BUILDING RESILIENT LEADERSHIP

2012 - 2015

Expectations of Leadership

Set Direction
- develop meaningful performance expectations and role clarity
- regularly review relevance and importance of goals, expectations

Engage
- create an environment where each team member and peer can bring their best
- participate in two-way regular, honest and timely feedback and coaching
- keep teams informed of changes through regular communication
- recognise and celebrate individual and team successes

Execute
- monitor progress and implement plans to move closer to deliver expectations
- hold yourself accountable and build courage to address underperformance
- foster teamwork and encourage innovative thinking
- regularly coach and support opportunities for individual and team growth

Sustain
- role model behaviours that are consistent with our shared values
- collaborate to make informed decisions that reflect our shared values
- tune into and manage emotions to bring the best of you to your role, team and organisation

Making Sense of Change

Meaning and Purpose: Expectations and Commitments

Experience: Four Rooms of Change

Plan: Share and Prioritise

Reflect: Organisational Barometer

Analyse: Explore Successes and Opportunities

Act: Next Steps...
The Four Rooms of Change

Contentment
Renewal / Inspiration

Denial / Self-Censorship
Confusion / Conflict

DEPRESSION

Reflective Practice

EXPERIENCE: What happened?
PLAN & ACT: What next?
REFLECT: What went well?
ACTIVATE: What was the impact?

Critical Friend

trust
value
tension
coach
feedback
advocate
accessible
compassion
Leadership: A Balance….

<table>
<thead>
<tr>
<th>Operational</th>
<th>Strategic</th>
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<tbody>
<tr>
<td>Planning</td>
<td>Creating Vision</td>
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<tr>
<td>Budgeting</td>
<td>Motivating</td>
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<td>Organising</td>
<td>Inspiring</td>
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<td>Controlling</td>
<td>Building Relationships</td>
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<td>Coordinating</td>
<td>Facilitating Team work</td>
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<td>Resource use</td>
<td>Listening</td>
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<td>Time management</td>
<td>Persuading</td>
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<td>Decision Making</td>
<td>Counselling</td>
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<td>Problem Solving</td>
<td>Coaching</td>
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<td>Identifying Risk</td>
<td>Teaching</td>
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<td>Supervising</td>
<td>Mentoring</td>
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Leadership Styles

<table>
<thead>
<tr>
<th>Laissez-Faire</th>
<th>Collaborative</th>
<th>Autocratic</th>
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<tbody>
<tr>
<td>&quot;hands-off&quot;</td>
<td>&quot;coaching&quot;</td>
<td>&quot;my way or highway&quot;</td>
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<tr>
<td>Little or no feedback</td>
<td>Manager partners staff</td>
<td>Highly directive</td>
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<tr>
<td>Don’t believe in micro-managing</td>
<td>Willing to listen and open to being influenced</td>
<td>Uses hierarchy or expertise as power</td>
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<tr>
<td>Don’t hold people to account</td>
<td>Shares investment in process and outcomes</td>
<td>Gives no control to staff</td>
</tr>
<tr>
<td>No influence</td>
<td>Encourages ownership, accountability, responsibility</td>
<td>Promotes blame, excuses, denial</td>
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Integral Model

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
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<tbody>
<tr>
<td>Leadership Mindset</td>
<td>Leadership Skillset</td>
</tr>
<tr>
<td>Attitude • Beliefs • Engagement • Motivation • Fears</td>
<td>Skills • Competencies • Behaviours • Capability • Knowledge</td>
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<table>
<thead>
<tr>
<th>Collective</th>
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<tbody>
<tr>
<td>Culture</td>
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<tr>
<td>Norms • Group Values • Politics • Shared Beliefs • Accepted Standards</td>
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Coaching Culture

All members of the organisation, unrestricted by role or reporting relationships, courageously engage in candid and respectful conversations with one another to enable feedback to be heard about how they can improve their working relationships and collective work performance.

Conversational Space

Source: Crucial Conversations by Kerry Patterson et al

Resilient Leadership

Performance Planning

Objective

To align individual and team performance plans with department's core values, mission, vision and strategy.

manager responsibilities

• Actively prepare for and participate in planning and review discussions.
• Discuss and clarify expectations ("what success looks like") and alignment with your manager.
• Discuss, reality-check, modify and agree performance plans.
• Take responsibility for your performance, seek clarification and support, raise any concerns and share successes with your manager.

team member responsibilities

• Actively prepare for and participate in planning and review discussions.
• Ensure results and behaviours detailed in the performance plan are SMARTER.
• Prepare to gain the team member’s agreement to performance plans.
• Discuss, reality-check, modify and agree performance plans.
• Instill accountability for performance.
Feedback: STAR / AR

<table>
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<tr>
<th>Situation or Task</th>
<th>Action</th>
<th>Alternative Action</th>
<th>Result</th>
<th>Desired Result</th>
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Source: Development Dimensions International (DDI)

GROW: How to Coach

**GOAL**
- State purpose and importance of discussion
- Agree on the specific objective to achieve by the end of the discussion
- Clarify what’s at stake

**REALITY**
- Check assumptions
- Seek views, concerns, issues
- Invite self-assessment
- Ask for specific examples
- Share feedback (STAR/AR)

**WRAP-UP**
- Commit to action
- Identify possible obstacles
- Make steps specific, define timing
- Agree on support needed

**OPTIONS**
- Generate possible solutions
- Explore all options
- Invite suggestions from individual
t- Other suggestions carefully
- Ensure choices are made

RUUM questions....

Recognise Emotions
- What is going on for you right now?
- How does that feel?

Use Emotions
- What does that mean for you?
- How does the way you feel impact your thoughts on this issue?

Understand Emotions
- What has caused you to feel like this?
- What’s the result?
- What else are you feeling/fearing?
- How do you want to feel?

Manage Emotions
- What can you do to move towards feeling that way?
- What will enable you to do that?
- What values do you hold that will enable you to do that?

Source: Susan David and Caruso/Salovey’s Emotionally Intelligent Manager

Putting on the SCARF....

**Status**
- how we perceive our position in relation to others we have a relationship with e.g. boss, peers, direct reports, friends, family
- can include job titles, public and private forms of recognition or criticism, salary and any other aspects associated with status.

**Certainty**
- how sure we feel about events/people/situations that affect us
- higher level of uncertainty, more likely a threat state created.

**Autonomy**
- level of control over the decisions that affect us - more autonomous, the more engaged and confident tend to be
- the more empowered people feel, the more likely they are to feel like their effort is making a difference.

**Relatedness**
- quality of our relationships with others
- our brains categorize people into either a friend or foe – a different circuit gets activated when we perceive someone as a friend vs foe.

**Fairness**
- sense of justice and right and wrong and how this affects us
- if dealt with fairly, feel motivated and engaged (rewarded) but if lack sense of fairness, can move towards a threat state so more likely to respond in a defensive way.
### Resilience

The ability to adapt to stress and adversity, to face difficult experiences and rise above them with ease.

### Build Resilience: Emotional Agility

| **Slow down, notice, recognise** | observe reactivity, reflection, cultivate attitude of curious scientist, mindfulness meditation, journaling, coaching, feedback |
| **Take note of stories, name patterns, label dialogue** | build emotional vocabulary, identify as transient data vs facts/truth, notice thought/feeling/sensation/urge…, is this helpful? |
| **Open up make room, accept inner dialogue** | make space, de-literalise, create room, mindfulness, kindness, common humanity eg thank the mind |
| **Pursue and Act on your values** | workability, purpose, strengths, valued choice |

### Role of Strengths

**Leadership**

-Culture

**Performance**

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<th>Strengths</th>
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<tr>
<td>feeling of ownership and authenticity</td>
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<tr>
<td>act in accordance with natural tendencies</td>
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<td>intrinsic motivation to use inner capacities</td>
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### Self Compassion

| Mindfulness |
| Kindness |
| Common Humanity |
Great Leadership Teams….

- Trust each other – know their thoughts and intentions, so when action is taken, they know they will be on-board.
- Engage in intellectually rigorous dialogue on issues and decisions that are critical to the organisation’s success, prepared to disagree with each other, in the spirit of finding the best answers and making useful decisions.
- Ensure all opinions and ideas are considered to achieve genuine buy-in to important decisions, even when members of the team initially disagree.
- Hold peers accountable for adhering to decisions and performance standards – don’t rely on one leader as primary source of accountability.
- Set aside individual needs and focus on team success - resist temptation to put departments, careers, or status ahead of team results.

Adapted from Lencioni (2005) The Five Dysfunctions of a Team

Create enriching workplaces…

Reduced levels of:
- absenteeism, turnover intentions
- anxiety, stress, mental illness, OH&S risks

Improved:
- job satisfaction, communication, efficiencies, health
- learning of job skills, confidence to solve problems,
- workplace innovation, decision-making, performance

Band of Empowerment: Roles of the Leader

- **ABDICATOR** (Too much autonomy)
- **CONSEUTANT** (We discuss, you decide)
- **PARTNER** (We discuss, we decide)
- **ARBITER** (We discuss, I decide)
- **DIRECTOR** (I decide)
- **AUTOCRAT** (Too little autonomy)
- **SUPPORTER** (You decide)

Skills, Knowledge & Motivation

Source: © Rogen IP Limited