

Adaptive Leadership

Reference guide

Additional resources

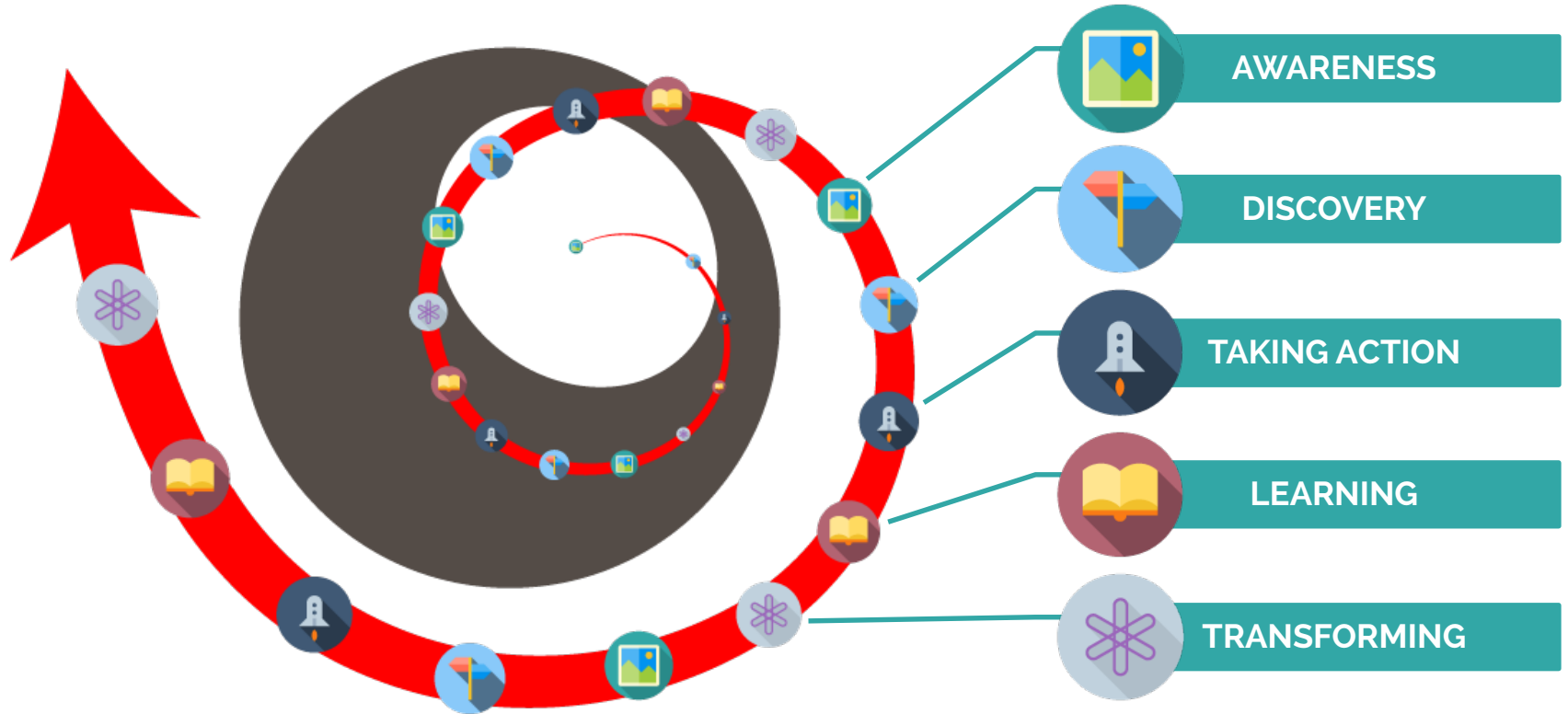


- 01 Business Agility Hub
- 02 SoftEd Resource Page
- 03 Source Website



*Some items in this course are linked to external resources.
If you see one of the icons above, click on it to find related information.*

The Adaptive Leadership iterative framework (1 of 2)



The Adaptive Leadership iterative framework (2 of 2)

- **Awareness—Perspective Agility:** Deepening awareness and perspective. Understand how we think and how our teams, customers and key stakeholders think. Develop a growth mindset and create a space for innovation, adapting and continuously learning and building our confidence as we lead ourselves and our organisation into the unknown future.
- **Discovery—Strategic and Creative Agility:** Focusing on the near horizon, defining the desired future state, aligning on a clear vision and destination; developing a strategy on how best to get there, and what we need to quickly get on our way.
- **Taking Action—Execution Agility:** complex problem-solving, rapid decision-making; experimenting; building high performance teams and communities; fearless follow-through and closure; driving for rapid results; optimising end-to-end capabilities to create and deliver differentiating value.
- **Learning Continuously—Learning Agility:** through feedback and metrics that matter; systems, analytical and critical thinking agility; visual tools and information radiators; adapting and responding; knowledge creation through reflection and retrospectives.
- **Transforming—Deepening capabilities:** for adaptation, innovation and knowledge creation; curation; building environments to accelerate organisational capability and continuously developing talent through learning.
- **Evolving—Repeat the cycle of learning:** rapidly and continuously as we adapt and evolve as leaders, teams and organisation to thrive in an uncertain future as it emerges.

Adaptive leaders...

- Enhance their adaptability by focusing on creative thinking and design thinking to create new solutions when facing problems that require new solutions. Creative thinking generates new insights, novel approaches, fresh perspectives, and new ways of understanding and conceiving things.
- Look at new options to solve problems using adaptive approaches (drawn from previous similar circumstances) or innovative approaches (completely new ideas) and leverage design thinking to model problem framing and generate ideal interventions.
- Know that adaptation occurs through experimentation.
- Understand that change enables their capacity to thrive.
- Embrace and make sense of the whole complexity of their systems.

Adaptive leaders

- Practice systems thinking to expose the dynamic relationships between elements and see how patterns form and look beyond symptoms to discover root causes.
- Discover emergent outcomes of the dynamic interactions between the systems elements in any system.
- Develop the ability to uncover and check assumptions, values, and belief systems.
- Recognise that the most effective leverage point in a system is our mindsets or paradigms, out of which the structures of our systems are designed.
- Use a process of simultaneous inquiry and deep listening and regulating tension to challenge each other's assumptions and mental models, until the blinders have been removed and people are able to see a situation with "new" eyes.
- Mobilise teams to lead transformative change.
- Enable everyone to reach their full potential.

Welcome... Invitation

- Exploration
- Discovery
- Innovative Ideas
- Personal field guide



Our future journey begins...

- Listening
- Questioning
- Sensemaking
- Paradigm breaking
- Learning
- Focusing
- Charting your course

What are you doing in the future?

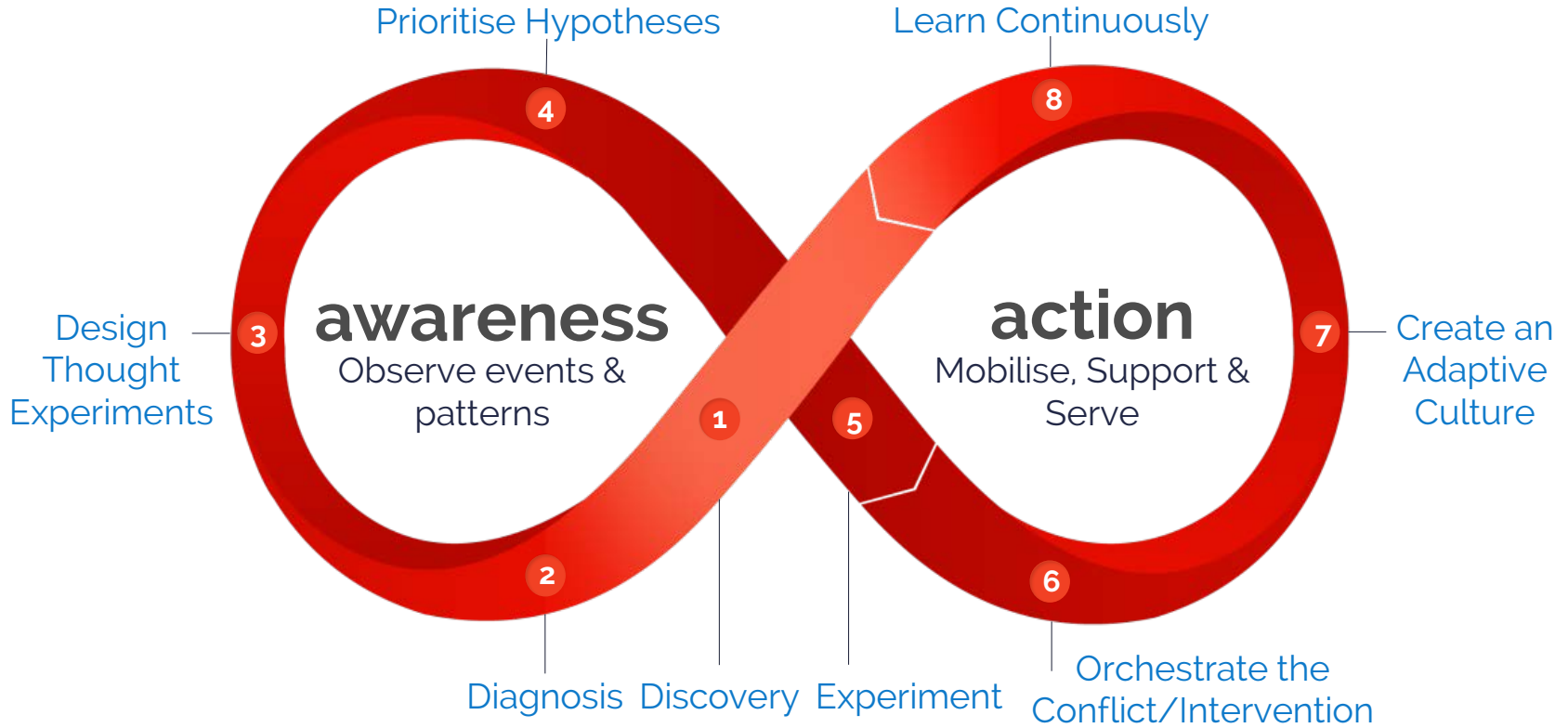


Pivotal conversations

1. Ask permission/context
2. Think about thinking
3. Listen for potential
4. Balance power style
5. Create new thinking

Source: "Quiet Leadership" by David Rock

Adaptive Leadership iteration



What is Adaptive Leadership?

Invitation... we're heading into uncharted territories



Journey to the future business landscape

“You can't connect the dots looking forward...
You can only connect them looking backward.”

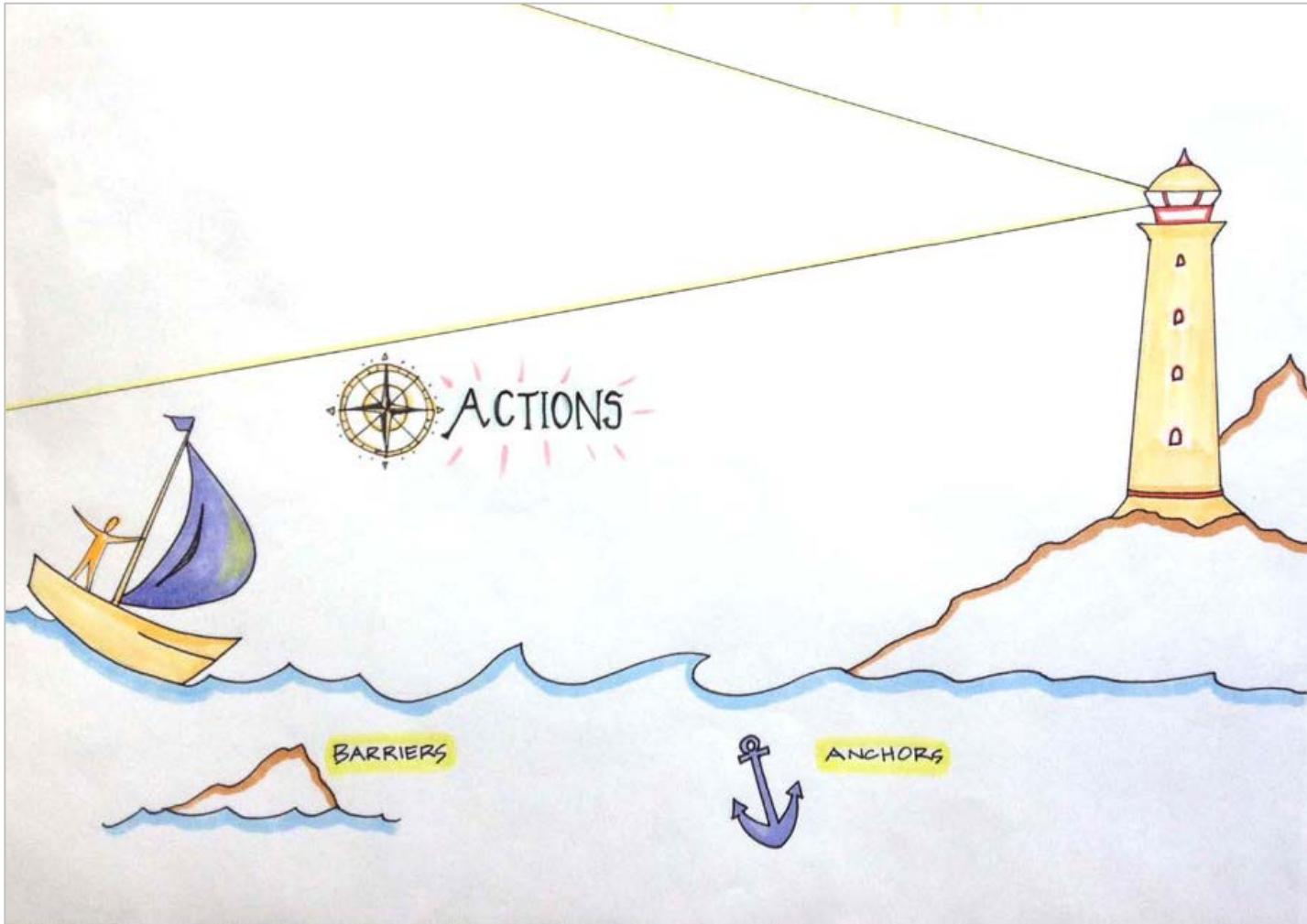
Steve Jobs

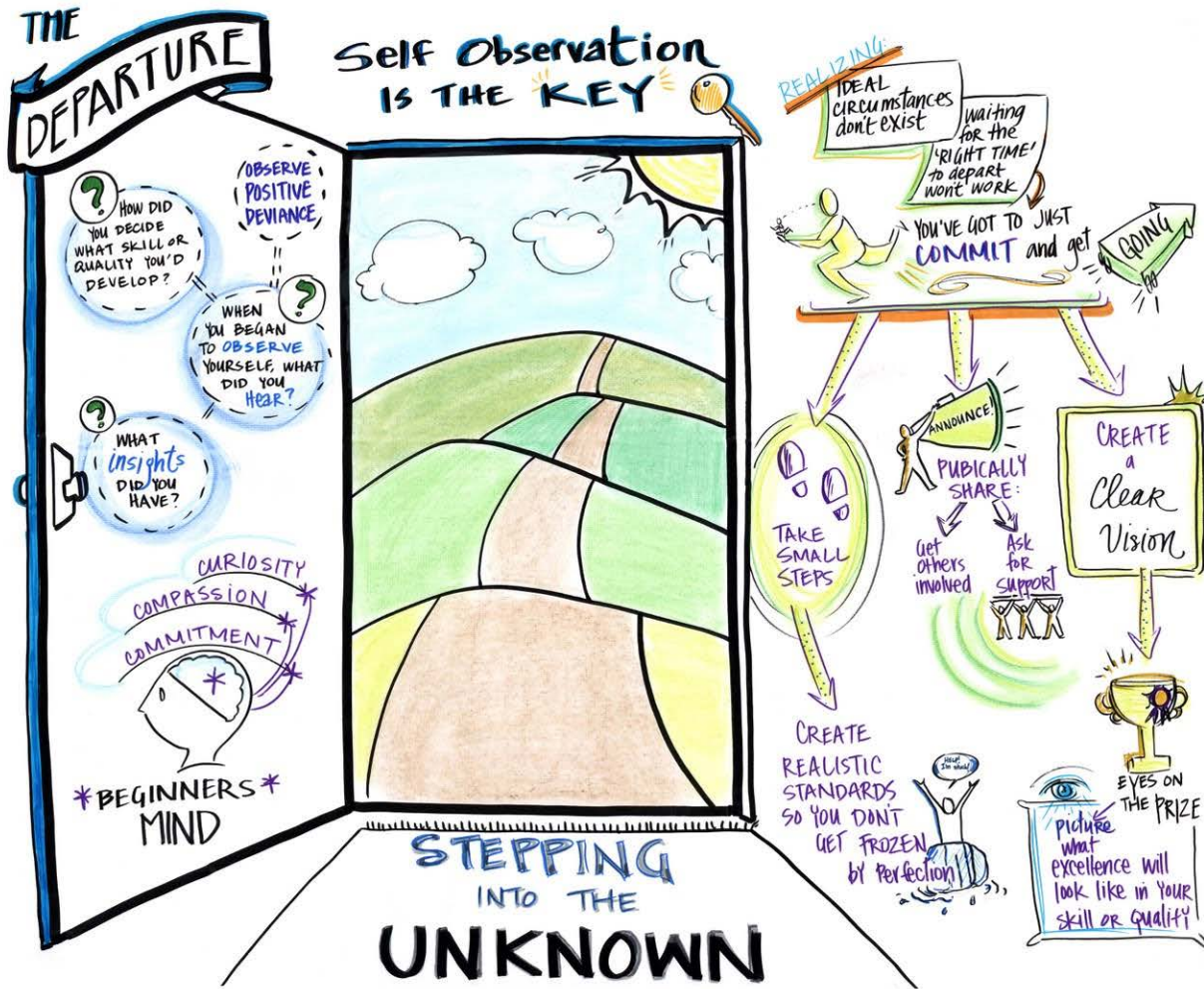




Activity

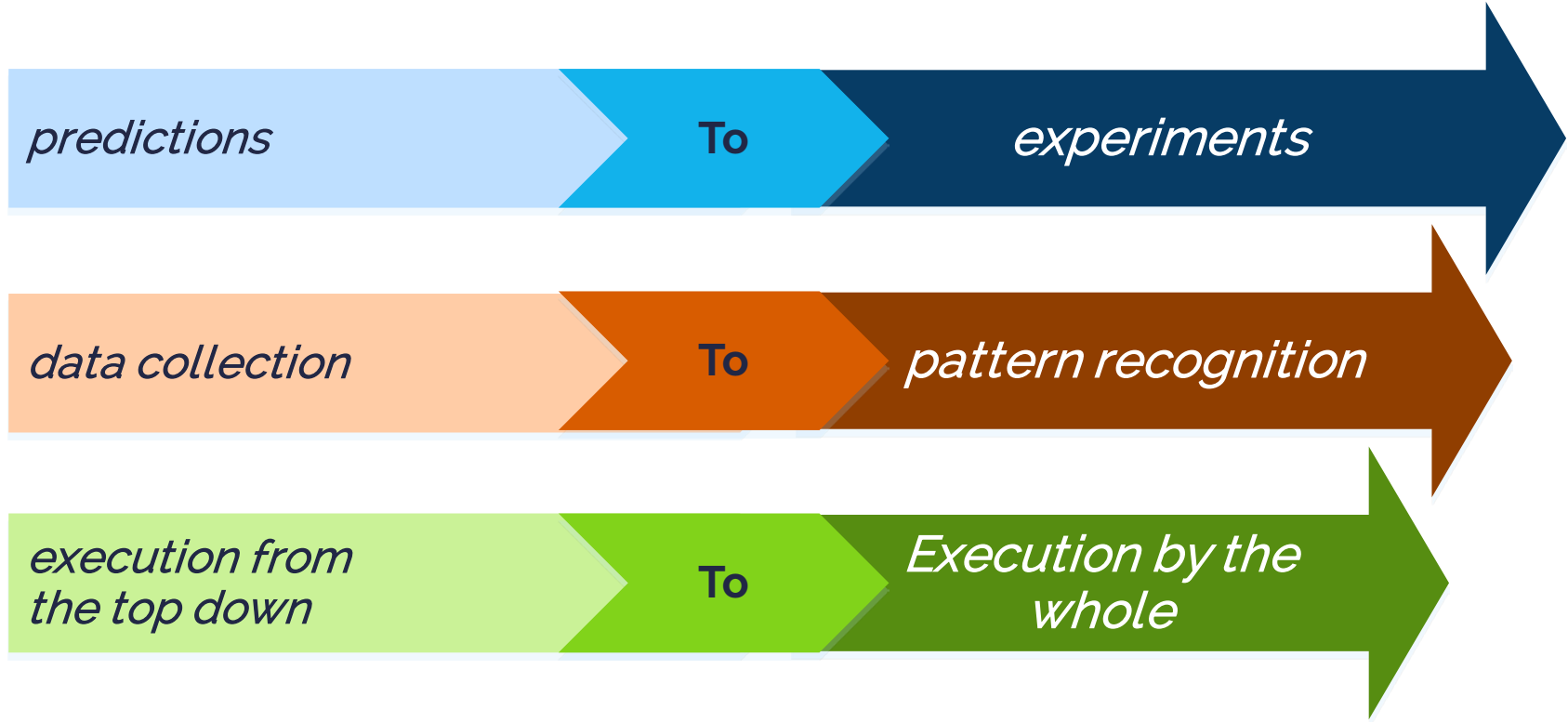
- Journey mapping—your turn.





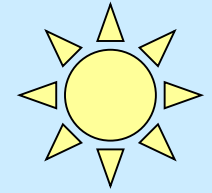
Classic Strategy

Adaptive Strategy



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Facilitating change: a reflective assessment



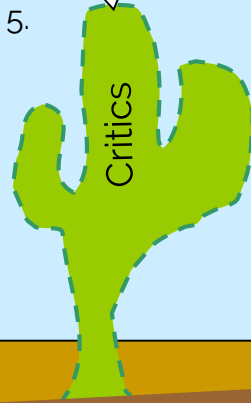
Feedback:



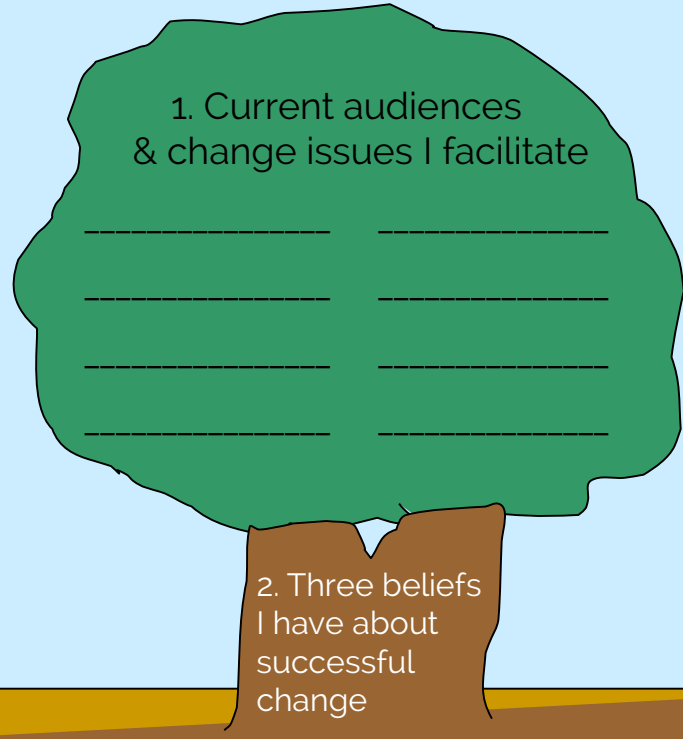
Supporters &
"coaches"

Feedback:

5.



Critics



1. Current audiences
& change issues I facilitate

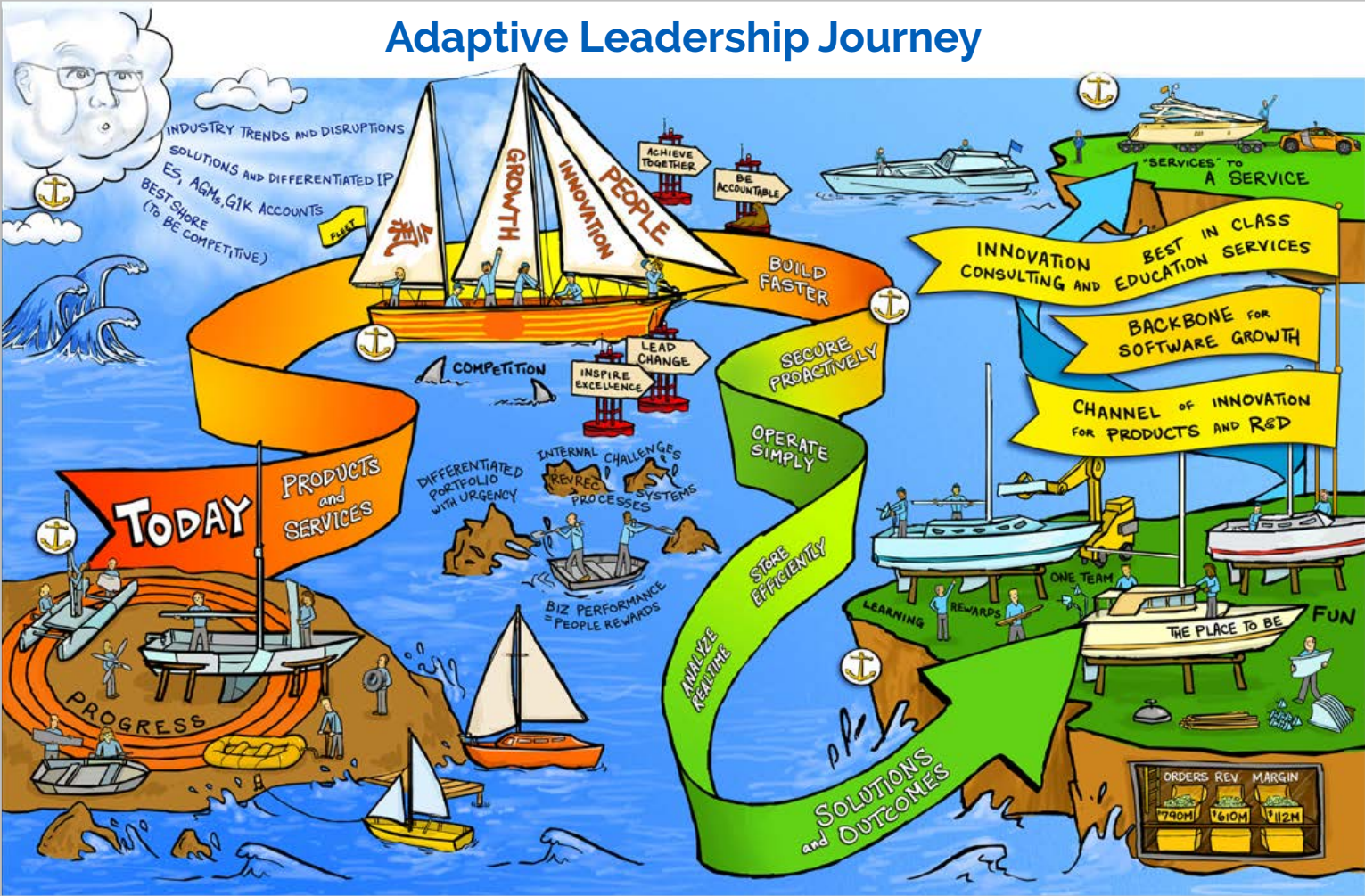
2. Three beliefs
I have about
successful
change

3. Pest or obstacles?

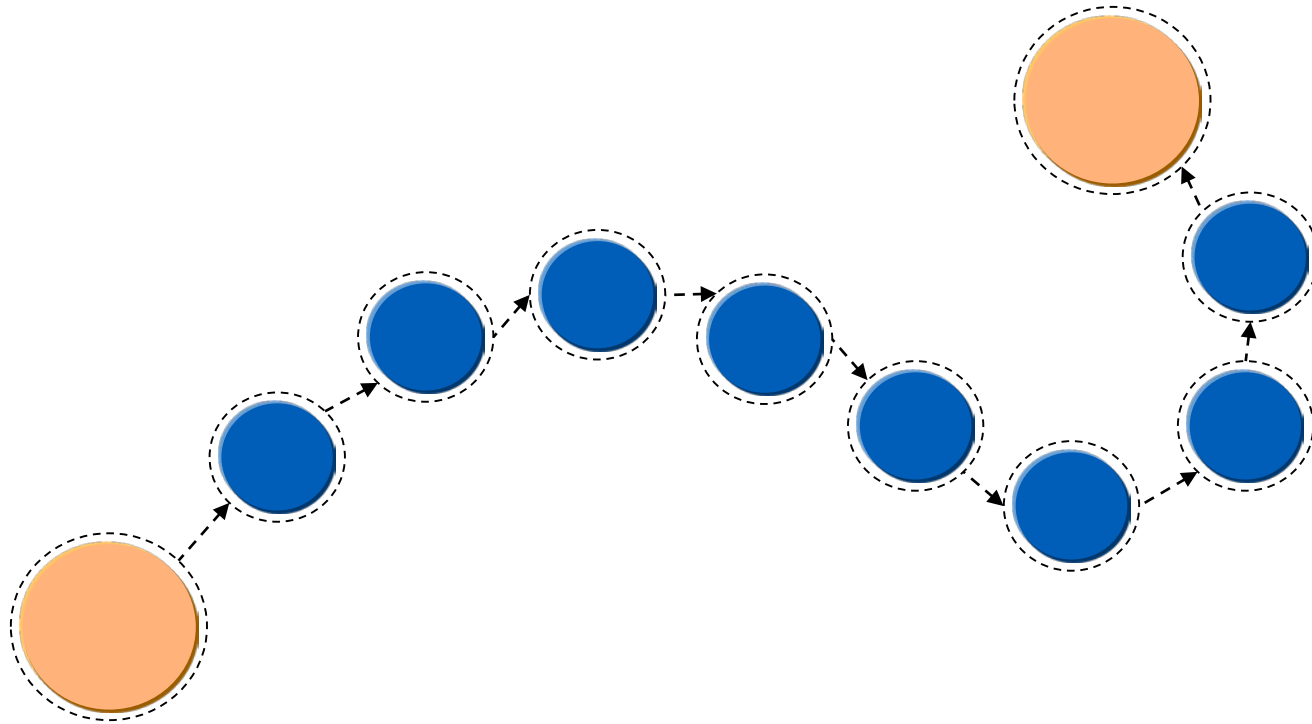
7. My immediate next steps

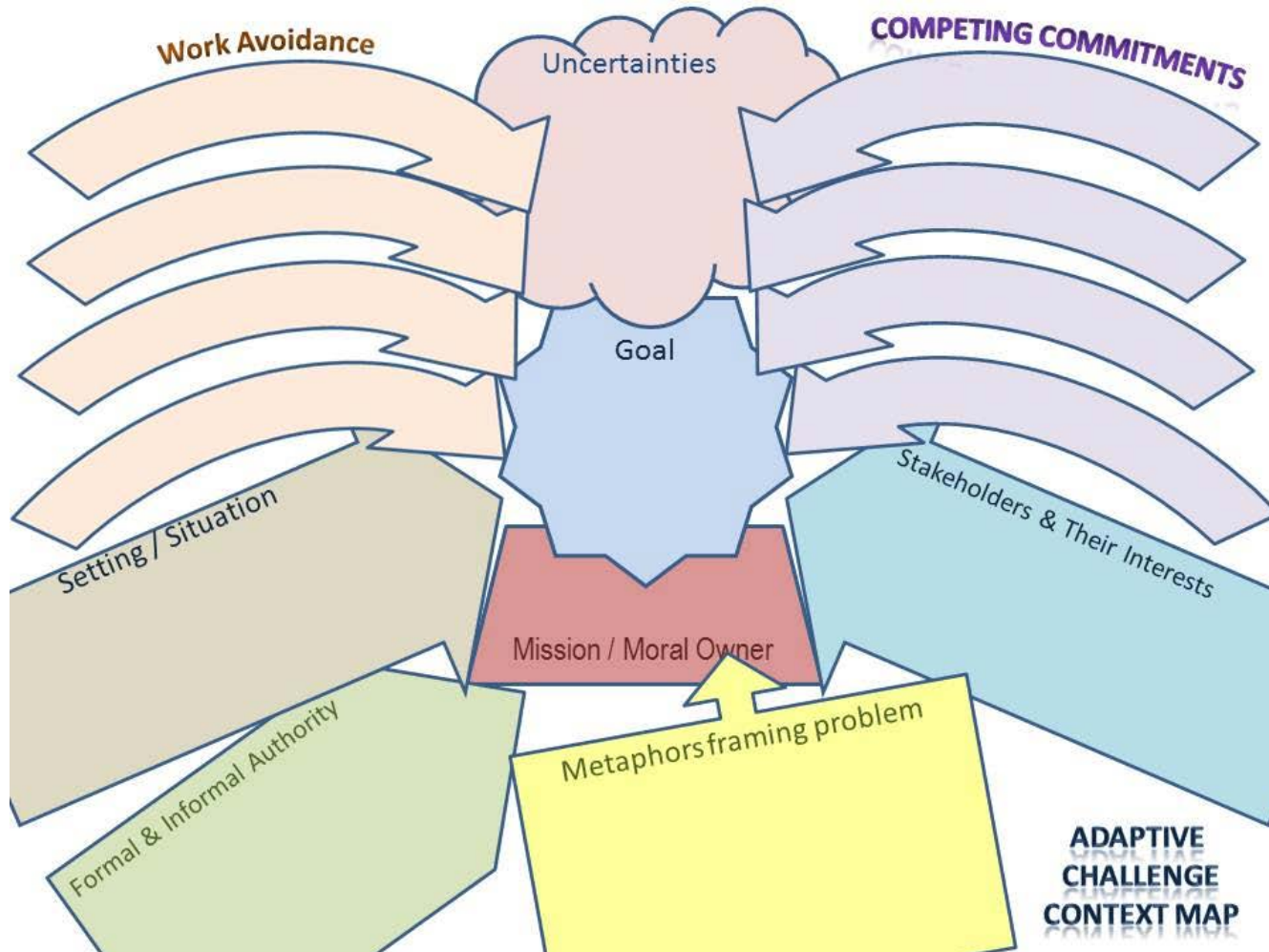
4. What gives me energy & keeps me going?

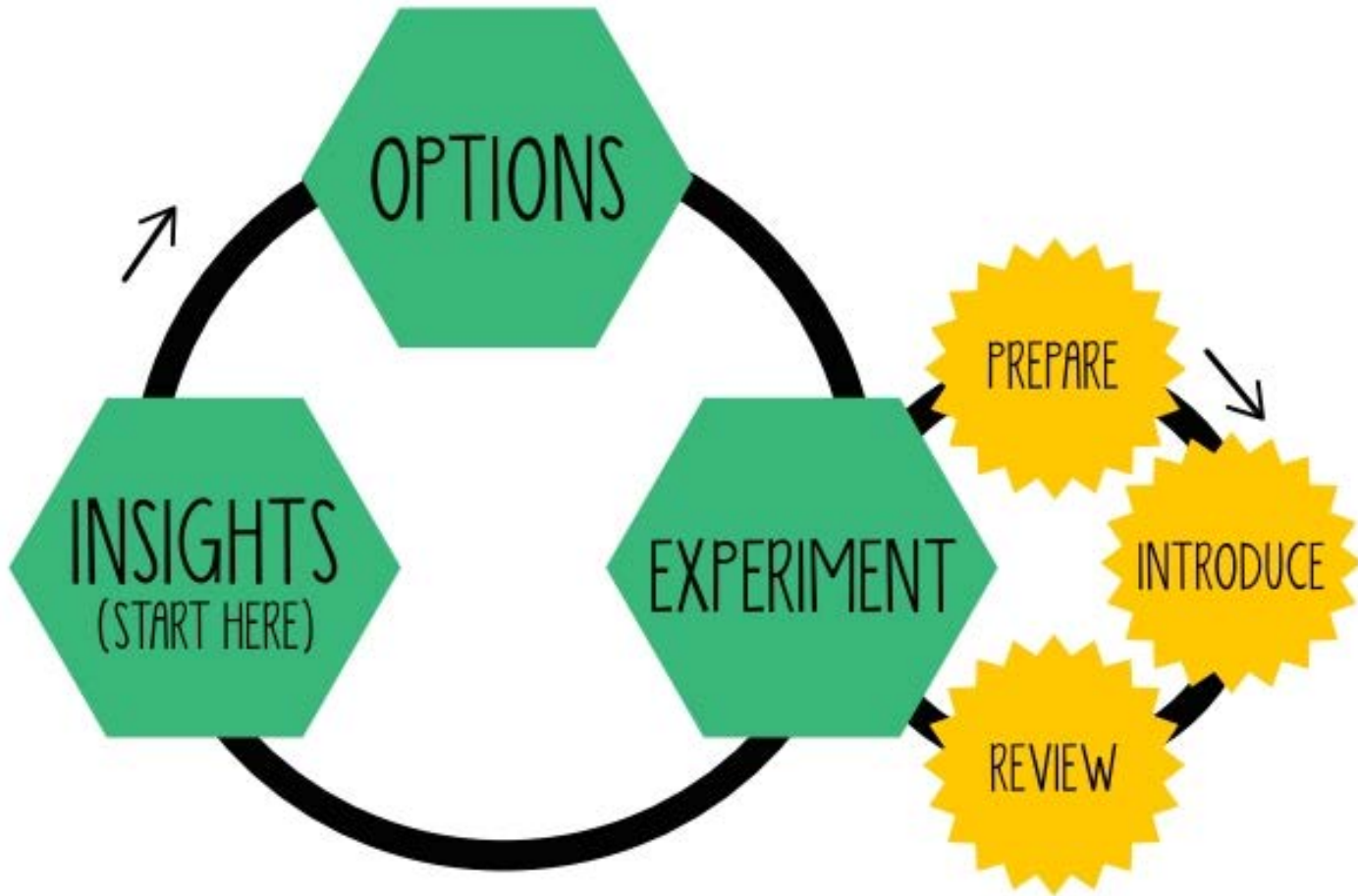
Adaptive Leadership Journey



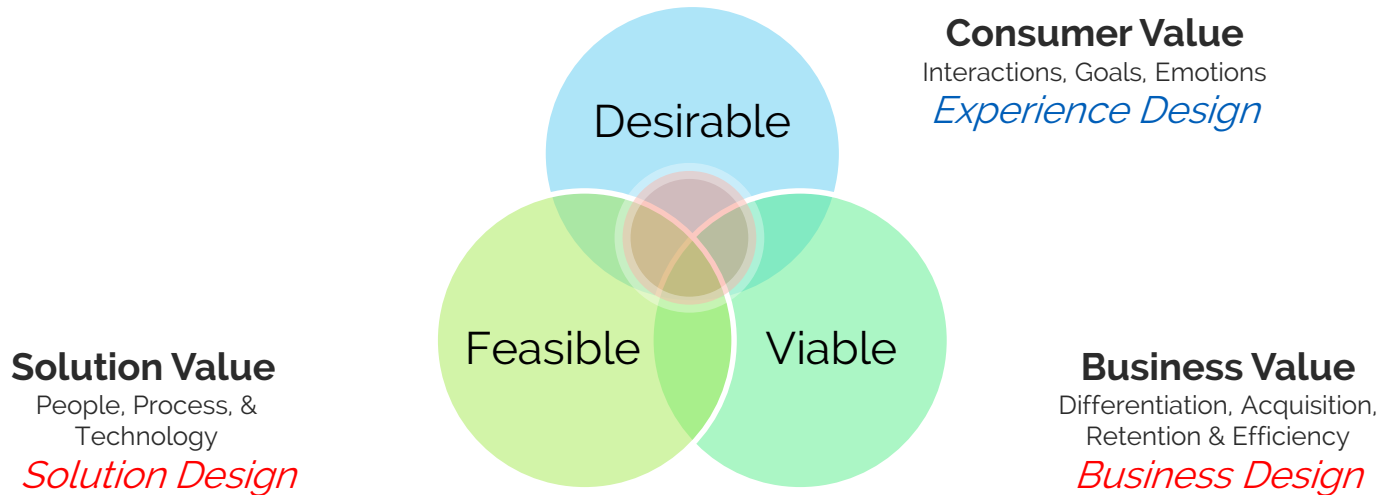
Paths and curves







Reality check








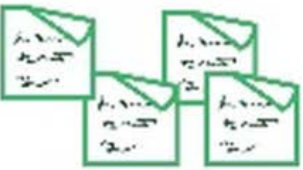
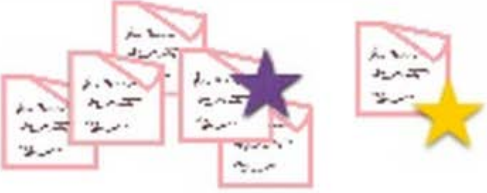


What: consider if the innovations meet the “desirable, feasible, viable” test.

Why: filter out innovations with no customer experience value or viability.

★ THEME I

★ THEME II

PERSPECTIVE DATA	SUPPORTING THE CHANGE ↓ →	! ← HOLDING BACK THE CHANGE ↓
 EXECUTIVES		
 MANAGERS		
 TEAMS/STAFF		

We believe

{Description of the new experience }

Will solve

{Customer needs & organisation's issue/opportunity }

Enabled by

{ Full solution: people + processes + technology }

Resulting in

{New attitude/behaviour / result }

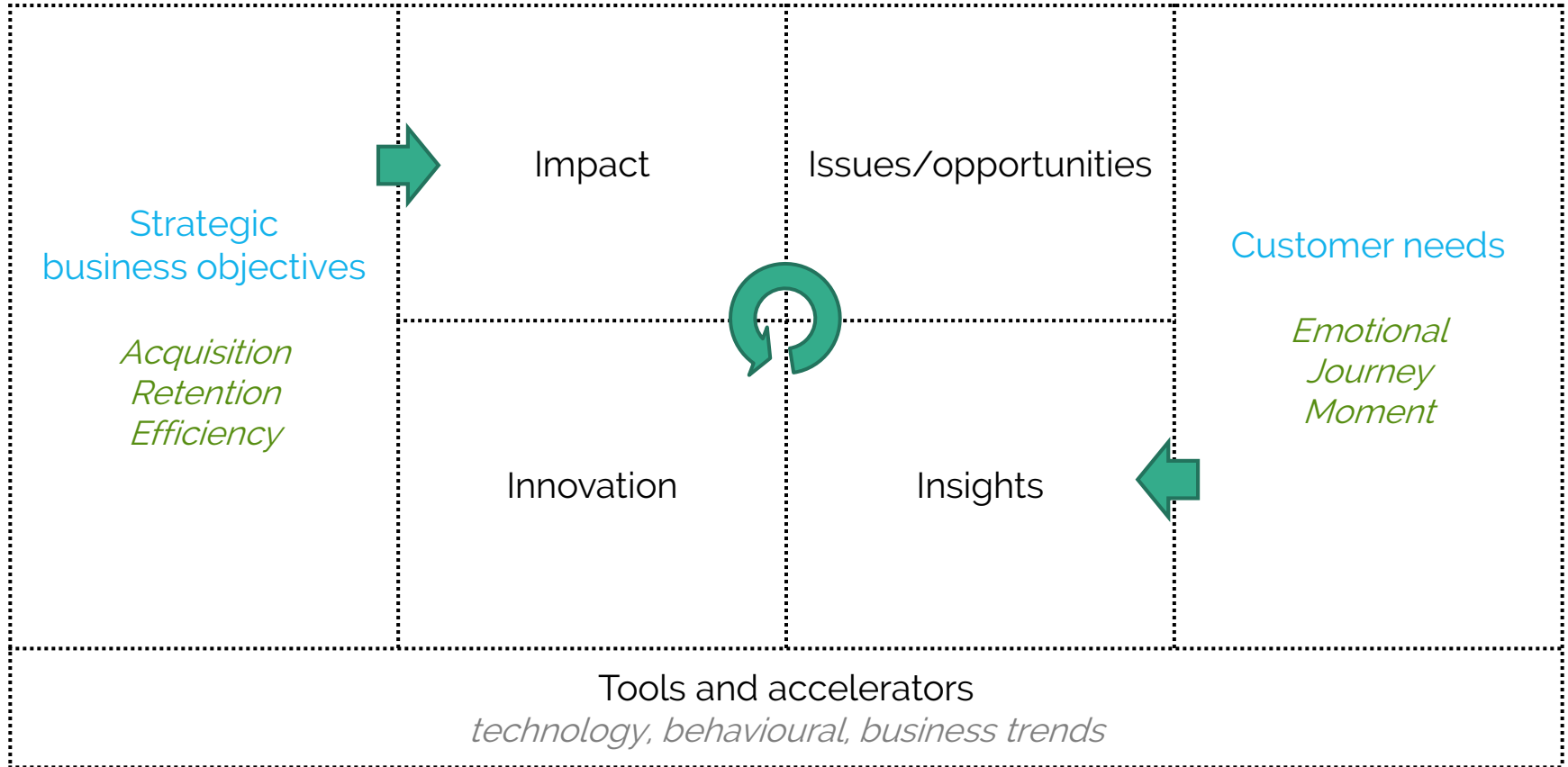
Select hypothesis to test with an intervention



What: select one idea (or several related ideas) to prototype and test.

Why: to build a hypothesis to test for more insight.

Strategy design approach

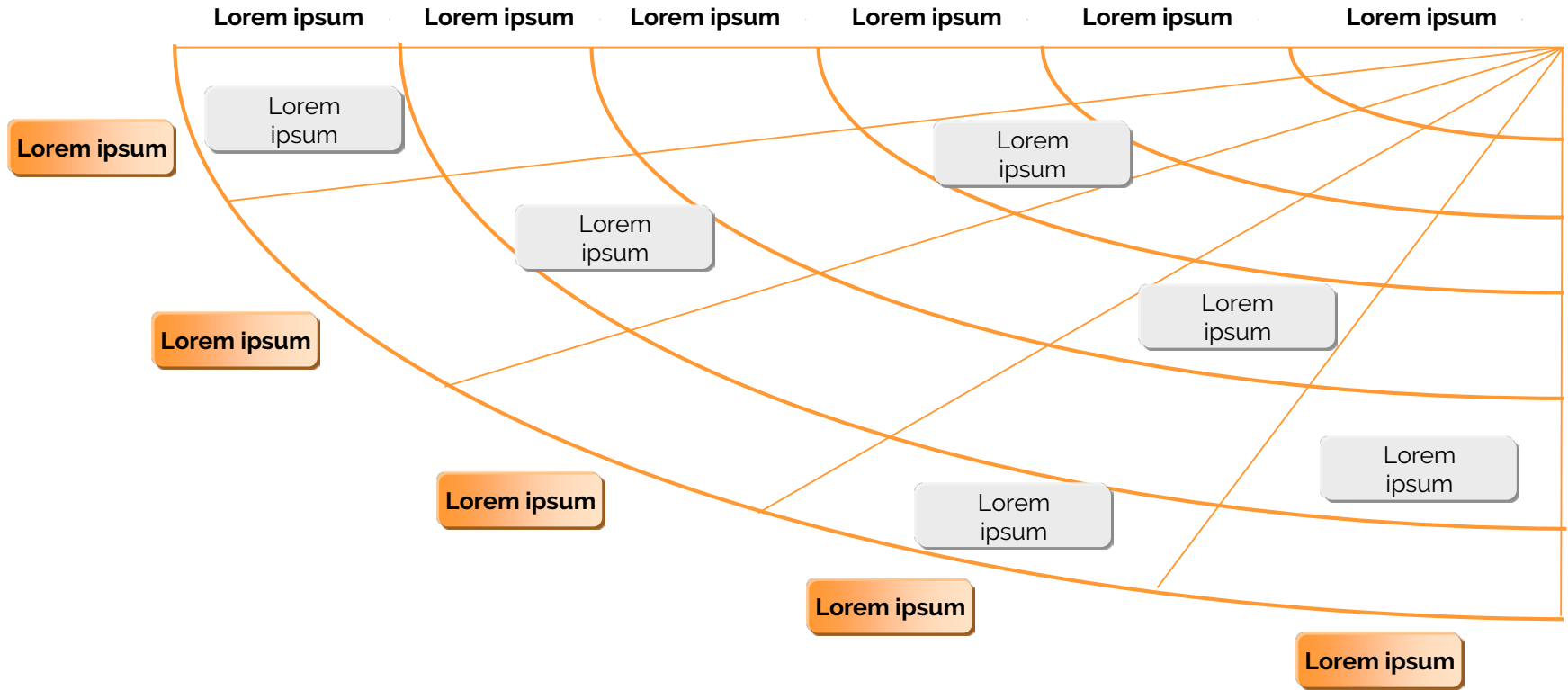


STRATEGIC CHANGE CANVAS

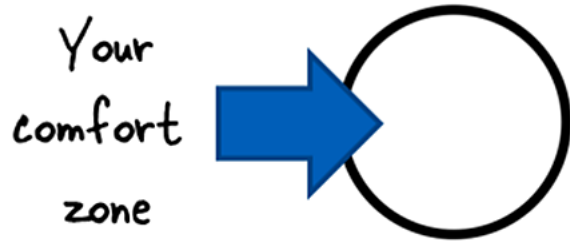


VISION: WHAT IS THE VISION FOR THIS CHANGE?			IMPORTANCE: WHY IS THIS CHANGE IMPORTANT TO OUR ORGANIZATION?		
SUCCESS MEASUREMENTS: HOW WILL WE MEASURE SUCCESS?			PROGRESS MEASUREMENTS: HOW WILL WE SHOW PROGRESS TOWARDS OUR VISION?		
WHO AND WHAT IS AFFECTED?: WHAT PEOPLE, DEPARTMENTS AND PROCESSES NEED TO CHANGE IN ORDER TO REALIZE OUR VISION?					
HOW WILL WE SUPPORT PEOPLE?: WHAT ACTIONS WILL WE (THE CHANGE SPONSORS AND CHANGE TEAM) DO TO SUPPORT PEOPLE THROUGH THE CHANGE?					
WHAT IS OUR PLAN? OPTIONS: A LIST OF POSSIBLE EXPERIMENTS	-1 MONTH EXPERIMENTS LIKELY TO BE INTRODUCED IN ABOUT A MONTH	NEXT THE NEXT MOST IMPORTANT CHANGES TO INTRODUCE	PREPARE EXPERIMENTS BEING PLANNED AND VALIDATED	INTRODUCE EXPERIMENTS IN PROGRESS	REVIEW EXPERIMENTS BEING REVIEWED

Transformation map



Note:
Disrupt myself



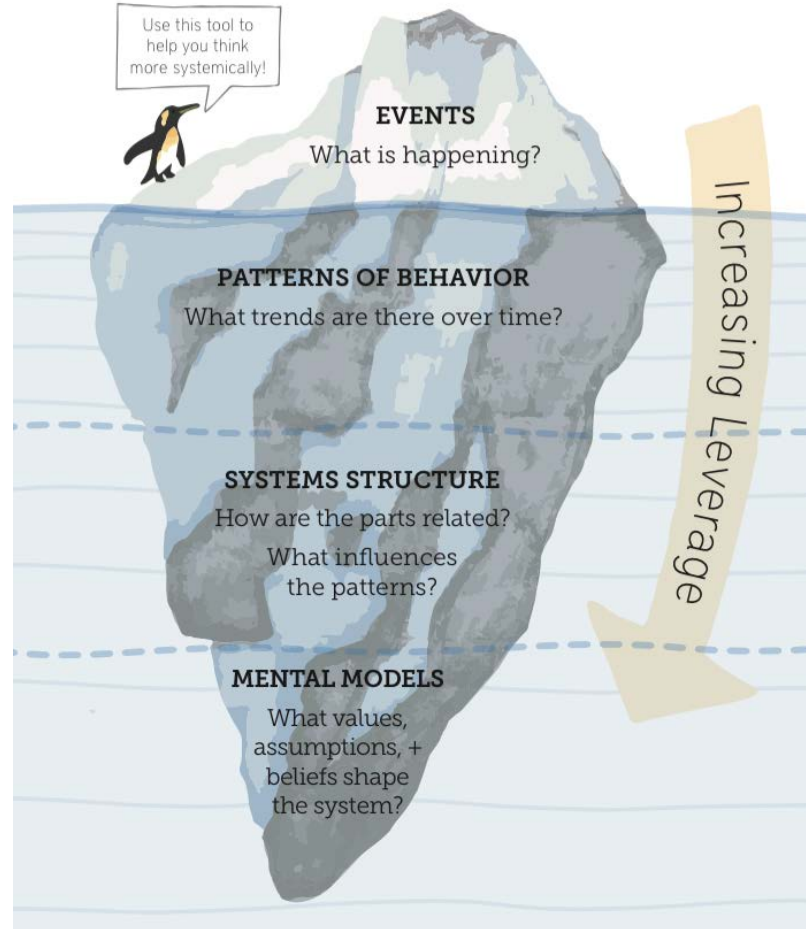
Ideas?



Broaden our perspective

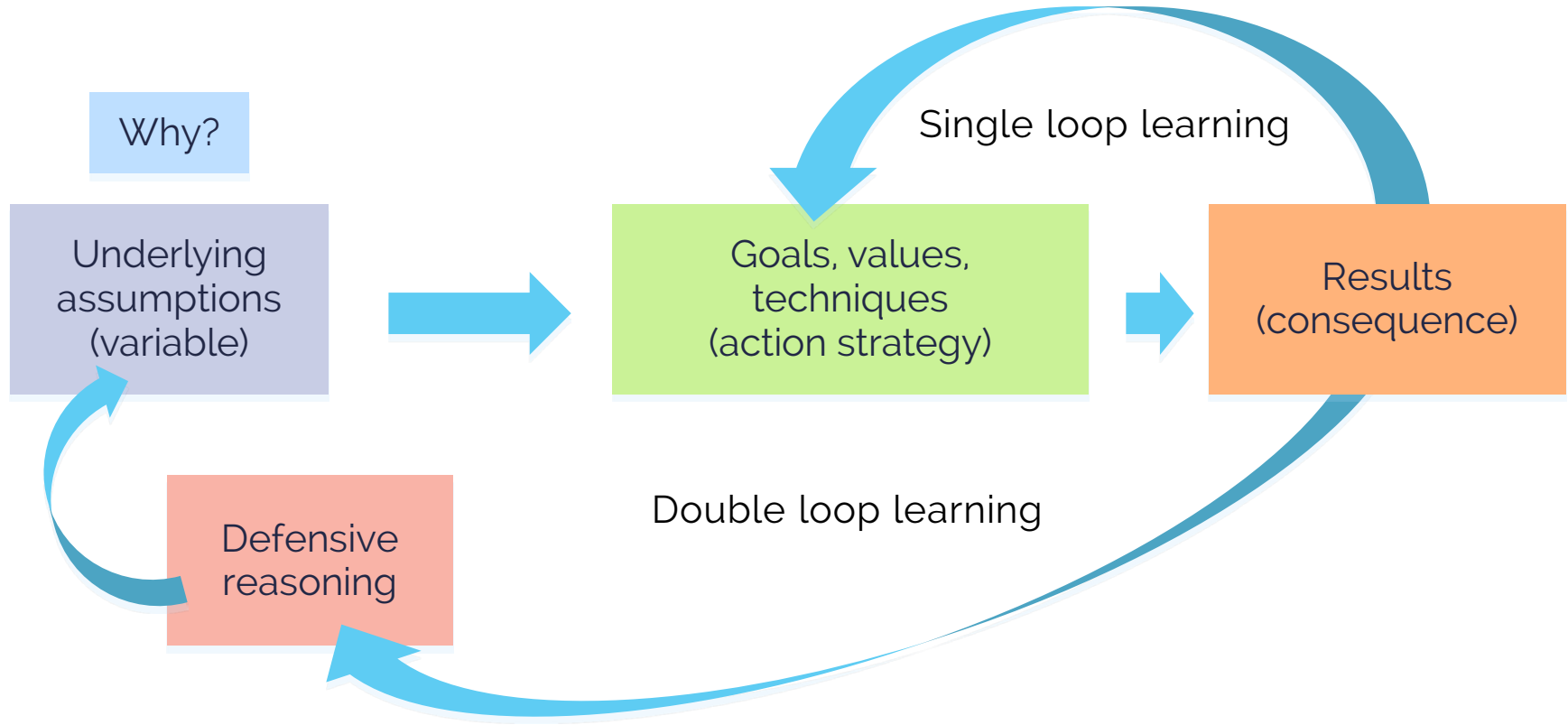
- What haven't I noticed lately?
 - Take new perspectives, notice in new or unfamiliar ways, expand your field of vision.
 - Look in the “dead zones”—places you habitually don't look.
 - Expand sources of information, include unfamiliar and non-routine.
 - Learn about, and look for, patterns you want to see.
 - Reduce your area of disturbance, increase area of awareness, so you'll notice beyond your own impact.
 - Pay attention and track how you spend your time and energy.
- Recognising blind spots and traps:
 - Magical thinking.
 - Illusion of control.
 - Debilitating impacts of blame (single throat to choke).

Iceberg model



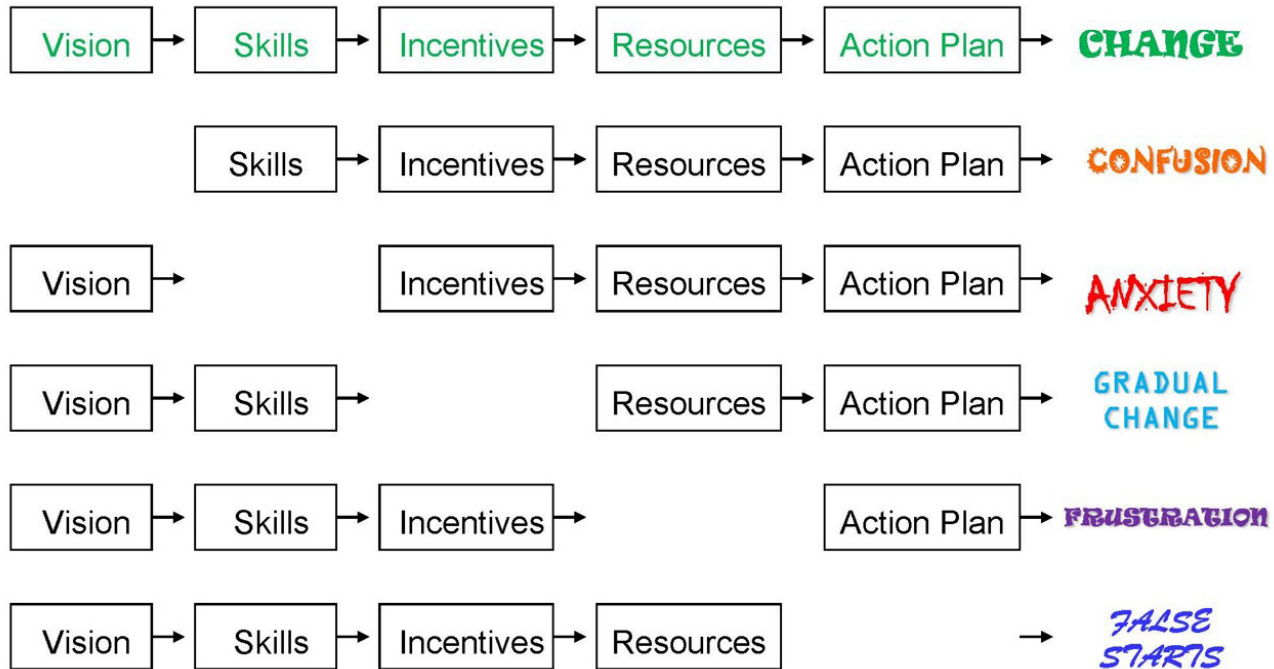
<http://www.donellameadows.org/systems-thinking-resources>

Double loop learning: Argyris & Schön



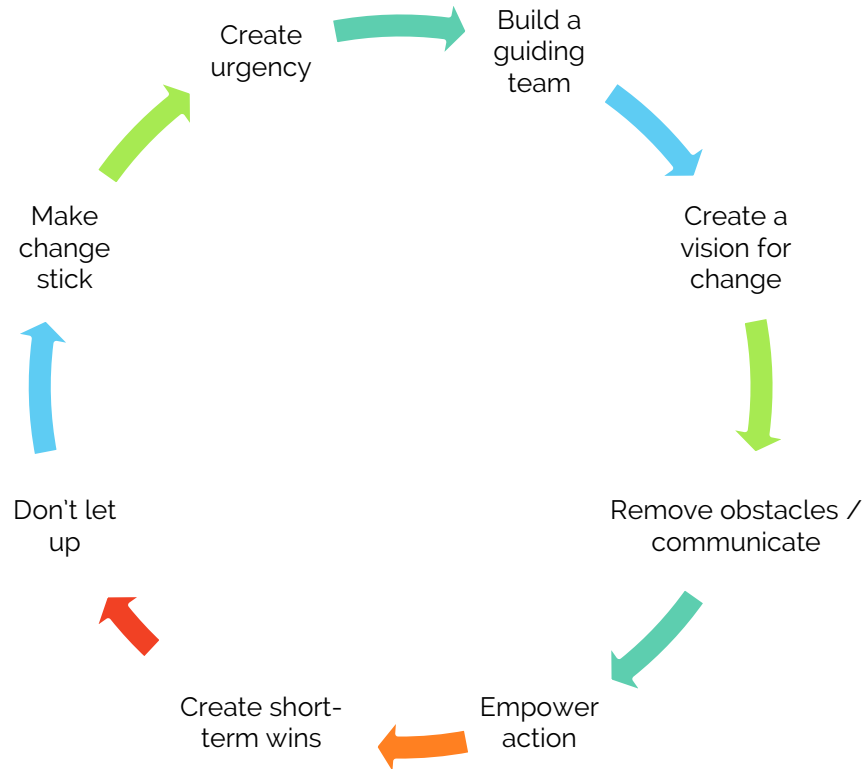
Managing complex change

All 5 factors need to be present to create lasting change



This chart demonstrates that all 5 factors: Vision, Skills, Incentives, Resources and an Action Plan must be present for real CHANGE to take place. If any of these factors is missing an alternative outcome such as confusion, anxiety, gradual change, frustration or false starts will occur. (Ambrose, 1987)

Kotter's 8 step change model



Continuously adapting and tuning

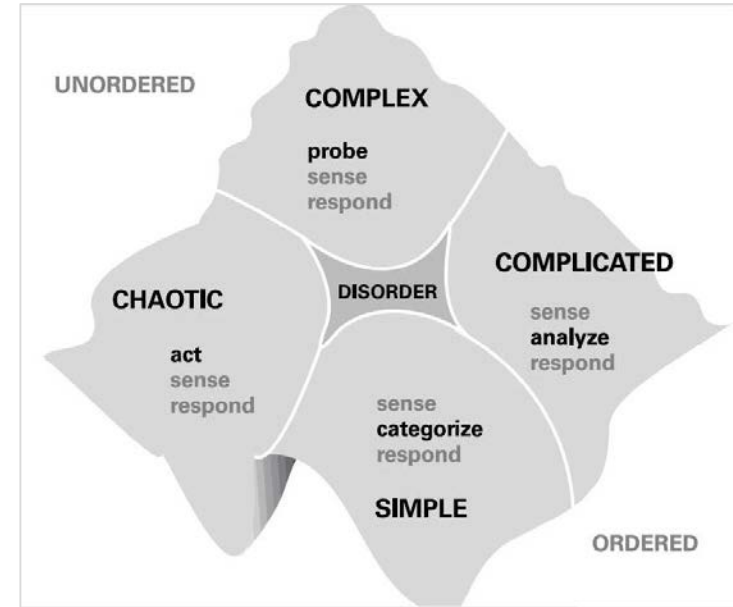
Cynefin, Polarity Management and OODA loops.

Cynefin framework

- Helps us understand context so we can make better choices
- Each of the domains—simple, complicated, complex, chaotic and disorder, requires different actions



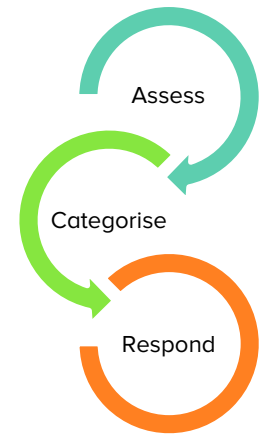
<http://www.youtube.com/watch?v=N7oz366Xo-8>



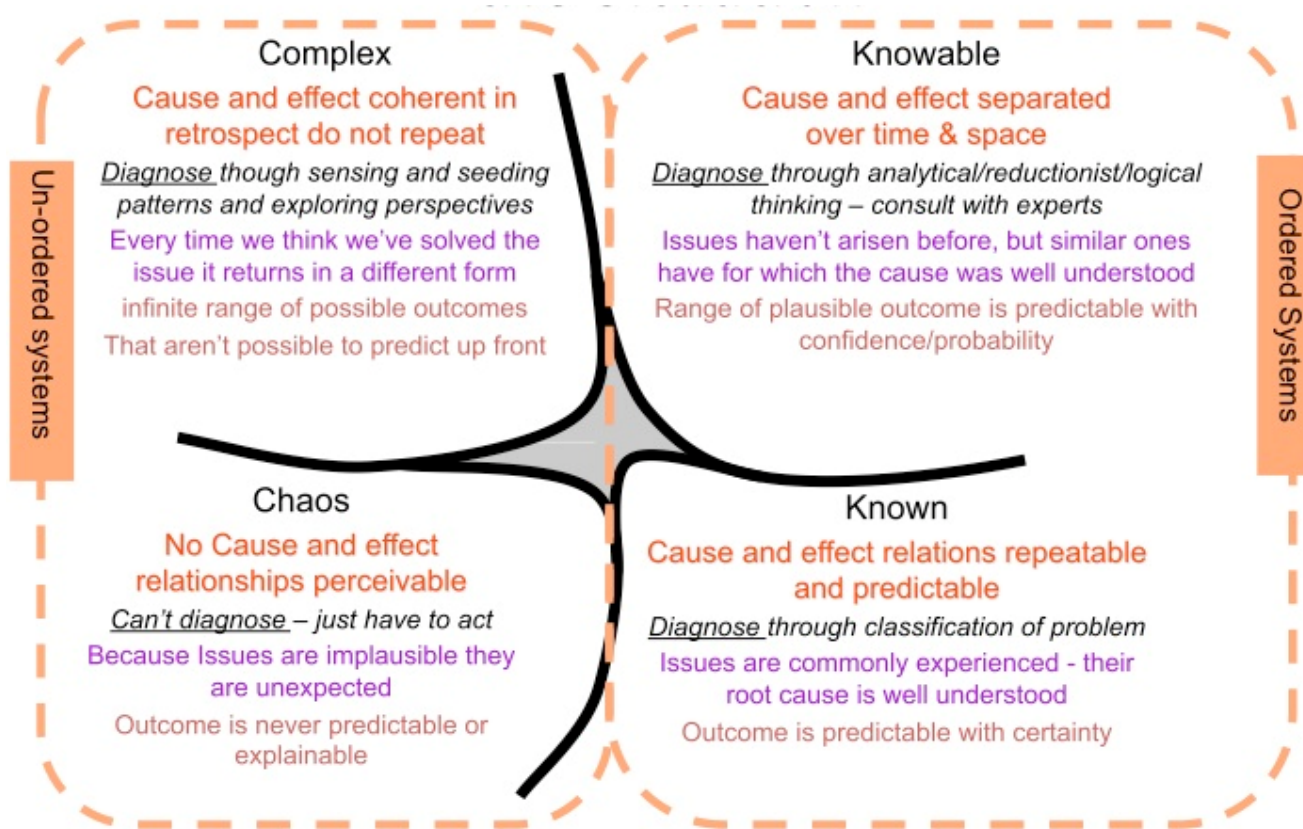
Graphic: David J. Snowden and Mary E. Boone

Simple and complicated contexts

- The ability to assess, categorise, respond (in the pursuit of best practice) or assess, analyse, respond (in the pursuit of good practice) becomes a strategic differentiator.
- Lean thinking, principles and practices apply in such contexts, contributing a wealth of experience to enhance business performance.



The Cynefin model—assessing the situation



Cynefin framework: Dave Snowden

	The context's characteristics	The leader's job	Danger signals	Response to danger signals
Simple	<p>Repeating patterns and consistent events</p> <p>Clear cause-and-effect relationships evident to everyone; right answer exists</p> <p>Known unknowns</p> <p>Fact-based management</p>	<p>Sense, categorise, respond</p> <p>Ensure that proper processes are in place</p> <p>Delegate</p> <p>Use best practices</p> <p>Communicate in clear, direct ways</p> <p>Understand that extensive interactive communication may not be necessary</p>	<p>Complacency and comfort</p> <p>Desire to make complex problems simple</p> <p>Entrained thinking</p> <p>No challenge of received wisdom</p> <p>Overreliance on best practice if context shifts</p>	<p>Create communication channels to challenge orthodoxy</p> <p>Stay connected without micromanaging</p> <p>Don't assume things are simple</p> <p>Recognise both the value and limitations of best practice</p>
Complicated	<p>Expert diagnosis required</p> <p>Cause-and-effect relationships discoverable but not immediately apparent to everyone; more than one right answer possible</p> <p>Known unknowns</p> <p>Fact-based management</p>	<p>Sense, analyse, respond</p> <p>Create panels of experts</p> <p>Listen to conflicting advice</p>	<p>Experts overconfident in their own solutions or in the efficacy of past solutions</p> <p>Analysis paralysis</p> <p>Expert panels</p> <p>Viewpoints of non-experts excluded</p>	<p>Encourage external and internal stakeholders to challenge expert opinions to combat entrained thinking</p> <p>Use experiments and games to force people to think outside the familiar</p>
Complex	<p>Flux and unpredictability</p> <p>No right answers; emergent instructive patterns</p> <p>Unknown unknowns</p> <p>Many competing ideas</p> <p>A need for creative and innovative approaches</p> <p>Pattern-based leadership</p>	<p>Probe, sense, respond</p> <p>Create environments and experiments that allow patterns to emerge</p> <p>Increase levels of interaction and communication</p> <p>Use methods that can help generate ideas; open up discussion (as through large group methods); set barriers; stimulate attractors; encourage dissent and diversity; and manage starting conditions and monitor for emergence</p>	<p>Temptation to fall back into habitual command-and-control mode</p> <p>Temptation to look for facts rather than allowing patterns to emerge</p> <p>Desire for accelerated resolution of problems or exploitation of opportunities</p>	<p>Be patient and allow time for reflection</p> <p>Use approaches that encourage interaction so patterns can emerge</p>
Chaotic	<p>High turbulence</p> <p>No clear cause-and-effect relationships, so no point in looking for right answers</p> <p>Unknowables</p> <p>Many decisions to make and no time to think</p> <p>High tension</p> <p>Pattern based leadership</p>	<p>Act, sense, respond</p> <p>Look for what works instead of seeking right answers</p> <p>Take immediate action to re-establish order (command and control)</p> <p>Provide clear, direct communication</p>	<p>Applying a command-and-control approach longer than needed</p> <p>"Cult of the leader"</p> <p>Missed opportunity for innovation</p> <p>Chaos unabated</p>	<p>Set up mechanisms (such as parallel teams) to take advantage of opportunities afforded by a chaotic environment</p> <p>Encourage advisers to challenge your point of view once the crisis has abated</p> <p>Work to shift the context from chaotic to complex</p>

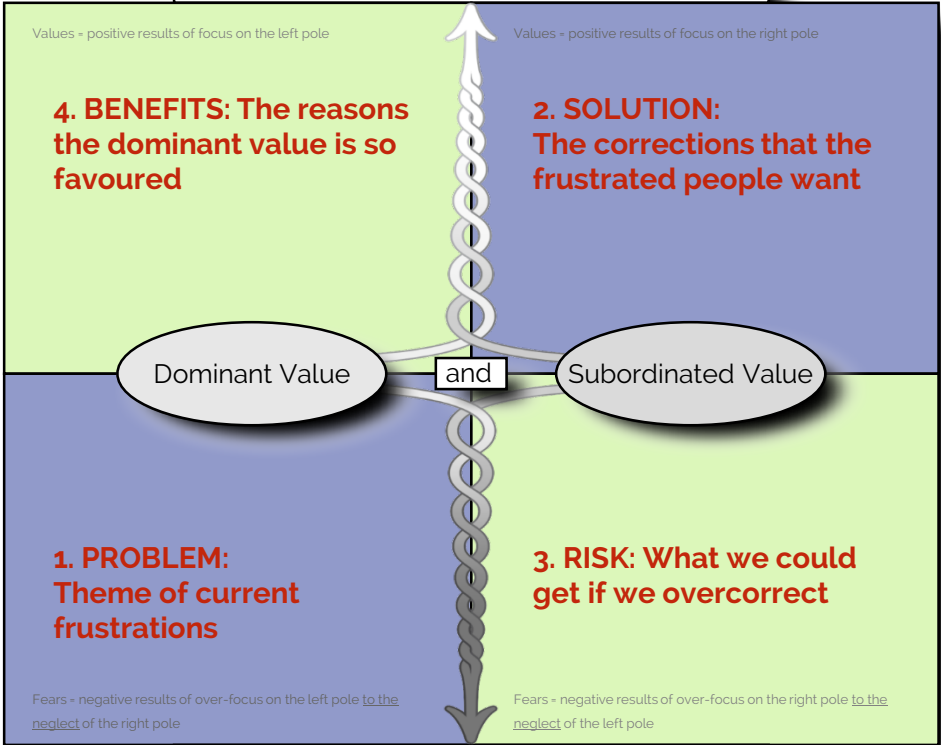


If you can dream it... you can do it.

Walt Disney

Polarity Map

Greater Purpose Statement - why Leverage this dynamic tension?
5. Why pursue upsides?



6. Why avoid downsides?
 Deeper Fear from not seeing and optimising the tension

Action Steps

How will we gain or maintain the positive results from focusing on this left pole? What? Who? By When? Measures?

7. ACTION STEPS: How to retain the current benefits

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this left pole.

9. WARNING SIGNS: How to be warned about getting these downsides

Action Steps

How will we gain or maintain the positive results from focusing on this right pole? What? Who? By When? Measures?

8. ACTION STEPS: How to get the "Solution's" benefits

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this right pole.

10. WARNING SIGNS: How to be warned about getting these downsides

The Polarity Map is based on the work of Dr Barry Johnson of Polarity Partnerships, LLC

Reduce the risk and uncertainty of idea for new and improved value propositions

By identifying hypotheses to test, testing and experimenting.

Strategic change canvas

Accelerate learning to understand value and viability.



Urgency Top 3 drivers, and what needs to change	Target State Strategic pillars, common enablers, etc	Vision Single compelling statement that describes what the "destination" looks like	Communication 2 way path of communication	Change Recipients Who is impacted by the change
<i>Capability of Org to Execute:</i>	Action Key methods used to impl change		<i>Key Behaviours:</i>	
Required Investments Constraints around time, cost, and effort Commitment from recipients, leaders, and change agents		Wins Moral Performance Capability		

Metrics that matter

- **Lead time**: How long work takes to travel across the board (and get from start to finish). The clock starts when a card is pulled onto the board and stops when an offer is accepted or hire is complete (done).
- **Total WIP**: Measure (count) anything that's been started by anyone on the team (but not completed within the week).
- **Blockers**: Signals an unfinished dependence. Track how often items are blocked. How long do they stay blocked? Where in the process do blockers happen? In each daily stand-up add "1" to the blocked days and note where the block started.

Continued over...

Metrics that matter (cont'd)

- **Throughput**: Count number of items completed per week. Track this number from week to week to see how changes you make in your Kanban system affect how much total work actually gets done by the team.
- **Customer satisfaction**: Explore variations of net promoter score.
- **Team morale and engagement**: Explore ways to measure and track over time.

As you master these measures, you can start to track cost of value, time to value and productivity.

Use, monitor, adapt and improve by measuring and managing flow

At each weekly retrospective, measure:

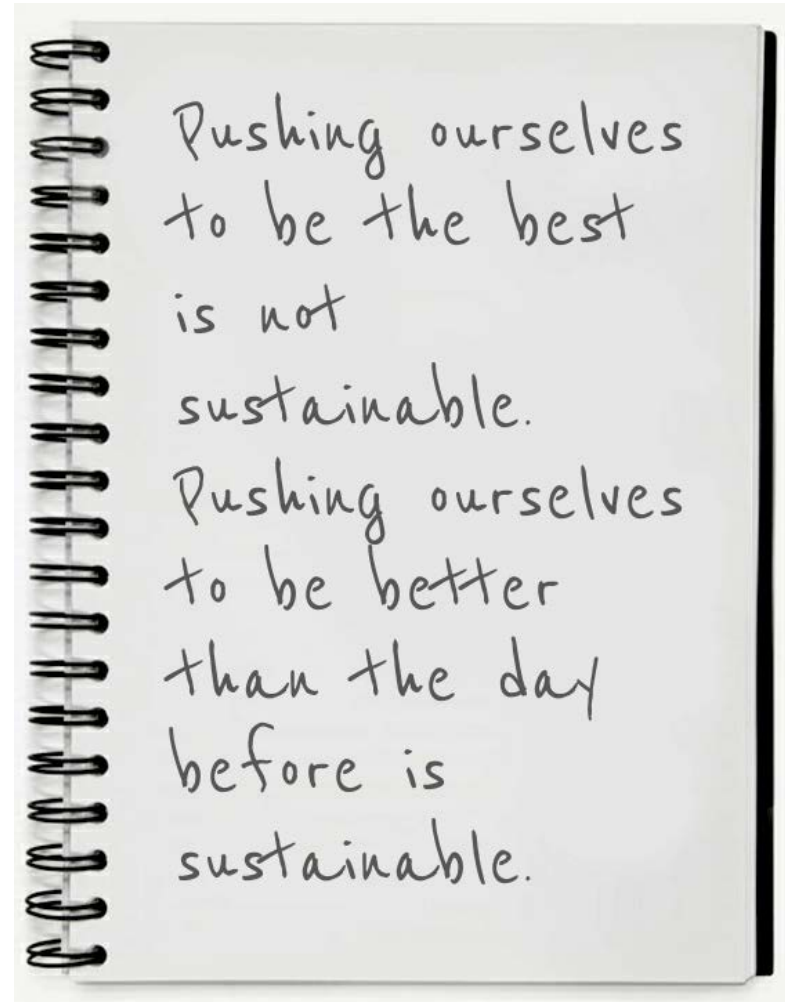
1. Value throughput: the amount of value delivered this week (cards).
2. Lead time for each card (start date and completed date).
3. Average lead time for this week (across all cards).
4. Cards completed with > 0 blocked days.
5. Total blocked days.
6. A list of places where cards were blocked.
7. Customer delight.
8. Team engagement and morale.
9. Improved capacity and learning.
10. Quality.
11. Cost.

**Practice.
Practice.
Practice.**

Creating a learning organisation

Note to Self:

Everyday reflect on how I'm better today than I was yesterday.



A learning organisation

- Creates its own future.
- Assumes learning is an ongoing and creative process for its members.
- Develops, adapts and transforms itself in response to the needs and aspirations of people, both inside and outside itself.
- Allows people at all levels, individually and collectively, to continually increasing their capacity to produce results they really care about.

Creating a learning organisation

- **Personal mastery:** States Senge, “Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively.” (p. 7) He offers that an organisation’s learning can only be as great as that of each of its individual members. Consequently, personal mastery and the desire for continuous learning integrated deeply in the belief system of each person is critical for competitive advantage in the future.
- **Mental models:** These are the deeply held pictures each of us holds in our mind about how the world, work, our families, and so on work. Mental models influence our vision of how things happen at work, why things happen at work, and what we are able to do about them.

Creating a learning organisation

- **Building shared vision:** By shared vision, Senge is referring to a process in which the original vision for an organisation, probably determined by the leader, is translated into shared pictures around which the rest of the organisation finds meaning, direction, and reasons for existing.
- **Team learning:** Senge finds that “teams, not individuals, are the fundamental learning unit in modern organisations.” (p. 10) It is the dialogue among the members of the team which results in stretching the ability of the organisation to grow and develop.

Five leadership skills that foster learning

- Developing intellectual curiosity—What do you find intriguing? What can you learn from others' views?
- Asking open questions. Can you ask others truly open (not leading) questions, without trying to make a point?
- Maintaining non-defensive reactions. When someone disagrees or criticises, do you seek more data and reflect on it, rather than defend your position or yourself, or attack?
- Examining assumptions. Do you make your assumptions explicit, examine them to see if they're valid, and invite others to do the same?
- “Slow down the game.” High performing athletes do this. It helps them see the ball, the playing field, the competition. When you're feeling pressed with too many demands, do you know how to focus on the “vital few” that really matter? Can you slow down your game? Simplify?



Continuous learning

Creating knowledge through the transformation of experience.

At the heart of a learning organisation lies the belief that enormous human potential lies locked and undeveloped in our organisations.



In the long run, the only sustainable source of competitive advantage is your organisation's ability to learn faster than your competition.

Peter Senge

Real learning

- Is not limited to understanding what is necessary to survive (“adaptive learning”), but includes “generative learning” or learning that expands an individual’s capacity to create the results they truly desire.
- Is complex.
- Involves four different activities:
 1. Thinking.
 2. Communicating.
 3. Cooperating.
 4. Reflecting.
- Generates knowledge.

Business agility skills that foster learning

- Developing intellectual curiosity—What do you find intriguing? What can you learn from others' views?
- Asking open questions. Can you ask others truly open (not leading) questions, without trying to make a point?
- Maintaining non-defensive reactions. When someone disagrees or criticises, do you seek more data and reflect on it, rather than defend your position or yourself, or attack?
- Examining assumptions. Do you make your assumptions explicit, examine them to see if they're valid, and invite others to do the same?
- “Slow down the game.” When you're feeling pressed with too many demands, do you know how to focus on the “vital few” that really matter? Can you slow down your game?

Learning tool: Retrospective

1. **Set the stage:** create a good environment for the work.
2. **Gather data:** collect/present data to be examined.
3. **Generate insights:** mine the data for learning.
4. **Decide what to do:** prioritise possibilities, identify actions.
5. **Close the retrospective:** document experience; plan for follow-up.





Regardless of what we discover, we must understand and truly believe that everyone did the best job he or she could, given what was known at the time, his or her skills and abilities, the resources available, and the situation at hand.

***Project Retrospectives: A Handbook for Team Reviews* by Norm Kerth**



Transforming: Creating a learning organisation

Creating knowledge through the transformation of experience.

A learning enterprise...

- Catalyst style of leadership.
- Continuous learning, improvement and innovation from experiments.
- Fosters trust, safety, transparency and open communication.
- Governance and rewards based on measureable value and adaptation.
- Aligned, empowered employees seek and develop mastery in new skills, competencies, experiences and driven to making a difference everyday to delight customers... to our organisation's competitive advantage.

Our IQ impacts our ability to learn.



Emotions are a problem and block our ability to learn.



When we're really learning we feel confident, successful and clear.



Sleep, play and meditation are important learning tools.

We all learn the same: learning is learning.



Learning changes our brain.



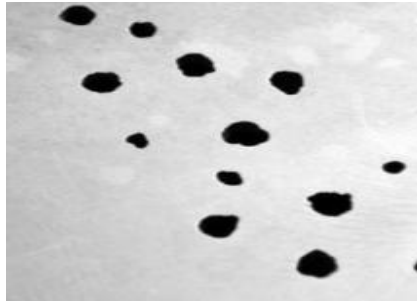
New knowledge
drives continuous
process &
performance
change



Ability to anticipate
and adapt in real-
time



Delight the
Customer



Accelerate product
& process
innovation

Increase
commitment,
engagement,
potential &
creativity



Do Less
And Use Time
Differently



Why is building a learning organisation so difficult?

#1 Reason: Safety.

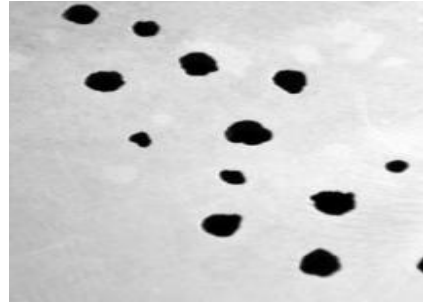
FEAR



No time



Distrust



Responsibility

Blocks and
inability to
unlearn

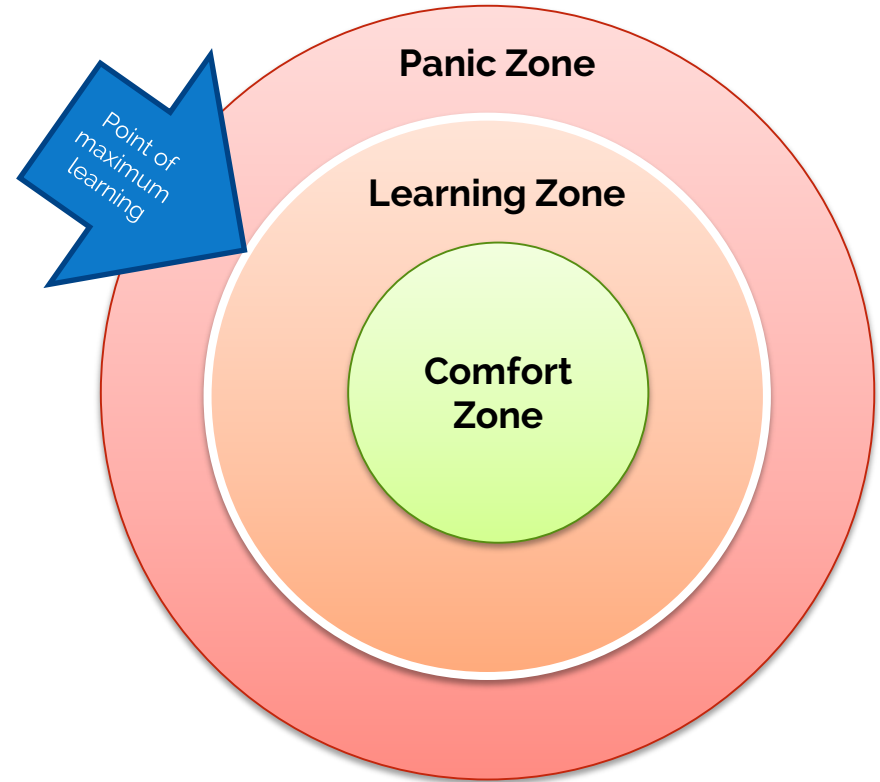


Energy



Learning amplifiers

- Opportunities to practice new learnings
- Immersion experiences
- Experimentation
- Time for reflection
- Energy
- Time for cultivating imagination
- Opportunities for exploration
- Challenges
- Safety to fail



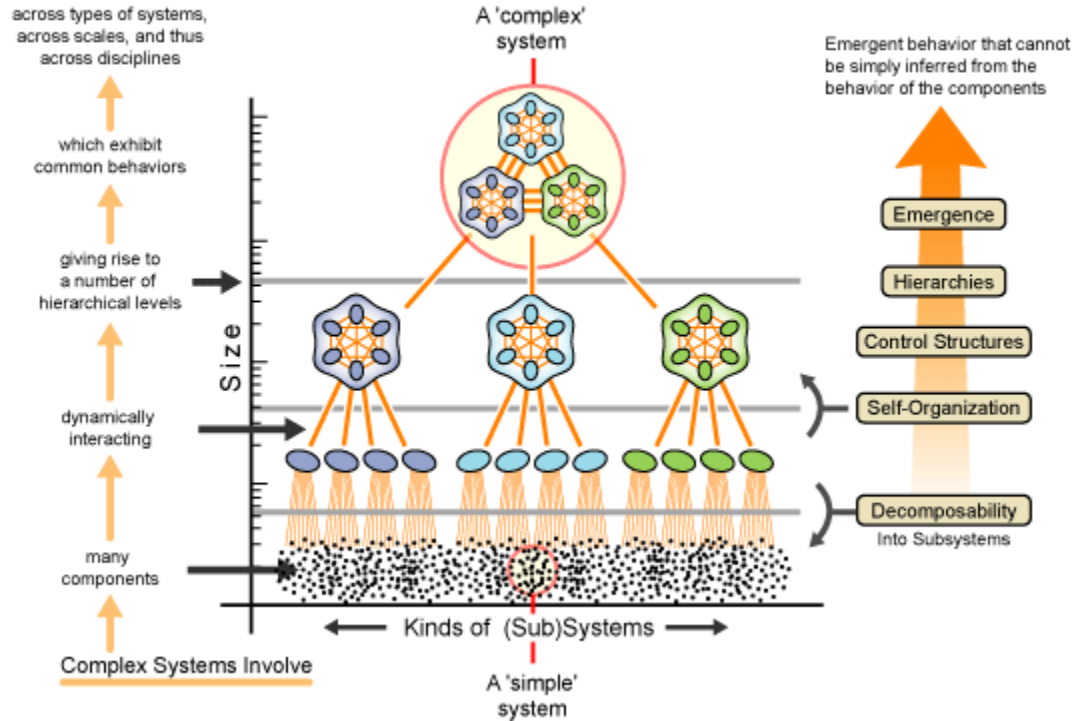
Management vs. signatures

- Over-informing.
- My way (not invented here, too cool for school).
- Criticise everything and everyone else.
- False positive (nice speak).
- False consensus.
- Caste systems (labelling).
- Moving forward into our past.
- Turf wars and territoriality.
- Command and control.
- Activity mania: badge of honour is being too busy to think.
- Hero worship.
- Silver bullets.
- Narcissistic competitiveness: we're so fond of winning we sabotage and take credit for others work.
- Adrenaline addiction: create crisis.
- Engineering to a fault: we prefer reacting to symptoms than fixing the root cause.
- Authority ambiguity: not sure who has ultimate accountability so no one does.
- All things to all people: our energy is distracted by any new idea that comes up and not anchored on priorities or strategy.
- Flavour of the month.
- Sheep dipping change resulting in change fatigue and overload.
- Disjointed action: can't see the big picture and how our work fits with the vision and strategy.
- Obedience: Do what we're told—even when we know it's wrong or going to cause problems downstream.
- Process mania: so constrained by process, nothing can change and decisions and learning are blocked.
- What over why: no double loop learning.
- Kill the messenger.
- Glacial response: Decisions are so slow why bother?
- No good deed goes unpunished.
- Brutal pessimism and conditioned helplessness.

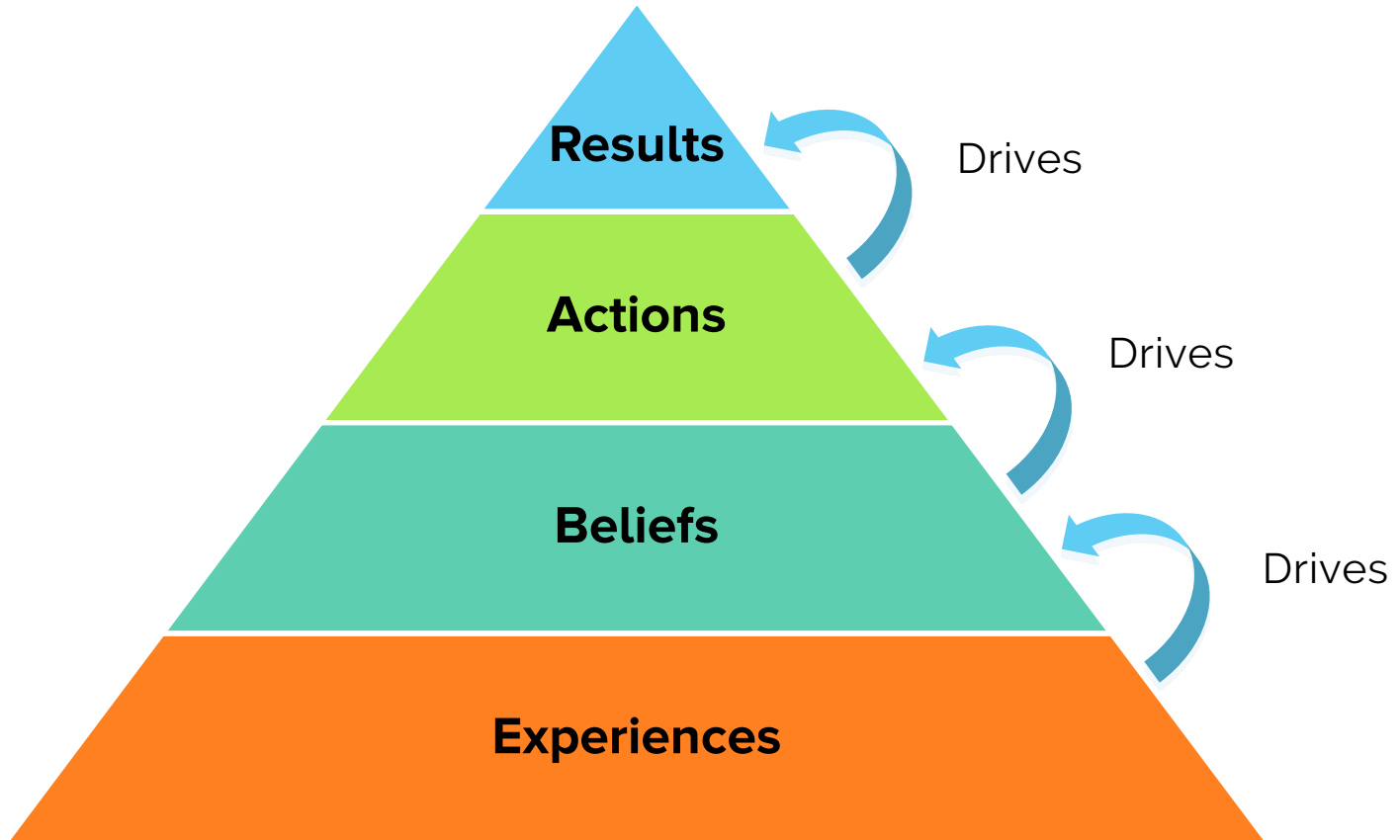
Ideas to embed AL development in your job

1. Create time and space to learn and create new knowledge.
2. Build new relationships.
3. Create COP's and meetups with colleagues who share a common interest.
4. Take time to plan and review your day with clear intentions and honest assessment of outcomes.
5. Create a personal learning journal.
6. Find a mentor.
7. Create a coaching circle.
8. Create new feedback mechanisms for yourself.
9. Restructure your job.
10. Co-create new job opportunities.
11. Network.
12. Practice 70/20/10.
13. Create a learning lab.
14. Invite guest speakers.
15. Develop a talent exchange program.

Characteristics of Complex Systems



To effect change, change experience first



Thoughts to step into your leadership courage

- I create an environment for myself that encourages invention and taking a chance.
- I make rapid decisions for myself, and I stand behind my decisions and the decisions of my team.
- I demonstrate the continuous ability to [step out of my comfort zone](#) and test new skills and behaviours.
- I realistically appraise my mental models, [strengths](#) and [weaknesses](#) without my ego getting in the way.

Adaptive Leadership starts at the edge of your comfort zone

- **Be smart and challenge yourself.**
- **Be fearless and challenge the vision.**
- **Be daring and challenge the organisation.**
- **Be heroic and challenge the stakeholders.**
- **Be innovative and challenge best practices.**
- **Be strong and challenge the culture.**
- **Be bold and challenge the talent.**
- Every improvement comes with stepping out of your comfort zone.
- **Lead from within:** Leaders who lead beyond their comfort zone take stands. They take responsibility. They seize opportunities to make things better. They challenge things to make improvements. They take risks to regulate tension and create change.

Adaptive Leadership activities

- Identify the adaptive challenge
- Think politically
- Orchestrate the conflict
- Discipline attention
- Develop responsibility
- Regulate disequilibrium
- Infuse the work with meaning

Principles for navigating the future

1. Resilience **over** Strength
2. Pull **over** Push
3. Risk **over** Safety
4. System **over** Objects
5. Compass **over** Map
6. Practice **over** Theory
7. Emergence **over** Authority
8. Disobedience **over** Compliance
9. Learning **over** Education

Appreciations to Joi Ito (MIT Media Lab) & Bruce Sterling

Keep learning to keep winning

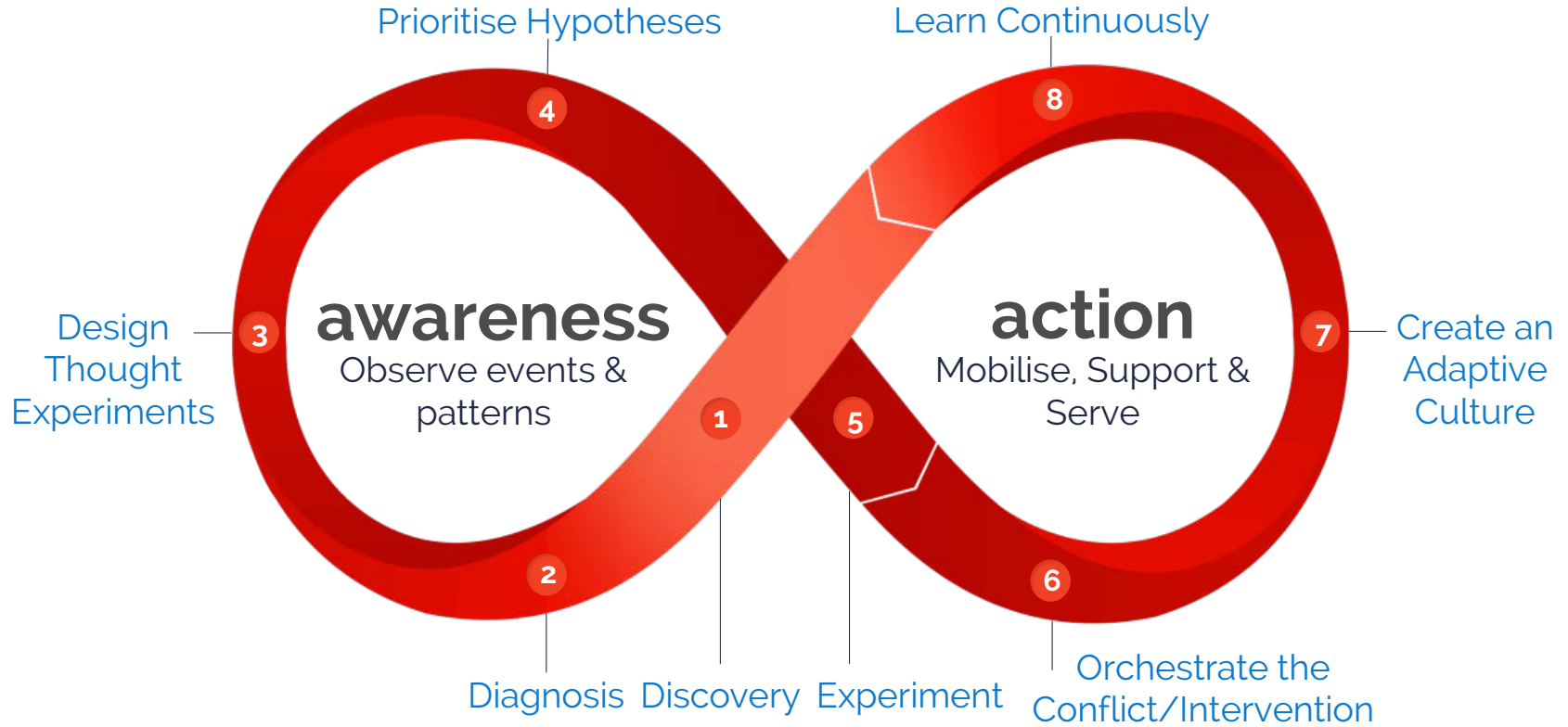




You have set sail on another ocean without star or compass going where the argument leads shattering the certainties of centuries.

Janet Kalven, "Respectable Outlaw"

Adaptive Leadership iteration





It turns out that stories are the leadership answer of our time.

Tom Peters



Why?

- How do you feel when you hear the word “story”?

Everything that exists right now

The adjacent possible



Stories and story work

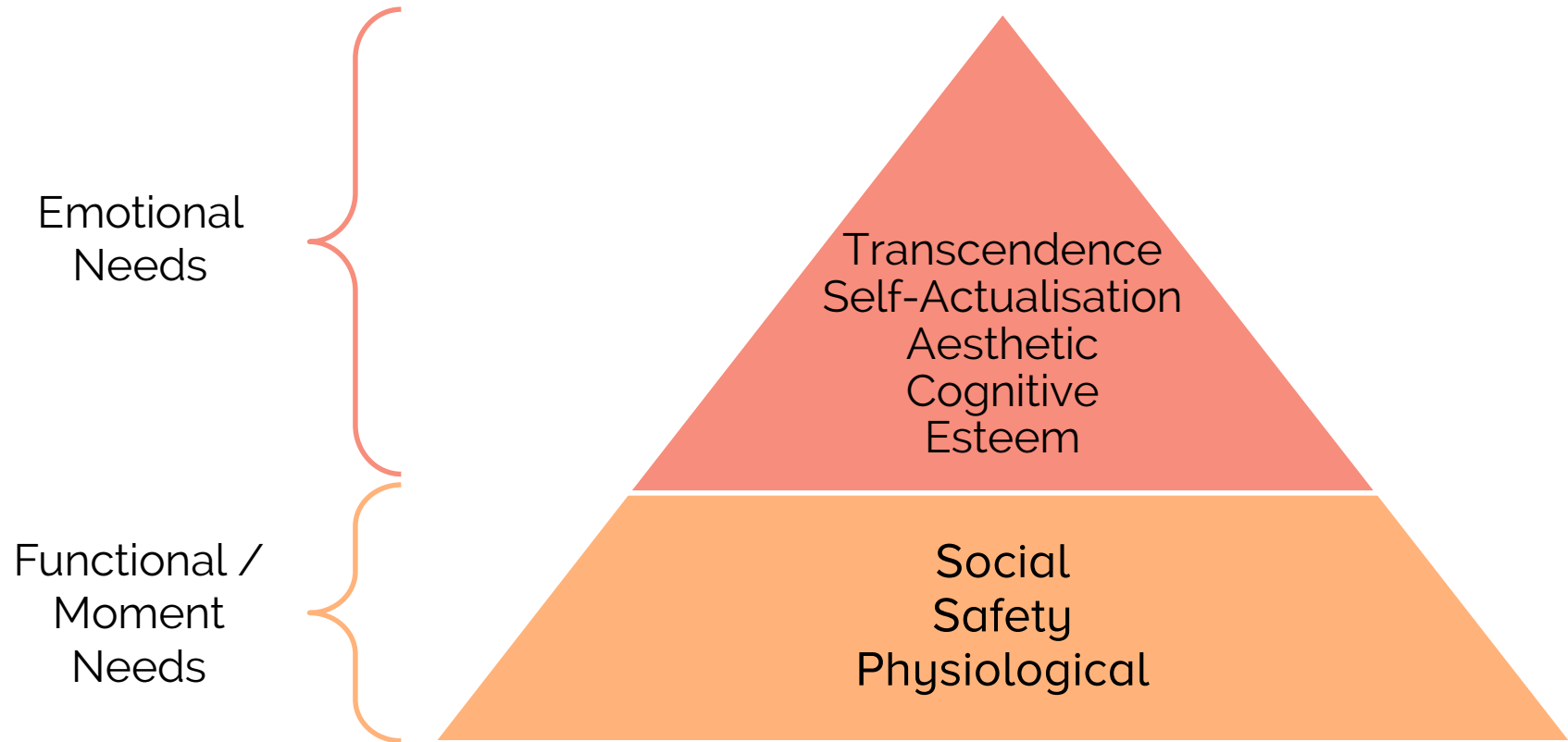
- **Creating your leadership story.** One of the most powerful ways for leaders to see how you lead, understand the reasons you lead as you do, and make significant improvements in your leadership effectiveness, is through understanding and learning to work with your story and describe the working hypotheses that can help guide you on your journey.
- **Premises underlying story work:**
 1. We each have a few core, systemic stories.
 2. We formed the basic structure of our stories—plot lines, character structure, and roles we tend to play—since our the first system.
 3. Our systemic as a system and being aware of how it influences your leadership behaviour, and learning to work with it, is vital for you as an adaptive leader.



A leader is most effective when people barely know he exists. When his work is done, his aim fulfilled, his troops will feel they did it themselves.

Lao Tzu

Maslow's hierarchy of needs





Writing or reviewing your mission statement changes you because it forces you to think through your priorities deeply, carefully, and to align your behaviour with your beliefs.

Stephen Covey

[7 Habits of Highly Effective People](#)

Building a personal brand

- What would I do if I knew I could not fail?
- Set realistic goals and work toward them with an authentic and consistent approach that leverages your unique strengths and abilities.
- Be clear about the unique value you bring (your brand statement).
- Develop your elevator pitch—and execute on it every day (being adaptive).

What I care about?

1



2



3



I'm good at...

1



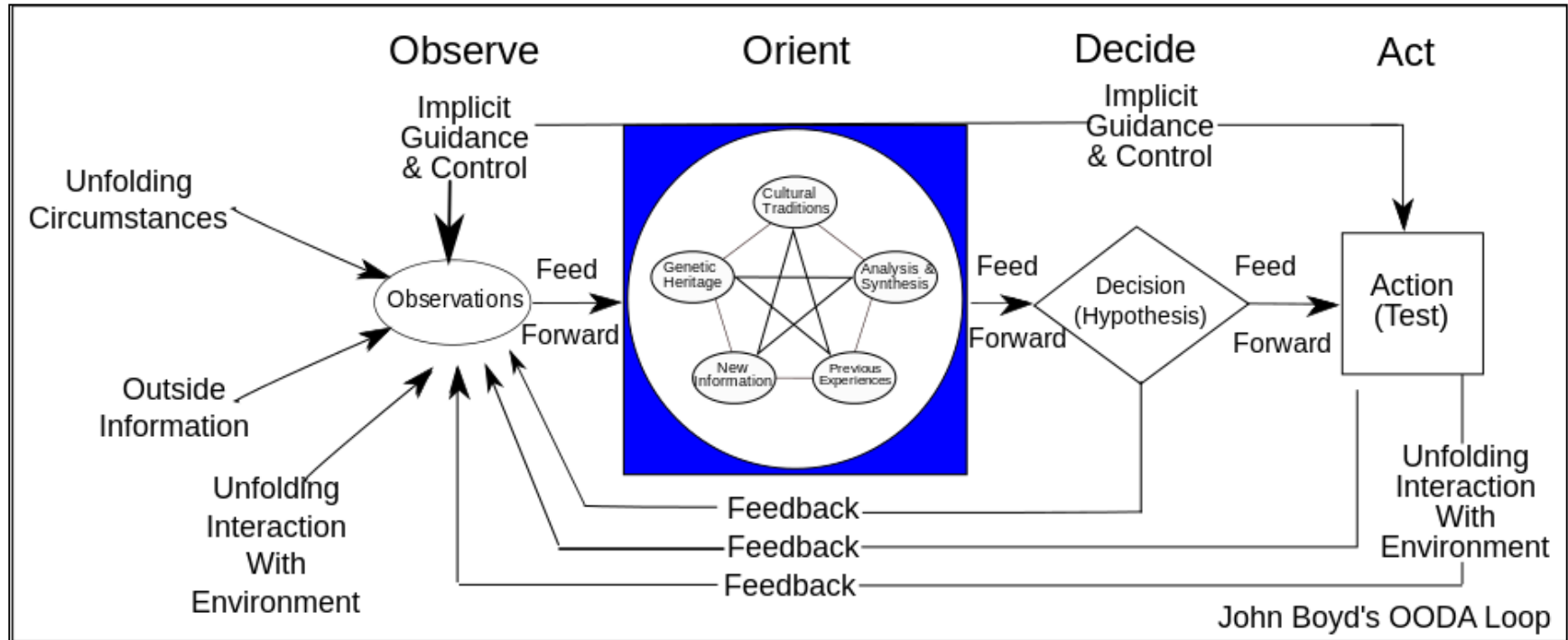
2



3



Adaptive Leadership OODA loop



40 Best practices for an empowered enterprise

1. Leaders are open to “bad news”.
2. Asking questions is encouraged (high performance).
3. Decision-making processes are clearly defined throughout the company.
4. Employees are frequently given tasks or projects beyond their current knowledge and skills set to stretch them developmentally.
5. Employees have influence over which job tasks are assigned to them.
6. Org values and rewards employees who learn new knowledge and skills.
7. Org values mistakes and failures as learning opportunities—and provides structured opportunities for reflecting and retrospecting.
8. Org believes that learning new knowledge and skills is valuable.
9. Employees perceive that learning and dev opportunities are of high value.
10. Employees take active responsibility for their own personal development.
11. Customers are regularly interviewed and surveyed.
12. Risk taking is rewarded among managers and leaders.
13. Employees are engaged and committed to the organisation’s goals.
14. Stories about org history are frequently shared at company events/materials.
15. Individuals who initiate projects or solutions by themselves are rewarded.
16. New company innovations and solutions are widely shared and promoted.
17. Employees consider it part of their jobs to help each other learn.
18. Collaboration is common and regarded as an important method for learning.
19. Organizational core values and beliefs that truly govern actions.
20. Most employees can explain core values and beliefs.

(Bersin & Associates)

40 Best practices for an empowered enterprise cont.

21. Org demonstrates that knowledge can be shared without political risk.
 22. Employees generally feel safe in the work environment.
 23. Leaders frequently participate in training programs re: their development.
 24. Most employees have career development plans.
 25. Employee innovation programs encourage new ideas at all levels.
 26. Employees frequently identify new ways to carry out business tasks based on current circumstances vs. following established precedents.
 27. Authority is loosely controlled; few decisions have to be signed-off.
 28. Organization processes are designed to be as open as possible; employees can easily see how processes work and which employees are involved.
 29. The organisation encourages taking time to analyse and reflect.
 30. Employees know what learning and or developmental opportunities are available to them and where to find them.
 31. The learning and development department regularly re-evaluates its learning offerings and spending decisions and reallocates resources accordingly.
 32. The organisation prefers hiring from within to fill job openings.
 33. The organisation recognises the difference between best efforts which yield poor results and poor efforts which yield poor results.
 34. Employee actions and behaviours result in appropriate positive or negative consequences.
 35. The organisation regularly surveys employee opinions; feedback is freely communicated and quickly acted upon.
 36. Customer ideas and solutions are communicated within the company regularly.
 37. Executives take a personal interest in the capabilities of teams and individuals.
 38. The organisation discusses the company's culture and potential fit as part of the hiring process.
 39. Employees willingly give and receive feedback to each other.
 40. Learning and development executives and professionals are rotated in and out of the training-specific jobs.
- ...others that you would recommend?

(Bersin & Associates)



Awareness _____ See

- Why is this important?
- What information do you need to be fully engaged and energized to contribute to improving?

Awareness Questions

1. What would it take to create energy for change around this issue?
2. What question, if answered, could make the most difference to the future of this situation?
3. What's important here? What's possible? Who is impacted?
4. What needs our immediate attention?

Current Condition _____ See

1. How do things work today? What do we know so far?
2. What do we still need to learn? What assumptions do we need to challenge?
3. What are the possibilities now?
4. Baseline Metrics?

Assessment Questions

5. Is the current condition clear and accurately visible?
6. How could the most relevant condition be even clearer?
7. What's taking shape? What new connections are you making?
8. What's missing? What is it we're not seeing? What do we need more clarity about?
9. What's the next level of thinking we need to do?
10. Are the facts of the situation clear, or are these just observations and opinions?
11. Have we sufficiently quantified customer and business value?
12. If there is one thing you need to know to reach a deeper level of understanding/clarity, what would that be?

Goal/ Future State _____ Explore

- If our success was guaranteed, what bold outcomes would we achieve?

- How will we measure our success?
- What steps might we take ?
- What challenges might come our way and how might we meet them

Discovery Questions

- What conversation can we start today, might ripple out in a way that creates new possibilities for the future?
- How can we support each other in taking the next step? (Create KANBAN backlog)
- What unique contributions can we each make?
- What commitments can we make? By who, how much and when?

Contributing Factors _____ Explore

- What's been our major learning, insight, and discovery so far
- What is contributing to the current conditions?
- What's the next level of thinking we need to do?
- What can we do to make the biggest difference/Impact?

Assessment Questions

1. Is our understanding comprehensive at a broad level?
2. Do we have sufficient detail and probe deeply enough on the right issues?
3. Have we heard from everyone? Leveraged five-whys thinking?
4. What might we be missing? (human, machine, material, method, environment, measurement, and so on?)
5. Are we aligned in implementing countermeasures and current level of reasoning?

Review Political Landscape Questions on the next page

Benefits Realization Learn

- Review of results of each experiment (planned vs. actual outcomes).
- Understand how the system now behaves with the planned countermeasures in place?
- What additional information is necessary to implement? Pivot?

Questions

1. How will we measure the effectiveness of the countermeasures?
2. Does the result align with the previous goal and planned outcomes?
3. Has system performance aligned with the goal?

Learning (Actions) Learn

- What have we learned? How will share these learnings?
- In the light of the learning, what should be done?
- How might we amplify these learnings to the way we work?
- What do we need to learn next?

Questions

1. What is necessary to sustain the benefits?
2. What else might be accomplished?
3. Who else in the organization might benefit from this knowledge?
4. How will this knowledge be shared and amplified?
5. What has most contributed to our learning and new understanding?
6. What difference were you able to make? Most valued?
7. What might be the next breakthrough achievement?

Political Landscape: Identify web of Stakeholders. For each, discover:

1. What is their stake in the adaptive challenge
2. Their desired outcomes
3. Level of engagement
4. Degree of power and influence
5. Values: commitments and beliefs guiding decision making

6. Loyalties and obligations
7. Losses at risk (fear of losing if things change)
8. Hidden alliances



Robust dialogue and fierce conversations

Confrontation model to avoid waste—continuously.

The importance of robust dialogue

- You can't have a learning culture without robust dialogue:
 - Open minds (vs. preconceptions or private agendas).
 - Being open to new (and possibly conflicting) information.
 - Actively listening to all sides of a debate.
 - Expressing honest and real opinions.
 - Being open to choosing the best alternatives.
 - Fearlessness re: upset the power players or disrupt harmony.
- Open, invites questions, encourages spontaneity and critical thinking.
- Gets the truth out.
- Ends with closure. Everyone commits in an open forum; and holds themselves accountable for the outcomes.

Grounding

The first conversation to have is with **yourself**:

- What is the issue?
- Why is it bothering you? What gets you “hooked”?
- What are your assumptions?
- What emotions are attached to the situation?
- What is your purpose in having the conversation? How will you start it?
- What will happen if have this conversation? What will happen if you don't?

Fierce conversation practice activity

- **Step 1:** Identify your most pressing issue.
- **Step 2:** Clarify—what is going on? How long has this been going on? How bad are things?
- **Step 3:** Determine the current impact. How is this issue currently impacting me? What results are currently being produced for me by this situation? How is this issue currently impacting others? What results are currently being produced for them by this situation? When I consider the impact on myself and others, what are my emotions.
- **Step 4:** Determine future implications. If nothing changes, what's likely to happen? What's at stake for me relative to this issue? What's at stake for others? When I consider these possible outcomes, what are my emotions?

Continued over...

Practice activity (cont'd)

- **Step 5:** Examine your personal contribution to this issue. What is my contribution to this issue? How have I contributed to the problem
- **Step 6:** Describe the ideal outcome. When this issue is resolved, what difference will that make? What results will I enjoy? When this issue is resolved, what results will others enjoy? When I imagine this resolution, what are my emotions?
- **Step 7:** Commit to action. What is the most potent step I could take to move this issue toward resolution?
- What's going to attempt to get in my way, and how will I get past it?
- When will I take this step?

Tools

Create a safe space:

- Listen. Seek first to understand.
- State your point of view *and* be open to other POV's (Yes/And).
- Recognise your story.



Fierce accountability

A desire to take responsibility for results; a bias toward solution, action. An attitude; a personal, private non-negotiable choice about how to live one's life.

Do it—mineral rights conversation

- Identify the issue.
- Clarify the issue.
- Determine current impact.
- Determine future implication.
- Examine personal contributions.
- Describe the ideal outcome.
- Commit to action.

Personal action plan

1. Have fierce conversation with yourself.
2. Tell the truth, tell the truth, tell the truth.
3. Find someone to support you in modelling accountability.
4. Get specific about your career aspirations.
5. Have your boss advocate for you.
6. Add names and topics to your “Conversations I need to have” list and then have them.

Contract with myself

- During this fierce conversation with myself, I've identified an important step to take to begin to resolve this issue. I have chosen the date by which I will take this step.
- There will be other steps, perhaps many of them. This is the first. I commit to starting it:

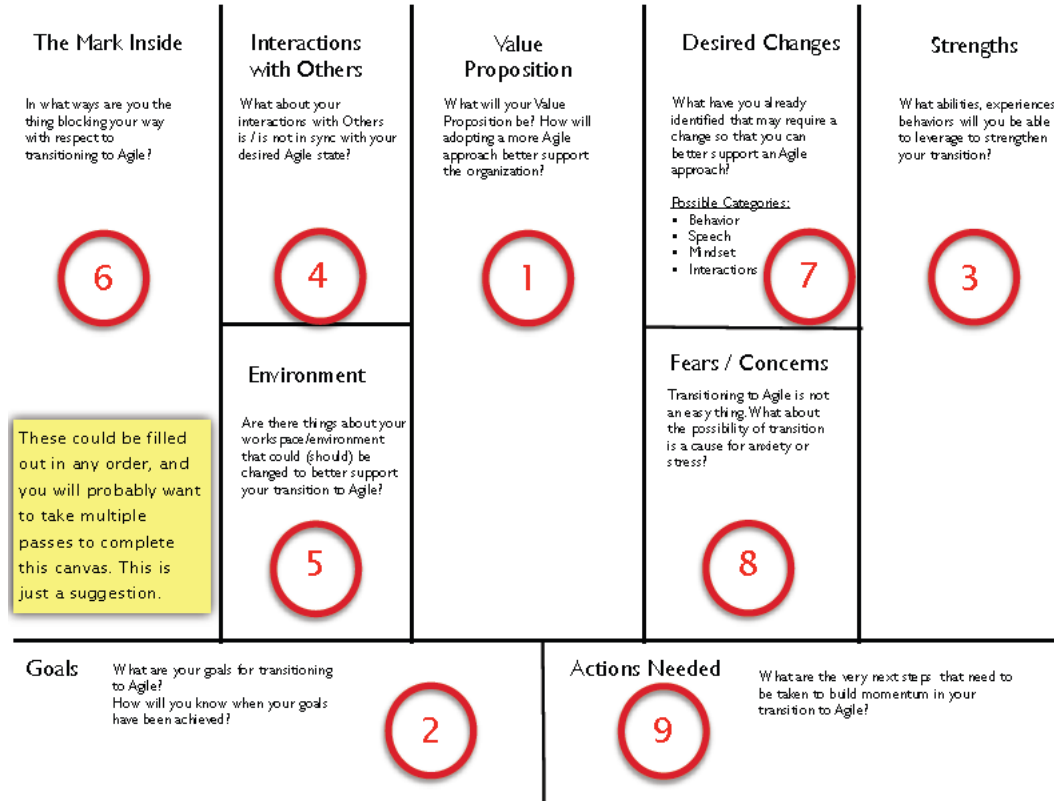
Action:

Today's date:

Personal agility canvas



Personal agility canvas



Learning outcomes

- How can we understand and expand your Adaptive Leadership behaviours.
- How will we find time to practice new tools to lead and mobilise change to create a sustainable future.
- Techniques to develop a deeper understanding of how to make progress on your most vexing challenges.
- Awareness of key adaptations and capabilities needed to create future competitive advantage.
- Develop an action plan to tackle your most pressing challenges and develop your Adaptive Leadership capabilities.
- Backlog of ideas on how to maintain commitment and energy in the face of resistance.
- Recognise frameworks that set you up to fail and how to reframe them to:
 - Make rapid clear decisions.
 - Adapt with confidence when unexpected problems arise.
 - Recognise when problems are adaptive vs technical and how to solve each.
- Steps to create an environment where everyone can achieve their full potential.

Adaptive Leadership tools

- Complexity: Cynefin.
- Perspective: High performance questions to zoom in and zoom out.
- Appreciative inquiry to frame and reframe perspective.
- High performance questions, creating space and timeboxing.
- Presencing to suspend disbelief and voice of judgment.
- Balcony, GEMBA walks, assess reality from multiple angles and perspectives.
- Reframing: NLP, OODA loops and ladders of inference to expand mental models .
- Expand field of vision and avoid blind spots.
- Expand awareness of patterns and polarity management.
- SenseMaking: Apply my whole self, all senses.
- Collaboration, Storytelling, candour and transparency - help each other (diversity of perspectives; wisdom of the crowd).
- Practice: "What haven't I noticed lately?"; 5 minutes 50 questions; timebox; iterate.
- Journaling, reflecting, mindfulness, fierce conversations, pull vs. push, start with "why?".
- Polarity management and making the invisible visible (*fear, value, change, future*).
- Neuroscience and quantum thinking, vulnerability, SCARF.
- Leadership agility and leading change.

U Journaling practice questions (1 of 5)

- 1. Challenges:** Look at yourself from outside as if you were another person: What are the 3 or 4 most important challenges or tasks that your life (work and non-work) currently presents?
- 2. Self:** Write down 3 or 4 important facts about yourself. What are the important accomplishments you have achieved or competencies you have developed in your life (examples: raising children; finishing your education; being a good listener)?
- 3. Emerging Self:** What 3 or 4 important aspirations, areas of interest, or undeveloped talents would you like to place more focus on in your future journey (examples: writing a novel or poems; starting a social movement; taking your current work to a new level)?
- 4. Frustration:** What about your current work and/or personal life frustrates you the most.
- 5. Energy:** What are your most vital sources of energy? What do you love?

U Journaling practice questions (2 of 5)

6. **Inner resistance:** What is holding you back? Describe 2 or 3 recent situations where you noticed one of the following three voices kicking in, which prevented you from exploring the situation you were in more deeply:
- **Voice of Judgment:** shutting down your open mind (downloading instead of inquiring)
 - **Voice of Cynicism:** shutting down your open heart (disconnecting instead of relating)
 - **Voice of Fear:** shutting down your open will (holding on to the past or the present instead of letting go)
7. Over the past couple of days and weeks, what new aspects of yourself have you noticed? What new questions and themes are occurring to you now

U Journaling practice questions (3 of 5)

8. **Your community:** Who makes up your community, and what are their highest hopes in regard to your future journey? Choose three people with different perspectives on your life and explore their hopes for your future (examples: your family; your friends). What might they hope for if they were looking at your future through their eyes?
9. **Helicopter:** Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do in this stage of your professional and personal journey?
10. **Helicopter II:** Watch your community/organisation/collective movement from above: what are you trying to do collectively in the present stage of your collective journey?
11. **Footprint:** Imagine you could fast-forward to the very last moments of your life, when it is time for you to pass on. Now look back on your life's journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet? What would you want to be remembered for by the people who live on after you?

U Journaling practice questions (4 of 5)

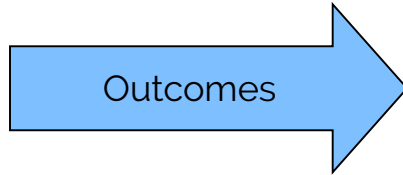
12. **Help:** From that (future) place, look back at your current situation as if you were looking at a different person. Now try to empathise with and help that other person from the viewpoint of your highest future Self. What advice would you give? Empathise, and sense, what the advice is—and then write it down.
13. **Intention:** Now return again to the present and crystallise what it is that you want to create: your vision and intention for the next 3-5 years. What vision and intention do you have for yourself and your work? What are some essential core elements of the future that you want to create in your personal, professional, and social life? Describe as concretely as possible the images and elements that occur to you.
14. **Letting go:** What would you have to let go of in order to bring your vision into reality? What is the old stuff that must die? What is the old skin (behaviours, thought processes, etc.) that you need to shed?

U Journaling practice questions (5 of 5)

15. **Seeds:** What in your current life or context provides the seeds for the future that you want to create? Where do you see your future beginning?
16. **Prototyping:** Over the next three months, if you were to prototype a microcosm of the future in which you could discover “the new” by doing something, what would that prototype look like?
17. **People:** Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?
18. **Action:** If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next 3 to 4 days?

U Journaling practice

Purpose and outcomes.



To connect to a deeper level of self-knowing, and to begin acting from that place.

1. A heightened level of self-knowing.
2. A shift in the state of attention (consciousness) of the group to a deeper level.
3. A new awareness and new questions about who I am and what I want do with the rest of my life.

Workshop retrospective



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