



iLEAD WITH AUTHENTIC IMPACT THE TRANSFORMATIONAL LEADER

WORKBOOK

**BMW
GROUP**



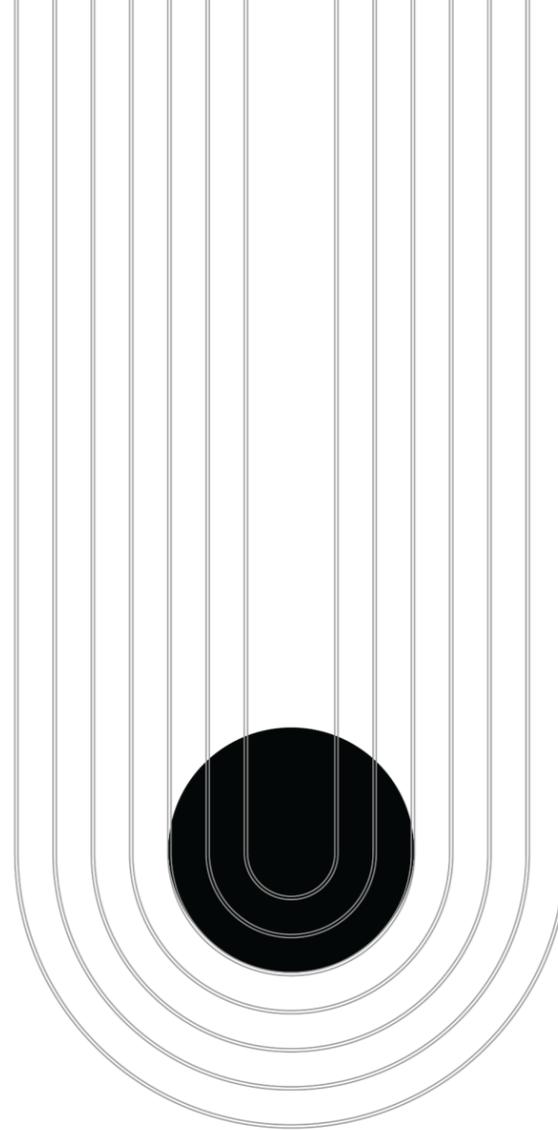
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CONSIDER

What is different about you 'out of work'?

What is the side of you that your friends and family see what we probably don't often see in work?

Why might there be a difference?



MODULE OBJECTIVES:

- Hold a mirror to ourselves and reflect deeply on our own behaviour.
- Understand our behavioural preferences and how to adapt it based on the impact I want to have on others.
- Better understand our values in order to develop a more authentic leadership style.
- Be true to myself as a human leader (not a 'robot') - Become a more inspirational leader to others.
- Discover new ways to bring out the best in every individual - help unlock potential in others.



PAIRS ACTIVITY



Find a partner and sit in a quiet part of the room.

With your partner discuss what armour you each put on when you come into work.

You can refer to some of the ones we've given you as examples or you can name your own piece of armour!

Time: 15 minutes

Armour can be both offensive and defensive!

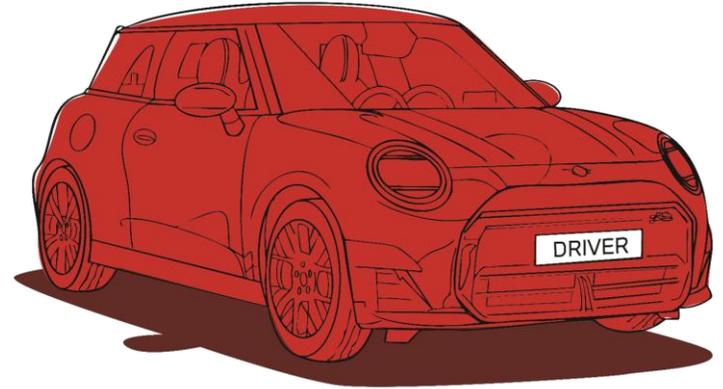
Armour is contextual or situational

Intention is the active, deliberate, and self-determined purpose or aim behind our thoughts, words, and actions.

It is a conscious choice that originates within us, guiding our behaviour and outcomes, rather than being a default or externally imposed direction.

My Intention....

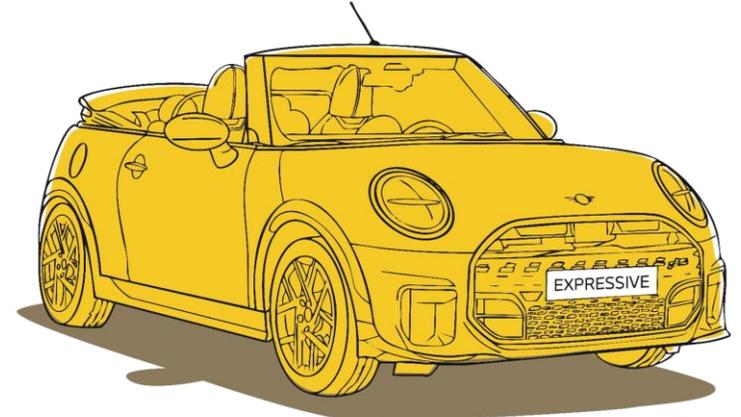
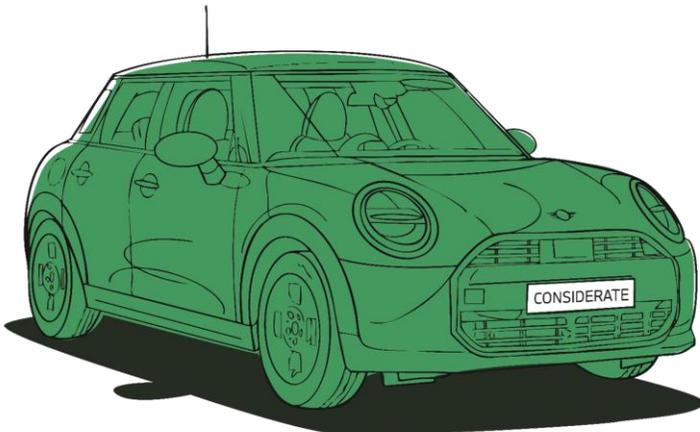
TASK FOCUS



INWARD FOCUS



OUTWARD FOCUS



PEOPLE FOCUS

REFLECTION IN GROUPS



In your groups consider your answers to the questions below. As much as possible try and find answers that have broad consensus from the group:

What is the greatest strength this colour energy brings to the business?

What behaviours or scenarios make you angry or cause you to be disengaged?

What advice would you give us about how to communicate with you and get the best out of you?

Time: 10 minutes

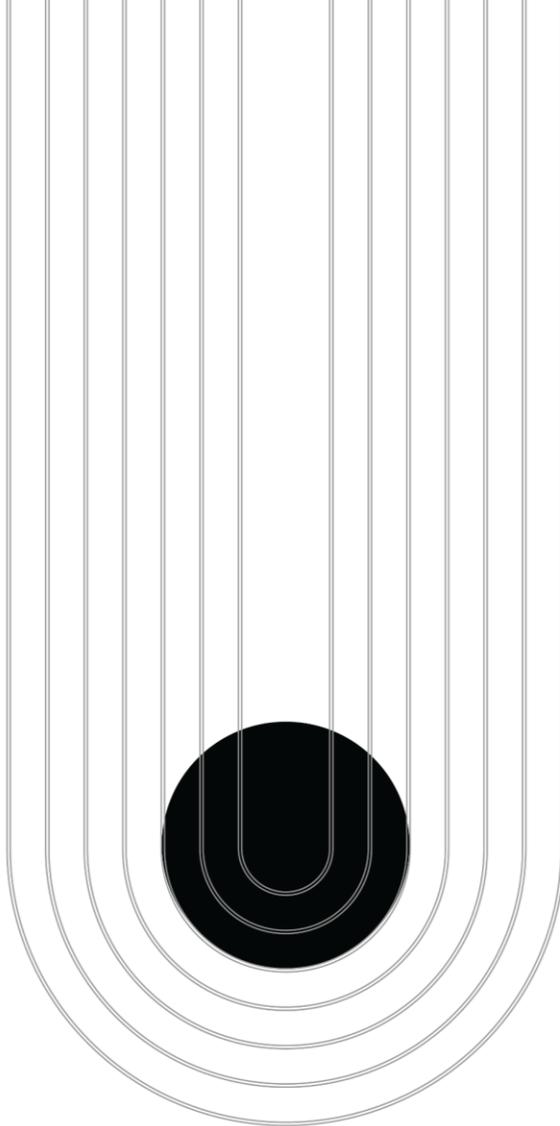
MAPPING ENERGY TYPES



Think of a current scenario where you feel there is a line of tension or conflict in your role

Quickly sketch out the individual stakeholders visually involved in your situation – make sure you include yourself

Alongside each person, make a judgement about what their dominant energy is IN THIS SCENARIO.



YOUR IDEAS:

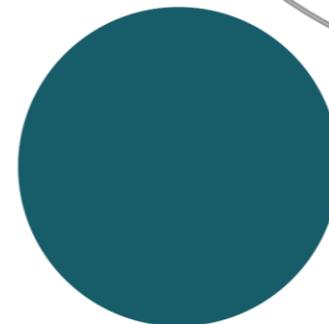


REFLECTION IN PAIRS

Consider your answers to the questions below.

- What's YOUR energy tendency in this scenario?
- What's the energy tendency of others in this scenario?
- What is each person prioritising?
- Where can you see a clash of energy types?
- What adjustments can YOU make?

Time: 10 minutes per person



STANDING IN THE OTHER PERSON'S SHOES (OR HATS IN THIS CASE)



Go back to your partner.

Pick a stakeholder in your scenario with whom you have potential for tension or conflict.

Put on the colour hat for your dominant style in this scenario and give your partner the colour for the stakeholder you are thinking of.



Next SWAP HATS. As you place the new colour energy on your head really make an effort to embody the mindset of that energy. Consider how that energy would feel, how it prioritises, insecurities and so on.

Now look at 'you' and consider how you look to this person through the lens of their colour energy.

INTENTION is the deliberate choice about what sort of energy we want to give

... It's 'how we show up'!
(or how we choose to show up)

Intention is the active, deliberate, and self-determined purpose or aim behind our thoughts, words, and actions.

It is a conscious choice that originates within us, guiding our behaviour and outcomes, rather than being a default or externally imposed direction.

THE PRESUPPOSITIONS OF NLP (NEURO-LINGUISTIC PROGRAMMING*)



People are not broken, & don't need to be fixed

Behind every behaviour there is a positive intention

We are always communicating

The meaning of communication is the response you get

* 'Neuro Linguistic Programming' was founded in the 1970 by Richard Bandler and John Grinder. It enables and teaches us to better understand the way our brain (neuro) processes the words we use (linguistic) and how that can impact on behaviour (programming). It gives strategies for observing human behaviour and learning from the best (and worst) of that!

PERSONAL REFLECTION

Individually explore how you TRULY look at others and what thoughts are associated:

Write down single letters (an initial for example) to represent different people with whom you have had difficult or uncomfortable conversations.

Next consider the 'Presuppositions of NLP' and be brutally honest with yourself as you move to point 3.

For each person ask, "do I see them as..."

- Being a problem
- Having a problem
- Have all the resources they need to solve their problem

Time: 10 minutes



**"I don't like this person, I must
get to know them better"**

Abraham Lincoln

LISTENING ACTIVITY



Find new partner

Person 1:

Think of an eventful or stressful experience that has happened to you while on holiday.

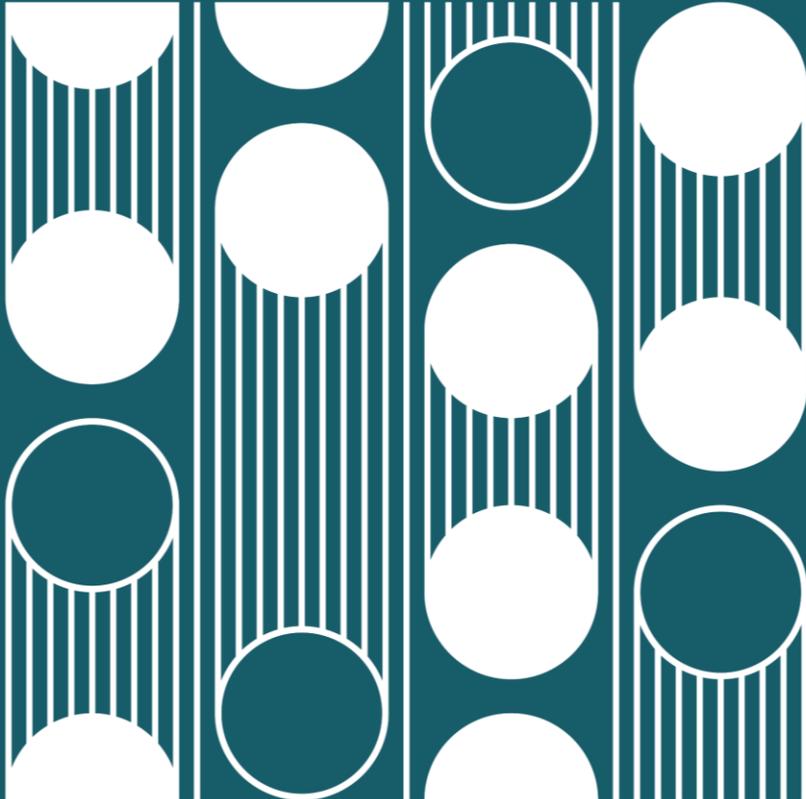
Tell the story of this event uninterrupted for 4 minutes.

Person 2:

Listen **WITHOUT** interrupting or speaking for the full time.

Allow silence if needed.

Notice what is happening for you.



EGO – CHIMP - ARMOUR

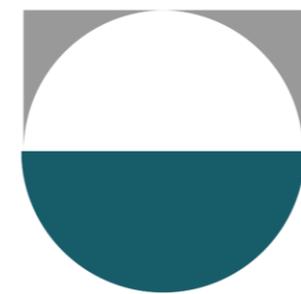


EGAN COACHING MODEL FRAMEWORK BY GERARD EGAN

Exploration (of the issue)

Understanding (of what they want instead)

Action (of how they could get closer to their desired state)



COACHING IN PAIRS

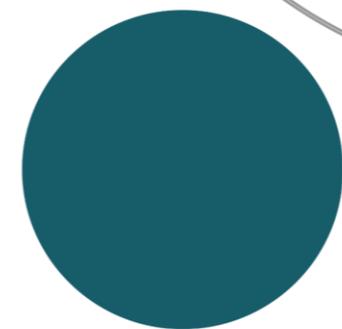
Find a partner and decide who will coach first.

Use the Egan Coaching model to coach your partner on the topic of when/how/why they use armour in work.

Start by exploring the issue, then try and understand how they would like it to be different. Finally discuss what actions they could take (and when) to be more AUTHENTIC in their leadership.

After 15 minutes give feedback about the coaching experience to each other then swap roles.

Time: 40 minutes total



YOUR IDEAS:



PAIRS ACTIVITY

Person 1 shares buzz moments from their life.

Person 2 writes these down on post it notes (one buzz moment per post it note.)

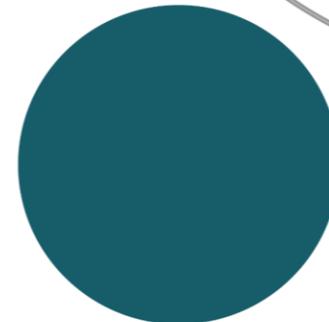
Together, group the moments into themes.

Use the values (previous page) to identify (name) the values that resonate based on the 'buzzes' or clusters (or your personal values that you know to be true).

Finally write your top 3 values, in priority order, on the poster.

Swap roles and repeat.

Time: 25 minutes per person.



SELECT FROM THIS LIST

....or choose a word of your own

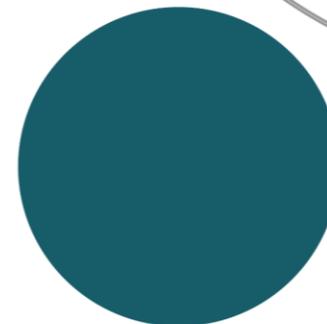


- | | | | |
|----------------|---------------|-----------------|----------------|
| Acceptance | Consciousness | Honesty | Restraint |
| Accomplishment | Consistency | Hope | Satisfaction |
| Accountability | Control | Humility | Security |
| Accuracy | Courage | Humour | Self-reliance |
| Achievement | Creativity | Imagination | Sharing |
| Adaptability | Dedication | Improvement | Simplicity |
| Alertness | Dependability | Independence | Spirituality |
| Altruism | Determination | Individuality | Spontaneous |
| Ambition | Discipline | Innovation | Stability |
| Amusement | Efficiency | Integrity | Strength |
| Assertiveness | Energy | Joy | Success |
| Attentive | Enthusiasm | Justice | Support |
| Awareness | Equality | Kindness | Sustainability |
| Balance | Ethical | Learning | Teamwork |
| Beauty | Excellence | Loyalty | Thorough |
| Boldness | Exploration | Openness | Timeliness |
| Bravery | Fairness | Optimism | Tolerance |
| Brilliance | Family | Originality | Transparency |
| Calm | Freedom | Passion | Trust |
| Certainty | Fun | Persistence | Truth |
| Challenge | Generosity | Playfulness | Understanding |
| Charity | Gratitude | Productivity | Uniqueness |
| Commitment | Growth | Professionalism | Vision |
| Communication | Happiness | Quality | Winning |
| Community | Hard work | Respect | |
| Compassion | Harmony | Responsibility | |
| Connection | Health | | |

SMALL GROUP DEBRIEF

In your groups discuss the ways your values:

- Have guided your decisions and behaviours
- Caused problems for you



REFLECTION IN GROUPS



In your groups consider your answers to the two questions below.

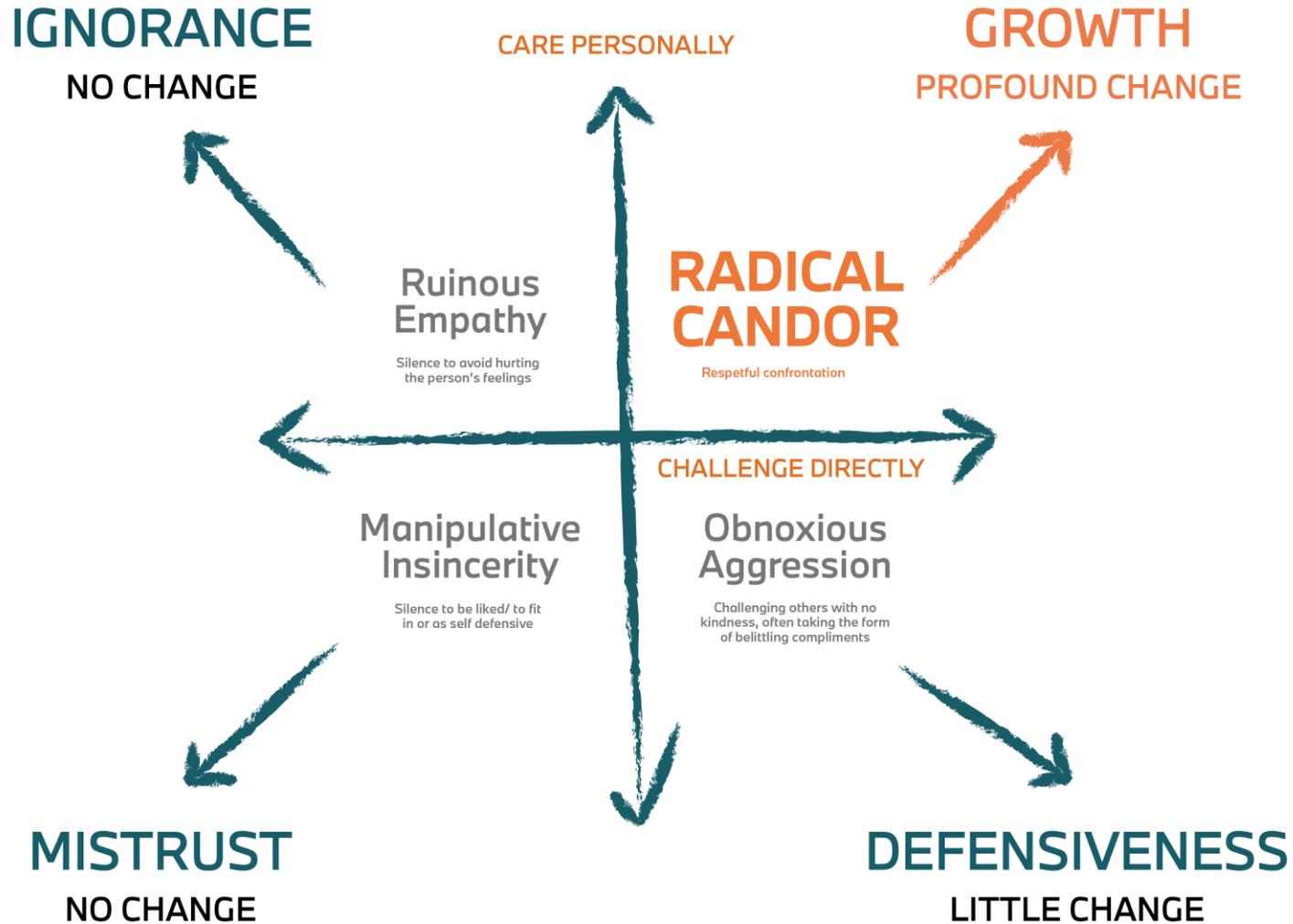
Try and share honestly without attaching judgement such as 'good or bad' values:

Beyond RATTO what other values are very visible across BMW culture?

What values are most visible in culture at Plant Oxford/Swindon?

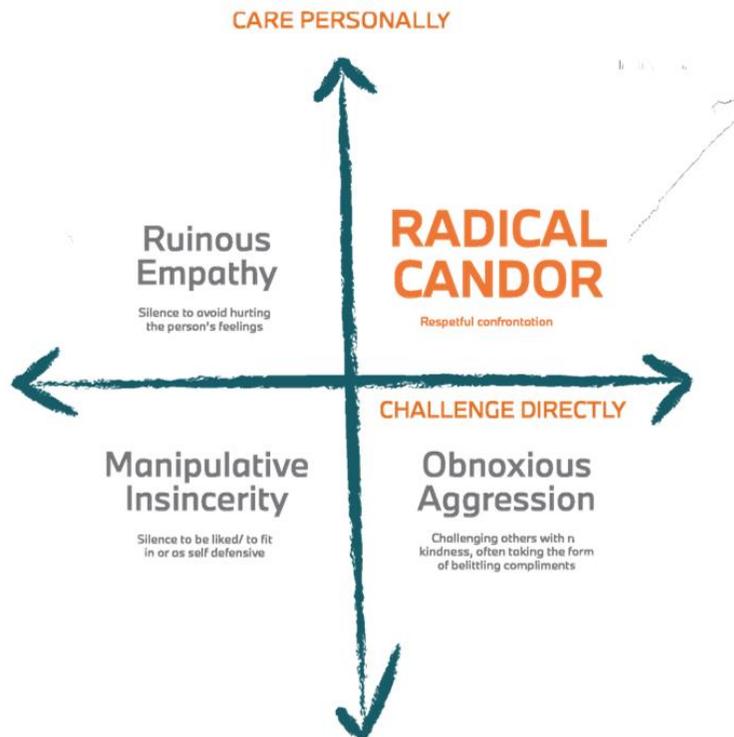
Time: 10 minutes

RADICAL CANDOUR MODEL



RUINOUS EMPATHY

(HIGH REGARD FOR OTHERS, LOW REGARD FOR SELF)



Traits:

- Anxiety, guilt, shame
- Avoids anger
- Overextends empathy

- Burnout prone

Relationships:

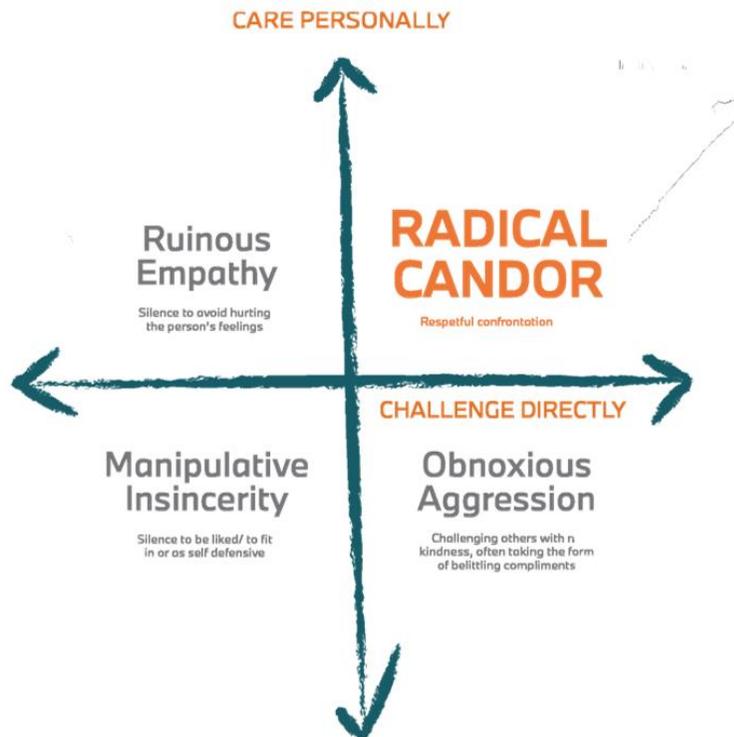
- Empathy overshadows self
- Represses anger
- Resentment builds due to lack of self-care

Growth Tips:

- Practice self-care and compassion
- Express needs honestly
- Balance empathy with self-regard

MANIPULATIVE INSINCERITY

(LOW REGARD FOR OTHERS, LOW REGARD FOR SELF)



Traits:

- Gossip, flattery, judgment
- Indirect power use
- Emotionally distant and inconsistent

Relationships:

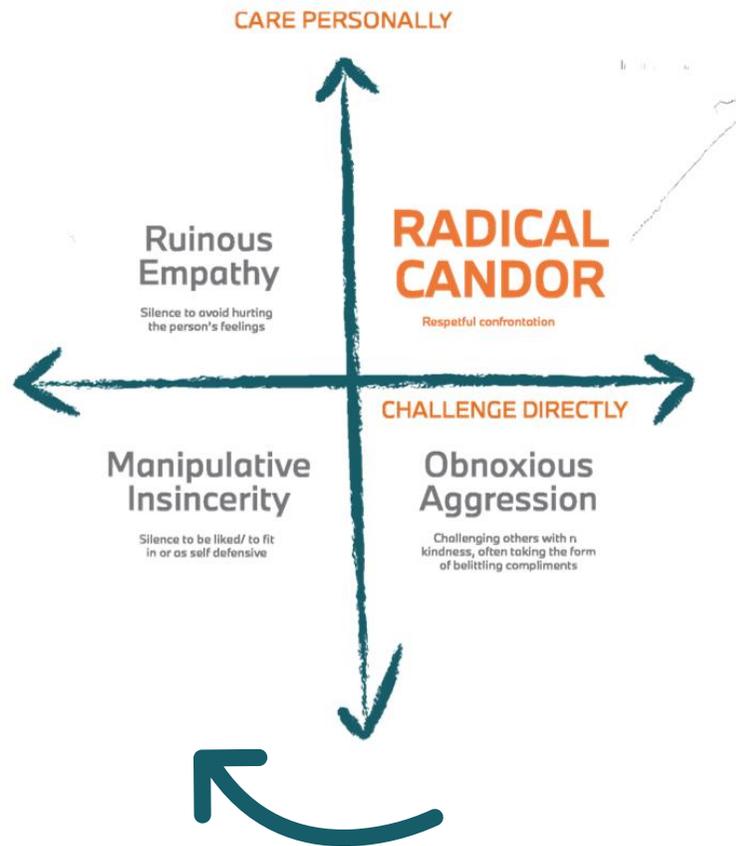
- Surface-level roles
- Inauthentic and defensive
- One-sided responsibility

Growth Tips:

- Communicate directly
- Avoid transactional help
- Respect others genuinely

OBNOXIOUS AGGRESSION

(LOW REGARD FOR OTHERS, HIGH REGARD FOR SELF)



Traits:

- Bossy, dismissive, controlling
- Talks over others
- Ignores feedback

Relationships:

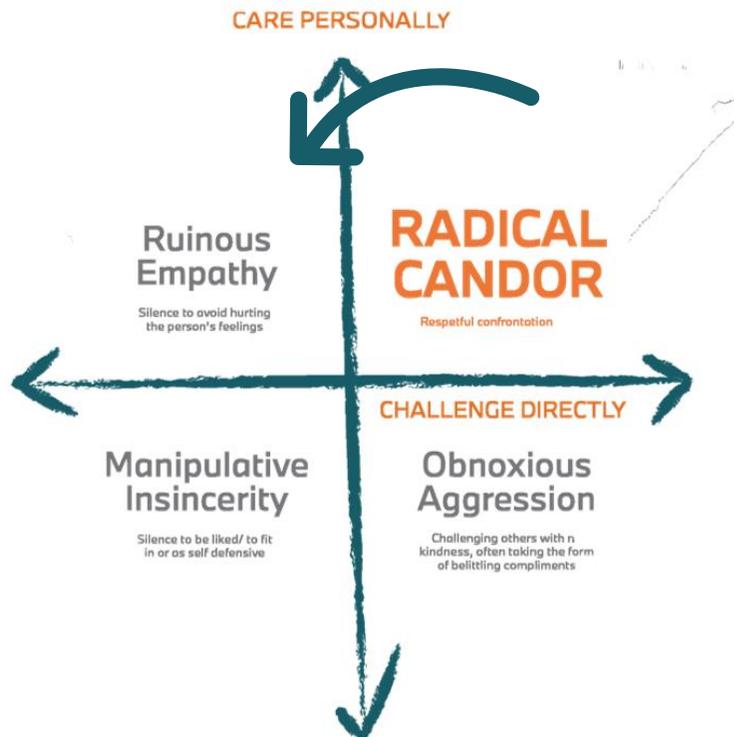
- Steamrolls others
- Seeks conflict
- Self-centred dynamics

Growth Tips:

- Consider others
- Seek and respond to feedback
- Embrace diversity in needs

RADICAL CANDOR

(HIGH REGARD FOR OTHERS, HIGH REGARD FOR SELF)



Traits:

- Able to speak up for your own needs
- Speaks the truth kindly but directly
- Intentionally addresses issues, doesn't avoid the problem

Relationships:

- Balanced regard for self and others
- Safety and honesty with no surprises
- Mutual respect and needs are acknowledged

Benefits:

- Valuing oneself equally
- Needs met directly
- Cultivates trust and safety
- Reduces emotional burden

YOUR IDEAS:



Today it's no longer enough to know just one way to lead. You must be informed enough and flexible enough to choose which style will work best in which cultural context and then deliberately decide how to adapt (or not) to get the results you need

Erin Meyer
The Culture Map:
Breaking Through the Invisible Boundaries of Global Business

CRITICAL FACTORS FOR COMMUNICATION SUCCESS



INTENTION

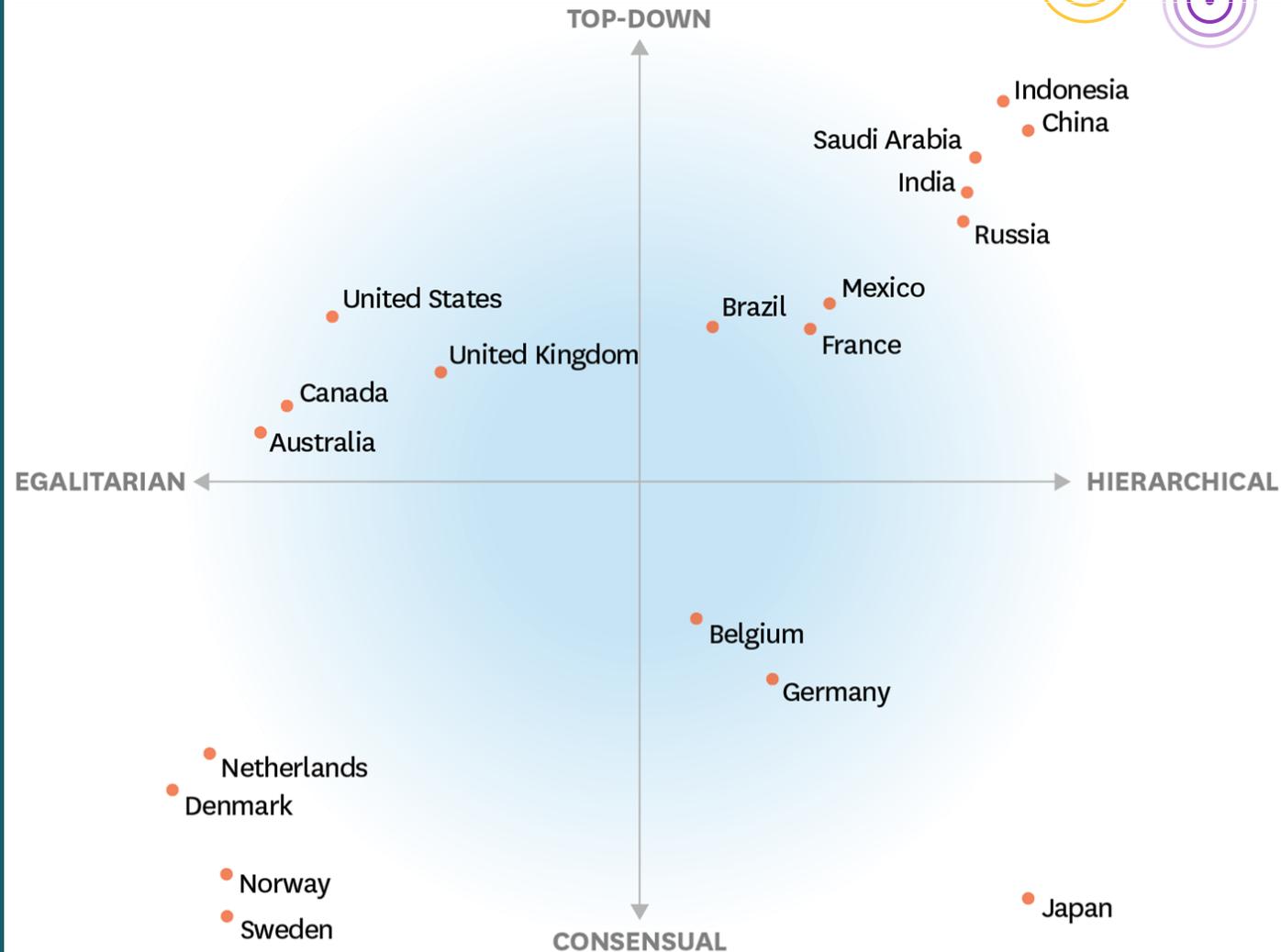
ENERGY

CONTEXT

x axis = how 'authority' or 'status' is viewed/understood

y axis = how decisions are made

THE FOUR CULTURES OF LEADERSHIP



SOURCE "BEING THE BOSS IN BRUSSELS, BOSTON, AND BEIJING," BY ERIN MEYER, JULY-AUGUST 2017

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* **egalitarianism**
the belief in human equality

Before the decision is made, speak up, no matter what your status is.

Even if you are not asked explicitly to contribute demonstrate initiative by making your voice heard.

Politely yet clearly provide your views even if it's different to the boss.

Once a decision is reached support the decision even if it conflicts with your opinion.

At this stage, if you show disagreement - especially in front of others - you may be viewed as difficult to work with.

After the decision is made, remain flexible. Decisions in this quadrant are rarely set in stone; most can later be adjusted.

THE FOUR CULTURES OF LEADERSHIP



SOURCE "BEING THE BOSS IN BRUSSELS, BOSTON, AND BEIJING," BY ERIN MEYER, JULY-AUGUST 2017

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Your team will defer to your decision as the boss, yet desire and expect to be part of the decision-making process.

Make a point of soliciting opinions and input from your staff.

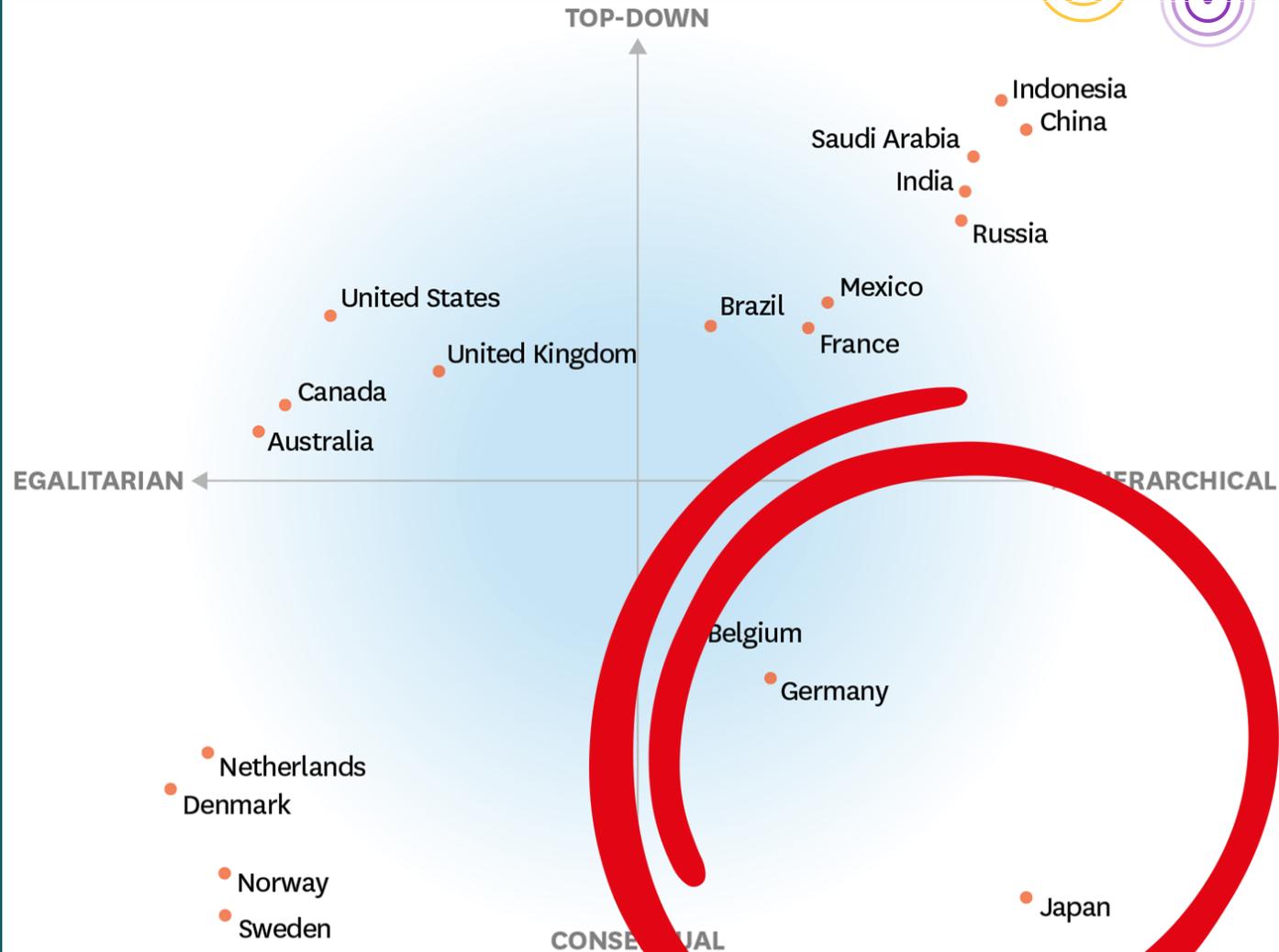
Be patient and thorough. Invest the time necessary to get each person on board.

Take special care to listen to those with dissenting opinions.

Focus on the quality and completeness of information gathered and the soundness of the reasoning process.

In this quadrant, decisions are commitments that are not easily altered.

THE FOUR CULTURES OF LEADERSHIP



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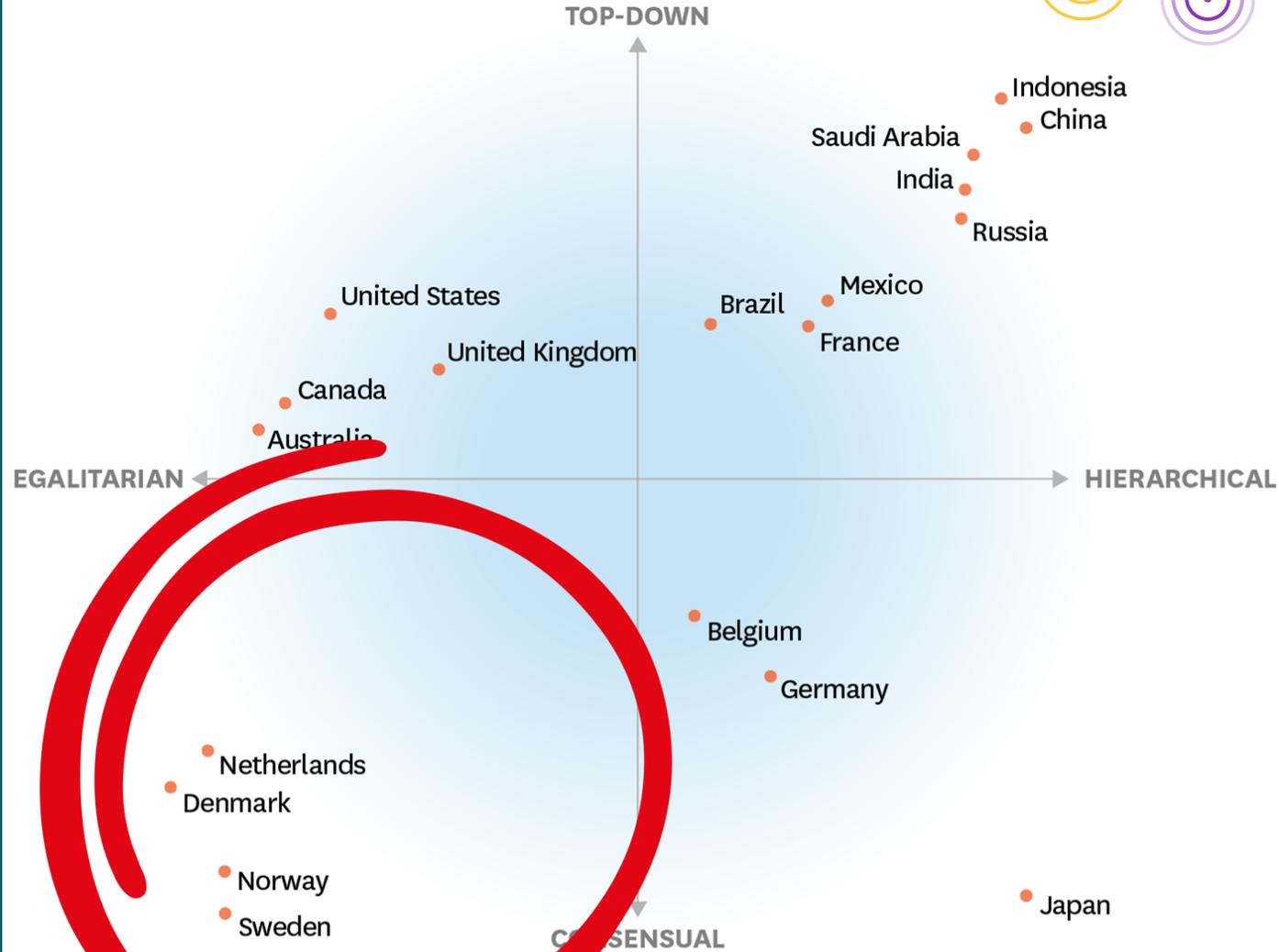
Expect the decision making to take longer and to involve more meetings and correspondence.

Do your best to demonstrate patience and commitment throughout the process, even when diverging opinions lead to lengthy ongoing discussions.

Don't expect the boss to jump in and decide for the group. The boss is a facilitator, not the decider.

Resist the temptation to push for a quick resolution. Take the time to ensure that the decision you make is the best one possible, because it will be difficult to change later.

THE FOUR CULTURES OF LEADERSHIP



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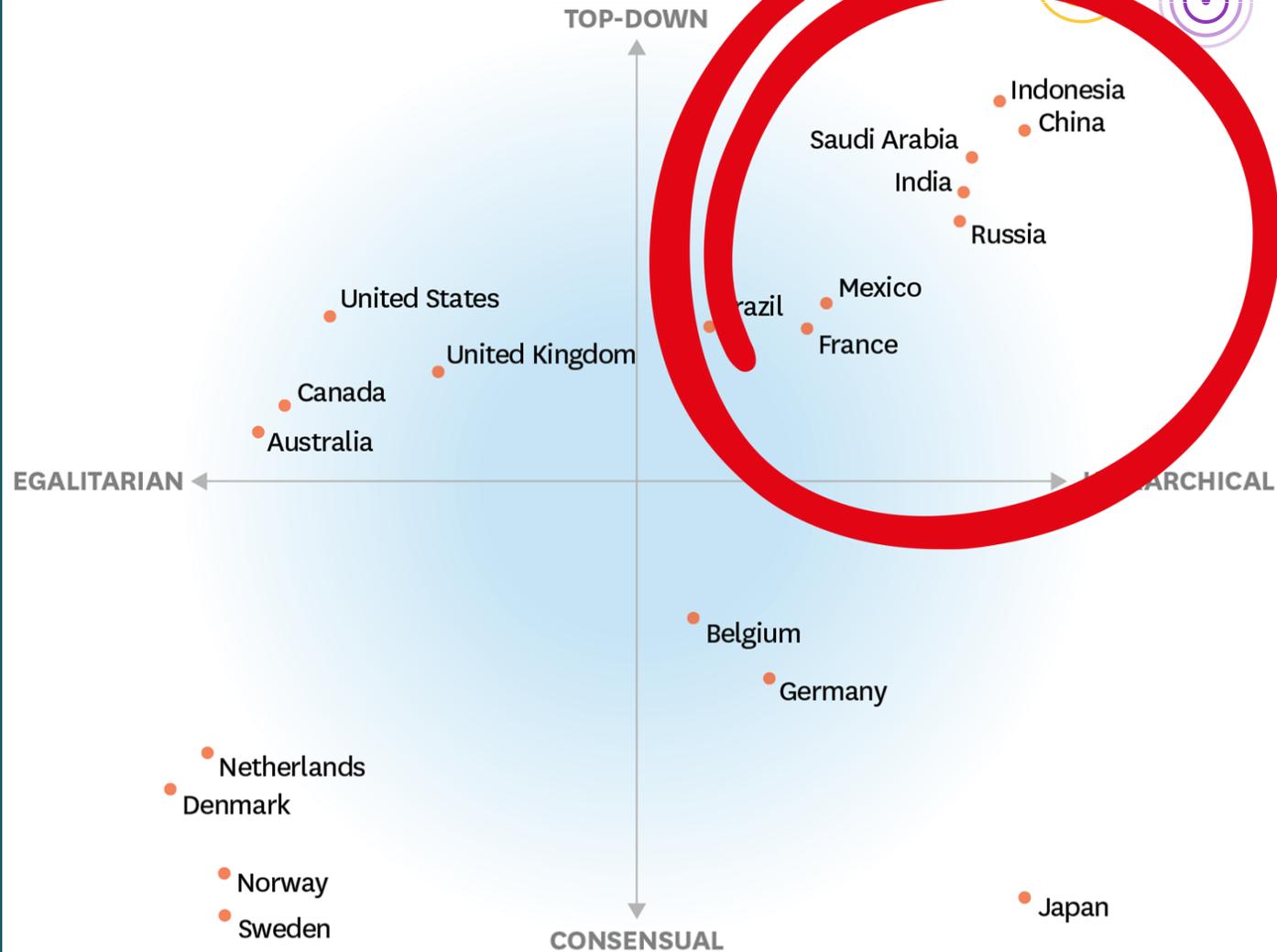
The boss is the director not a facilitator.

The boss will be deferred to in public and probably in private too.

Be clear about expectations. If you want your staff to present three ideas to you before asking your opinion, or to give you input before you make a decision, tell them.

Be careful what you say. You may find that an off-the-cuff comment is interpreted as a decision—and suddenly everyone is building that factory or reorganizing that department, when you thought you were just introducing an idea to explore.

THE FOUR CULTURES OF LEADERSHIP



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REVIEW

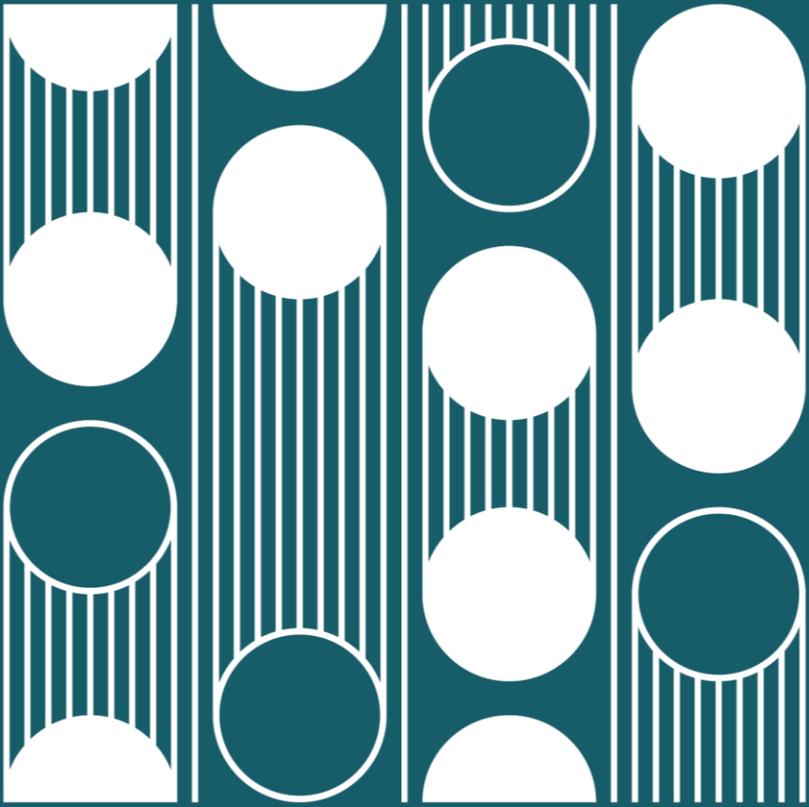


Exchange feedback about the feedback experience:

How clear and direct was your partner's advice to you?

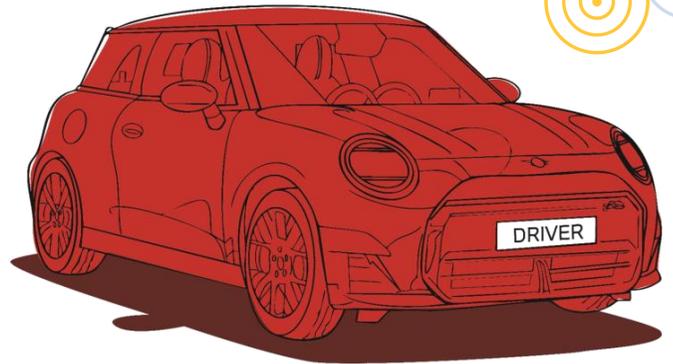
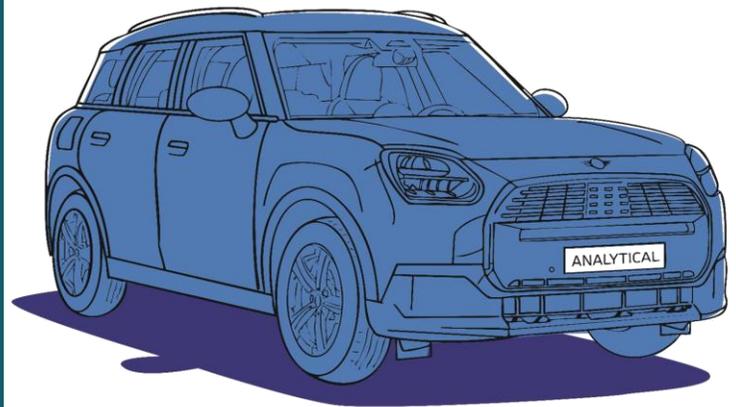
To what extent did they demonstrate sensitivity to the context?

How well did you each listen?





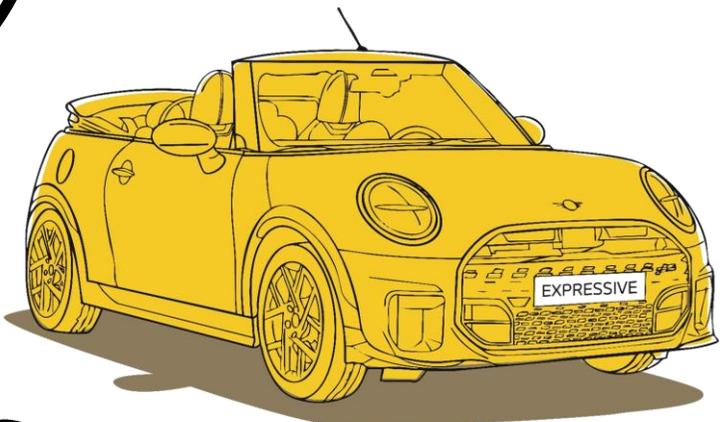
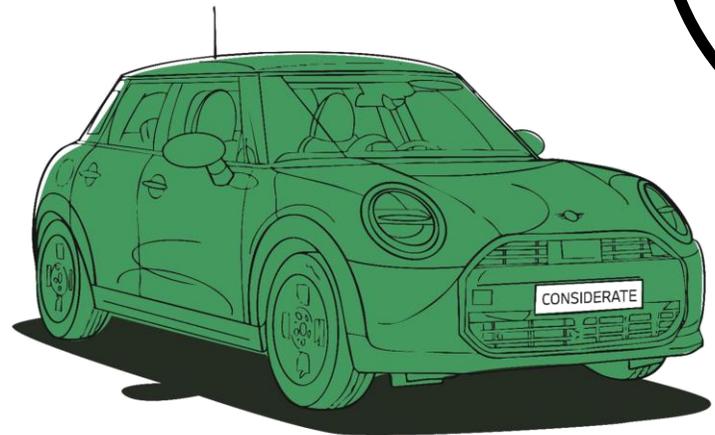
TASK FOCUS



How does this link to talent development?

INWARD FOCUS

OUTWARD FOCUS



PEOPLE FOCUS

YOUR IDEAS:



RESEARCH IN A STRENGTHS FOCUSED LEADERSHIP APPROACH



Gallup found that 67% of employees with a manager who focuses on their strengths are engaged.

Employees who use their strengths daily are also 6x more likely to be engaged at work and are more productive by 7.8% on average.

Significant impact on bottom, 14-29% increase in profit, lower employee turnover (6-16% decrease in low-turnover organizations and 26-72% decrease in high-turnover organisations) and 10-19% increase in sales

22-59% decrease in safety incidents.

*Gallup's meta-analysis of 103 studies across 11 industries and 20,021 teams

HOW TO IDENTIFY STRENGTHS IN TEAM MEMBERS

Had success at

People tell me I'm good at

Often volunteer to do it

Learn quickly

Look forward to

Shadow sides (i.e. what do they get criticised about?)



GROUP ACTIVITY



1. Sit in cross functional groups.
2. For each scenario on the following pages give a rating based on **low**, **medium** or **high**
3. Before you assign a rating ensure you are considering different ways this scenario might look in other functional areas – it is the principle being expressed we are interested in

Step 1: How often does this type of scenario (or something similar) play out in Plants Oxford/Swindon?

Step 2: Propose a better way to handle the scenario if it were in the real-world context of Oxford/Swindon?

TALENT DEVELOPMENT SCENARIO 1



Chris is a veteran on the line with a natural talent for quickly identifying and fixing small errors that others miss. He has a keen eye for detail and takes pride in the quality of his work, often catching potential issues before they become major problems.

Instead of recognising this strength, his manager, who focuses on following process in a very strict manner, constantly micromanages Chris. The manager insists Chris should follow a rigid, step-by-step process that doesn't allow for his intuitive, proactive adjustments. This forces Chris to ignore his natural expertise and simply perform repetitive motions. The manager's constant monitoring and emphasis on "doing it by the book" makes Chris feel like his skills are not valued and he is nothing more than a cog in the machine. As a result, Chris stops looking for small defects and only does the bare minimum. His engagement plummets.

TALENT DEVELOPMENT SCENARIO 2



Chris is also a good communicator and is great at explaining complex procedures to new hires in a way that makes sense. He enjoys helping others and has a natural knack for teaching and mentoring.

However, his supervisor sees his role as purely transactional - get the parts on the vehicle, as fast as possible. When a new team member joins the shift, the supervisor simply tells Chris to "show them the ropes."

There's no formal recognition of his mentorship skills, no opportunity to develop this talent, and no feedback on how well he's doing. When Chris tries to take extra time to properly train the new hire, the supervisor rushes them. This makes Chris feel that his valuable teaching abilities are not only unrecognised but are seen as a distraction from his "real" job. He loses his motivation to help others and focuses only on his own work.

TALENT DEVELOPMENT SCENARIO 3



Michael has worked on the same shift for seven years. He is an excellent, reliable employee -he's never late, rarely makes mistakes, and is a master of his station. His leader, Jack, values him highly because her can always count on him to deliver consistent results.

Michael's strength is his discipline and consistency. He is a planner who wants to see the results of his hard work and progress. He has expressed interest in moving into a lead associate position or a more technical role like maintenance.

However, Jack has no prospect of vacancies for a lead associate and views Michael's consistency as a reason to keep him exactly where he is. To his way of thinking, he is the "anchor" of the team, the one person he can always rely on to perform without much supervision. He tells him, "You're too valuable where you are, Michael. The team needs you." Jack's fear of disrupting the status quo and his focus on the team's immediate output prevents him from seeing Michael's potential. He doesn't have a plan for his development, nor does he offer him opportunities to take on more challenging tasks or to shadow a lead associate.

TALENT DEVELOPMENT SCENARIO 4



Sarah works in a quality role. Her strength is strategic thinking; she's not just checking parts; she's constantly looking for patterns in the data to identify the root causes of recurring defects. She often sees the bigger picture, connecting a minor flaw in one part to a potential problem in the supplier's manufacturing process.

Her leader is an experienced manager with a strong sense of responsibility and risk-averse. His focus is on meeting immediate production goals and avoiding any disruptions to the assembly line. He knows that contacting a supplier and initiating an investigation could slow down the production process and create paperwork, potentially leading to a missed deadline.

When Sarah presents her data, David listens politely but ultimately says, "I appreciate your initiative, Sarah, but our job is to ensure the parts we have are within spec. Taking on a supplier issue is outside our scope, and frankly, I can't afford to have you diverted from your daily tasks. We need to focus on what we can control right now." David's focus on short-term stability over long-term improvement makes Sarah feel her innovative thinking is a liability, not an asset. She becomes disengaged because her efforts to create a lasting solution are met with resistance.

TALENT DEVELOPMENT SCENARIO 5



Mark is a junior accountant with a particular talent for relationship-building and communication. He's great at explaining complex financial data to the operational staff in the direct areas, and he enjoys collaborating with them to find cost-saving opportunities.

His leader is a highly efficient and data-driven manager focused on maximising efficiency. She views her team's output in terms of numbers processed and reports generated. She sees Mark's collaborative efforts as "unbillable hours" - time spent talking to people that doesn't directly contribute to the finance department's metrics

When Mark proposes a new monthly meeting with department heads to discuss their budgets, Susan says, "That's a nice idea, Mark, but those meetings are a drain on our time. We're a support function, and our job is to provide data, not to get bogged down in conversations. Let's stick to email and formal reports. It's more efficient." Susan's drive for efficiency prevents Mark from using his core strength. He feels disengaged, losing the motivation to go above and beyond because his collaborative spirit is not valued.

TALENT DEVELOPMENT SCENARIO 6

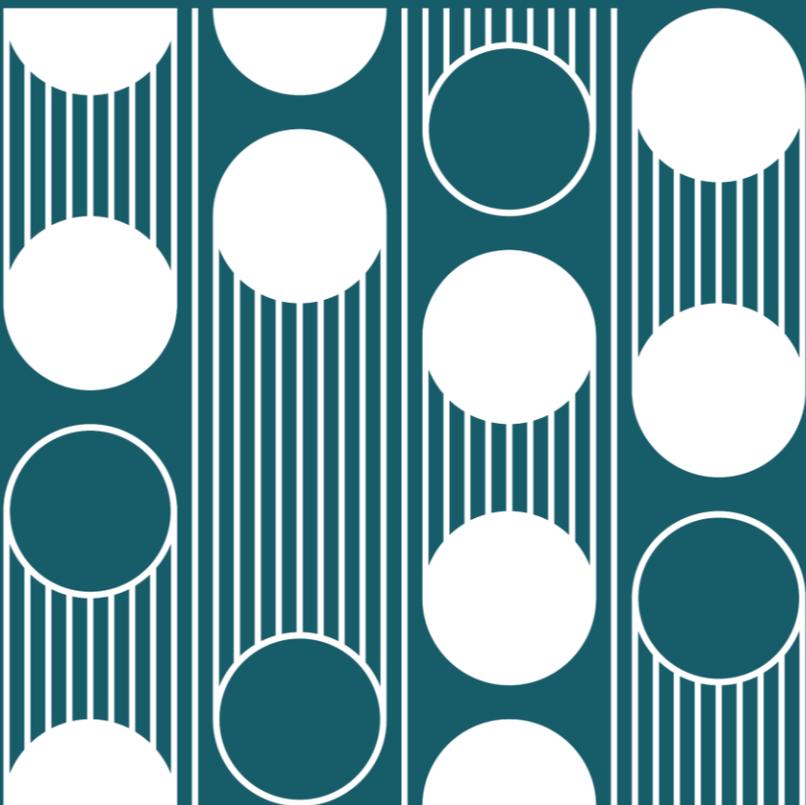


Maria is an HR generalist whose core strength is empathy. She excels at listening to employees and wants to create a more supportive work environment.

Her leader, Robert, is a results-oriented manager who believes that data and measurable outcomes are the most effective way to prove HR's value to the company and secure the funding they need each year. When Maria suggests implementing a mental health support program based on feedback from employees, Robert says, "Maria, I hear you, but there are no reliable measures for the ROI on those types of initiatives?"

Both yours and my portfolio scores are tied to tangible metrics like reducing sick leave, decreasing turnover, and lowering recruitment costs. Until you can show me how your idea directly impacts those numbers, it can't be a priority. We have to focus on what we can prove works."

Robert's focus on quantifiable results, while logical in a business context, completely invalidates Maria's empathetic approach. She becomes disengaged because her most valuable skill-her ability to connect with and care for employees-is deemed not useful by her leader.



Which scenario do you find most 'recognisable'? Why?

What is the biggest challenge we face in being 'talent developers' of our team members?

There might be a limit to how much we can promote a person, but we still want you to tune into the strengths, talents and interests of your people

PAIRS ACTIVITY

Decide who will ask questions and who will answer

Questioner must ask the questions in order, follow up questions and natural dialogue are encouraged but don't lose track of time!

Once all the questions have been asked reflect on how you would ensure you use this individual's strengths and ensure you are developing their talent/potential

Swap roles and repeat

DO NOT TAKE NOTES!

Time: 20 minutes per person + 5 minutes debrief



HOLDING A TALENT CONVERSATION



Security

What do you enjoy most about your job?

What do you find most challenging about your job?

In what situations do you feel not part of the (your) team?

In what situations do you really feel part of the (your) team?

Importance

What happens in work that makes you feel you are not important?

What gives you a feeling of importance within your job?

How often does either of these things happen?

Self-Actualisation

When, if ever, do you find yourself in flow and time passes quickly?

What are some of your goals and aspirations?

Tell me about how your family life fits with work?

If you are still working here in 3 years, what would you like to imagine you'd be doing at that time?

