



iLEAD WITH AUTHENTIC IMPACT THE TRANSFORMATIONAL LEADER

DAY ONE

**BMW
GROUP**



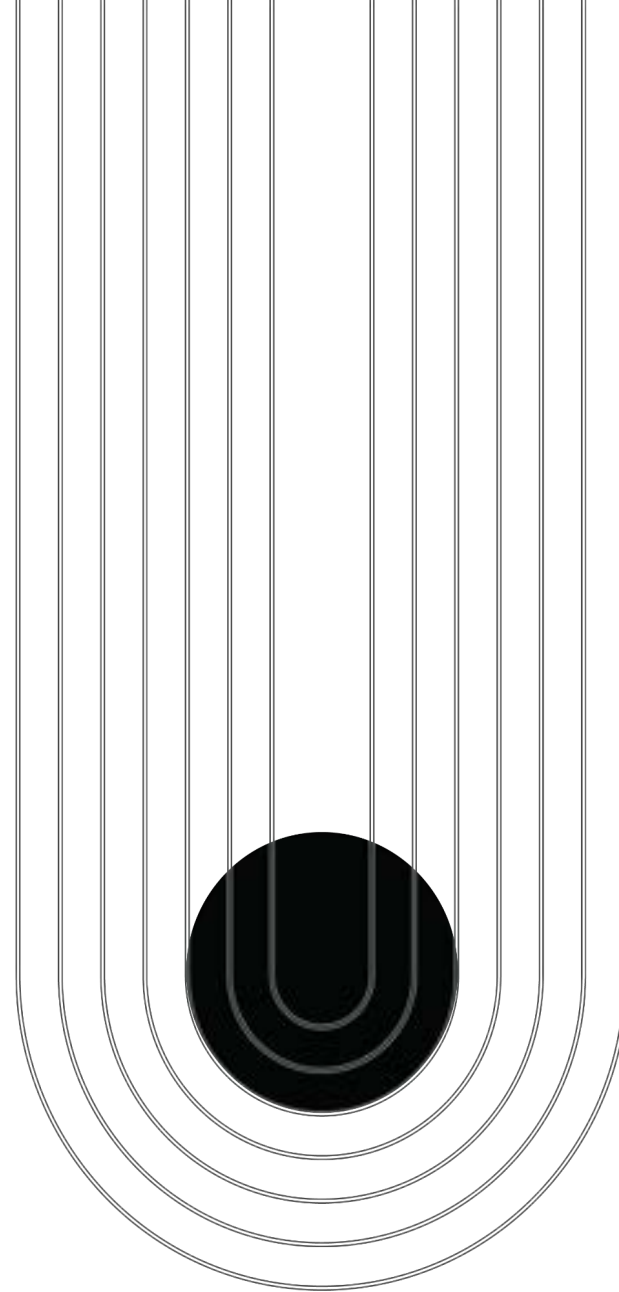
ROLLS-ROYCE
MOTOR CARS LTD

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.



NOTES:





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**

NOTES:



SCARCITY MINDSET

CLOSED
DEFENSIVE
FEARFUL
AGGRESSIVE
BLINKERED
HOSTILE
GUARDED
AVOIDANT
BINARY
CRITICAL



IN ARMOR

COLLABORATIVE

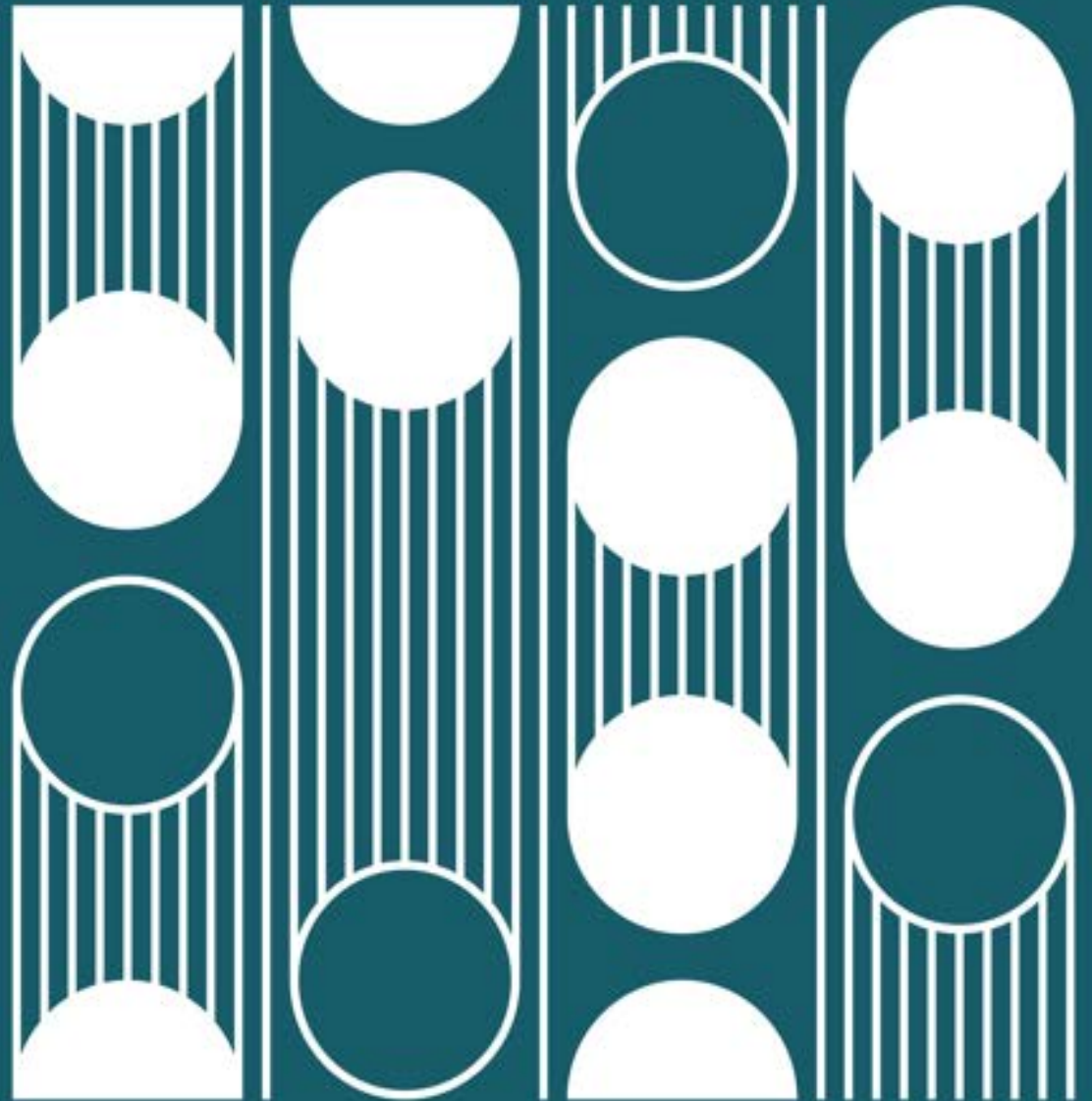
OPEN
VULNERABLE
CONNECTED
ACCEPTING
WELCOMING
CONTEXT FOCUS
GROWTH MINDSET
COURAGEOUS
CREATIVE
CURIOUS
TRUSTING



OUT OF ARMOR

THE ARMOUR WE WEAR

We all carry invisible protection into the workplace. These armour types help us feel safe but over time, they can isolate us, drain our energy, and erode the psychological safety of our teams. Understanding them is the first step toward genuine connection!





THE "I'M FINE" ARMOUR



An invisible but incredibly strong suit built to project an image of resilience and an unshakeable ability to cope.

What It Looks Like

Always "I'm fine" or "It's all good" even when visibly exhausted. They take on more, even when overwhelmed and often refuse to ask for help.

The Cost

Prevents others from offering support, blocks psychological safety, and makes it harder for anyone to admit struggle. Leads to burnout and a culture of silence.

THE HUMOUR ARMOUR



A witty, deflective shield using jokes, banter, and sarcasm to keep others from getting too close or to deflect discomfort.

What It Looks Like

Deflecting serious questions with a funny anecdote. Using self-deprecation to disarm others before they can critique you.

The Cost

Prevents genuine communication and deep relationships. People can't tell when you're truly hurting; leading to loneliness and feeling misunderstood.



THE DISTANCE ARMOUR



A carefully maintained emotional wall designed to keep others at arm's length so no one can get close enough to hurt you.

What It Looks Like

Always polite but rarely personal. Conversations stay on tasks and projects. When others open up, you politely close the door on deeper connection.

The Cost

Creates isolation and detachment. You miss out on support, empathy, and collaboration and risk being seen as unapproachable or cold.

THE ATTACK ARMOUR



A hard, spiky shell and a pre-emptive strike against being hurt or perceived as weak. Built to ensure you're always seen as powerful and in control.

What It Looks Like

Tends to dominate conversations e.g talking over others in meetings, shutting down opposing ideas and refusing to compromise or concede a point. Often will not admit when they're wrong. Has a strong drive to "win" every argument rather than reach a genuine resolution.

The Cost

Pushes people away and erodes trust. Stifles collaboration and genuine feedback. Creates a toxic environment for the whole team. Leads to isolation despite appearing "strong".



THE BUSY BEE ARMOUR



Your worth is tied to how much you do.

What It Looks Like

Frantic activity and a full calendar protecting you from having to be still, alone or reflect.

The Cost

Exhaustion, missed deep thinking and no room for wellbeing or real strategic clarity.

THE BE-LIKED ARMOUR



A soft shell built to prevent friction.

What It Looks Like

You say "yes" when you mean "no," avoid difficult conversations, and downplay your own needs.

The Cost

Resentment, loss of self-respect and undervaluing your own contributions.



THE CHAMELEON ARMOUR



Designed to blend in and avoid standing out.

What It Looks Like

You shift opinions to match the room and mirror others' styles.

The Cost

Loss of authenticity and confusion about your own core values.

THE ALWAYS-POSITIVE ARMOUR



A bright shield deflecting negativity.

What It Looks Like

You downplay real problems and smile through frustration.

The Cost

Inauthentic relationships, exhaustion from masking true feelings and real issues that never get resolved.



THE OVERACHIEVER ARMOUR



Forged from relentless productivity.

What It Looks Like

You measure worth by output and compare yourself to peers.

The Cost

Exhaustion, neglected personal life, identity tied only to achievement.

THE EXPERT ARMOUR



A polished shield of knowledge.

What It Looks Like

You dominate discussions, correct others and provide detailed answers.

The Cost

Blocks collaboration and learning. Can be slow or time consuming to accumulate the knowledge. Seen as arrogant and can shut down creativity.



THE PERFECTIONIST ARMOUR



Built to deflect criticism by ensuring nothing is ever flawed.

What It Looks Like

You over-check tasks and over prepare. Often avoids new challenges.

The Cost

Paralysis, missed growth opportunities and constant self-pressure. It feels too heavy to move forward.

We define armour as:

An unconscious protective strategy that
limits our freedom, often formed in childhood

HOW ARMOUR FORMS...



STEP 1: A NEED EXISTS

Every child has core needs:

- ✓ Safety
- ✓ Love
- ✓ Belonging
- ✓ Validation
- ✓ Autonomy
- ✓ Protection
- ✓ Acceptance

The child naturally expects these needs to be met.

STEP 2: ENCOUNTERS PAIN

Something happens repeatedly:

- Criticism
- Emotional neglect
- Inconsistency
- Shaming
- Rejection
- Unpredictability
- Excessive pressure
- Parentification

The child's nervous system experiences "Something important is not safe."

STEP 2: CREATES MEANING

This is where armour begins. Children cannot usually conclude "Mum is overwhelmed" or "Dad lacks emotional skills" so instead they tend to conclude "Something about me must be wrong." Common conclusions are:

- I am not enough.
- I am too much.
- My needs are inconvenient.
- I must perform.
- I must stay quiet.
- I must keep everybody happy.
- I must never fail.

The belief becomes embedded.

HOW ARMOUR FORMS...



STEP 4: A SURVIVAL STRATEGY EMERGES

The child experiments and they discover:

Example - Perfectionism

When I get perfect grades:

- ✓ People praise me.
- ✓ People leave me alone.
- ✓ People don't criticise.

Conclusion:

Perfection keeps me safe.

Example - Pleaser

When I help everyone:

- ✓ People like me.
- ✓ People don't leave.

Conclusion:

Pleasing keeps me safe.

Example - Hide/Avoid

When I stay invisible:

- ✓ Nobody attacks me.

Conclusion:

Hiding keeps me safe.



HOW ARMOUR FORMS...

STEP 5: REPETITION CREATES ARMOUR

The strategy gets reinforced hundreds or thousands of times.

Eventually it starts feeling like reality. The person does not think 'I am using perfectionism'. They think, 'This is just who I am'. The armour becomes identity.

Armour persists because it worked. Most people try to fight their armour and when they do, the mind generally responds with "Excuse me. This strategy kept us alive." Armour exists because at some point it was intelligent, it solved a problem in our life.

That is why compassion matters here, to ourself and to others.



WHAT IS ARMOUR PROTECTING? SHAME = THE MOST COMMON ANSWER.



A vulnerable belief such as:

- I am not enough.
- I don't matter.
- I will be rejected.
- I am unlovable.
- I am defective.

WHAT IS ARMOR PROTECTING? THE EQUATION

Armour = Protection
Under Armour > Fear
Under Fear > Shame
Under Shame > Need
Under Need > A Human



ARMOUR FORMS TO AVOID VULNERABILITY

Vulnerability involves:

- ⊗ Uncertainty
- ⊗ Risk
- ⊗ Emotional exposure

The problem is that the things we most want require vulnerability:

- ♥ Love.
- ♥ Leadership.
- ♥ Creativity.
- ♥ Innovation.
- ♥ Trust.
- ♥ Authenticity.
- ♥ Connection.

All require emotional exposure!



THE COST?



Armour protects us but it also blocks access to:

- ✓ Courage
- ✓ Connection
- ✓ Creativity
- ✓ Belonging



The very things we are trying to obtain.

SO, IS THE GOAL TO REMOVE ARMOUR?



If you remove armour suddenly you often create overwhelm because the armour is serving a function.

The goal is psychological freedom. The ability to ask "What does this situation require?" and respond intentionally.

- ✓ Sometimes that response will be openness.
- ✓ Sometimes it will be caution.
- ✓ Sometimes it will be boundaries.
- ✓ Sometimes it will be vulnerability.
- ✓ Sometimes it will be firmness.

The key difference is that you're choosing the response rather than replaying an old survival pattern.

Mature development isn't about taking off all armour, rather no longer mistaking your armour for yourself. Once that happens, what remains are conscious strategies and choices. The protection hasn't disappeared; it has become intelligent rather than automatic.

Healthy adults can:

- ✓ Be vulnerable when appropriate.
- ✓ Set boundaries when appropriate.
- ✓ Protect themselves when necessary.
- ✓ Stay open when safe.

The goal is that armour no longer becomes an AUTOMATIC reaction.

THE CONSCIOUS V UNCONSCIOUS...



For example:

I cannot receive feedback without becoming defensive.

I cannot say no because I fear rejection.

I cannot rest because my worth depends on achievement.

I cannot ask for help because I fear appearing weak.

Notice the word "cannot." The person isn't choosing. The armour is choosing for them. That's why it becomes problematic.

Unconscious Armour

Now imagine:

I choose not to share personal information with someone who has repeatedly violated trust.

I choose not to disclose a vulnerability during a hostile board meeting.

I choose to maintain professional boundaries with a manipulative colleague.

I choose to keep some emotional distance while I assess whether someone is safe.

This is now not armour but wisdom, discernment and healthy self-protection.

Conscious Protection

**RECOGNISING ARMOUR
IS THE FIRST STEP
TOWARD BUILDING
PSYCHOLOGICAL
SAFETY & AUTHENTIC
CONNECTION.**



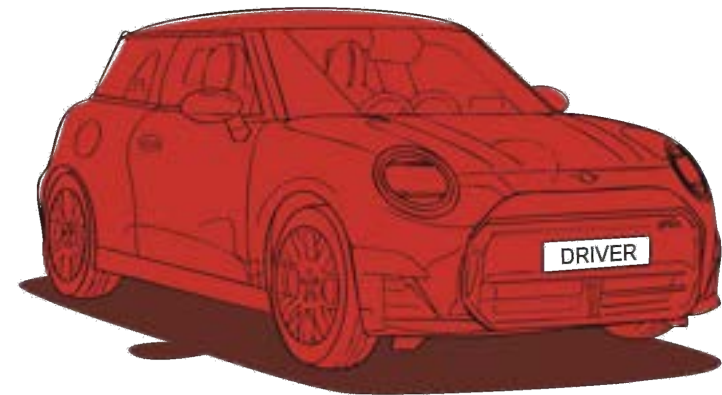
Intention is the active, deliberate, and self-determined purpose or aim behind our thoughts, words, and actions.

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...

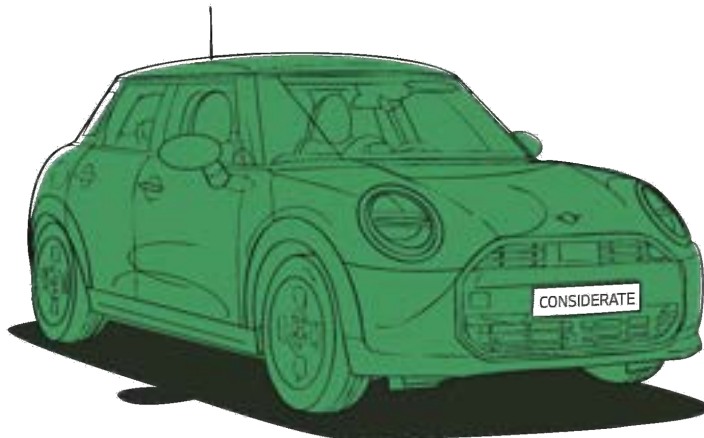


TASK FOCUS

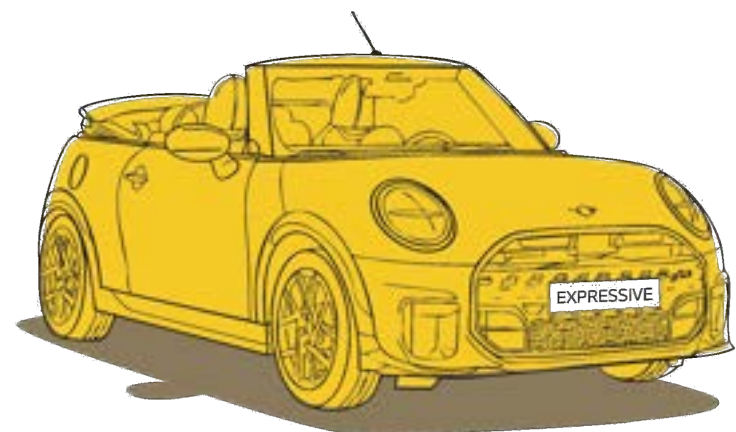


INWARD FOCUS

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 annoy you 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?

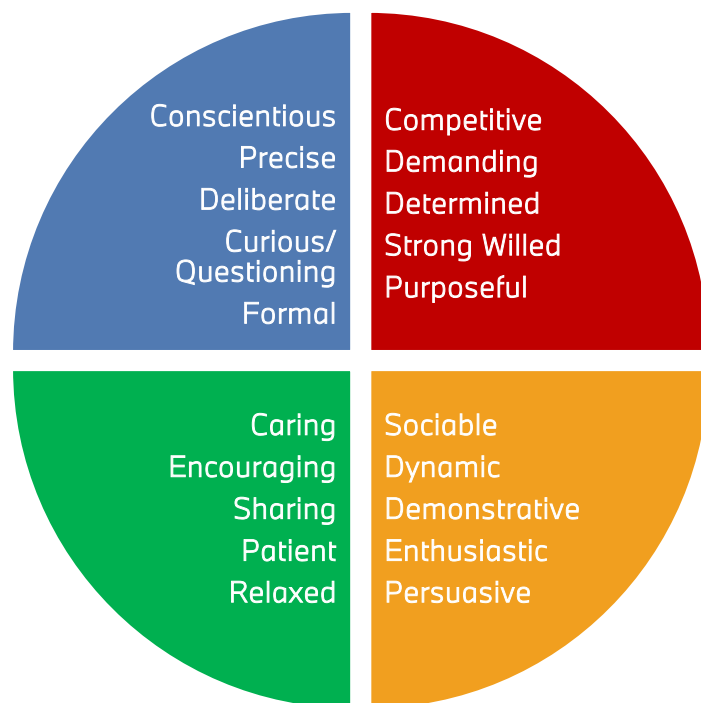
Time: 10 minutes

NOTES:





ON A GOOD DAY



AND ON A BAD DAY



NOTES:



STRENGTHS

- Like quick results
- Like to cause action
- Love a challenge
- Decide things quickly
- Act as a catalyst for change
- Like to have authority
- Meet trouble head-on
- Are good problem-solvers
- Are strong-minded
- Are intense
- Are strong-willed
- Are achievers

CHALLENGES

- Are sometimes hasty
- Take big risks
- Can be brash
- Are unpredictable
- Are impatient
- Are too impromptu
- Make assumptions
- Are insensitive to others
- Can be stubborn
- Are sometimes intimidating
- Can seem insensitive
- Seem unapproachable

MOTIVATION

- Power
- Authority
- Prestige
- Challenge
- Opportunity
- Variety
- Directness
- Advancement
- A free hand
- Action

NEEDS

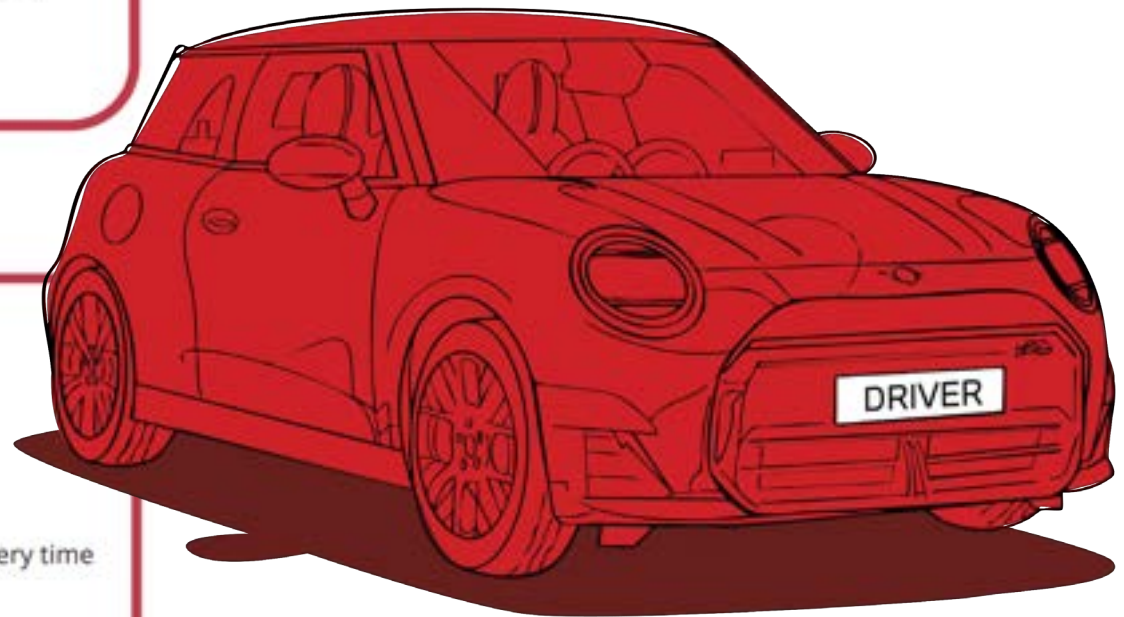
- Challenge
- Human relations skills
- Experience
- Discipline
- A team of equals
- Accountability
- Clear limits
- Scheduled rest and recovery time
- Structured solutions
- Caution

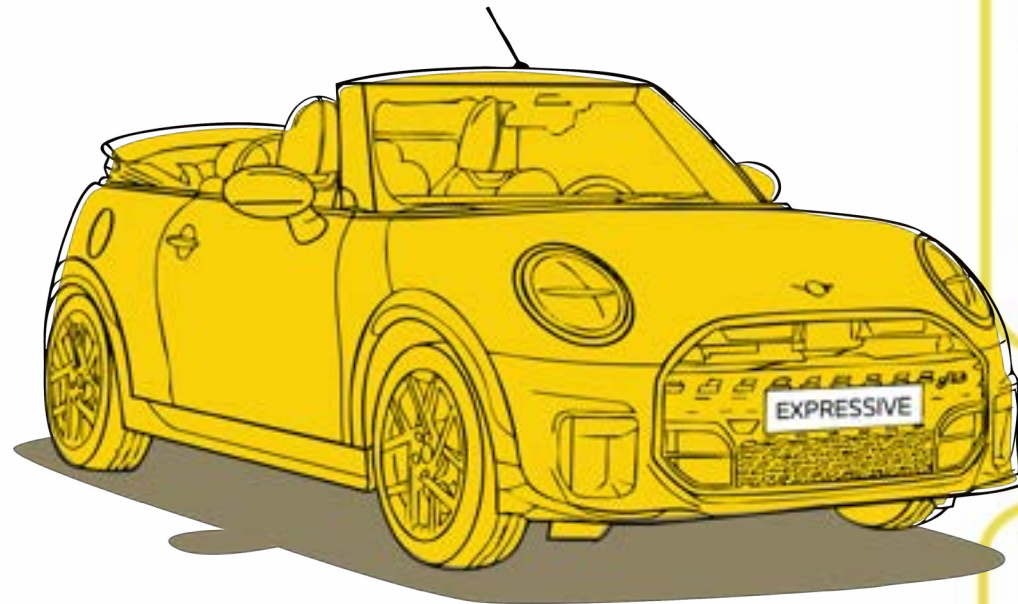
Their Biases: Fiery Red energy is driven by action, results, and efficiency. Its focus is high-level, objective, and forward-moving.

Action Bias: The deeply ingrained tendency to *do something* rather than do nothing.

Outcome Bias: Evaluating the quality of a decision based solely on its final result, rather than the quality of the logic or process used.

Impact Bias: Overestimating the intensity or duration of the negative impact if a deadline or a goal is missed/delayed, leading to a false sense of constant urgency.





STRENGTHS

- Are cheerful
- Like to be around people
- Are optimistic
- Make a good impression
- Are articulate
- Are gregarious
- Are motivating
- Tend to be friendly
- Tend to be enthusiastic
- Like to be helpful
- Are entertaining
- Are pleasant

CHALLENGES

- Can be naive
- Tend to neglect tasks
- Ignore danger
- Are influenced by assumptions
- Aren't taken seriously
- Can seem evasive
- May seem insincere
- Don't follow-through
- Tend to overlook reality
- Can seem condescending
- Can seem unconcerned
- Are not confident

MOTIVATION

- Popularity
- Recognition
- An audience
- Extracurricular activities
- Equality
- Freedom
- The opportunity to be heard
- Coaching
- Comfort
- Confidence

NEEDS

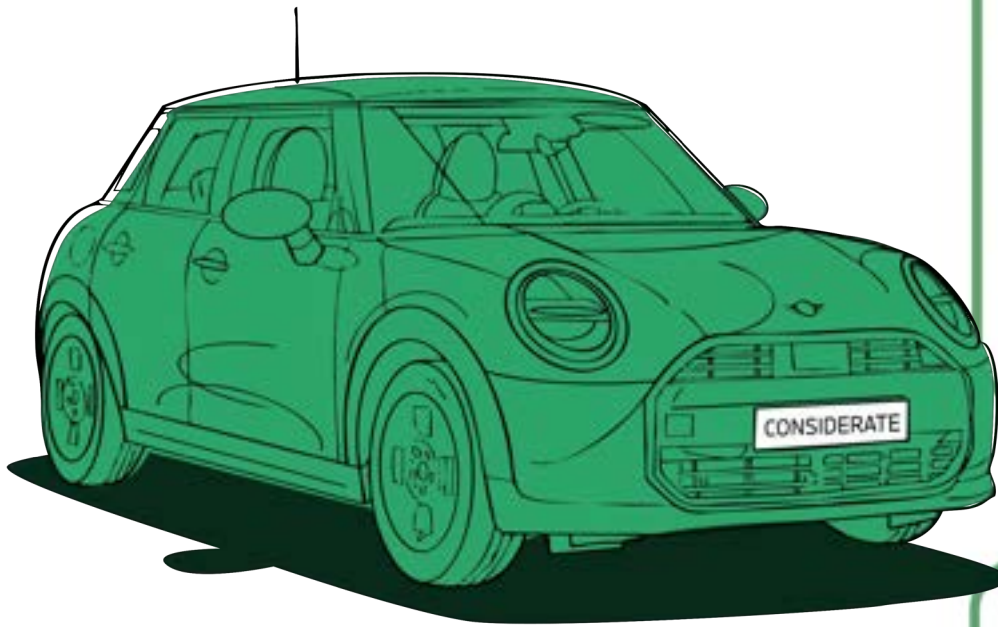
- Objectivity
- To be heard
- To be more realistic
- Priorities
- Deadlines
- Accountability
- To plan more
- To test the logic of ideas
- To be more disciplined
- Follow-through

Their Biases: Sunshine Yellow energy is expressive, optimistic, and focused on possibilities and connection, it thrives on novelty.

Optimism Bias: Overestimating the likelihood of positive outcomes while significantly underestimating the time, effort, cost, or risks.

Planning Fallacy: A specific offshoot of optimism bias where they assume a best-case scenario for a timeline, leading to chronically overpromising and underdelivering.

The Bandwagon Effect: Becoming easily swept up in the collective energy of a group or a flashy new idea.



STRENGTHS

- Maintain standards
- Are dependable
- Are quiet
- Are patient
- Are unassuming
- Tend to specialize
- Are unflappable
- Are focused
- Are loyal
- Are good listeners
- Provide a calming influence
- Are modest

CHALLENGES

- Can seem dull
- Are blind to change
- Can be inflexible
- Appear listless
- Resist multiple priorities
- Appear lazy
- Seem purposeless
- Do not challenge others
- Need predictability
- Do not delegate well
- Are threatened by change
- Respond poorly to crisis

MOTIVATION

- Security
- Status quo
- Leisure time
- Credit for accomplishments
- Realistic expectations
- Appreciation
- Team support
- Tradition

NEEDS

- A quicker reaction to change
- To accept challenges
- To do more than one thing
- To make their successes known
- To hold others accountable
- To be more flexible
- A supportive team
- Tradition

Their Biases: Earth Green energy values harmony, consensus, depth, and supporting others. It seeks to maintain stability.

Status Quo Bias: A strong emotional preference for the current state, viewing disruption or change as a disproportionate risk.

False Consensus Effect: Overestimating the degree to which others agree, mistaking a team's polite silence for genuine agreement.

Conformity Bias: The tendency to suppress personal doubts or contrasting opinions to maintain group cohesion and avoid conflict.

STRENGTHS

- Maintain standards
- Are detail oriented
- Enjoy predictability
- Are diplomatic
- Are accurate
- Use critical thinking
- Seek excellence
- Are obedient
- Do not challenge authority
- Are careful
- Are diligent

CHALLENGES

- Can be negative
- Are pessimistic
- Seem aloof
- Can be withdrawn
- Are loners
- Get depressed
- Resist delegating
- Seem inflexible
- Tend to bottle up grievances
- Are slow decision-makers

MOTIVATION

- Security
- Standard operating procedures
- A sheltered environment
- Reassurance of their worth
- No sudden changes
- A team environment
- Recognition
- The status quo
- Symbols of success

NEEDS

- Precision work
- Careful planning
- Exact expectations
- Performance appraisals
- More respect for people
- More tolerance for conflict
- More tolerance of imperfection
- Optimistic teammates

Their Biases: Cool Blue energy focuses on data, structure, accuracy, and objective analysis.

Information Bias: The belief that more data will always lead to a better decision even when the marginal utility of new data is zero.

Law of the Instrument (Maslow's Hammer): A tendency to rely so heavily on data, logic, and frameworks that they treat emotional, relational, or political problems as if they can be solved with process.

Not Invented Here Bias: Discrediting an idea or solution simply because it didn't originate from a verified, trusted, or rigorous process, or because it lacks empirical backing.



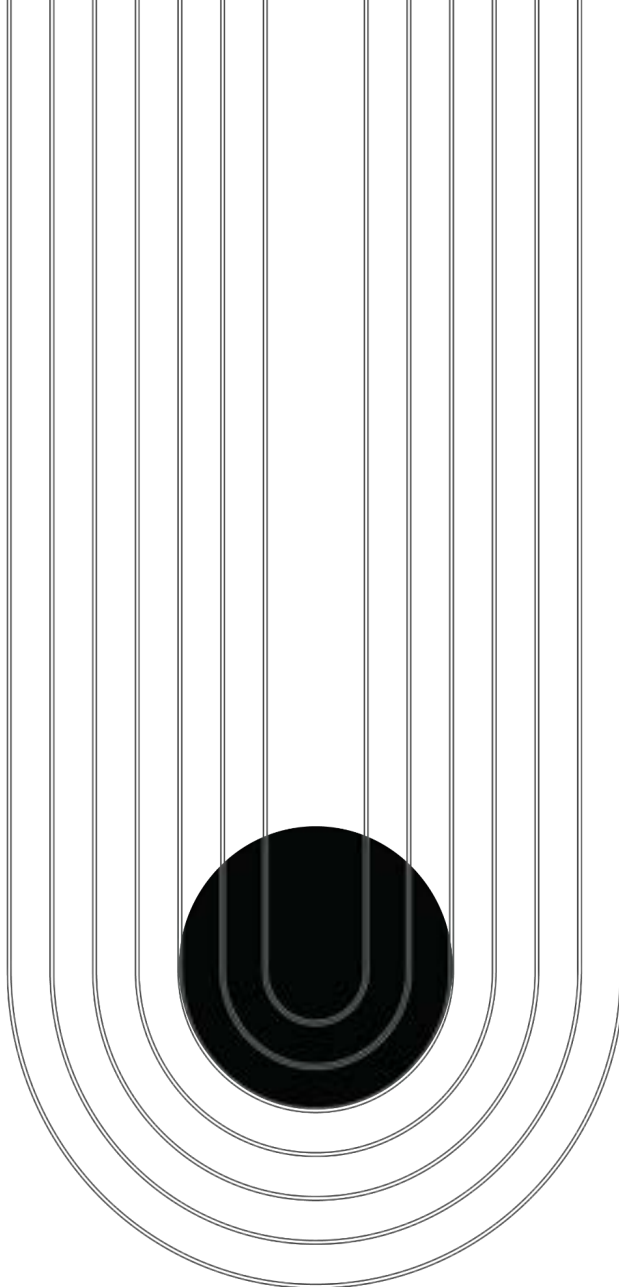


MAPPING ENERGY TYPES

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:

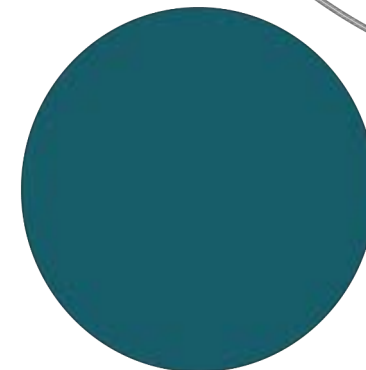


REFLECTION IN PAIRS

Consider your answers to the questions *below*.

1. What's your energy tendency in this scenario?
2. What's the energy tendency of others in this scenario?
3. What is each person prioritising?
4. Where can you see a clash of energy types?
5. What armour can you identify that you wear?
6. What biases can you see in action? (yours and theirs!)

Time: 10 minutes per person



YOUR IDEAS:





SCENARIOS ACTIVITY



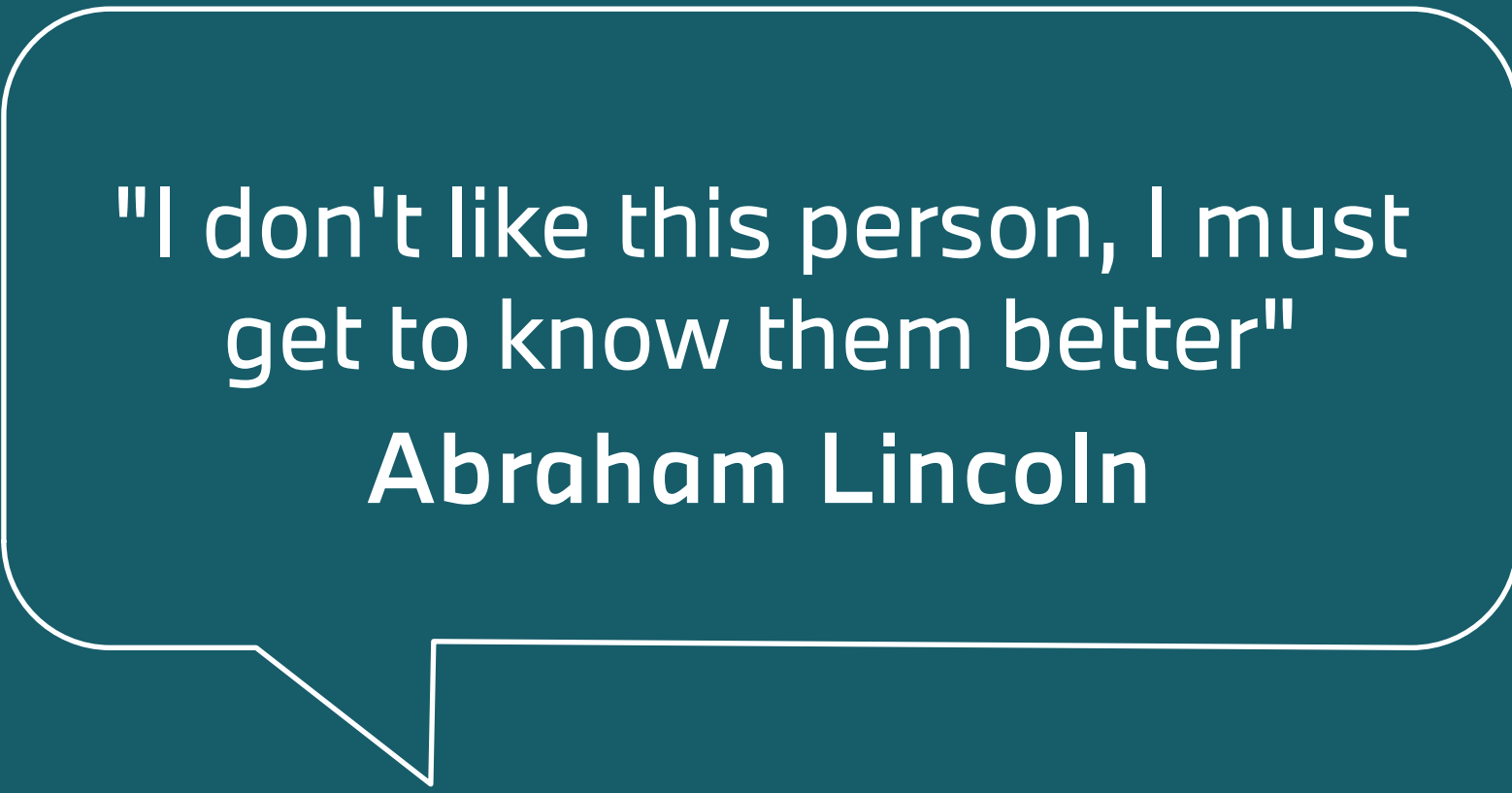
1. Find and collect your two scenarios.
2. Each of you takes one of the scenarios.
3. **Do not write on these because we will use them again tomorrow!**
4. Individually look at personalities described in your scenario, take time to image the personality and how that person would behave, how they would view the world.
5. Describe this to your partner using “I would...” or “I am....”
6. Next imagine that these two people were in conflict with each other, discuss with each other what that would look like? How would you each behave?
7. Now describe how the person you are pretending to be would view the other person in this scenario?
8. Describe out loud to your partner what you think your person would say about that person and how they would feel towards them.



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



1. Go back to your partner.
2. Pick someone in your scenario with whom you have potential for tension or conflict.
3. Put on the colour hat for your dominant style in this scenario and give your partner the colour for the person you are thinking of.
4. Consider how you act normally considering your dominant style, your armour and their dominant style.
4. 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, the insecurities and so on.
5. Now look at 'you' and consider how you look to this person from their perspective and through the lens of their dominant energy.



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

Abraham Lincoln

LISTENING ACTIVITY



Find new partner

Person 1:

Think of a challenge or opportunity that you have
OR an idea you haven't had time to think through.

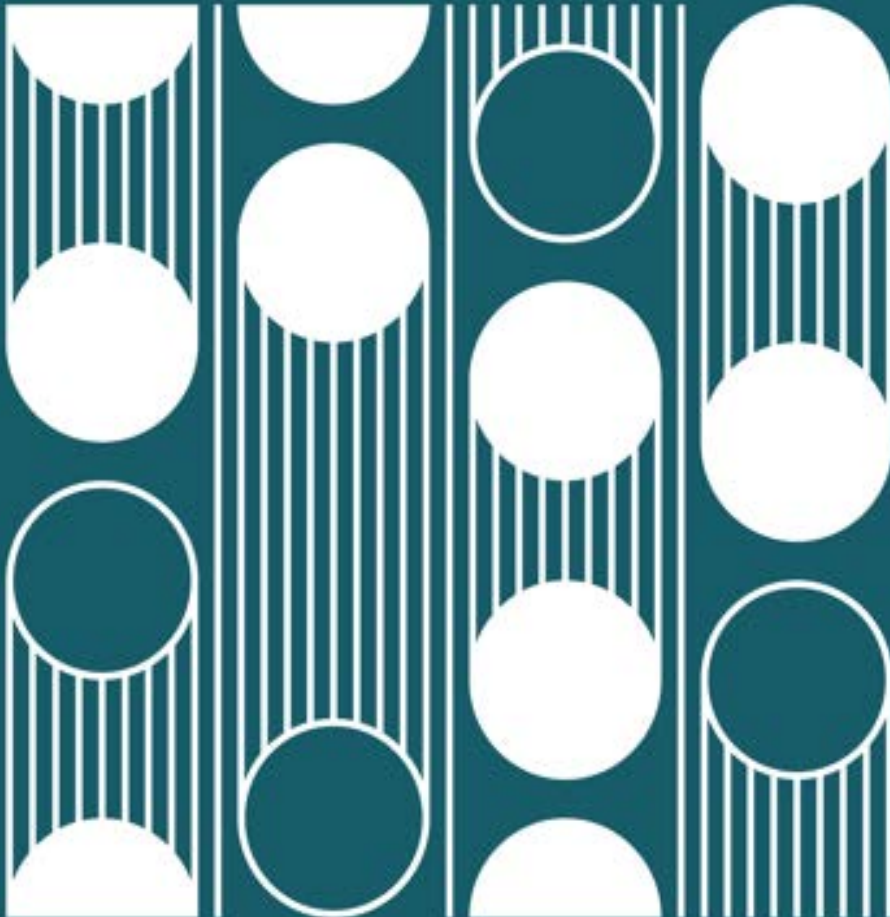
Talk it through uninterrupted for 4 minutes.

Person 2:

Listen WITHOUT interrupting or speaking for the full time.

Allow silence if needed.

Notice what is happening for you.



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.

YOUR IDEAS:



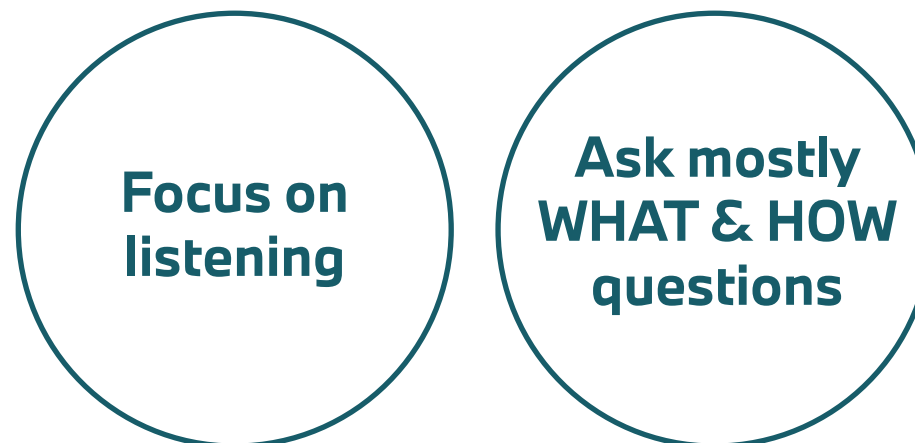
EGAN COACHING MODEL FRAMEWORK BY GERARD EGAN

There is no need to take notes about what the other person says!

Exploration (of the issue)

Understanding (of what they want instead)

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



COACHING IN PAIRS

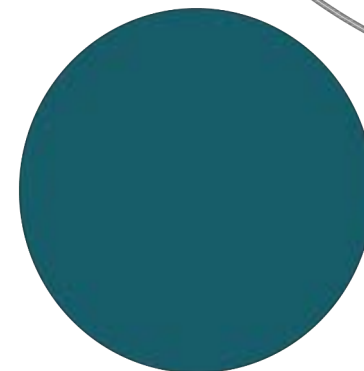
Find a partner and decide who will coach first.

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

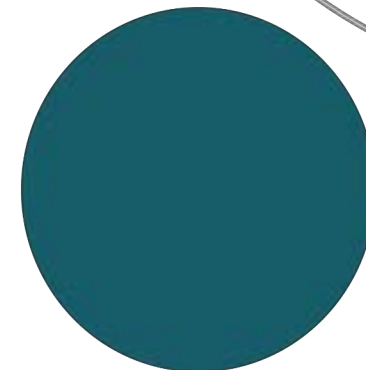


PAIRS ACTIVITY

1. Person 1 shares buzz moments from their life
Person 2 writes these down on post it notes (one buzz moment per post it)
2. Together group those moments into themes (Person 2 is acting as listener/ coach)
3. Use the values page in workbook to identify (name) the values that resonate based on the 'buzzes'/clusters (or your personal values that you know to be true)
4. Distil these into 5-7 Values.
5. Now rank the values besides on your priorities – talk through why some values are more important than others
6. Finally capture your top 3 values, in priority order, on the poster

Swap roles and repeat

Time: 25 minutes per person



YOUR IDEAS:



SELECT FROM THIS LIST

....or choose a word of your own



Acceptance
Accomplishment
Accountability
Accuracy
Achievement
Adaptability
Alertness
Altruism
Ambition
Amusement
Assertiveness
Attentive
Awareness
Balance
Beauty
Boldness
Bravery
Brilliance
Calm
Certainty
Challenge
Charity
Commitment
Communication
Community
Compassion
Connection

Consciousness
Consistency
Control
Courage
Creativity
Dedication
Dependability
Determination
Discipline
Efficiency
Energy
Enthusiasm
Equality
Ethical
Excellence
Exploration
Fairness
Family
Freedom
Fun
Generosity
Gratitude
Growth
Happiness
Hard work
Harmony
Health

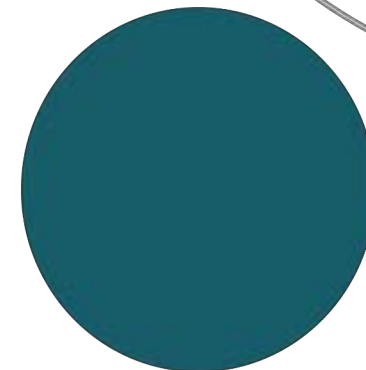
Honesty
Hope
Humility
Humour
Imagination
Improvement
Independence
Individuality
Innovation
Integrity
Joy
Justice
Kindness
Learning
Loyalty
Openness
Optimism
Originality
Passion
Persistence
Playfulness
Productivity
Professionalism
Quality
Respect
Responsibility

Restraint
Satisfaction
Security
Self-reliance
Sharing
Simplicity
Spirituality
Spontaneous
Stability
Strength
Success
Support
Sustainability
Teamwork
Thorough
Timeliness
Tolerance
Transparency
Trust
Truth
Understanding
Uniqueness
Vision
Winning

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:

1. Beyond RATTO what other values are very visible across BMW culture?
2. What values are most visible in culture at Plant Oxford/Swindon?

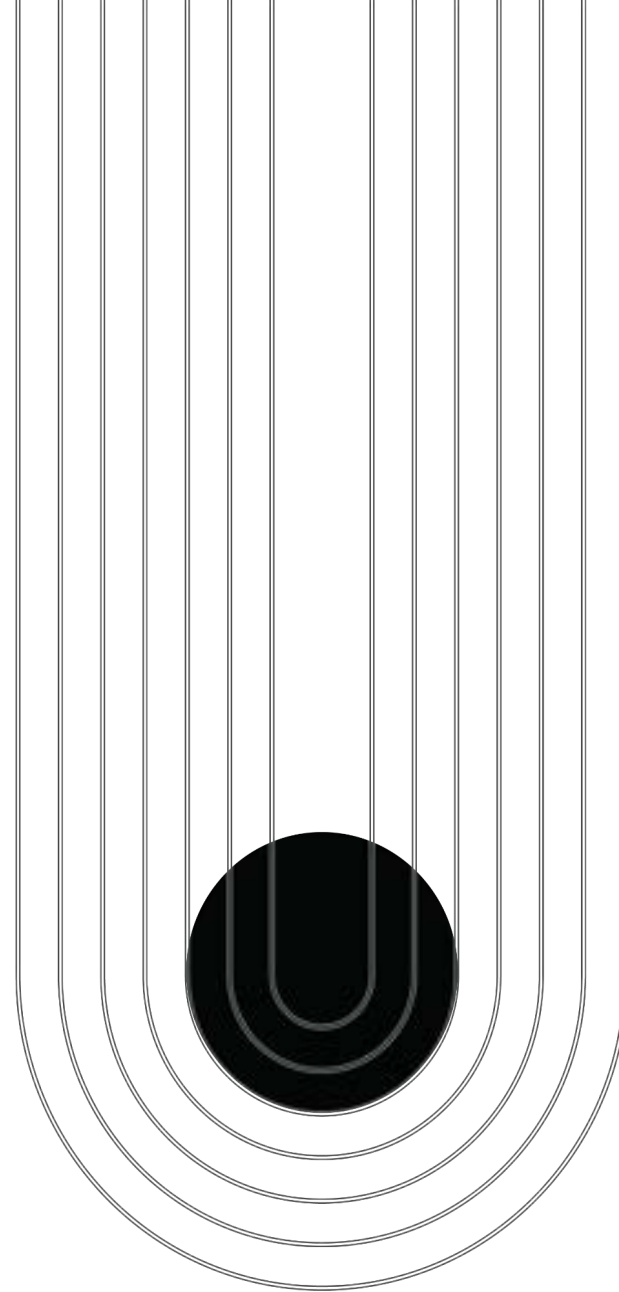
Time: 10 minutes

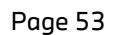
REFLECTION IN GROUPS

In your groups consider how your values align (or don't) with those you are exposed to around the organisation.

When do clashes occur?

Time: 10 minutes





NOTES:





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

**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

YOUR IDEAS:



CRITICAL FACTORS FOR COMMUNICATION SUCCESS



INTENTION

ENERGY

CONTEXT

THE FOUR CULTURES OF LEADERSHIP



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

y axis = how decisions are made



* **egalitarianism**
the belief in human
equality

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

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THE FOUR CULTURES OF LEADERSHIP



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.



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THE FOUR CULTURES OF LEADERSHIP



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.



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

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THE FOUR CULTURES OF LEADERSHIP



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.



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THE FOUR CULTURES OF LEADERSHIP



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.



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REVIEW

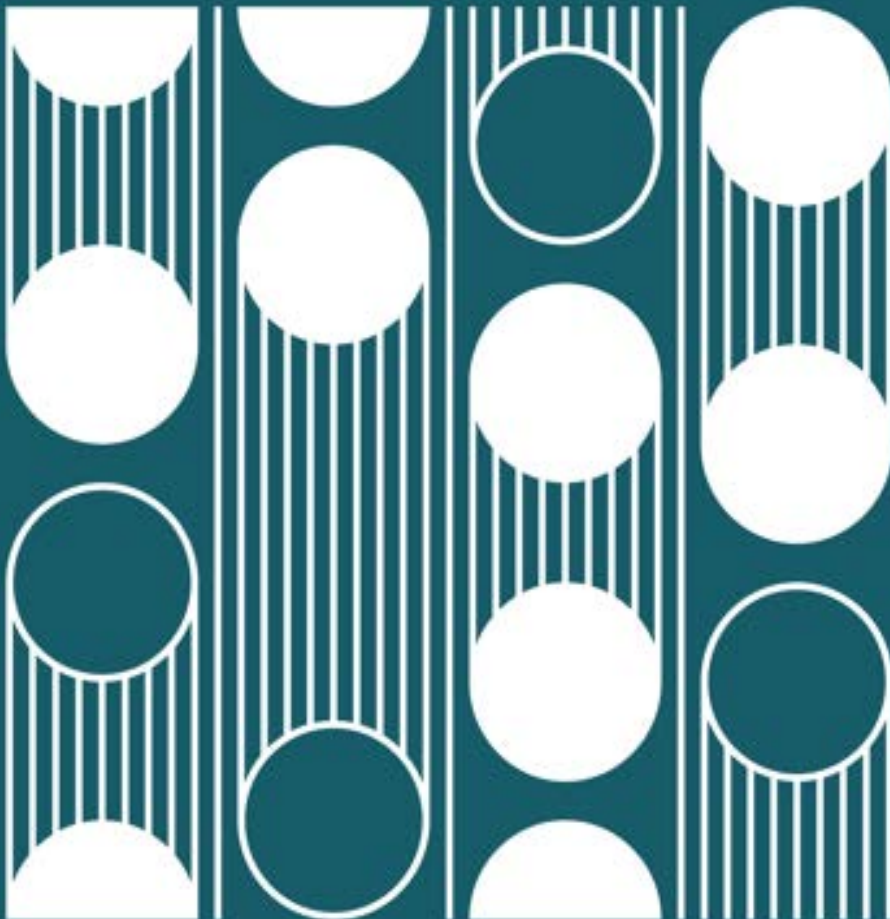


Exchange feedback about the feedback experience:

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?



NOTES:





THE PYGMALION EFFECT (1960s)

Robert Rosenthal and Lenore Jacobson in their book *Pygmalion in the Classroom*.

All students were given a disguised IQ test at the beginning of the study. Then students were **chosen at random** and labelled "intellectual bloomers".

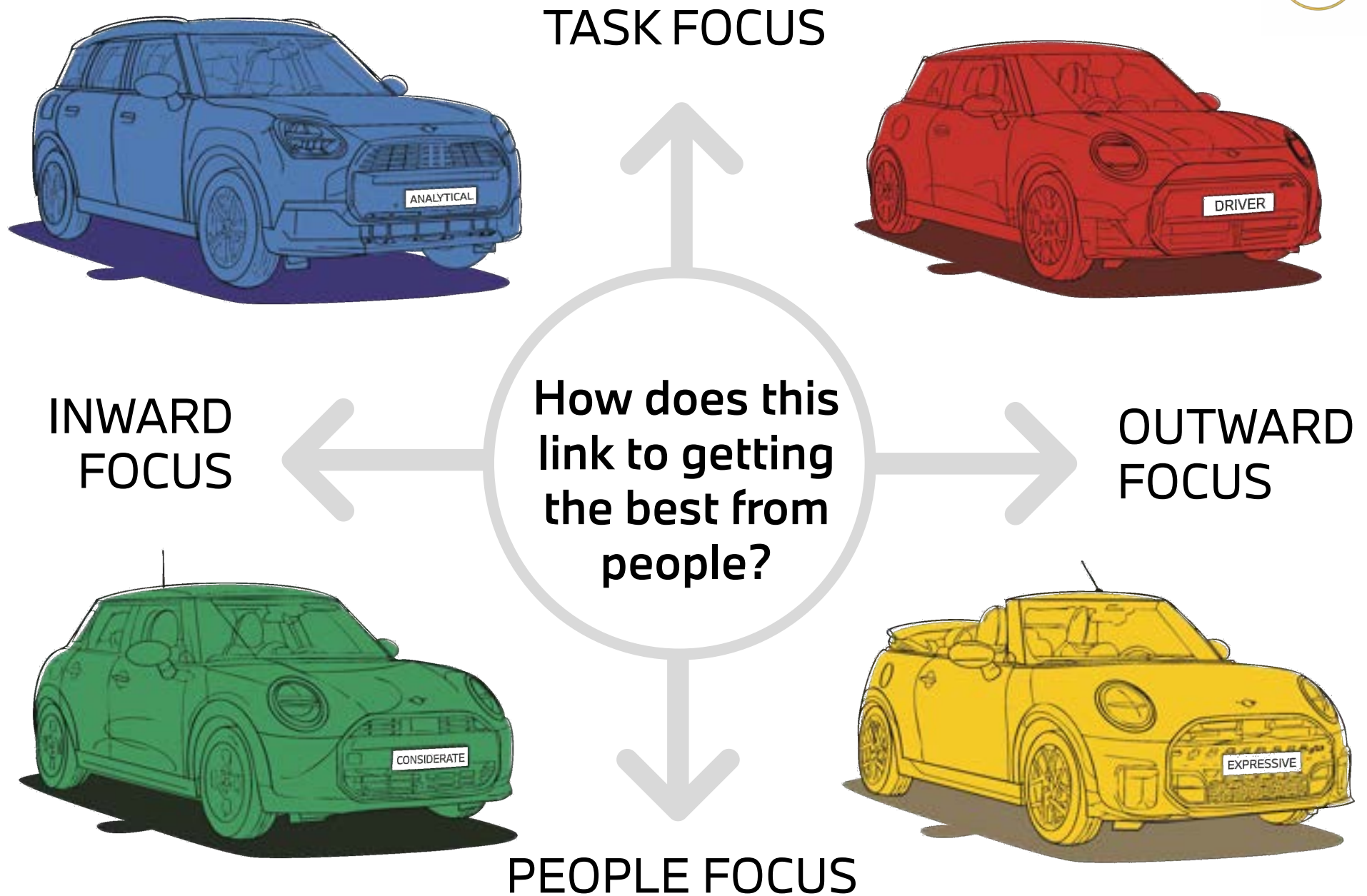
The bloomers were made known to the teachers.

The bloomers gained 15-20 more IQ points on average compared to the control group.

Superior managers have greater confidence than other managers in their own ability to develop the talents of their subordinates.

*Contrary to what might be assumed, the high expectations of superior managers are based primarily on what they think **about themselves**, about their own ability to select, train, and motivate their subordinates.*

If they have confidence in their ability to develop and stimulate teams to high levels of performance, they will expect much of them and will treat them with confidence that their expectations will be met. But if they have doubts about their ability to stimulate subordinates, they will expect less of them and will treat them with less confidence.



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

STRENGTHS



How to Identify Strengths

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?)

What about Weaknesses?

Delegate
Collaborate
Use Technology (AI etc)
Adapt Role
Or just don't worry!



GROUP ACTIVITY

1. Sit in cross functional groups.
2. For each scenario, how often does this type of scenario (or something similar) play out in Plants Oxford/Swindon? 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
4. Propose a better way to handle the scenario if it were in the real-world context of Oxford/Swindon?

NOTES:



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.



SCENARIO 2

Chris is also a good communicator and is great at explaining complex procedures to less experienced associates 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 teammate, 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. This frustrates him, he loses his motivation to help others and focuses only on his own work.

SCENARIO 3



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

Michael's strength is his discipline and consistency. He has a 'plan do check act' mindset 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 immediate opportunities for a lead associate in his area 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.

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 or continuous improvement opportunities. 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 administration, 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 supplier issues is outside of our scope, and frankly, we don't have time 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.



SCENARIO 5

Mark is a financial controller with a particular talent for relationship-building and communication. He's great at explaining complex financial data to the operational teams 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 data processed and reports generated. She sees Mark's collaborative efforts as 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.

SCENARIO 6

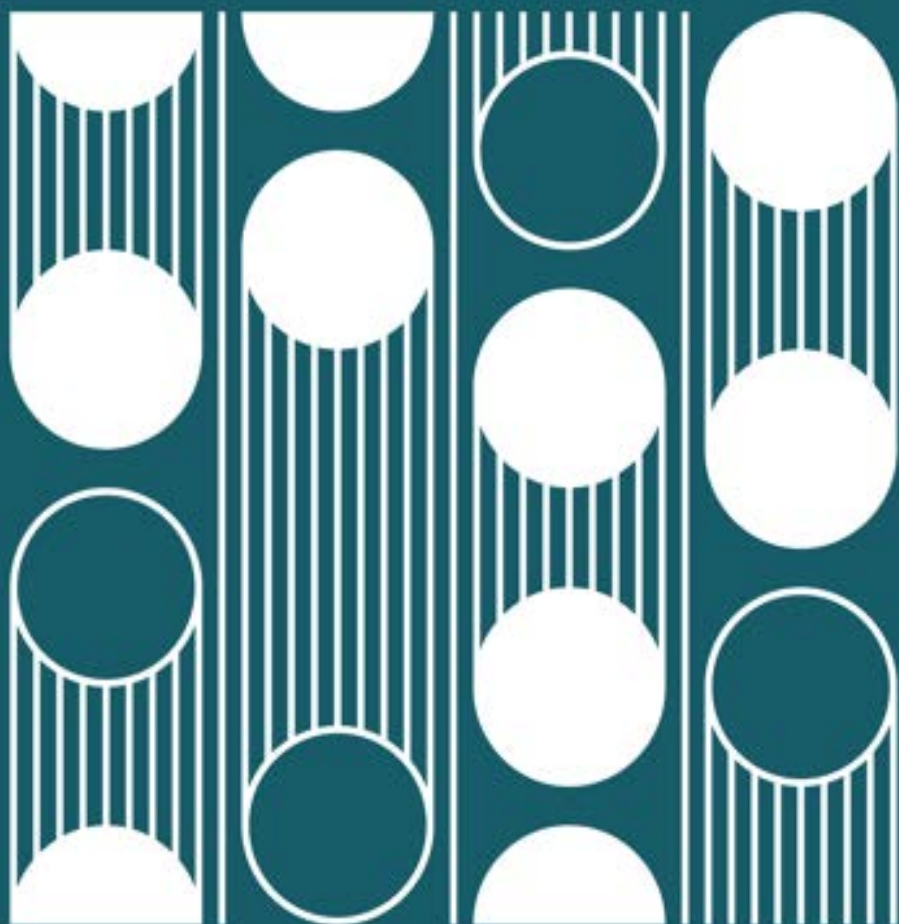


Maria is an HR Advisor whose core strength is empathy. She excels at listening to employees and wants to create a more supportive work environment.

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 increase our competitiveness. 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 absenteeism, disciplinaries, and headcount. 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.

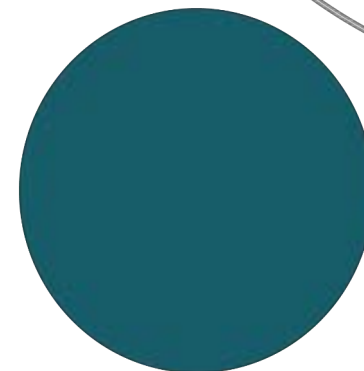
Questioner must ask the questions in order, follow up questions and natural dialogue are encouraged but don't lose track of time!

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: 15 minutes per person + 5 minutes debrief





UNLOCKING POTENTIAL: COACHING 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 valued?

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?

NOTES:



NOTES:





Personal User Guide

Download a PUG template from the iLead website

WHAT IT IS

The **Personal User Guide (PUG)** is a self-reflection and team communication tool.

A one-page (or two-slide) personal profile covering values, communication preferences, feedback style, working needs and challenges.

PURPOSE

The core idea is simple: people work better together when they understand each other as individuals. Rather than leaving colleagues to guess how someone ticks, the PUG makes it explicit.

BENEFITS

For the *individual*, completing it is a useful act of self-awareness, it prompts you to articulate things they've never formally expressed, like how you actually prefer to receive feedback or what derails you under pressure.

For *teammates and managers*, it removes a lot of the trial-and-error that normally causes friction. Knowing that someone struggles in noisy environments, prefers voice notes over email, or needs clear step-by-step instructions before they can act, that's genuinely useful.





PERSONAL USER GUIDE 1/2

NAME John Smith

MY TOP 3 VALUES

- Freedom
- Honesty
- Balance

BEST WAYS TO COMMUNICATE

- For emotional topics I prefer to speak face to face
- For technical topics or longer requests, I like to see things written down so I have time to digest
- I prefer WhatsApp voice notes and messages for short updates instead of email

WAYS I LIKE TO RECEIVE FEEDBACK

- Face to face or in a message; both work
- First tell me what I did well and where you see my natural strengths
- Tell me ways I can be even better or improve
- Ideally tell me what % 'good enough' the thing was; e.g. 'you're 80% there'



PERSONAL USER GUIDE 2/2

NAME John Smith

THINGS I NEED TO BE MY BEST

- As much lead time as possible as last-minute requests make it hard to structure my work
- Clear step-by-step instructions
- Reminders about deadlines when I'm juggling multiple requests

THINGS I STRUGGLE WITH

- Working in noisy environments
- Aggressive or forceful communication styles
- Lots of meetings unless there is a strong reason for the conversation

PERSONAL MOTTO

Before you criticise someone walk a mile in their shoes... that way when you criticise them you are a mile away and you have their shoes.

OTHER THINGS TO KNOW

I work 4 days a week and am not available Fridays. Morning (8–9.30am) and afternoon (4–5pm).

Meetings can be difficult due to the school run.

DEEPEN YOUR LEARNING JOURNEY



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ileadbmw.com



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