Welcome

1. Greetings, salutations and introductions
Mac}ro objectives for IOC leadership development

1.1 To *improve* the management and protection of the environment by *strengthening* the leadership capacity of senior role-players who can and want to make a difference in this domain

1.2 To *nurture* a network of highly influential leaders who can integrate regional and local initiatives in a manner that builds sustainable outcomes with high impact

1.3 To *provide* an opportunity for personal learning and renewal
How can we get the most from our time together?

*Let's contract on mutual expectations:*

- Challenge and debate
- Engagement
- Risk and play
- No formulas
- No prescriptions
- Shared ownership of process to maximize learning
Our programme

1. Welcome, outcomes and expectations
2. You, leadership and this workshop
3. Core building blocks of world-class leadership
4. Personal Mastery as the foundation for leadership
5. Competences for effective leadership
6. Management versus leadership
7. Primary leadership roles
8. Leadership simulation
9. Looking homeward: Consolidation and application
Why is leadership and this workshop important to you?

- Challenges
- Issues
- Trends
- Consequences
Four building blocks for world-class leadership

- Goals worth pursuing
- Leadership ‘capacities’
- Resources (right people)
- Individual (personal) mastery
Leadership defined

Leadership is the capacities an individual holds, relative to particular situations, that enables him/her to influence people to achieve results.
Influence

n. **Power** or **capacity** of causing an effect in indirect or intangible ways

*Webster Dictionary*
What capacities provide the power to influence?

- Rights and authorities
  - Status
  - Wealth
- Networks and contacts
  - Competences

(Underlying knowledge, experiences, health, attitudes, and value choices which in combination with behaviours, habits/routines and behavioural repertoires (skill sets), are causally related to effective performance)
Important questions about the power to influence

1. Where do we get *positional* and *personal* power from?
2. Can the ‘*quantum*’ change?
3. Does the power to influence have any *boundaries/limits*?
4. Are there any *pre-conditions* for the power to be effective?
With positional power

You have rights and authority to

• Determine work objectives, policies, processes and procedures etc
• Decide on priorities
• Schedule work and related routines
• Allocate resources
• Sanction and reward

….depending on your delegations
With personal power

You have no rights and authorities

You earn trust and consequently influence by building....

- Credibility
- Information
- Networks
- Track record of delivery
- Service orientation
What determines credibility?

<table>
<thead>
<tr>
<th>Honest</th>
<th>Forward-looking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiring</td>
<td>Competent</td>
</tr>
<tr>
<td>Fair</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

The degree to which you are seen as:

- CREDIBLE
- TRUSTWORTHY
Actions that help build credibility

**Personal humility:**
- Make others the centre of attention
- Believe in the self-worth of people
- Be true to yourself
- Ensure consistency between your thoughts and your actions
- Admit and learn from your mistakes

**Professional will:**
- Deliver on your commitments
- Continually renew and build your competence
- Strive for and expect the very best
- Be passionately focused but remain adaptive

Nurture your personal mastery as the foundation for your leadership
Individual (personal) mastery

1. The *ability to recognize* the relationships between
   (1) what you think (mindset structures)
   (2) how you think
   (meta-cognition and awareness)
   (3) what you do
   (behaviours/actions/habits)
   (4) what you achieve
   (results/track record) and

2. The *ability and continuous effort* to improve them
Personal mastery: Recognizing how structures drive behaviour and performance + the skills to shape these structures
Personal mastery includes recognizing how **all** structures – external as well as internal, drive behaviour and performance

Explicit rules, regulations, laws, policies and procedures
Mindset structures are imperfect constructs

Mindsets (Conscious and unconscious) (Paradigms, mental models, values, attitudes, beliefs)

Facts

Part fact with many inferences and assumptions

Prejudice and bias

Education and experience

Own

Others
Mindsets are only maps of reality
Mindsets can empower and/or dis-empower

Contradictory beliefs can act as constraining forces

You feel powerless or unworthy

Your current reality

Your vision and life choices can be a strong motivating force

You want a purposeful life and distinguished career
Mindsets influence what and how we perceive things

Half full

Half empty

What is it?
Mindset ‘paradigms’ are changing

(Paradigms: Maps for understanding reality or what we believe to be true)

**Examples:**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Hierarchy</th>
<th>Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Organisation</td>
<td>Individual</td>
</tr>
<tr>
<td>Style</td>
<td>Structured</td>
<td>Flexible</td>
</tr>
<tr>
<td>Source of strategy</td>
<td>Stability</td>
<td>Change</td>
</tr>
<tr>
<td>Quality</td>
<td>Affordable best</td>
<td>No compromise</td>
</tr>
<tr>
<td>Status</td>
<td>Title and rank</td>
<td>Contribution</td>
</tr>
<tr>
<td>Culture</td>
<td>Tradition</td>
<td>Renewal</td>
</tr>
<tr>
<td>Structure</td>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td>Expectations</td>
<td>Security</td>
<td>Personal growth/freedom</td>
</tr>
<tr>
<td>Influence</td>
<td>Position</td>
<td>Person</td>
</tr>
</tbody>
</table>

…….. as are values and beliefs and they will all continue to change
What do we need to do to craft and refine our mindset

*Surface* the underlying facts and assumptions you use to construct your views, mental models and paradigms, so that you and others can ‘see’ why you think what you think.

*Test* this ‘why’ stuff for validity and usefulness.

*Adjust* our mindset (structures) as may be required.

This creates the leverage for personal growth and renewal.
Useful skills to craft, refine and renew our mindsets

- Inter-personal skills
- Thinking skills
- Diagnostic and problem solving skills
- Learning skills
Useful inter-personal skills

- **Advocate** less and inquire more
- **Suspend** your early judgments
- **Recognise** and **avoid** leaps of abstraction
- **Reveal** what you truly think – your so-called ‘left-hand’ column
- **Avoid** stereotyping people
Improve your meta-cognition (thinking about how you think)

No single satisfactory definition about thinking

Thinking entails:

1. Mental activity
2. Logic and reason
3. Deliberate exploration of experiences
4. Some level of knowing
4. Linking and integrating
The nature of skill in thinking

- Perception and pattern recognition
- Memory recall
- Attention directing
- Exploring experience
- Applying knowledge
- Knowing how to deal with situations
- Transfer to other situations
Thinking styles

*Practice looking at the world through different lenses:*

Scientific, analytic, ‘secular’

Theoretical, conceptual, cognitive

Practical, applied, operational

Holistic, integral, ‘spiritual’
Diagnostic skills

*Ability to:*

1. **SEARCH** widely for and monitor information
2. **RECOGNISE** and integrate patterns
3. **ANALYSE** data (extract credible meaning)
4. **REMAIN** perceptually objective
5. **FORMULATE** credible actions
SEEING PATTERNS HELPS........

Somewhere, something went terribly wrong
Problem solving skills

- There are many models
- Most cover:
  1. Identifying the apparent problem
  2. Gathering information and separating facts from assumptions
  3. Defining the real problem(s)
  4. Generating possible solutions
  5. Completing a cost/benefit/risk/implications (adv/disadvantages) analysis
  6. Selecting the best solution and planning for implementation
Learning skills

Experience
(Learn by doing)

Applying
(Learn by modifying Ld behaviours and testing new ones)

Generalizing
(Learn by finding trends and truths)

Processing
(Learn by discussing what you have done)

Kolb's Learning Stages
Let’s pause to summarize ....
In summary: Leadership and personal mastery

• What gets done is what counts

• Behaviours drive what gets done

• Structures (internal and external) drive behaviours

• Structures can be crafted/changed

• Recognizing and improving the structures that determine who you are and choose to be is the domain of personal mastery

• Personal mastery is the foundation for effective leadership
In summary: Personal mastery

1. The *ability to recognize* the relationships between
   (1) what you think (mindset structures)
   (2) how you think
      (meta-cognition and awareness)
   (3) what you do
      (behaviours/actions/habits)
   (4) what you achieve
      (results/track record) and

2. The *ability and continuous effort* to improve them
In summary: Leadership as process

• You can’t give to others what you don’t have
• We need to develop ourselves as a starting point for effective leadership – using Personal Mastery as the platform
• We need to develop credibility with others as the source of your capacity to influence them to pursue and achieve certain results
• Leading is a dynamic multi-directional, ongoing process
• The context and other people involved are strong determining factors of how we should lead and the impact we will have
Working on your personal mastery

Develop and renew your mental models (mindset structures)

Passionately improve your reliability, execution and results

Develop and refine your range of behaviours, habits and skills

Sharpen your thinking and awareness
Close the gaps and eliminate inconsistencies

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Sharpen your thinking and awareness
Our programme

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What you do as a leader determines the competencies you need to have

**Generically leading entails:**

- Giving direction
- Getting buy-in (alignment and enrolment)
- Creating right conditions to perform
- Pushing for and achieving results

**Competence is the** underlying knowledge, attitudes, values, experiences, behavioral repertoire, mental, physical emotional and ‘spiritual’ well being you hold that is causally related to how you behave and perform
Competence must be linked to proficiency

- **Proficiency:**

  Lc/CxS-Ae

  Lc=Level of complexity
  C=Competence
  S=Speed
  Ae=Absence of Error
Competence framework for leadership

The 10 most important domains:

• Strategic, analytical and conceptual thinking and perspective
• Robust mental models, values and paradigms
• Diagnostic and problem solving skills
• Change management skills
• Interpersonal skills – especially ‘influencing’ components
• Psychological robustness, physical well-being emotional intelligence including ‘spiritual/religious’ anchors
• Context knowledge
• Teamwork skills
• Creativity and innovativeness
• Functional skills and knowledge
Thinking and intelligences

Thinking Skills
(perception and pattern recognition, memory recall etc)

Spatial

Creative

Verbal

Personal

Numerical

Social

Sexual

Sensual

Sensual

Physical

Numerical

Physical

Sensual

Sexual

Social

Personal

Creative

Spatial

Thinking and intelligences

Adapted from the work of Tony Buzan, Mind Mapping and Head First
Thinking skills: Strategic, analytical and conceptual

- Meta-cognition
- All 7 conventional thinking skills
- All 10 intelligences
- Integration to achieve conceptual capacity, flexibility, high self awareness, willingness to risk and overall robustness
- High level of ‘knowing’
Diagnostic skills

Ability to:

1. **SEARCH** widely for and monitor information
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5. Complete a cost/benefit/risk/implications (adv/disadvantages) analysis
6. Select the best solution and planning for implementation
Organisational change

- Responding (initiating) proactively to external changes to enhance sustainable relevance, impact, value provision and sustainable competitiveness

- Aligning, integrating and enrolling for better fit:
  - Stakeholder Needs
  - Staff Aspirations
  - Customer Expectations
  - Competing Agencies and Service Providers
Change as a continuous process

1. Diagnose/analyze the current situation
2. Determine priorities and strategy with “guiding coalition”
3. Develop and disseminate a vision of the change
4. Empower broad based action
5. Generate short term wins
6. Consolidate gains and extend process
7. Measure, reinforce and refine
8. Reflect, learn and correct

Kotter Model
Let’s pause to summarize ....
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Interpersonal skills

The capabilities which allow individuals to interact and relate effectively

Mainly:

Communication skills
+ verbal and non verbal
+ written and spoken

Knowledge of and ability to work within norms, values, standards and protocols
Cultural issues

• Culture: The relatively specialized lifestyle values, beliefs, ways of behaving and artifacts passed through communication from generation to generation

• Cultural differences – views on:
  1. Power, affiliation and achievement
  2. Collectivist versus individualist values/models
  3. Context
  4. Gender
  5. Time and distance
The interplay between dimensions of self and others and effective communication

- Self-concept
- Self-awareness
- Self-esteem
- Self-disclosure
- Perceptions of others
Psychological robustness

_The ability to endure:_
1. Emotional and psychological pain
2. Rejection and failure
3. Ambiguity and stress
4. The absence of structure
5. Physical hardship

_...and continue to function effectively_
Physical well-being

- Weight, appearance and health
- Eating and drinking habits
- Work habits
- Recreational habits
- Resting habits
Emotional maturity

Ability to respond appropriately under a wide range of ever more complex and demanding situations

- Cognitive (left brain)
- Analytical
- Logical
- Sensible
- Sequential processing of information
- Specific communication

- Emotional (right brain)
- Intuitive
- Feelings
- Images
- Holistic processing of information
- Broad communication
Context knowledge
The importance of context

What do we want?

Our vision and strategic intent

How do we get there?
1. Direction
2. Understanding
3. Urgency
4. Discipline

What do we have?

Our current reality

What informs us?

Country’s strategic intent
Our customers & stakeholders
Our staff
Our competitors and/or allies
Teamwork skills

- Huge need for teams and world-class teamwork
- But, teams are not the answer for all ills
- Great teams are crafted – much like a work of art
When do we have a team?

A group of people who:

1. Have significantly interdependent relations
2. See themselves as a team
3. Distinguish members from non-members
4. Have a shared common purpose
5. Work together in the interests of the team
6. Subscribe to mutually agreed norms and values
7. Are capable of guiding their team processes
Key factors in team development

- Leadership competence
- Individual maturity
- Task and interpersonal skills
- Trust levels
- Clarity of purpose
- Functioning
- Participation

Individual maturity

Task and interpersonal skills

Trust levels

Clarity of purpose

Functioning

Participation

Leadership competence
### Characteristics of great teams

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Superb people</td>
</tr>
<tr>
<td>2.</td>
<td>Mutual creation</td>
</tr>
<tr>
<td>3.</td>
<td>Strong leadership</td>
</tr>
<tr>
<td>4.</td>
<td>Leaders love talent</td>
</tr>
<tr>
<td>5.</td>
<td>Lots of talented people</td>
</tr>
<tr>
<td>6.</td>
<td>On major mission</td>
</tr>
<tr>
<td>7.</td>
<td>Team is an island</td>
</tr>
<tr>
<td>8.</td>
<td>Winning underdogs</td>
</tr>
<tr>
<td>9.</td>
<td>Always an enemy</td>
</tr>
<tr>
<td>10.</td>
<td>Have blinders on</td>
</tr>
<tr>
<td>11.</td>
<td>Optimistic, not realistic</td>
</tr>
<tr>
<td>12.</td>
<td>Right person, right job</td>
</tr>
<tr>
<td>13.</td>
<td>Get what they need</td>
</tr>
<tr>
<td>14.</td>
<td>Great teams ship</td>
</tr>
<tr>
<td>15.</td>
<td>Work is own reward</td>
</tr>
</tbody>
</table>

*Warren Bennis, Organizing Genius*
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# Management versus Leadership

<table>
<thead>
<tr>
<th>Role</th>
<th>Management</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating an agenda</td>
<td>Planning and budgeting</td>
<td>Determining direction</td>
</tr>
<tr>
<td>2. Developing a human network</td>
<td>Organizing and staffing</td>
<td>Securing alignment and enrolment</td>
</tr>
<tr>
<td>3. Execution</td>
<td>Controlling and problem solving</td>
<td>Motivating and inspiring</td>
</tr>
<tr>
<td>4. Outcomes</td>
<td>Predictability and order</td>
<td>Change and transformation</td>
</tr>
</tbody>
</table>

*John Kotter Model*

Groman Consulting 2007
5 Way management and leadership

Customers   SELF   Peers
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Leadership

• **Definition:** Leadership is the capacities an individual holds, relative to particular contexts, that enables him/her to influence people to achieve results

• **Roles:** The generic role of leaders is to:
  1. *Determine and or clarify* goals/outcomes
  2. *Create* conditions for outstanding performance
  3. *Get' buy-in’ through* understanding and acceptance (U/E)
  4. *Push* for greater efficiency and effectiveness (*change: the means*) ultimately, impact and value (*the ends*) for stakeholders, staff, customers and community
Determining/clarifying goals/outcomes (results)

Typical Statements

Vision
Mission/Org purpose
Values
Strategic intent/Strategies
Goals/objectives
Project/Action plans

+ Policies and procedures, branding, positioning statements etc

Time Frames

Longer term

Shorter term
Key factors influencing strategic direction

- Stakeholder requirements
- Customer needs and expectations
- Competitive forces
- Organizational resources & capabilities

Organization purpose, strategy and deployment
Creating the conditions for exceptional performance

Conventional wisdom

New insights
Creating the conditions in which people can excel

• Must work with both ‘inner and outer world’
• Many theories and prescriptions
• No failsafe approaches
• Ability to create/craft the conditions depends on the sum of everything done and also not done
• Balance between ‘person centered’ and ‘task centered’
Build an integrated learning process

- Weeds grow back!
- Involve and engage
- Identify and transfer best practices
- Integrate
- Set ‘stretch goals’
Getting buy-in through understanding and acceptance

Understanding (Alignment)

Acceptance (Enrolment)
Non-alignment

STRATEGY

STYLE

STAFF

SYSTEMS

SKILLS

SHARED VALUES

STRUCTURES
Alignment: McKinsey 7-S Model

- Structures
  - Strategy
  - Skills
  - Staff
- Systems
- Shared Values
- Style
Getting alignment and enrolment

Standard delegations

Influencing process

U/A

Authority

Accountability

Staff maturity and competence

Level of participation

LO

HI

Tell

Sell

Consult

Co-create
Guiding principles

- Bridge short term turbulence with long term vision and values
- Without U/A there is no accountability
- Without accountability, you are dead
- Encourage loyal opposition
- Don’t shoot the messenger
- Model desired behaviour
- Eradicate ‘learnt helplessness’
Key points on leadership competence, proficiency and results

- ‘Knowing’ about leadership is not enough………
- Competence must be visible in behaviours/outputs
- ‘Behaviours/outputs’ are not enough…………
- Proficiency and consistency are critical
- Competence is finally reflected in your track record of results achieved over time
- In reality, its really about the track record and success of your team members and ultimately the organisation(s) you choose to serve
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Reflection and learning

- Capture most important insights
- Reflect on meaning, validity, usefulness and application
- Decide on ‘how best to move forward towards’
Final wrap-up

Questions and queries?
Implementation and follow-up
Our objectives and programme
Macro objectives for IOC leadership development

1.1 To *improve* the management and protection of the environment by *strengthening* the leadership capacity of senior role-players who can and want to make a difference in this domain

1.2 To *nurture* a network of highly influential leaders who can integrate regional and local initiatives in a manner that builds sustainable outcomes with high impact

1.3 To *provide* an opportunity for personal learning and renewal
Namaste