



LEVEL 7 STRATEGIC MANAGEMENT AND LEADERSHIP

Day Three

Ian “Ren” Rennie

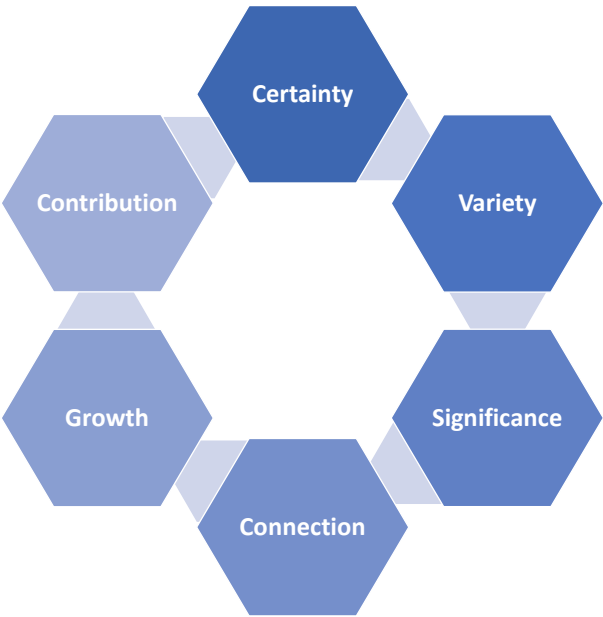


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6 Human Needs

- Freud
- Maslow
- Robbins.



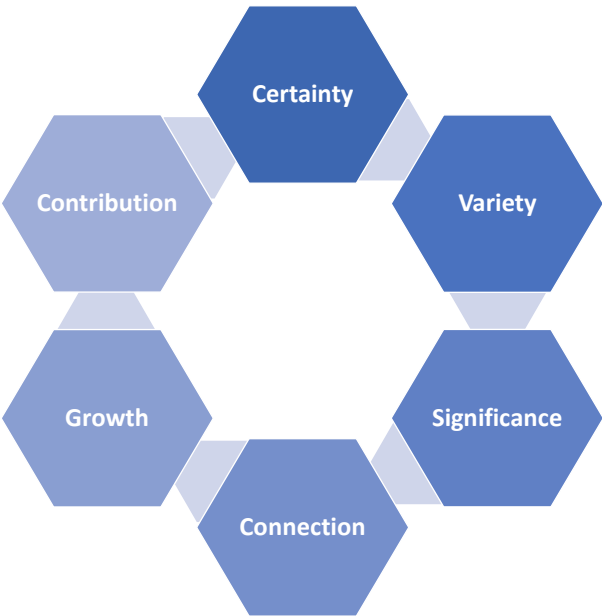
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Certainty

- Safety
- Stability
- Predictability
- Security
- Control
- Planned.



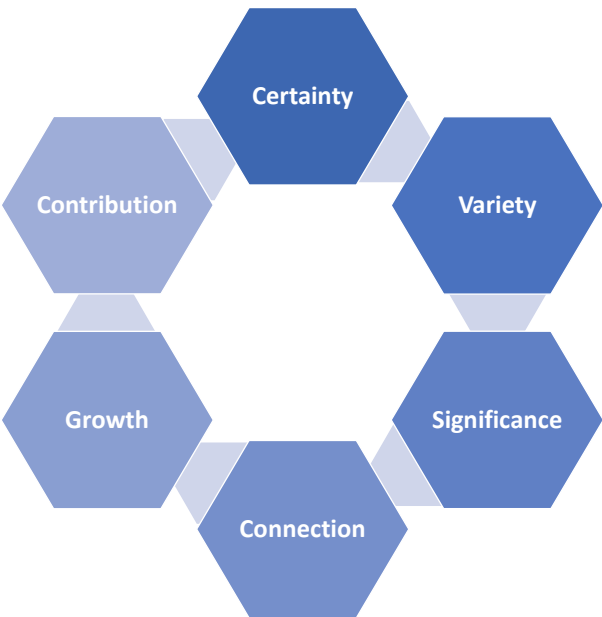
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Variety

- Change
- Excitement
- New stimuli
- Projects
- Initiatives
- Spontaneity.

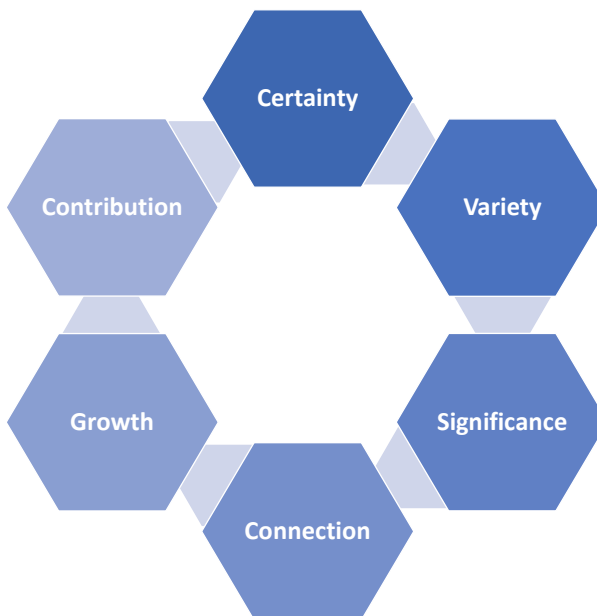


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Significance

- Meaning
- Importance
- Difference
- Impact.

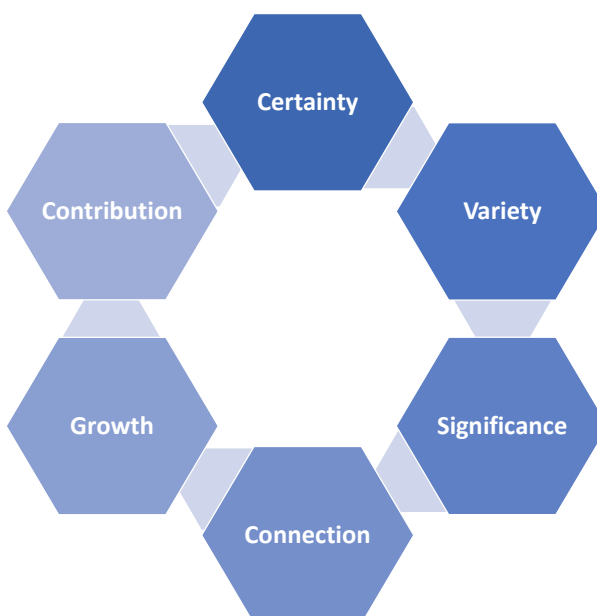


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Connection

- Affiliation
- Closeness
- Tribe.



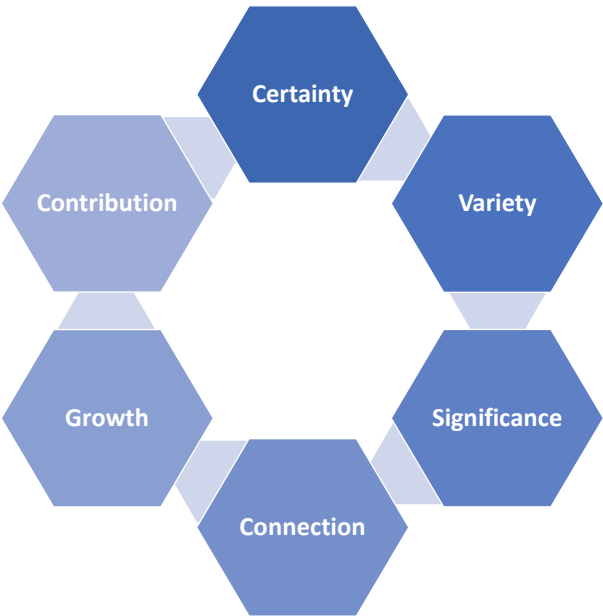
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Growth

- Expand
- Develop
- Learn
- Achieve.

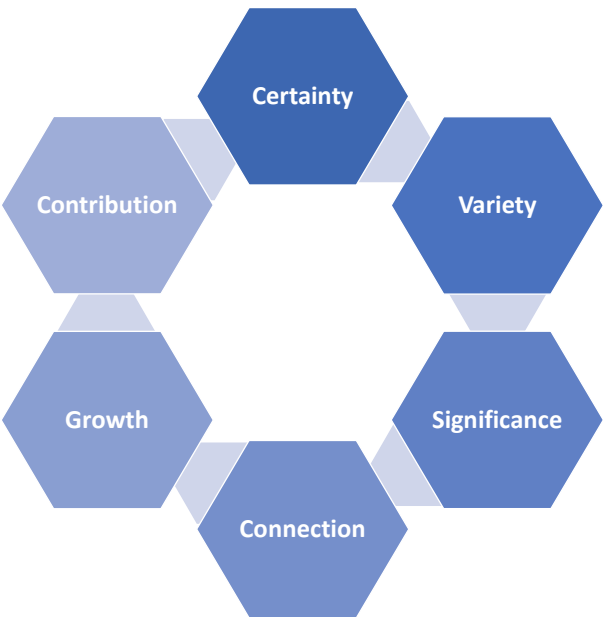


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Contribution

- Add value
- Legacy
- Cause
- Giving.



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Compared



	Certainty	Variety	Significance	Connection	Growth	Contribution
Variety						
Significance						
Connection						
Growth						
Contribution						

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Theories of Motivation



- Unfortunately, most of the theories of motivation differ in what they think the best way to motivate employees is
- The reason the theories draw different conclusions is that motivation is unique to the individual and their circumstances
- The result is that it is very difficult to draw anything other than very general conclusions.

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Exercise

1. Belief in the company/product/service
2. Camaraderie, peer motivation
3. Feeling encouraged and recognised
4. Growing professionally
5. Having a real impact
6. Intrinsic desire to a good job
7. Meeting client/customer needs
8. Money and benefits
9. Positive supervisor/senior management
10. Other.

Pick the one that
closest represents
your top motivator.

Set a very high bar
for choosing “Other”.

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Do we have evidence?

- One of the largest surveys conducted in 2014
- [The 7 Key Trends Impacting Today's Workplace](#)
- Conducted by the employee engagement firm [TINYpulse](#)
- Involved over 200,000 employees in more than 500 organisations.

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Result



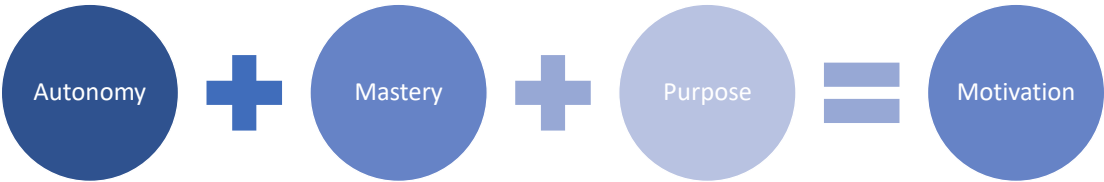
- Camaraderie, peer motivation (20%)
- Intrinsic desire to a good job (17%)
- Feeling encouraged and recognized (13%)
- Having a real impact (10%)
- Growing professionally (8%)
- Meeting client/customer needs (8%)
- Money and benefits (7%)
- Positive supervisor/senior management (4%)
- Believe in the company/product (4%)
- Other (9%)

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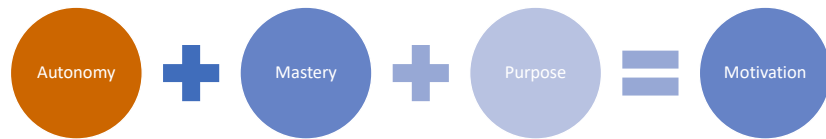
What works



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Autonomy

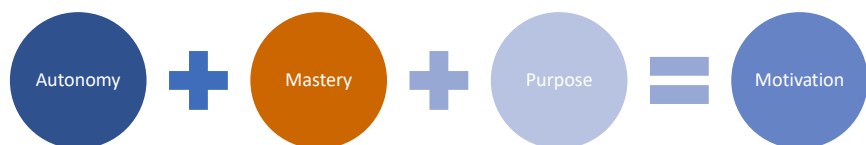


- Ask them
 - Explain exactly what you need, by when, and why. Explaining the bigger picture lets others see how their contributions will matter and provides the context needed to make better decisions about how to accomplish tasks.
- Involve them
 - Ask them what it will take for them to get involved. Everyone is different, and what may be highly motivating for one person could be agony for someone else. Find out what motivates them and tailor your expectations accordingly.
- Trust them
 - Give them the autonomy to decide how the work will be done, within certain parameters. Give them ownership, but make sure they know you are available for questions.

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Mastery

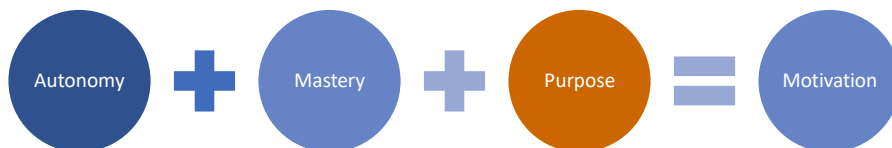


- Inspire them
 - Explain why you asked them, as opposed to someone else
 - List the knowledge, skills, and experiences that make them perfectly prepared for the task
 - People will often live up to your expectations, so set high expectations, and let them know you expect success
- Appreciate them
 - Thank them sincerely
 - Praise publicly and share positive feedback with their supervisors, as well as with other teammates
- Reward them
 - Provide tangible evidence of your gratitude
 - Send a handwritten note thanking them for the extra effort on a large project
 - Certificates, gift cards, plaques, public recognition, another interesting project, and more responsibility are all ways to reward people.

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Purpose



- Challenge them
 - Start a friendly competition among teams or departments, ideally one in which everyone can win or learn something
 - Keep the competition among teams, not individuals, to prevent it from becoming too contentious
- Celebrate them
 - Celebrate success as a team, but recognise each person's contribution
 - If it's a really large project, break it down into smaller goals that can be celebrated
- Inform them
 - Even after their contribution is complete, let them know how the project turned out
 - Especially if they aren't part of the project from beginning to end, make sure they know that their contribution mattered for its ultimate success.

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How do leaders motivate?



1. Get to know your team
2. Develop core values
3. Build trust
4. Offer support
5. Take responsibility
6. Praise success.

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Session 1

- Communicating with Confidence (and Charisma?)

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Glossophobia



- Glossophobia, or a fear of public speaking, is a very common phobia and one that is believed to affect up to 75% of the population
- 1973 R. H. Bruskin Associate's American Fears Poll
- The poll asked 2,000 people to rank out of 10 how scared they were by a list of phobias
- Some common, such as claustrophobia and dentists
- Some less common, such as woolly jumpers or the holes in doughnuts
- A fear of public speaking was found to be a more pressing concern than death, according to a ranking of society's most pervasive fears
- Only the loss of a family member was deemed a more terrifying thought.

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Common fears

- 1. I forget what to say
- 2. I am judged or laughed at
- 3. I get something wrong
- 4. I come across as boring or uninteresting
- 5. I fail like I did last time
- 6. I'm not as good as others
- 7. I can't manage the audience
- 8. They see that I'm nervous.

How do we mitigate these fears?



Public Speaking – a process



Purpose



Plan



Practise



Present



Stage 1



- Why am I doing this?
 - Why me?
 - Why here?
 - Why now?
- What is my objective?
 - Instruct and inform?
 - Convince and persuade?
 - Influence / motivate?
 - Amuse and entertain?
- What will my audience expect of me?
 - What is in it for them?
 - What do I need them to hear?
 - What do I need them to take away?
- Consequently
 - What is my main theme?
 - What are my sub themes?



Purpose



Plan



Practise



Present

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Stage 2



- Content and structure
 - What is my main theme?
 - What are my sub themes?
 - What is my structure?
 - What is my hook?
 - What is my style?
 - Rhetoric devices
 - Open, body, close
- Logistics
 - How long do I have / do I want to take?
 - Where will this take place?
 - What technology will be used?
- Prepare yourself.



Purpose



Plan



Practise



Present

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Stage 3



- Rehearse
 - On your own
 - In the park
 - With others
 - Against the clock
 - Cut it in half
 - Do it again
 - Questions
- Repetition
 - Develop your core script
 - Riff.



Purpose



Plan



Practise



Present

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Stage 4



- Be on time
- Be ready
- Be yourself
- Be attentive
- Be curious
- Summarise
- Close memorably.



Purpose



Plan



Practise



Present

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Stage 5 ...?



Purpose



Plan



Practise



Present

“It usually takes me more than three weeks to prepare a good impromptu speech.”

-Mark Twain

7 Characteristics of Powerful Leader Conversations



They have something worth saying

The don't dominate the conversation

They avoid buzz words, cliches and euphemisms

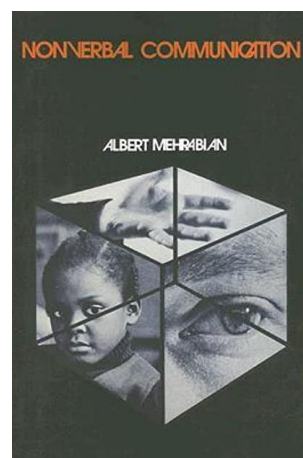
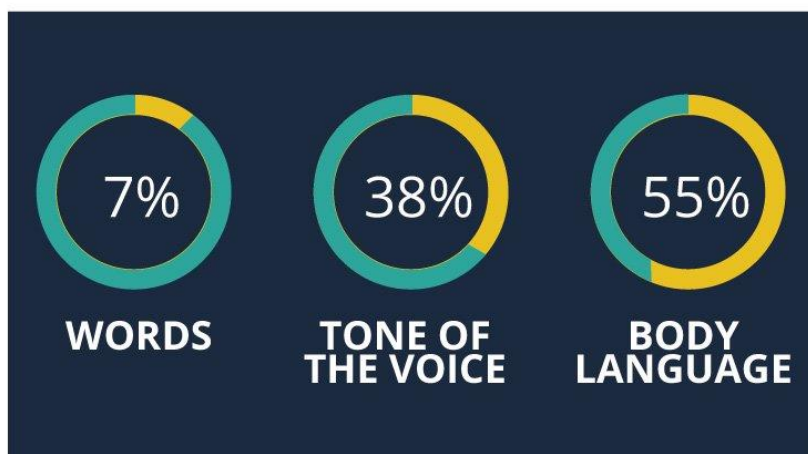
They have varied dynamic intonation

They aren't afraid of silence

They don't argue

They use simple words.

Albert Mehrabian



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Spontaneity



- Unscripted comments will be brief? No!
- Giving comments without forethought often leads to rambling
- Don't
- If there is any chance you will be called on to speak ... prepare
- And for all occasions have a core script.

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Make the complex simple

- Less confident leaders often try to lead people from the simple to the complex
- They use jargon, technical terms and inside terminology, to make themselves sound smart
- “Chunk” your message
- Confident leaders break the complex down to the simple
- Make ideas understandable and easy to implement.

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Jeff Bezos

- “You can have the best technology
- you can have the best business model
- but if the storytelling isn’t amazing, it won’t matter.
- Nobody will watch.”

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Leaders and Storytelling

- Explaining or illustrating something in such a way that it touches people's emotions and sticks in their heads
- Going beyond words to paint up pictures in the listener's mind
- Key elements are:
 - Three Ss 3 Keep it Simple, Straightforward and Short
 - Keeping it Authentic and Believable
 - Relating the story to things or people the listeners can identify with and their lives
 - Make it sticky.

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Leaders and Storytelling

- Explaining or illustrating something in such a way that it touches people's emotions and sticks in their heads
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- Key elements are:
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 - Keeping it Authentic and Believable
 - Relating the story to things or people the listeners can identify with and their lives
- *Can you think of any examples of powerful storytelling?*

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Phil Knight and his co-founder Bill Bowerman



- Started Nike in 1964.



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Session 2

- Dealing with Conflict: Divisions and De-escalation

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Conflict happens

Conflict is...

- a normal, inescapable part of life
- a periodic occurrence in any relationship
- an opportunity to understand opposing preferences and values
- ENERGY.



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Sources of conflict in the workplace



- Conflicting resources
- Conflicting styles
- Conflicting perceptions
- Conflicting goals
- Conflicting pressures
- Conflicting roles
- Different personal values
- Unpredictable policies.



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The Five Dysfunctions of a Team



1. Absence of trust

- teams who are unable to be 'vulnerable' with one another encounter problems. These teams are unwilling to admit mistakes, acknowledge weaknesses or ask for help

2. Fear of conflict

- Where trust is lacking, key issues cannot be debated effectively, because individuals stand to lose too much from the fallout. Conflict is simply an attempt to find the best possible solution in the shortest possible time

3. Lack of commitment

- Without conflict, team members do not arrive at decisions, so plans are ambiguous or out of line with the team's objectives. This lack of direction can harm engagement, since individuals don't know where they fit in the grand scheme of things

4. Avoidance of accountability

- In a successful team, individuals are able to confront each other with concerns, whether in terms of behaviour or performance

5. Inattention to results

- When people are not held accountable, there is a tendency for individuals to put their needs and priorities ahead of the team's collective goals. When the team loses sight of the need to achieve, the organisation suffers as a result.

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Absence of trust



- Diagnosing an absence of trust:
 - Do my team members feel comfortable admitting mistakes, weaknesses, and fears to each other?
 - Is there a prevailing sense of guardedness among team members, or do they openly share their thoughts and ideas?
 - Have team members had the opportunity to really get to know another, and understand how each other tick?
- Tactics for developing mutual trust among team members:
 - Facilitate team-building exercises
 - Model vulnerability
 - Promote open communication.

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Fear of conflict



- Questions to diagnose a fear of conflict:
 - Are team discussions and meetings generally passive and uneventful, or dynamic and passionate?
 - Do team members avoid disagreements and debates, or do they actively engage in them, understanding them as a tool for decision-making?
 - Are decisions usually made without contest, or do team members challenge and question decisions to ensure the best outcomes?
 - When problems come to the surface, do they do so at a fairly early opportunity, or have they been going on for a long time?
- Tactics to overcome a fear of conflict:
 - Establish shared rules for healthy debate
 - Reward candour
 - Mediate disagreements.

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Lack of commitment



- Question to diagnose a lack of commitment:
 - Can team members readily describe the team's goals and strategy, or is there ambiguity and hesitation?
 - Do team members clearly understand how their work contributes to the bigger picture?
 - Do team members follow through on their tasks and responsibilities consistently?
- Tactics to overcome a lack of commitment:
 - Involve team members in decision-making
 - Clearly communicate the team's vision and goals
 - Celebrate achievements and track progress.

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Avoidance of accountability



- Question to diagnose an avoidance of accountability:
 - Do team members expect good work from each other, or do they overlook low standards and errors?
 - Does the team identify as 'high-performing'? Would a new team member pursuing excellence 'stand out' or 'fit in'?
 - Are team members able to 'ask for better' from one another, or are they reluctant?
 - Have I, as a manager, defined clear standards for performance and behaviour, and are they consistently applied and upheld?
- Tactics to overcome an avoidance of accountability:
 - Set clear expectations
 - Be consistent
 - Set team targets and make progress visible
 - Lead by example.



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Inattention to results

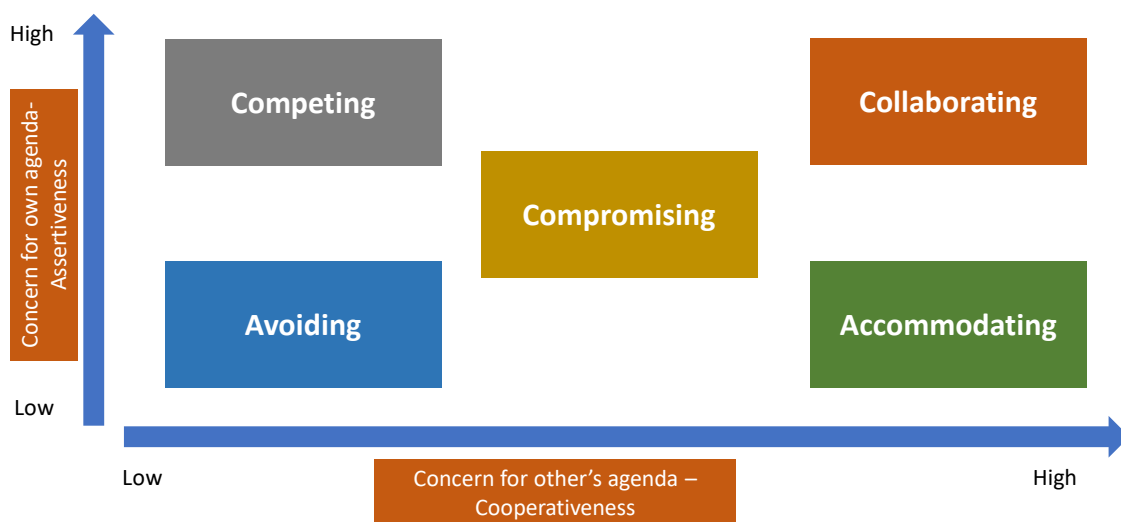
- Questions to diagnose inattention to results:
 - Is the team more focused on personal success and recognition, or on achieving collective results?
 - Could I imagine people on this team making a reasonable personal sacrifice if it helped the larger team?
 - Do decisions feel driven by the desire to achieve team goals, or are they just compromises between individual members' interests?
 - Does the team evaluate their progress towards achieving their collective goals and adjust their plans accordingly, or is progress primarily measured in terms of personal performance or workload?
- Tactics to increase attention to results:
 - Set team goals
 - Reward team success
 - Reiterate the importance of team success.



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Thomas – Kilmann on conflict ...



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Listening is key



Non-verbal responses



Silence

We are better speakers than listeners
Use silence to get a response from someone



Questions

It tells the speaker you're interested
It indicates that you want "more"

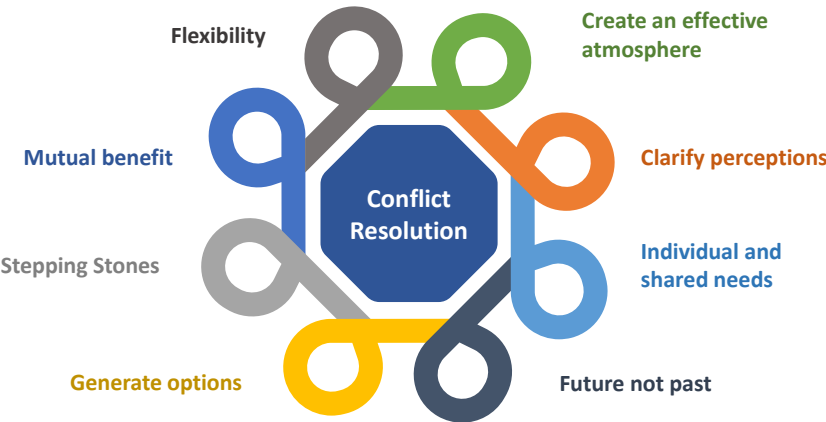


Paraphrase

It verifies the content
Let the speaker finish speaking first
If the speaker indicates you misunderstood, ask them to repeat.



8 steps to conflict resolution

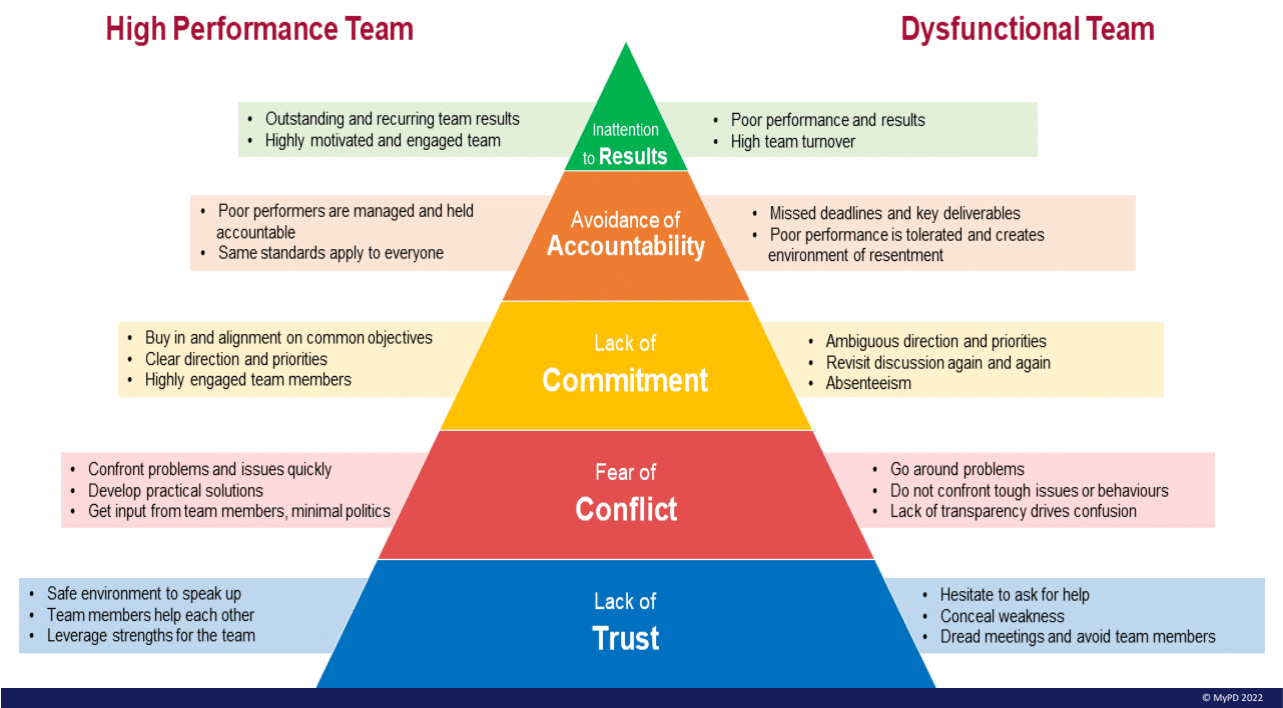


Session 4

- High Performance Teams

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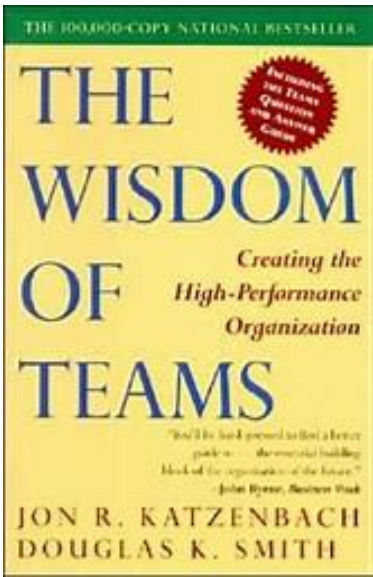
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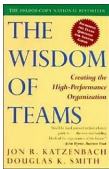
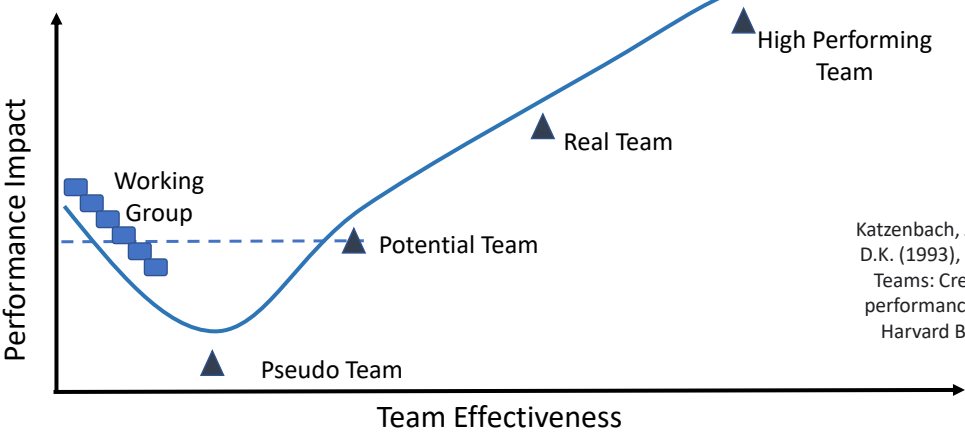
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Team basics



Not all 'teams' are really teams

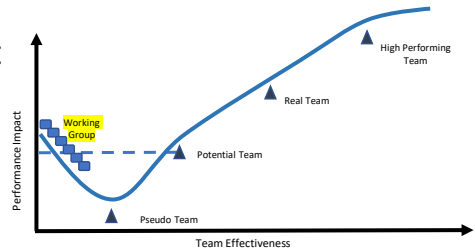


Katzenbach, J. R. and Smith, D.K. (1993), *The Wisdom of Teams: Creating the High-performance Organisation*, Harvard Business School, Boston.

Working Group



- A group of individuals whose outputs rely on the sum of “individual bests”
- They don’t pursue collective outputs that require joint effort
- Members of a working group interact primarily to share information and practices that enable them to act within their own sphere of responsibility.



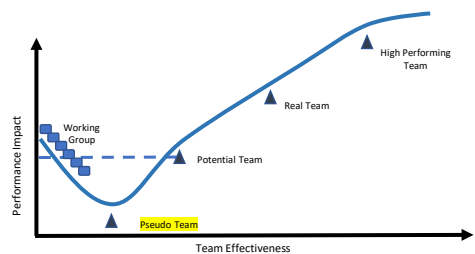
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Pseudo Team



- On the path to being a team rather than a working group often starts with conflict and if the team gets stuck in this stage, it can become a ‘Pseudo team’
- At the lowest point on the performance impact scale, because their individual efforts are not delivering any joint benefit
- Team members lack focus on goals and the ways in which they can contribute individually and collectively.



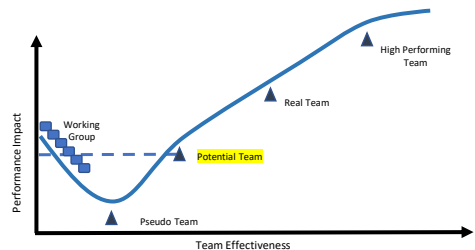
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Potential Team



- Moving in the right direction, but hasn't yet established collective accountability
- Needs more clarity on purpose, goals, products and a common working approach
- Starting to become effective and is making its way up the performance axis.



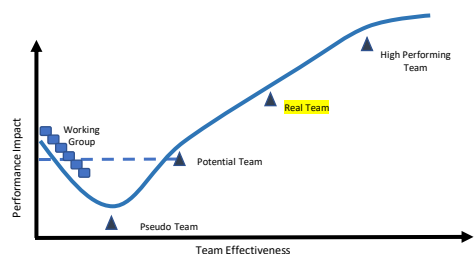
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Real Team



- *“A small number of people with complementary skills, who are committed to a common purpose, performance goals and approach, for which they are mutually accountable”*
- This key requirement and level needed in a change project or programme to deliver a successful outcome.



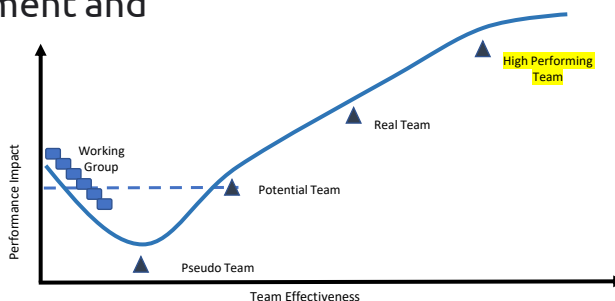
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High Performing Team

- In addition to all the features of real teams - deeply committed to one another's personal development and success.



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High-performing teams:

- Have clear goals tied closely to team and organisational priorities
- Understand how their work fits into the organisational mission
- Have defined roles and responsibilities
- Communicate clearly and respectfully
- Manage work and deadlines based on priorities
- Trust and respect each other
- Celebrate success together and recognise contributions
- Practice continuous learning.

Create a
clear
sense of
purpose

Streamline
communication and
process

Invest in people
development

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Close

- Thank you for participating!

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Supplemental

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Tuckman's 4 stages of team formation



Forming

Storming

Norming

Performing.