. Hence, all our efforts to make that change will be thwarted by the mind's intelligent self-protection.

Program Approach Summary

The logic of this program is:

1. Leadership is about influencing a group of "followers" to work together to deliver the required organisational outcomes.

2. Delivering organisational outcomes inevitably involves some kind of change from the current state to a desired future state.

3. Influence is a way of *being* rather than something that is *done to* others.

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[3] e.g. Jennifer Garvey Berger and Keith Johnston – "Simple Habits for Complex times", Stanford University Press, 2015

4. A person's way of being depends upon the way they see themselves and the world - their "meaning-making" process.

5. The most significant changes most likely involve changing the minds of the people involved.

6. The most effective leaders recognise that change must start in their own mind - even if that is simply finding different ways to influence the minds of their colleagues (whether those colleagues are their direct reports, their manager/s, their peers, or other stakeholders).

7. The most significant changes of mind are usually adaptive and almost always require overcoming one's immunity to change.

8. Overcoming immunity to change requires conscious action over a period of many months.

Following that logic the program content is roughly in reverse order of the above.

Program Content

Pre-program

Before the Introductory Workshop you will need to read this document :-) as well as the Introduction to Overcoming Immunity To Change™ document. In that introduction there is a link to a video which is *required watching before* the Introductory Workshop because we will be building on the information in that video during our first time together.

Introductory Workshop

A 3 hour session that begins the program. This is not just a briefing, it is the start of the Leading with Influence program. In this session we will spend a very brief period with a quick program overview followed by any questions you might have. The bulk of our time together will be spent exploring and developing skills to maximise the process of developing your personal "immunity map" as outlined in the Introduction to Overcoming Immunity To Change™ document.

You will have a small amount of homework to do before Workshop Days 1 and 2. This will involve recruiting a small team of supporters to help you develop and refine your Improvement Goal.

Day 1 - Discovering self, discovering others

Day 1 is a practical, experiential processes to enhance your capability to discover your own meaning-making and that of your fellow participants. These skills can be transferred in the context of your work group within the Department of the Environment as well as to your private lives.

Day 2 - Overcoming Immunity to Change™

During Day 2 we will work on your Immunity Map. This will help you develop some practices to challenge your old assumptions and to develop new, more effective habits. For this day there will be two accredited Overcoming Immunity To Change™ coaches present. Murray Hopkins (your facilitator) will be joined by Anne Sautelle.

Day 3 - Managing self, leading others

Day 3 blends the individual skills learned and practised since Day 1 into more complex skill sets. You will be practicing in your Learning Trio to further embed the skills. We will also explore the role of emotional systems in self-management. The developmental aspects of leadership are explored more deeply. Techniques to manage defensive reactions within self and others will be explored as will the idea of motivation (yours and others) and its relationship to emotional systems.

Day 4 - Everyday leadership - analyse, plan and hold difficult conversations

Day 4 is about communication. All the skills learned on Days 1-3 are brought into a framework to use when faced with the everyday challenging conversations– performance management, work allocation, conflict resolution, giving and receiving feedback, etc. For many people these conversations are delayed or not held at all because of fear.

You will learn and practise a systematic way to analyse, plan and hold those conversations to reduce the fear and increase the chances of sustainable change or resolution.

The application of this conversation framework, holding as it does the blend of skills developed on Days 1 to 3, provides a practical approach to supporting the complexity of mind that is required to build a followership in order that departmental outcomes are more effectively delivered.

More of what you will learn

- The relationship between your hidden assumptions, change and influence

- An understanding of different leadership and management styles - when they might be appropriately applied, and when they might be inappropriate to apply

- An understanding of the importance in building a Followership in order to create and maintain high performance teams

- The fundamental role that primary emotional systems play in Leadership

- How to explore the meaning that one gives events and situations as well as ways to explore the meaning-making of others

- How to take multiple perspectives and shift perspectives easily

- How to create a work environment that motivates people

- A way to listen to learn, especially to offset the trap of "being certain"

- How to be effective in the use of the various forms of questions

- Awareness of threat and reward states in self and others and the important role it plays in stress and motivation

- How to help yourself and others by defusing defensiveness

- An understanding of the capacity to work with the paradox of being both connected to, and separate from, others

- How to give and receive effective feedback

- How to communicate with clarity and transparency

- How to build resilience in self, others and teams

- A framework to manage difficult conversations so that important conversations are not avoided due to fear

Program Design

The Leading with Influence Program is designed using the 70 – 20 – 10 framework. The value of this framework is that it extends learning beyond the classroom, utilising workplace and social learning. The program delivers the 70 – 20 – 10 framework in the following ways:

70% on the job experience

Self-directed Learning - During the program you are accountable for your own learning. On-the-job application of tools, processes, ideas, suggested readings, research, videos and other reference materials will be available to be incorporated into your learning.

Learning Journal - Provides a place to record expectations, reflections and review of learning, applications and challenges from the program, manager meetings and learning partner meet ups.

Development Action Plan - Records your development action plan – the what, why, how and when you are going to practise and apply learning from the program, who will keep you accountable and how you will measure success.

Ongoing feedback - via secure online survey forms. Allows your nominated supporters and yourself to give ongoing feedback in support of your Improvement Goal.

Manager Interactions - You are encouraged to seek feedback from your manager and other key supports or stakeholders – peers/ learning partners/team.

On the job applications - On the job tasks can include tasks identified by yourself or with your manager, or as an application of a tool from the workshop. The tasks can involve observing, experimenting and reflecting.

20% feedback from manager / peers / team

Manager meetings - Share learning, gain a different perspective, discuss ideas and outcomes and enlist support to apply learning.

Learning Trio meetings - A reciprocal supportive relationship where personal learning outcomes are discussed. Knowledge, ideas, experience and challenges are shared and reflected on as learning is applied.

10% formal Learning

Four and a half workshop days – delivered using a mix of facilitation, interactive activities and scenarios as well as pre-workshop readings, audios and videos.