



iLEAD: LEADERSHIP FOUNDATIONS

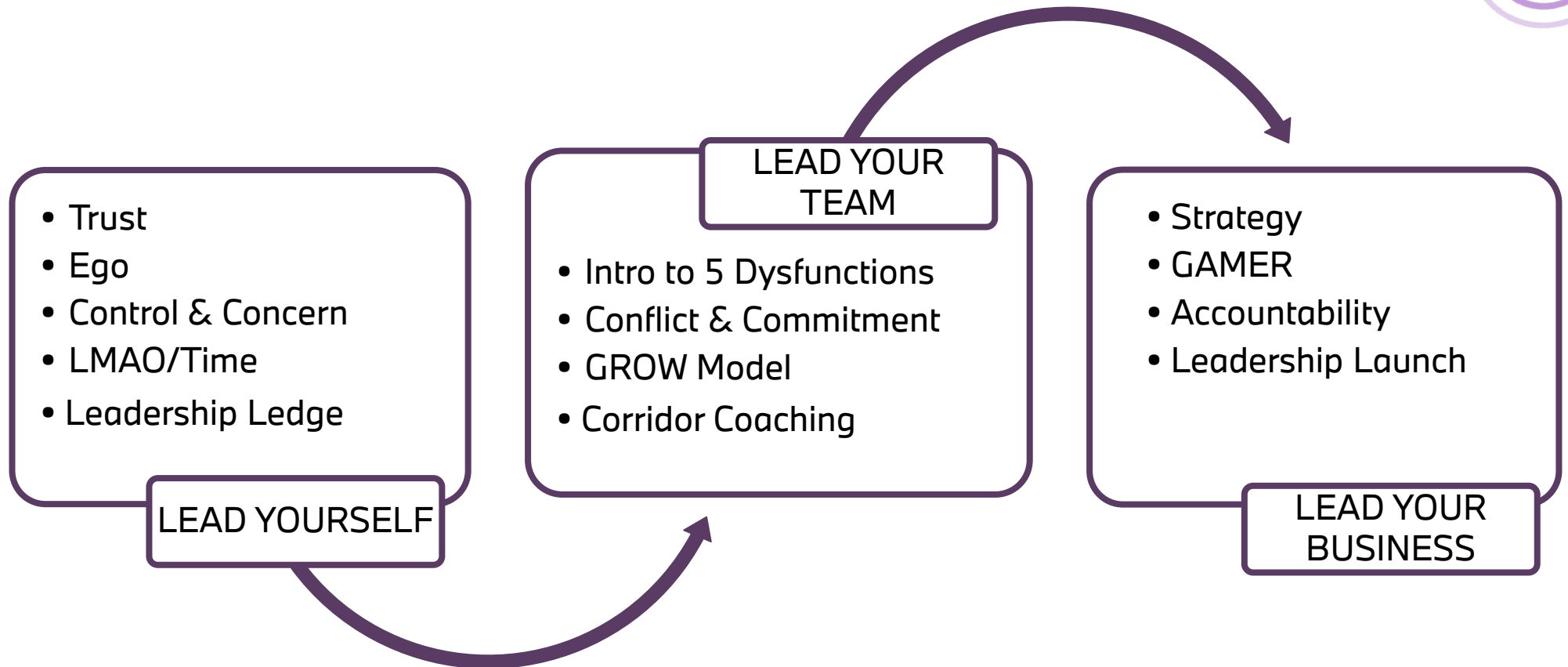
DAY ONE

**BMW
GROUP**

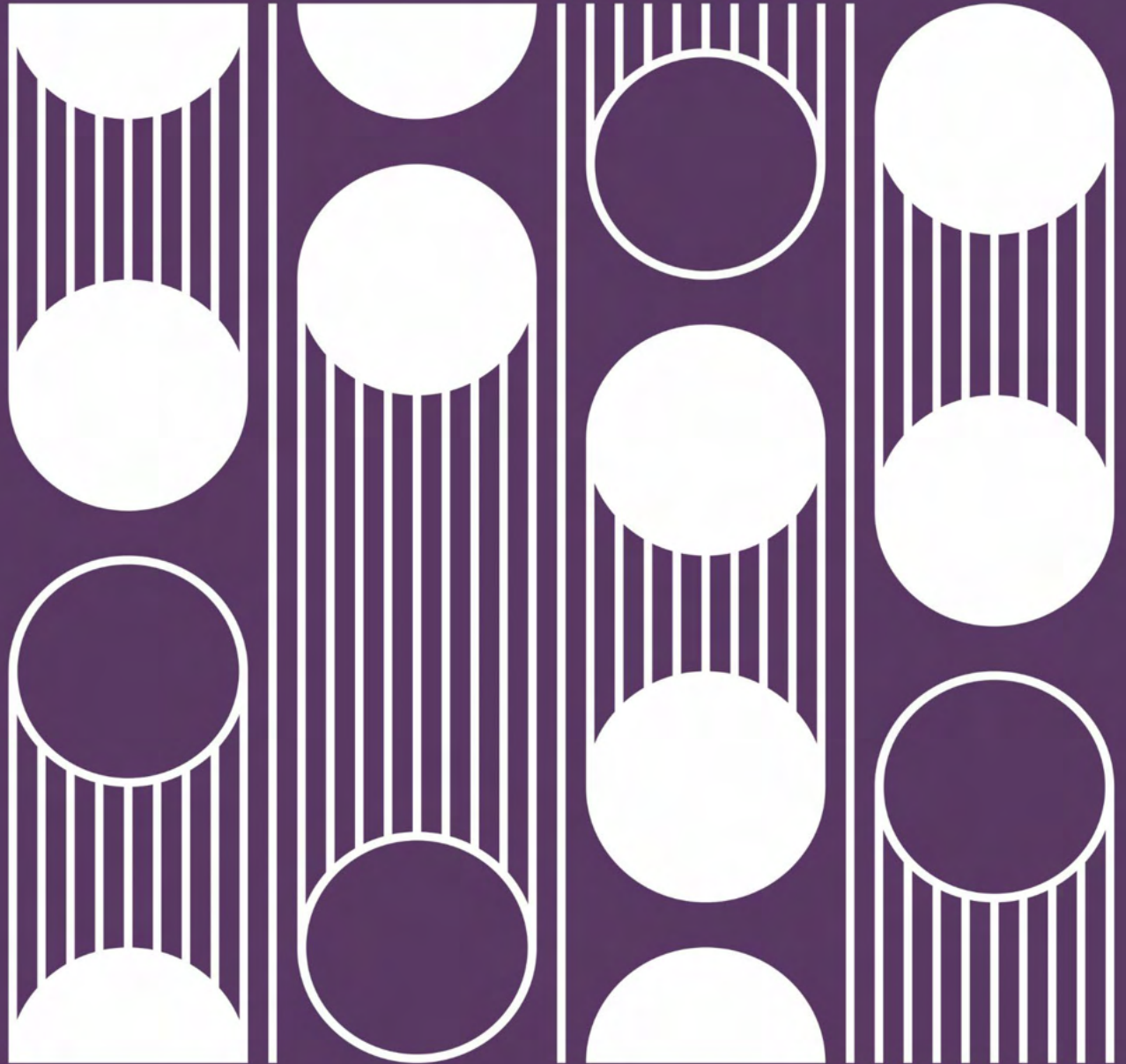


ROLLS-ROYCE
MOTOR CARS LTD

PROGRAMME OVERVIEW



LEAD YOURSELF



CORE VALUES: CHOOSE THREE



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



WHO'S IN THE ROOM?

Your name & role

What do you spend your day doing?

Your three core values and how they show up

1:

2:

3:

OUR LEADERSHIP FRAMEWORK (TC)²



The (TC)² model remains our leadership orientation

	Definition	Desired Behaviours	
Thinking	To lead and make decisions linked to the business strategy and translate this into a clear 'why' and 'what' at a team level.	To step back and plan more proactively and consequently.	When under pressure leaders broaden perspective to look for solutions.
		To be able to describe business situations/problems more fully.	Leaders orientate themselves around (prioritise) collective goals.
Team Building	Creating the awareness to be able to review, develop and engage a high-performance team aligned to the business strategy.	To be able to develop strong team behaviours and breakdown organisational silos.	Leaders have translated the strategy to a local level and prioritise accordingly.
		To be able to give clear, impactful feedback (incl. appreciation) to all levels.	Leaders source ideas and actively use diversity, such as individual strengths.
Communicating	To be able to motivate and inspire via consistent, relevant and authentic communication of the 'why' and 'what'.	To be able to deliver impactful communications to engage people and support areas.	Leaders protect time for communication above all else.
		To be able to communicate authentically.	Leaders experiment with new approaches to traditional activities.
Coaching	To be able to build individual awareness and responsibility for performance through a supportive and pro-active coaching approach.	To be able to coach people to be more aware and take responsibility for their own actions.	Leaders role model a clear 'mistakes policy' (what happens if a mistake is made) which is articulated to their team.
		To be able to coach/facilitate a team e.g. GEMBA, MINI-Me, In-dialogue session.	Leaders have the trust to step back and give the person the freedom to act (thereby working to appropriate LMAO levels).

BE MORE BMW

The interaction between **attitude** and **leadership performance** is what results in leadership excellence.

Attitude is the **enabler** for high performance.

We must **accept paradoxes** in order to be able to lead effectively within polarities.

ATTITUDE

Visionary ↔ Realistic

Engaged ↔ Inspiring

Resilient ↔ Adaptable

Humble ↔ Confident

LEADERSHIP PERFORMANCE

Decide

Deliver

Collaborate

Empower

BE MORE BMW

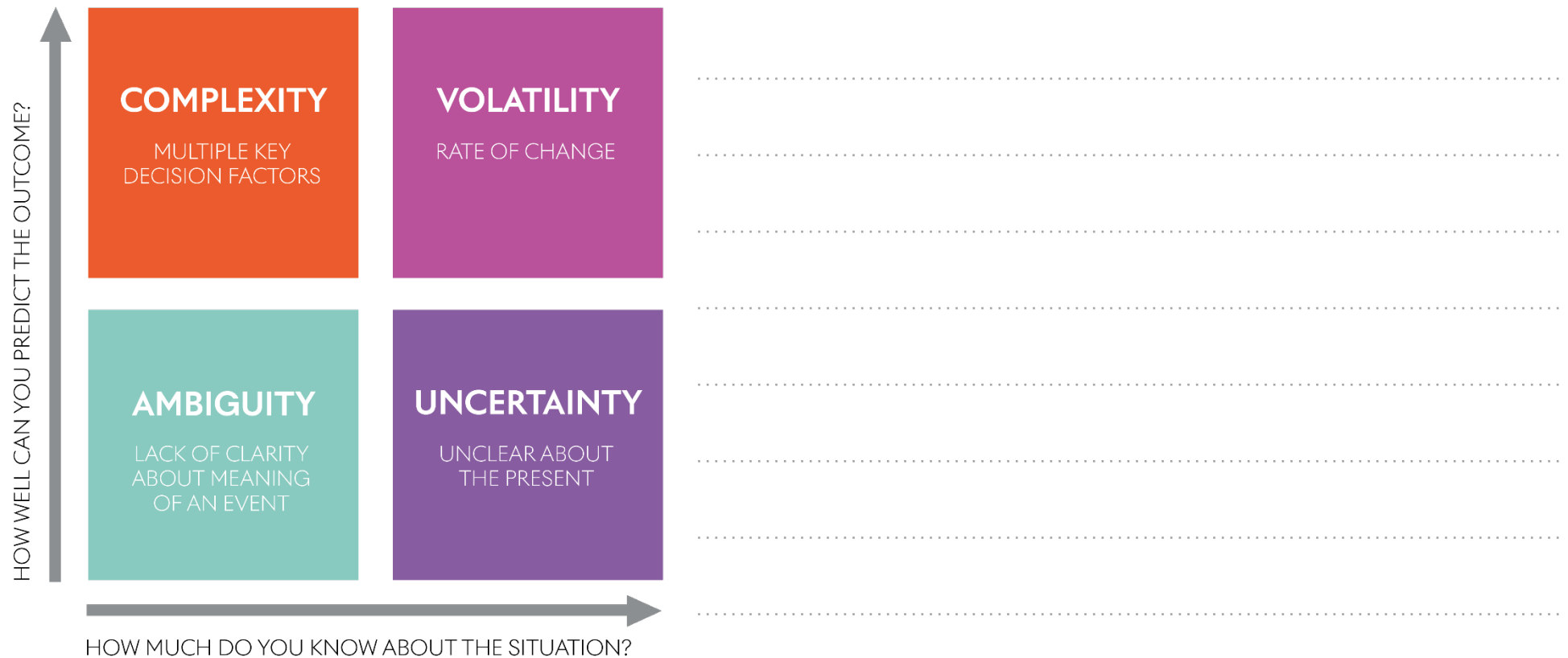
NEXT LEVEL LEADERSHIP
FOR THE NEXT GENERATIONS

The positive and consistent
influencing of the organisation
to engage people and
resources for results,
regardless of your level.



THE VUCA WORLD:

We operate in a fast-paced & ever-changing environment



THE VUCA WORLD: WHAT LEADERS NEED TO KNOW...

- Leaders & associates operate under **constantly changing conditions**.
- Dealing with **leading through uncertainty** becomes part of our daily routine.
- There is **no longer just one choice** which seems to be the right one.
- Decisions need to be made under **ambiguous or unclear** circumstances.
- **Conflicts of interest** are part of everyday life.
- The rate of change can 'leap' **exponentially and unexpectedly**.
- **Speed, data and information** are driving change

HOW WILL WE WORK TOGETHER?



What behaviours or requests do you have to make this experience a success?

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Trust is the ability for everyone in an organisation to confidently rely on (& predict) that others will do the right thing & make good on their promises.

Marie-Clare Ross

Author of *Trusted to Thrive: How leaders create connected & accountable teams*

TRUST

How do you give yours?



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Low
trust



High
trust

EMBEDDING TRUST BEHAVIOURS



Agree Team Behaviours

Agree specific trust and conflict behaviours for your team.

Trust

Name the Elephant

Give permission for people to point out 'what is not being said'.

Transparency

Red Team

Take different perspectives to generate conflict e.g. Red Team.

Openness

Hard Conversations

As a leader, request people step into the team behaviours and talk to them when they do not.

Openness



Lead by Example

As a leader embody the behaviours you wish to see.

Responsibility

Appreciate

Actively applaud and encourage the behaviours when demonstrated by others.

Appreciation

Report & Reward

Create team-based rewards for the use of positive conflict behaviours.

Appreciation

Meeting Agenda

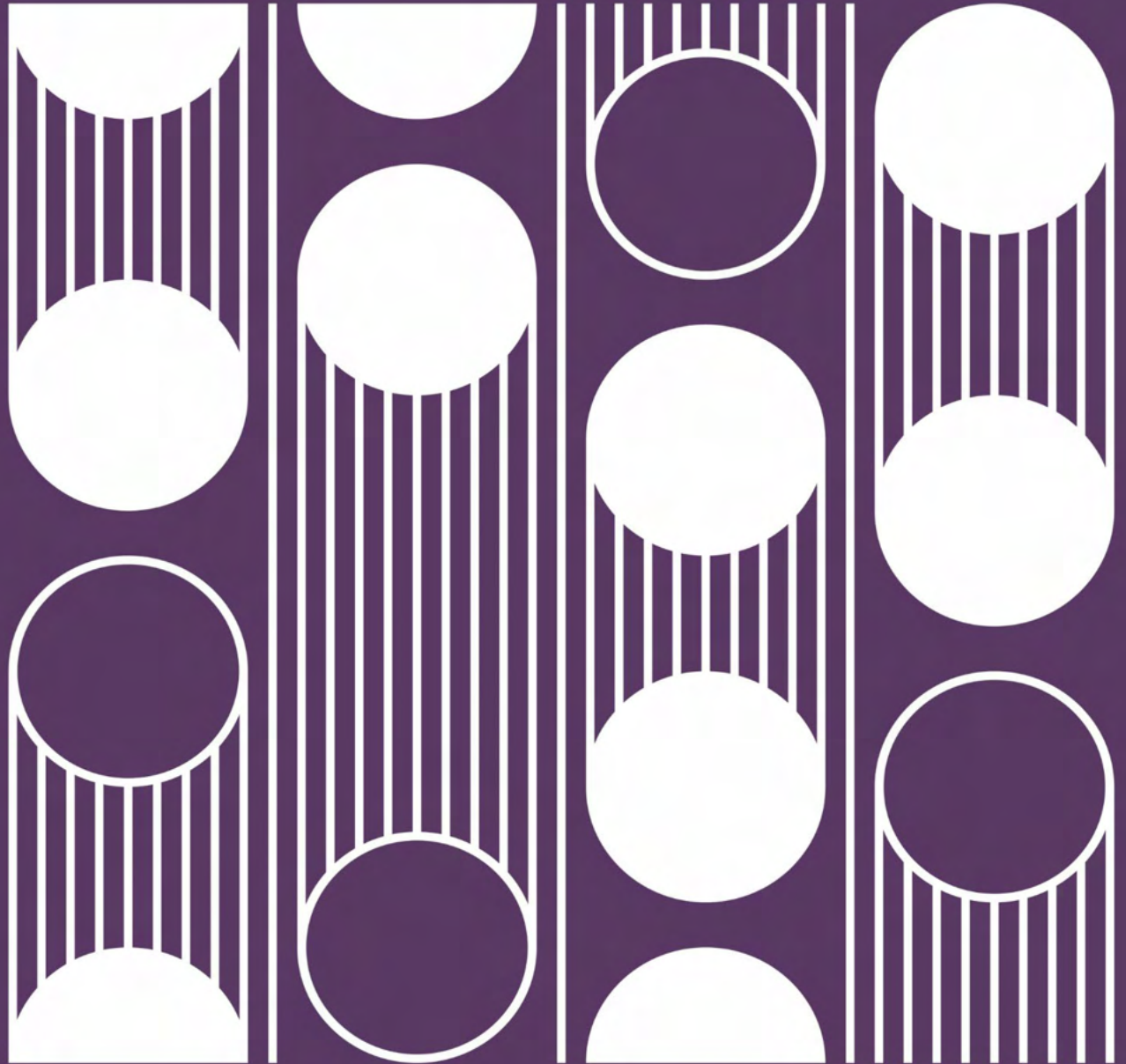
Include team behaviours in your meeting agenda. Review have they were lived at the end.

Transparency

NOTES:



**WHAT DO YOU
UNDERSTAND BY
THE TERM EGO?**



WORKING WITH EGO

Kinslow Model



Ego



Real 'you'

Security



Emotion



Thought



'Pause'



Behaviour

5 TEMPTATIONS OF A LEADER

PATRICK LENCIONI



Status

Wanting to preserve my own status stops me helping other teams and the wider organisation.

Popularity

Wanting to be popular prevents me from holding others to account.

Certainty

Wanting to be certain prevents timely decision making and giving clear direction.

Harmony

Wanting to preserve harmony means we miss out on productive conflict.

Invulnerability

Wanting to always be seen as strong prevents me from showing vulnerability and building real trust.

NOTES:



GETTING TO KNOW ME



Group exercise

Make a list of your behaviours when:

- Above the line (Thriving)
- Below the line (Surviving)

In your groups answer the following:

- 1) How might these might show up
- 2) What do you need from the group when they sense you are below the line?

JUST SURVIVING AND AT MY BEST

ME AND MY EGO



High energy and **low energy** people
will express these very differently!!

Just Surviving (Below the line)	At My Best (Above the line)
Example behaviours	Example behaviours

NOTES:



CIRCLES OF CONTROL...



Changes we predict...

What keeps you up at night?

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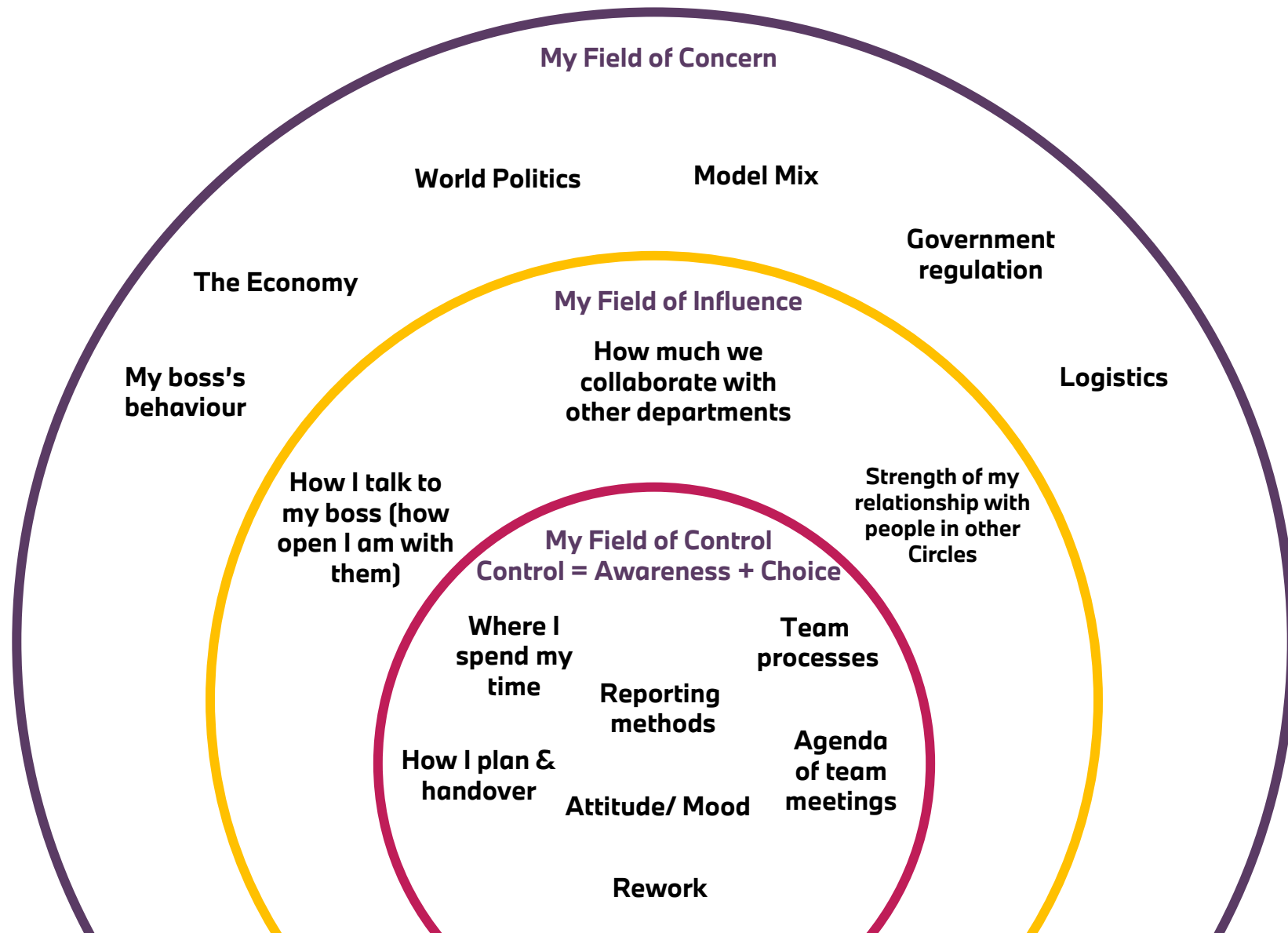
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VUCA WORLD CIRCLES OF CONTROL, CONCERN & INFLUENCE

By Steven Covey



VUCA WORLD

CIRCLES OF CONTROL, CONCERN & INFLUENCE



In your groups, pick a topic from the "keeps you up at night" and break it down into the parts that fall under your field of **CONCERN** and which fall under your* field of **CONTROL**.

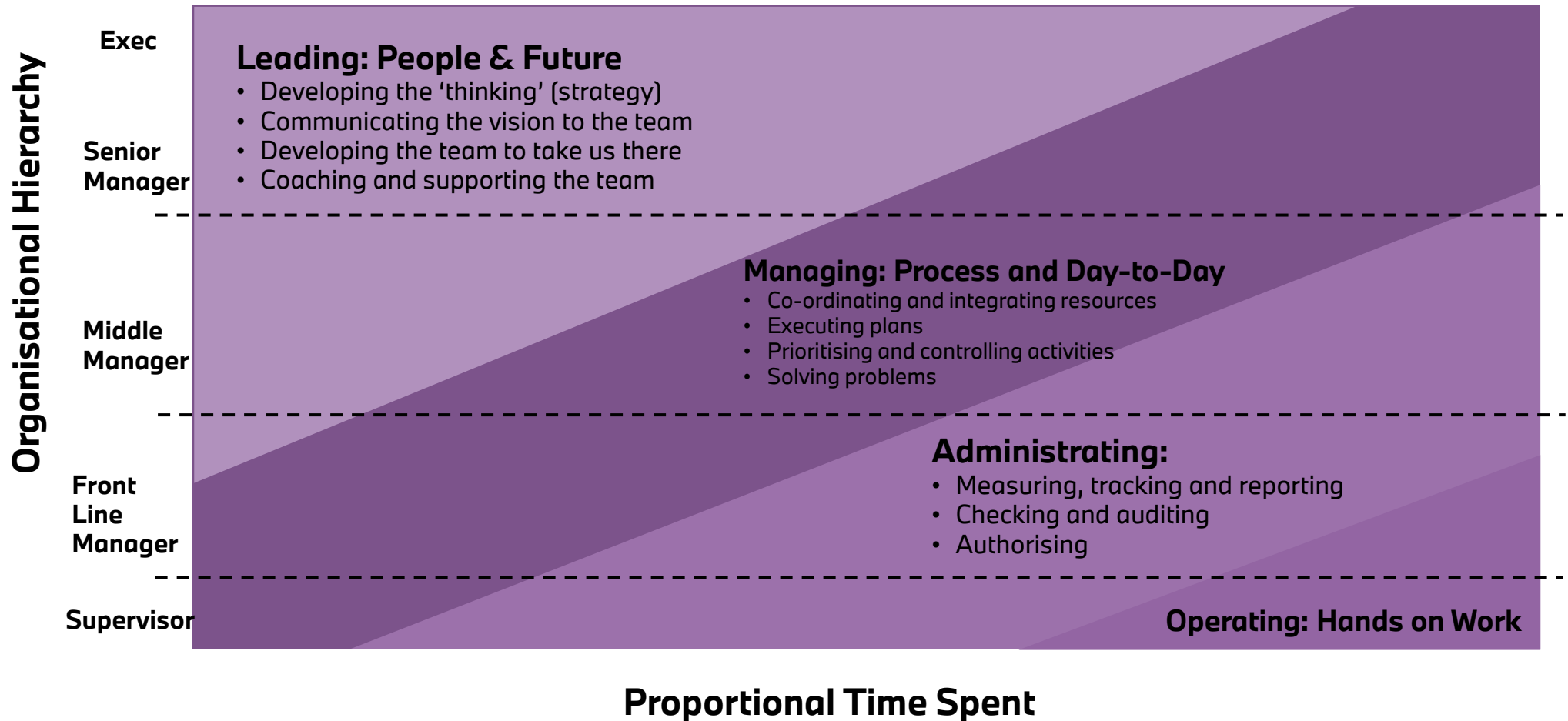
If you can't confidently say 'control' - it is likely that you have **INFLUENCE**.

* 'Your' refers to the leadership population

NOTES:



LMAO MODEL



NOTES:



LMAO TIME AUDIT



In pairs, discuss the following:

- What did your results reveal?
- What patterns emerged?
- What typical things 'pulled you' down a level?
- What feels like the right L.M.A.O. ratio for your role, given the VUCA context?
- What changes might you need to make?
- What bigger questions does this raise for BMW UK?

LMAO AUDIT

Reality v. Assumptions

Based on L.M.A.O data, list what impacts your time that you can control and what you can not control



I CAN CONTROL

A large, empty, light purple rectangular box intended for listing factors that can be controlled.

I CAN NOT CONTROL

A large, empty, light gray rectangular box intended for listing factors that cannot be controlled.

REALITY VS ASSUMPTIONS



Activity:

In the same pairs one person will now coach the other around their perceptions of how much control they have over their time.

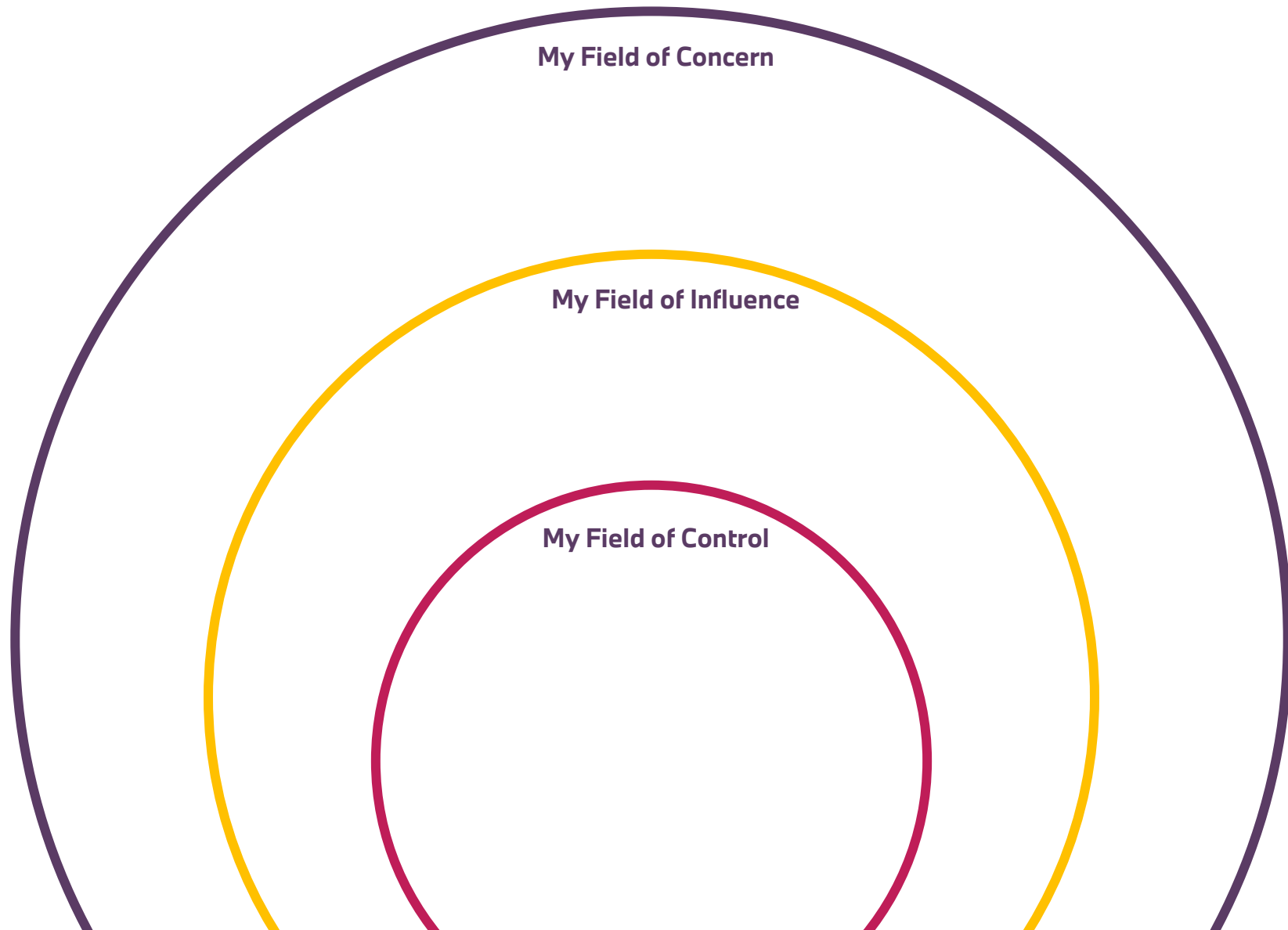
Instructions:

Use the **concern/influence/control** concept to challenge your partner **ONLY BY ASKING QUESTIONS** to identify ways they can bring more things into their control or influence.



VUCA WORLD CIRCLES OF CONTROL, CONCERN & INFLUENCE

By Steven Covey



LEADERSHIP LEDGE

What will you leap for?



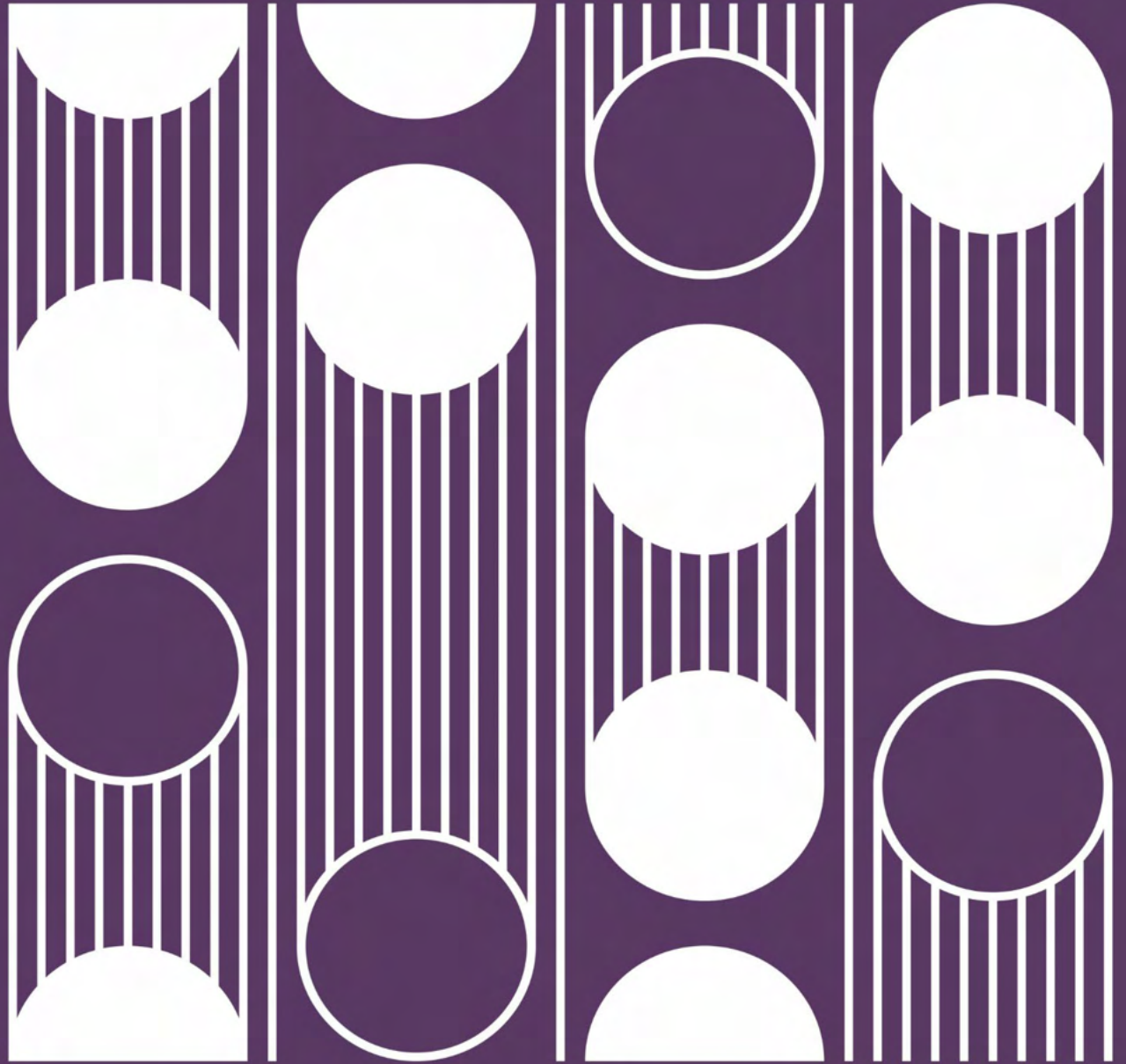
- A realisation I've had today is...
- I aspire to be the kind of leader who ...
- What I need from the group over the next two days to achieve this is...
- What I need from myself to achieve this is...



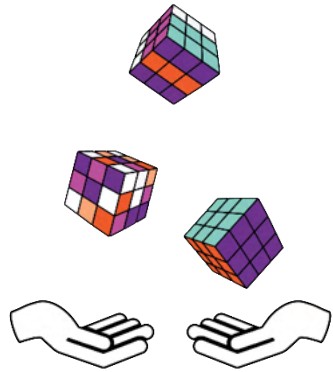
NOTES:



LEADING THE TEAM



THE LEADERSHIP PARADOX



Stable
AND
Dynamic

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THE 5 DYSFUNCTIONS OF A TEAM

Model by Patrick Lencioni



Your task:

To identify and explore the 5 dysfunctions of a team model in more depth.

How:

- On the tables you will find the 5 dysfunctions model with all the descriptions mixed up.
- Consider the items and sort them so they form a logical model and hierarchy representing the 5 dysfunctions of a team.
- Be prepared to justify your thinking.



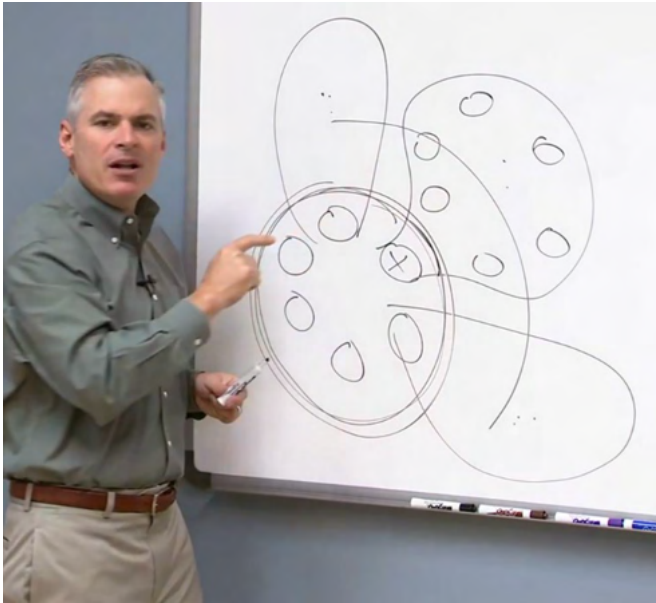
THE 5 DYSFUNCTIONS MODEL

Model by Patrick Lencioni



5 DYSFUNCTIONS	DYSFUNCTION DEFINITION	POSITIVE BEHAVIOURS	ROLE OF THE LEADER
INATTENTION TO RESULTS.	The pursuit of individual agendas, targets and personal status erodes the focus on collective success.	- Setting aside individual needs and agendas to exclusively focus on what is best for the team and company. - Not giving in to the temptations to place departments, career aspirations, or ego-driven status ahead of the collective results that define team success.	To maintain the focus on collective outcomes and measures.
AVOIDANCE OF ACCOUNTABILITY.	The need to avoid interpersonal discomfort prevents team members from holding one another accountable for goals, behaviours and actions.	- Commitment to decisions and standards of performance holding one another accountable for adhering to those decisions and standards. - Not relying on the team leader as the primary source of answerability. Positive encouragement of peer-to-peer responsibility.	To create an environment where the team holds each other to the agreed standards and behaviours.
LACK OF COMMITMENT.	The lack of clarity, or buy-in, prevents team members from making decisions they will support.	- Seeking genuine consensus on important decisions, even when various members of the team initially disagree. - Ensuring that all opinions and ideas are put on the table to develop confidence with team members by demonstrating that everything is considered and no stone is left unturned.	To seek clarity and closure on decisions without room for ambiguity.
FEAR OF CONFLICT.	The desire to preserve artificial harmony stifles the occurrence of productive, positive conflict.	- Unafraid to engage in passionate dialogue around issues and decisions that are key to the organisation's success. - Not hesitating to disagree with, challenge and question one another and embodying the spirit of finding the best answers, discovering the truth, and making great decisions.	To actively encourage and mine for disagreement.
ABSENCE OF TRUST.	The fear of being perceived as weak by colleagues prevents the building of trust within the team.	- Trusting in one another on a fundamental and emotional level without filters. - Comfort in being open and honest with each other about weaknesses, mistakes, fears and behaviours.	To set the example and demonstrate the power of vulnerability.

NOTES:



HOW FUNCTIONAL IS YOUR TEAM TODAY?

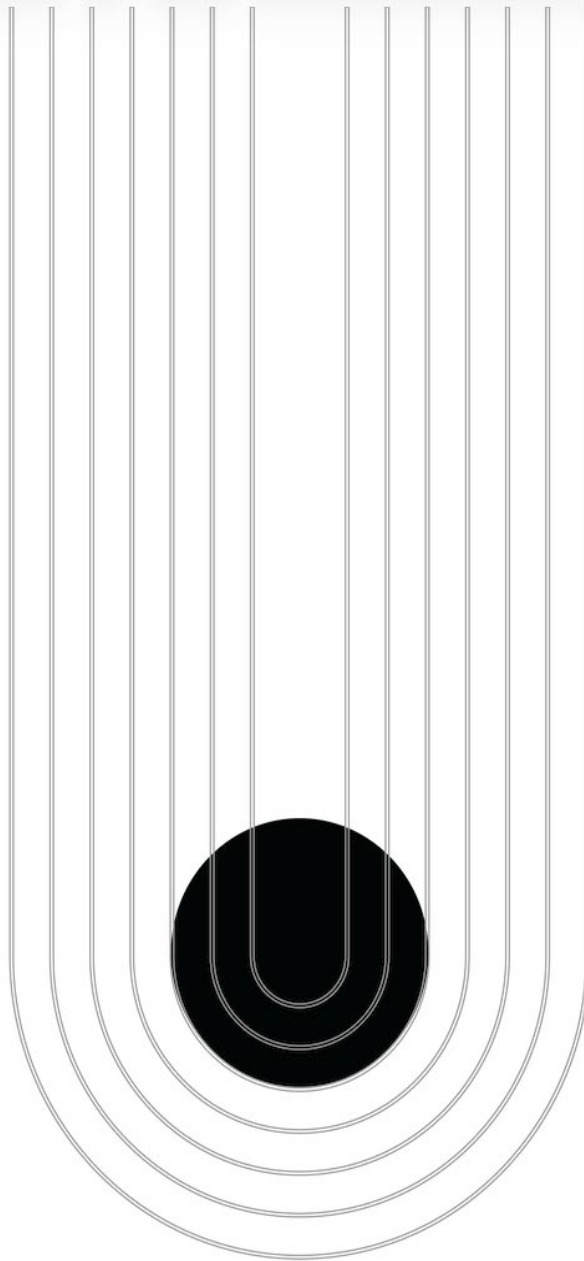


Identify how functional your 'first' team is in relation to the 5 dysfunctions model.

Rate each of the statements provided in respect of your team.

- 1 = Never.
- 2 = Rarely.
- 3 = Sometimes.
- 4 = Usually.
- 5 = Always.

When you have finished, calculate your final scores.



ASSESSMENT (1)



Question	Score
1. Team members admit their mistakes.	
2. Team members acknowledge their weaknesses to one another.	
3. Team members ask for help without hesitation.	
4. Team members ask one another for input regarding their areas of responsibility.	
5. Team members acknowledge and tap into one another's skills and expertise.	
6. Team members willingly apologise to one another.	
7. Team members are unguarded and genuine with one another.	
8. Team members can comfortably discuss their personal lives with one another.	
9. We are strong as a team because we all share our areas for development.	
10. Hard decisions are taken by this team, even at the risk of being unpopular.	
11. Team members are passionate and unguarded in their discussion of issues.	
12. Team meetings are interesting and compelling (not boring).	
13. During team meetings, the most important – and difficult – issues are discussed.	
14. Team members voice their opinions, even at the risk of causing disagreement.	
15. During discussions, team members challenge one another about how they arrived at their conclusions and opinions.	
16. Team members solicit one another's opinions during meetings.	
17. Team members communicate unpopular opinions to the group.	
18. When conflict occurs, the team confronts and deals with the issue before moving to another subject.	
19. There is a culture of tolerance and forgiveness in this team.	
20. We see conflict as an opportunity to reach an even better solution.	
21. Team members leave meetings confident that everyone is committed to the decisions that were agreed upon.	
22. Team members end discussions with clear and specific resolutions and calls to action.	
23. The team is clear about its direction and priorities.	
24. The team is aligned around common objectives.	
25. The team is decisive, even when perfect information is not available.	

ASSESSMENT (2)



Question	Score
26. Individual team members can make good decisions without referring to the team leader.	
27. There is genuine enthusiasm in this team about hitting our goals.	
28. We get rewarded for experimentation when it's not clear what to do.	
29. The team sticks to decisions.	
30. Team members support team decisions even when they disagree.	
31. Team members point out one another's unproductive behaviours.	
32. Team members are quick to confront peers about problems in their respective areas of responsibility.	
33. Team members question one another about their current approaches and methods.	
34. The team ensures that poor performers feel pressure and the expectation to improve.	
35. All members of the team are held to the same high standards.	
36. Team members consistently follow through on promises and commitments.	
37. Team members offer unprovoked, constructive feedback to one another.	
38. The team are willing to operate beyond their individual roles if it aids team performance.	
39. I feel I have the opportunity to influence how this team works.	
40. The team has a reputation for reliability and delivering on commitments.	
41. Team members are quick to point out the contributions and achievements of others.	
42. The team has a reputation for high performance.	
43. When the team fails to achieve collective goals, each member takes personal responsibility to improve the team's performance.	
44. Team members willingly make sacrifices in their areas for the good of the team.	
45. Team members are slow to seek credit for their own contributions.	
46. The team consistently achieves its objectives.	
47. Team members value collective success more than individual achievement.	
48. Team members place little important on titles and status. (A high score here indicates that titles & status are NOT important to team members.)	
49. The team celebrates individual success.	
50. Team members encourage each other to improve.	

SCORING YOUR ASSESSMENT



Take the numbers you entered for the following questions and enter the total in the grid below

Below that, divide the total by 10 to create the average score

Consider your scores

Total for Questions 1-10	Total for Questions 11-20	Total for Questions 21-30	Total for Questions 31-40	Total for Questions 41-50

Trust	Conflict	Commitment	Accountability	Results
Average for Questions 1-10	Average for Questions 11-20	Average for Questions 21-30	Average for Questions 31-40	Average for Questions 41-50

INTERPRETTING YOUR RESULTS



	High: Average score of 3.75 and above.	Medium: Average score of 3.25 to 3.74	Low: Average score of 3.24 and below.
Trust	Your team has created an environment where vulnerability and openness are the norm.	Your team may need to get more comfortable being vulnerable and open with one another about individual strengths, weaknesses, mistakes, and needs for help.	Your team lacks necessary levels of openness and vulnerability about individual strengths, weaknesses, mistakes, and needs for help.
Conflict	Your team is comfortable engaging in unfiltered discussion around important topics.	Your team may need to learn to engage in more unfiltered discussion around important topics.	Your team is not comfortable engaging in unfiltered discussion around important topics.
Commitment	Your team is able to buy in to clear decisions, leaving little room for ambiguity and second-guessing.	Your team may struggle at times to buy in to clear decisions. This could be creating ambiguity within the organisation.	Your team is not able to buy in to clear decisions, leaving room for ambiguity and second-guessing.
Accountability	Your team does not hesitate to confront one another about performance and behavioural concerns.	Your team may be hesitating to confront one another about performance and behavioural concerns.	Your team hesitates to confront one another about performance and behavioural concerns.
Results	Your team values collective outcomes more than individual recognition and attainment status.	Members of your team may be placing too much importance on individual or departmental recognition and ego, rather than focusing on the collective goals of the team.	Your team needs to place greater value on the collective achievement of outcomes

HOW FUNCTIONAL IS YOUR TEAM TODAY?

SPECIFIC BEHAVIOURS TO CONSIDER:



1. Create, model and appreciate an **open and safe for discussion with the team (Trust)**.
2. Delegate and **express trust in the team (Trust)**.
3. Look for different perspectives and **encourage challenge (Positive Conflict)**.
4. Thoroughly **clarify project/meeting assumptions (Commitment)**.
5. Agree with the team **how to break consensus (Commitment)**.
6. Encourage **positive feedback** at all levels by using B.I.D. **(Accountability)**.
7. Publish, share and **review team results (Attention to Results)**.

NOTES:



WHITE WATER RAFTING



To identify a way forward as a team in the 'hazardous situation' you have been given.

Step 1: (15m)

- Individually, consider the information you have been given. Decide your answers to Part 1 & 2:
 - What strategy will you employ?
 - The ranking for the items you will use.
- Consider your rationale carefully.

Step 2: (45m)

- Complete Part 3
- Follow the instructions faithfully.
- Agree as a **team** your way forward.

 60 Minutes

WHITE WATER RAFTING

The American River is in the Sierra Nevada Mountains, at a height of 2500m. This is a large mountainous nature park with few people living in the surrounding area. It is April. The river runs very quickly because snow-melt water increases the flow - this makes the water very cold at around 4 degrees Celsius. Your group is only wearing light protective clothing.

Your group is in a typical white water rubber raft. You are travelling along part of the river in a deep canyon; here the river is 15.3 km long and takes about five to six hours to complete.

At the most difficult point, surrounded by the high walls of the canyon, your raft turns upside down in the cold water. Having got to the bank of the river, you find yourselves in this situation:

You are 7.1 km from the end of your trip and safety.

The walls of the canyon are wet and steep (7 to 10m high).

The time is 16:00 and the sun will set by 18:00.

Temperatures are dropping and a heavy storm is about to start (which may last for 3 - 4 days).

One member of the team has an injured ankle and some of the group are starting to get scared – you have little food and no shelter.

Several members of the group are shivering and shaking with the cold, and you were the last rafting group out that day i.e., no-one is behind you.

PART 1: WHITE WATER RAFTING – STRATEGY OPTIONS

Your task:

A Option	B My Decision	C Team Decision
Stay where you are until the storm passes. Then complete the trip on the raft.		
Stay together and wait to be rescued.		
Get right back in the raft and finish the trip.		
Take a little time to warm the people up. Then complete the trip in the raft before nightfall.		
Send 1 or 2 people for help.		
Abandon the raft and walk out together.		

Decide the way forward in the white-water rafting situation:

How:

- Individually, consider your options in the situation (column A).
- Tick one of the strategy options from the list opposite.
- Consider your rationale carefully.
- Mark your decision in column B.

PART 2: WHITE WATER RAFTING SURVIVAL ITEMS

THE TASK:

Your group has saved 17 items after the incident. The raft is in working order, and the 17 items are dry and usable. Decide which items will be most useful in a survival situation.

How:

Consider the list of items on the next page.

Put '1' against the most important item, '2' against the second most important item and continue down to '17' for the least important item.

Mark your ranking in the second column of the following page.



PART 2: WHITE WATER RAFTING – SURVIVAL ITEMS



Item	My ranking	Team ranking
Raft repair kit.		
3 * waterproof jackets and a wool sweater.		
2 * waterproof sleeping bags.		
12cm river knife.		
Paper plates, plastic spoons and metal cups.		
Packet of chocolate biscuits.		
Cool box for storing food.		
Bucket for bailing water.		
Jar of peanut butter.		
6 cans of beer.		
Foot pump.		
5 * paddles.		
First aid kit.		
7 * life jackets.		
Box of waterproof matches.		
50m of thick rope.		
5m plastic tablecloth.		

PART 3: WHITE WATER RAFTING – TEAM DECISION



Your task:

Repeat parts 1 and 2 as a team.

How:

- Share your views and ranking from steps 1 and 2.
- Agree the strategy you would use to deal with the situation and mark it in Column C on the second page.
- Agree how you would rank the items and mark it on the previous page.

Tips:

- Remember, your group is the group in this situation – what can you do to ensure your survival?
- Approach the task using what you have learnt using the 5 dysfunctions model.
- Avoid changing your mind to reach an agreement and avoid conflict.
- Avoid majority voting, averaging or trading to reach a team decision.

Good luck!!

NOTES:



THREE COMPONENT COMMITMENT MODEL



Normative Commitment:

The type of commitment that is based on an individual's **perceived obligation** to remain within an organisation.

Commitment

Affective Commitment:

The type of organisational commitment that is based on an individual's **desire** to remain in an organisation

Continuance Commitment:

The type of organisational commitment that is based on the fact that an individual **cannot afford** to leave.

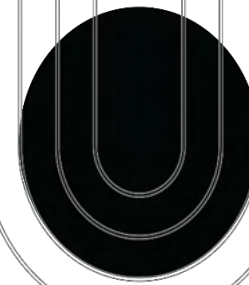
TEAM COMMITMENT



How would you describe the level of commitment in your Team? (team 2)

What action can you take to understand this better?

Discuss your answers with a partner.



**DANGER!
LACK OF
COMMITMENT
AHEAD**

LACK OF COMMITMENT



Bridging the commitment gap:

Buy-in.

Agreement to move forward within the team (the ability to defy consensus).

Clarity.

Is everyone clear on what is being committed to?

Communication.

Cascade of information that allows clarification of the 'why'.

DIMENSIONS OF CONFLICT



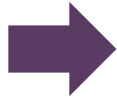
What factors (topics) generate most conflict within BMW?



BID MODEL



Behaviour



What I saw or heard was ...

Impact



The impact of this is ...

Difference



What I'd ask you to do differently is...

DEFINING COACHING

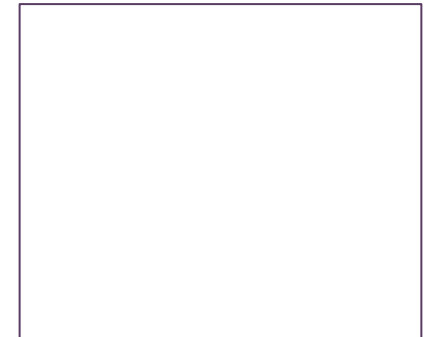
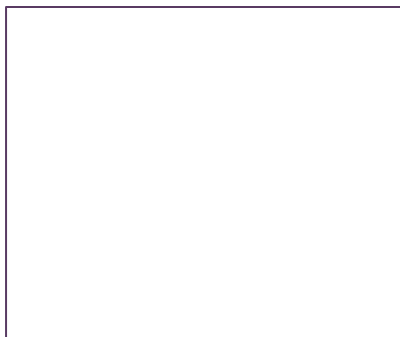


Teaching

Training

Coaching

Mentoring



NOTES:



FOUNDATIONS OF COACHING



Transformation

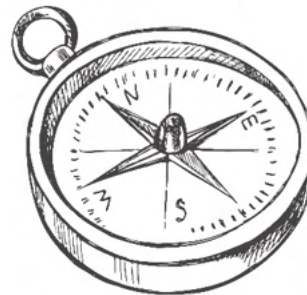
Coaches seek to move beyond action and transform people at an attitudinal level.

Accountability

The coach commits to the coachee's commitments.

Person vs. topic

Coaches focus on the person and NOT the topic.



Awareness

The development of personal responsibility through increased awareness and self-learning.

Knowledge

Coaches do NOT require prior knowledge of their coachee's topic.

Belief

A coach believes that the coachee has the required knowledge and skills to move themselves forward.



KEY COACHING SKILLS

Key skills...

Listening

Questioning

Curiosity

Observing

Acknowledging/Celebrating

Focus

Accountability

Comfortable with silence

LISTENING AT 3 LEVELS



Think

Listening to understand the **facts** of the situation.



Feel

Listening for the **emotions** attached to the facts.



Will

Listening for where the person is putting their **energy**.

LISTENING AT 3 LEVELS



Use a topic from your “keeps me up at night” list

How: (working in pairs or triads)

Speaker: Describe your topic in full colour

Listener: Listen (at 3 levels) and encourage the speaker

Think (Head)

Feel (Heart)

Will (Energy)

Feedback, swap, repeat



LISTENING AT 3 LEVELS



Head

What are the **facts** of the situation?
E.g. Specific information.



Heart

What **emotions** are attached to the facts?
E.g. Frustration.



Will

Where is the person putting their **energy**? E.g. differences in pace, tone or body language



ASKING POWERFUL QUESTIONS

Question levels



Why?

How? What?

Who? When? Where?

.....

.....

.....

.....

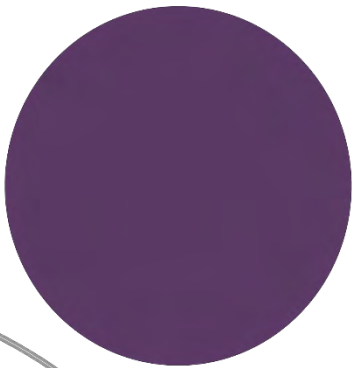
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Strong questioning is a core part of VPS – don't move on before both you and the other person have clarity on the problem!



DEVELOPING YOUR QUESTIONING SKILLS



YOUR TASK:

Ask consecutive open questions to your partner.

Partner chooses a card.

Coach starts the conversation by asking, **'What do you notice about the card?'**

Use the coachee's answer to develop your next question.

Try to use **only 'what' and 'how'** questions.

When you have exhausted one avenue of questioning, simply ask again, **'What else do you notice about the card?'**

After 5 minutes, swap roles and repeat.

ASKING POWERFUL QUESTIONS



Be careful with...

Yes or no questions

Multiple questions

Questions for your own curiosity



Open questions...

Short (15 words or less)

Develops information given

Listen – Pause – Question



THE GROW MODEL



GOAL

Identify the most desirable goal and state:

What do you wish to achieve?

What will it be like when you get there?

How would others describe the desired state?

What does success look, sound and feel like?

REALITY

Raise awareness of the current reality:

What is the current situation?

How do others see the situation?

What impact does it have?

What has held you back till now?

What resources do you have at your disposal?

OPTIONS

Help the individual to see options:

What choices do you have open to you?

What choices are you denying yourself?

If you could work magic, what would you do?

What are your top 3 options?

What are benefits and concerns for each option?

What is your preferred choice?

How can you overcome the concerns?

WILL & NEXT STEPS

Commitment and accountability for the result:

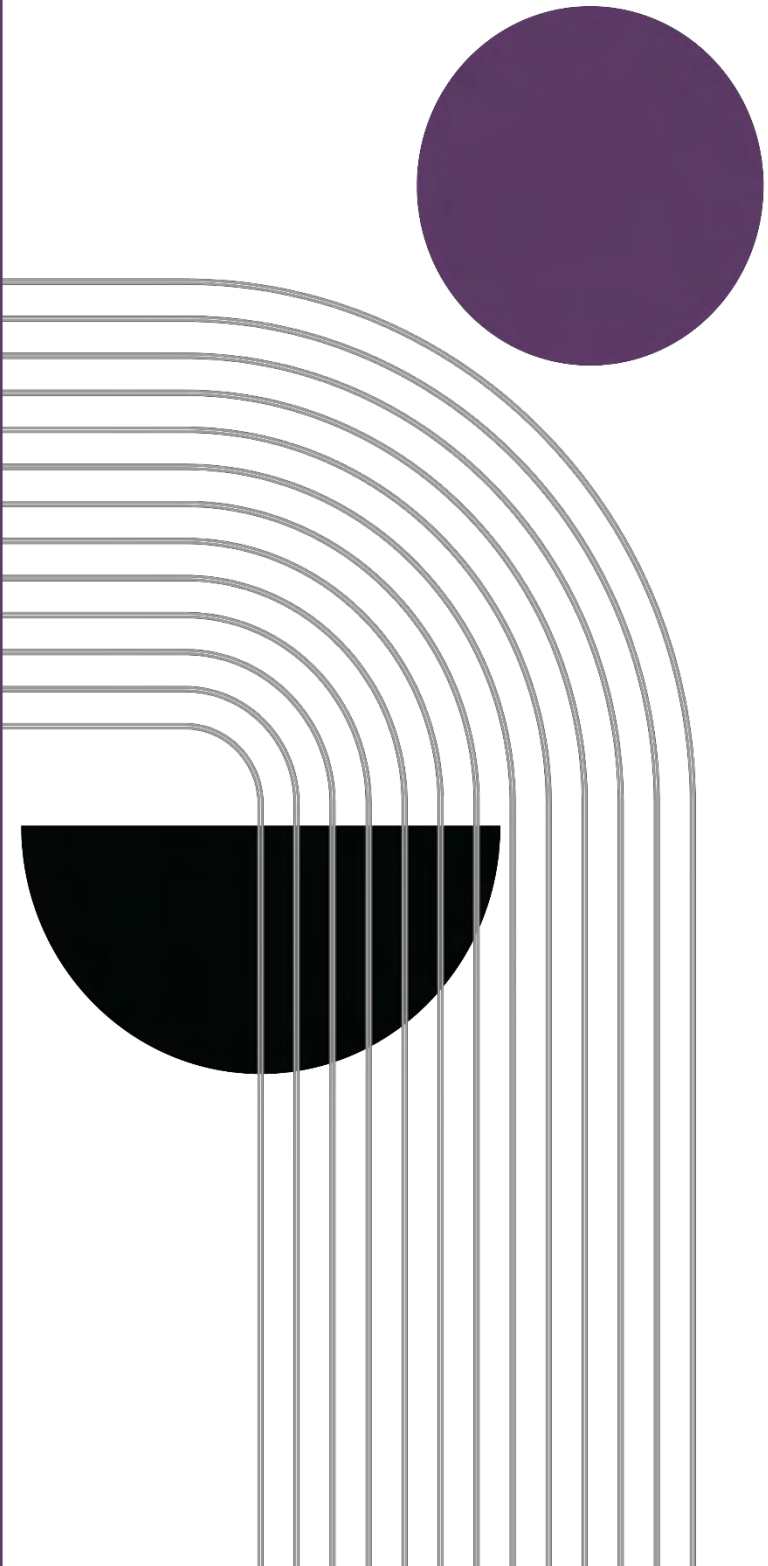
What are you committing to?

How committed are you? (1 - 10) If <8 review options again.

What needs to happen to gain your full commitment?

What is the first step/s to move forward?

When will you do it by? How will I know you have done it?



GROW COACHING PRACTICE

Pairs Coaching

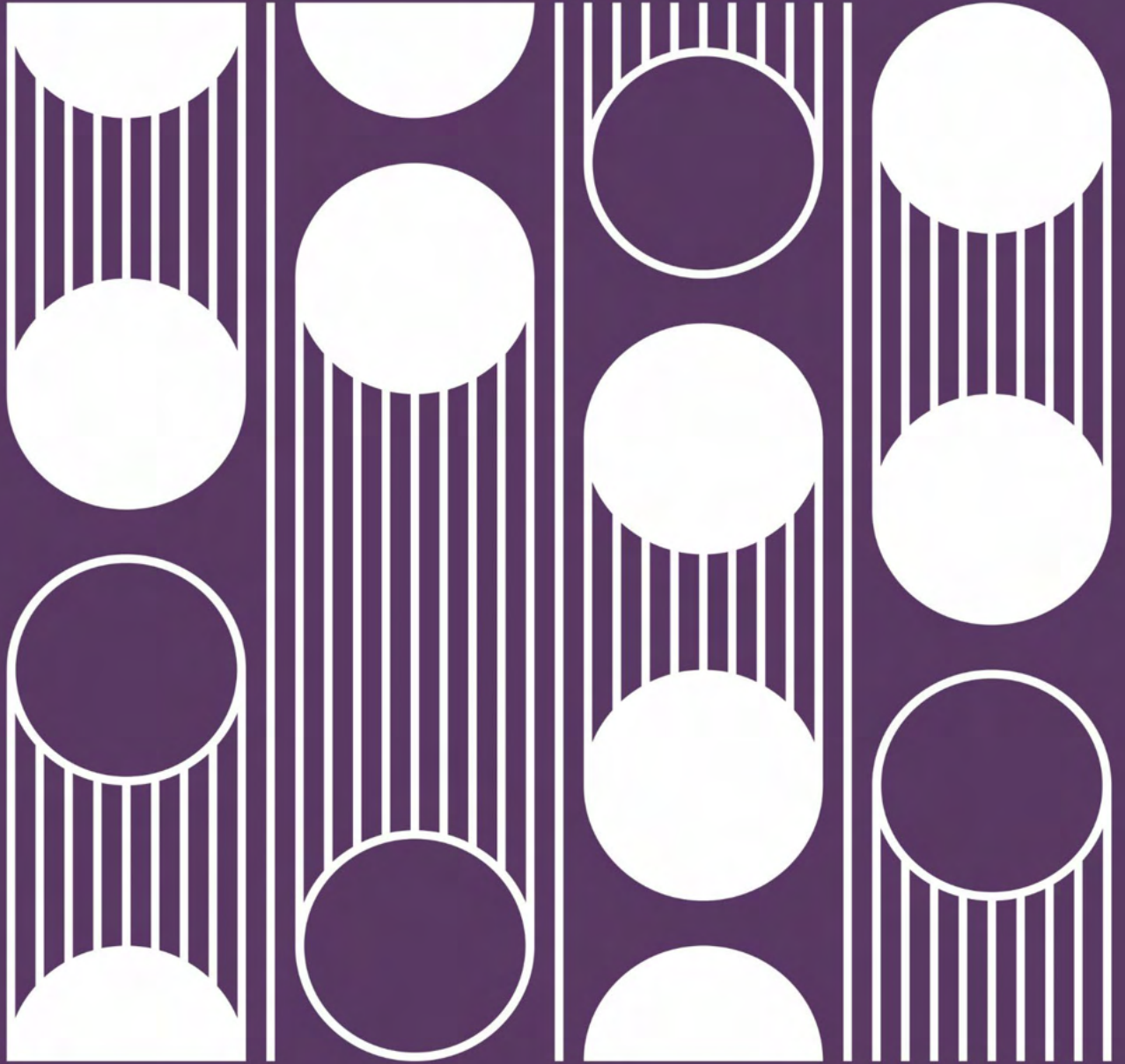
Using the GROW coaching framework in pairs, have a 15min coaching conversation on the topic:

An aspect of leading a team that you find annoying or challenging in some way.

The first person will share their topic then the coach's first question will be orientated to **G**; **"What is your goal for this topic?"** and **"What would be a suitable goal for this conversation right now?"**

Swap and repeat

**LEAD YOUR
BUSINESS**



WHAT IS STRATEGY?

Ann Latham, quoted on Forbes.com



- The biggest problem with the way organisations think about strategy is they **confuse strategy with plans**. They aren't the same thing.
- A strategy is a **framework for making decisions**. These decisions, which occur daily throughout the organisation, include everything from investments to operational priorities to marketing to hiring to sales approaches to how each individual shuffles their 'To Do' list every single morning.
- Without a strategic framework to guide these decisions, the organisation will run in too many different directions, accomplish little, squander profits, and suffer enormous confusion and discord.
- A strategic framework must establish **the game you are playing** and **how you expect to win**. It also identifies the games you **aren't** playing — the things you have no intention of delivering, even if your best customer begs you.

NOTES ON PLANT STRATEGY



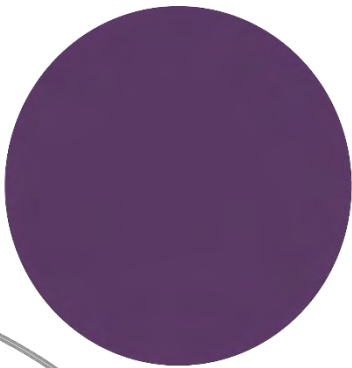
STRATEGIC ACTIVITY



MY CONTRIBUTIONS



Profitability	Sustainability	Digitalisation	Quality
Stakeholder Management	Product	People	Process Excellence



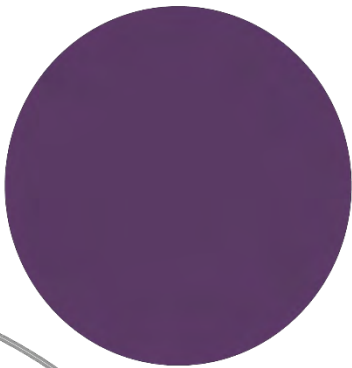
HOW ARE YOU CONTRIBUTING?



Visit each of the Fields of Action posters.

Discuss what it means to you, your team and area.

Add 2 – 3 specific activities that you are doing to contribute to achieving the goal of each field.



BEYOND STRATEGY... TO PURPOSE

By Christopher Bartlett & Sumantra Ghoshal

Strategies can engender strong, enduring emotional attachments only when they are embedded in a broader organisational purpose. **Managers must convert the contractual employees of an economic entity into committed members of a purposeful organisation.**

Traditionally, top-level managers have tried to engage employees intellectually through the persuasive **logic** of strategic analyses. But clinically framed and contractually based relationships **do not** inspire the extraordinary effort and sustained commitment required to deliver consistently superior performance. For that, companies need employees who care, who have a strong emotional link with the organisation.

G.A.ME.R. MODEL

Planning for effective communication



STEP	DETAILS			
GOAL	What is the goal of your communication?		What is the 'dynamic goal' for your communication? (i.e. What 'energy or feeling' do I want to create?)	
AUDIENCE AUTHENTICITY	Who are your target audience/s?	What methods of communication do your audience respond best to?	How will you connect with your audience?	How will you ensure that your communication is perceived as genuine?
MESSAGE MEDIA	What is the key message you wish to communicate? ('What' and 'why').	What sub-messages do you wish to communicate?		What channels will you choose to engage your audience?
REVIEW REINFORCE	How will you review if the message sticks?		How can you reinforce the message on an on-going basis?	

G.A.ME.R. MODEL



STEP		
GOAL	What is the goal of your communication? What is the 'dynamic goal' for your communication? i.e. What 'energy or feeling' do I want to create?	- Think of "goal" as your overarching intention; what are you trying to achieve? This is often deeper than "so the team knows about..." Knowing the specific action or outcome you're trying to create as a result of your communication will help you present it well and measure its success - This is the emotional or energetic ride you want to take them on during your communication. How do you want them to feel at certain key moments? Consciously considering how you want your message to land energetically or emotionally offers you a bigger chance of the message sticking with your audience when they experience it.
AUDIENCE AUTHENTICITY	Who are your target audience/s? How will you connect with your audience? What methods of communication does your audience respond best to? How will you ensure that your communication is perceived as genuine?	- The more specific you can be here, the more tailored and targeted your communication; this increases relevance to the audience, increasing your impact. - Will this be one-on-one, a team environment, part of a workshop etc? Planning this will help you choose the most effective and appropriate methods to connect with your audience. - Does your audience prefer lengthy emails, a short video, a guide, or a conversation? Are they formal or informal in tone and approach? - When delivering your message, your audience must experience you as trustworthy and credible. The easiest way to do this is to find the themes you connect most with personally and speak from that place. So, what part of the message, goal or approach feels most aligned with your leadership values? Speak from there.
MESSAGE MEDIA	What is the key message you wish to communicate? ('What' and 'why'). What sub-messages do you wish to communicate? What channels will you choose to engage your audience?	- Your audience needs to know WHAT you are communicating and WHY It is relevant to them for your messages to have any real meaning and to be memorable. - What additional information or associations do you want/need to draw to their attention? - Where does your audience seek out information? What channels, tools, or groups do they favour most? Use these to maximise their likelihood of seeing and engaging with your message. Don't assume your audience uses or favours the same channels that you do.
REVIEW REINFORCE	How will you review if the message sticks? How can you reinforce the message on an on-going basis?	- The sign of successful communication is that the intended action or behaviour occurs after it. How will you check and measure this? - With all the communication and noise we experience daily, it's hard to remember everything we're told or read. How and where will you review and remind your audience of your message? Consider follow-up meetings, email chains, bulletin board notices etc.



COMMUNICATING EFFECTIVELY WITH GAMER

Part 1

Working with a partner as a buddy, each plan a communication that explains the relevant key points of the strategy to your team using the GAMER model.

Part 2

Pairs come together to create a group.

Each person now delivers their planned communication to their group as a practice run of the real thing.

Teammates offer constructive feedback.

NOTES:



EGO IS THE ENEMY



NAVY SEALS EXPLAIN
HOW YOUR **EGO**
CAN DESTROY
EVERYTHING

ACCOUNTABILITY

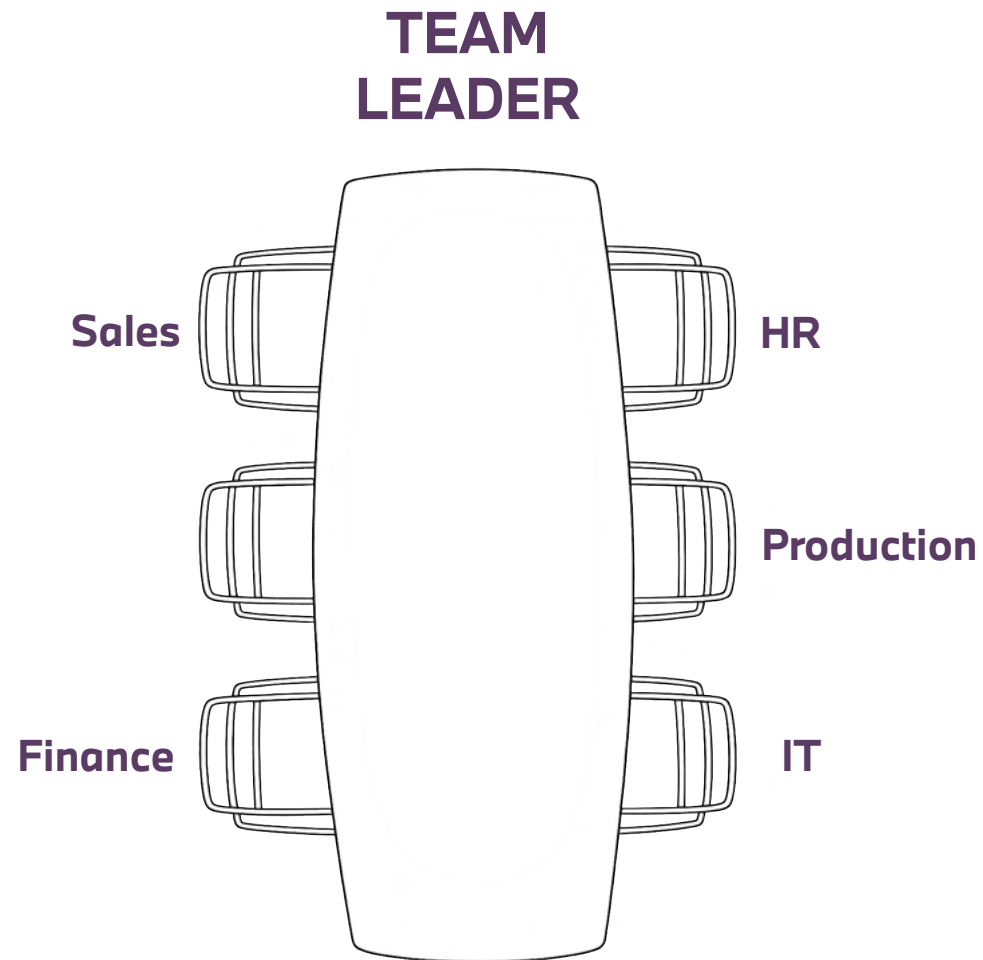
Imagine the following...

Scenarios:

A – Sales missed deadline

B – HR gives Sales advice

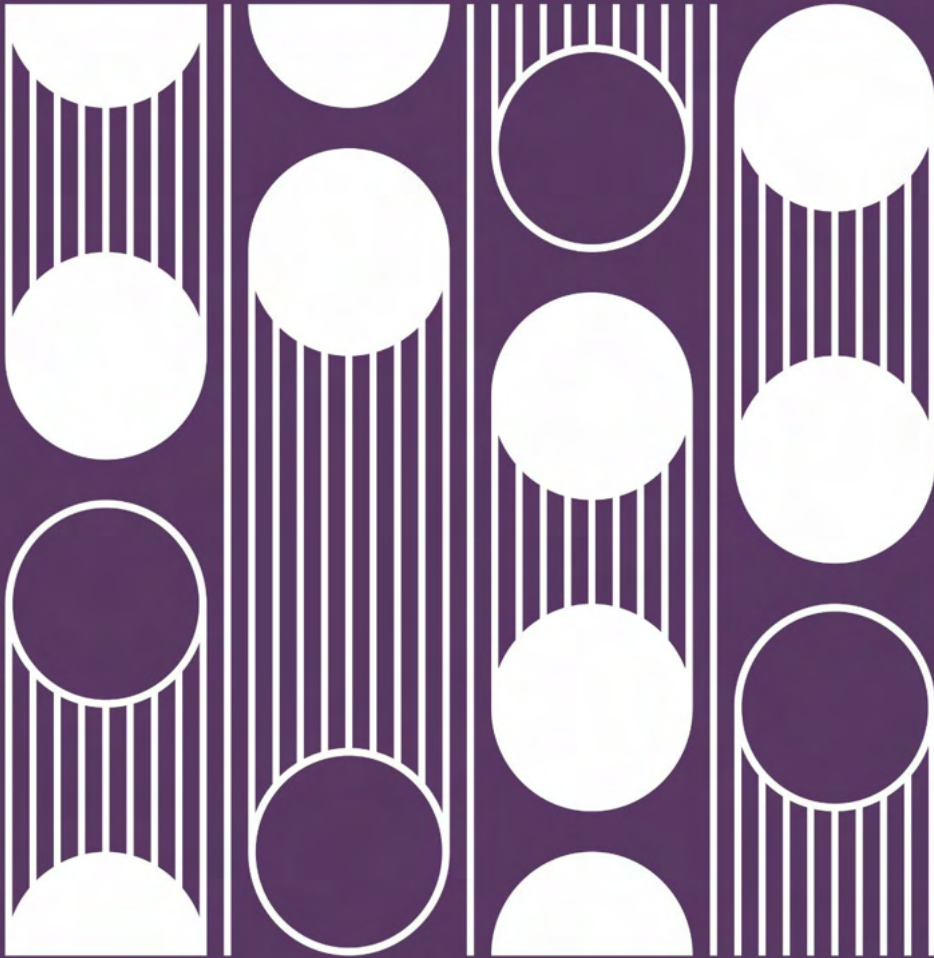
C – IT system failure





AVOIDANCE OF ACCOUNTABILITY

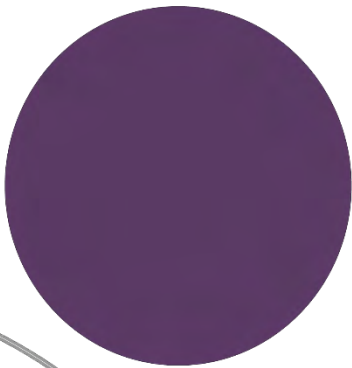
The need to avoid interpersonal discomfort prevents team members from holding one another accountable for behaviours and actions.



WHY DOES AVOIDANCE OF ACCOUNTABILITY OCCUR?

7 POSSIBLE REASONS

1. **Team permissions** to allow peer accountability are not in place.
2. Team leader doesn't **model the desired behaviours**.
3. Not demonstrating the **value of feedback**.
4. People don't know how to **give constructive feedback**.
5. People don't know how to **accept feedback**.
6. Individuals do not know **what each other is working on** to be able to provide accountability.
7. **Lack of visibility/clarity** of results versus goals.



ENHANCING PRACTICE



Practice

Which of the “7 possible reasons” exist or are visible in your department?

What do you feel is the underlying issue needing attention?

(10mins swap repeat)

NOTES:



WORKING WITH EGO TYPES



AVOIDER

Focusing on the positive and pleasant in an extreme way. Avoiding difficult and unpleasant tasks and conflicts.



CONTROLLER

Anxiety-based need to take charge and control situations and people's actions to one's own will. High anxiety and impatience when that is not possible.



HYPER-ACHIEVER

Dependent on constant performance and achievement for self-respect and self-validation. Latest achievement quickly discounted, needing more.



HYPER-VIGILANT

Continuous intense anxiety about all the dangers and what could go wrong. Vigilance that can never rest.



HYPER-RATIONAL

Intense and exclusive focus on the rational processing of everything, including relationships. Can be perceived as uncaring, unfeeling, or intellectually arrogant.



PLEASER

Indirectly tries to gain acceptance and affection by helping, pleasing, rescuing, or flattering others. Loses sight of own needs and becomes resentful as a result.



RESTLESS

Restless, constantly in search of greater excitement in the next activity or constant busyness. Rarely at peace or content with the current activity.



STICKLER

Perfectionism and a need for order and organisation taken too far. Anxious trying to make too many things perfect.



VICTIM

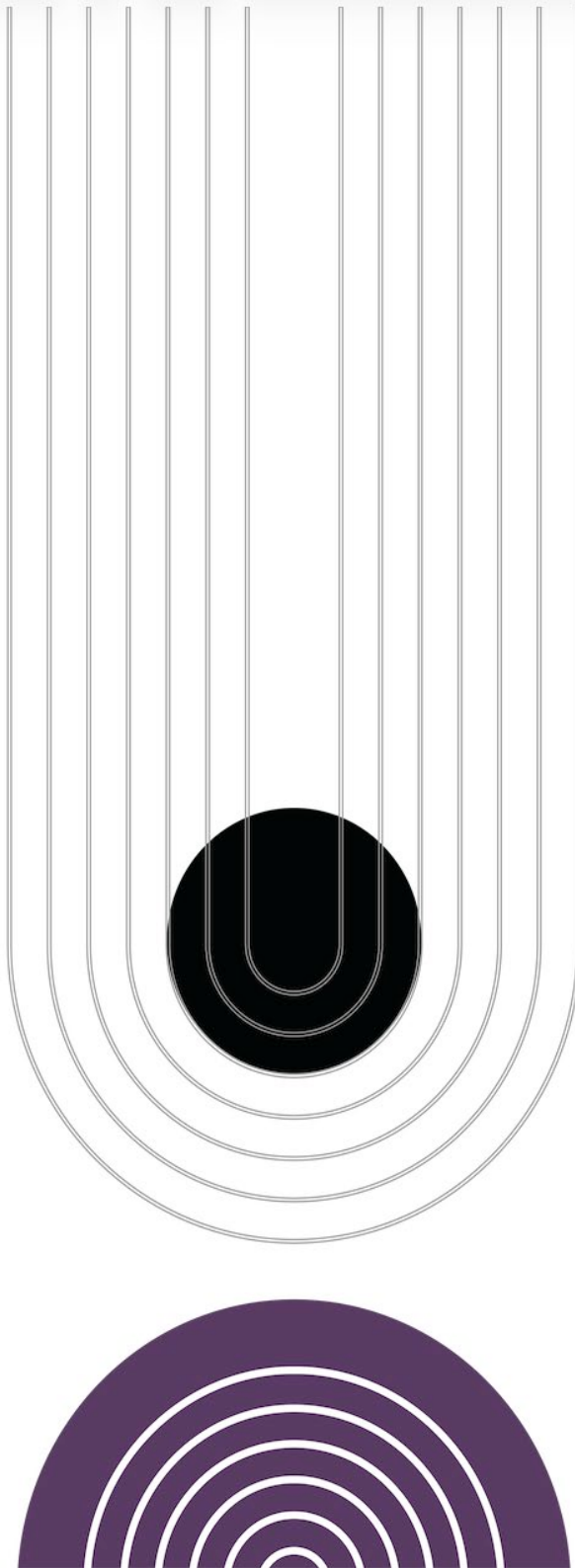
Emotional and temperamental to gain attention and affection. An extreme focus on internal feelings, particularly painful ones. Martyr streak.

WORKING WITH EGO TYPES



Complete these sentences for the stronger of
your two saboteurs:

1. My Saboteur is fond of saying or often says....
2. My Saboteur is fond of doing, or shows up by...
3. My Saboteur feels like (body sensations,
breathing, etc.)



THE GROW MODEL



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CORRIDOR COACHING



- Happens in the moment
- Can happen anywhere
- Is short, natural, and impromptu

Also know as...

- *Coffee queue coaching*
- *Walk the line coaching*
- *Shop floor coaching*



WHAT MAKES CORRIDOR COACHING WORK?



- Trust your coaching ability and be assertive.
- Ask short questions.
- Specific questions, e.g. 'In one sentence, how would you describe...?'
- Summarise to gain agreement.
- Considerate interruptions.
- Break up the process.



LEADERSHIP LAUNCH



- Where were you at the start?
- What has resonated most with you over the 3 days?
- Where are you now?
- What are you going to integrate into your leadership going forward?
- How will this make you a more effective, impactful leader?
- What support do you need from the people in this room to help you be successful?

NOTES:



ACTION TRACKER



Topic	Personal Reflections	Action I Commit To Take	By When

NOTES:



ACTION TRACKER



Topic	Personal Reflections	Action I Commit To Take	By When

NOTES:

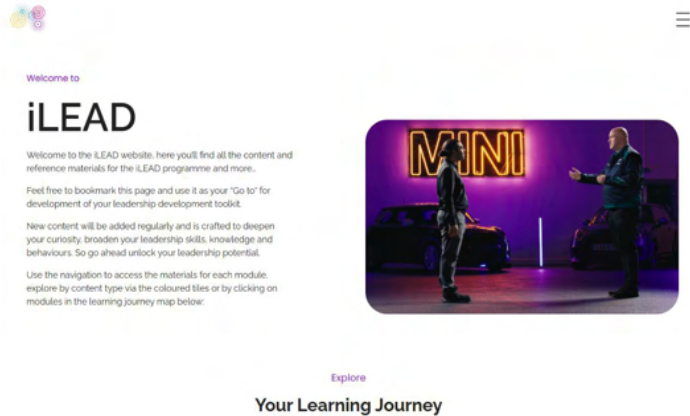


DEEPEN YOUR LEARNING JOURNEY



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