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

1. Diagnose
2. Discovery
3. Design Thought Experiments
4. Prioritise Hypotheses
5. Experiment
6. Orchestrating the Conflict/Intervention
7. Create an Adaptive Culture
8. Learn Continuously

awareness
Observe events & patterns

action
Mobilise, Support & Serve
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

predictions → experiments

data collection → pattern recognition

execution from the top down → Execution by the whole

Adaptive Strategy

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Facilitating change: a reflective assessment

1. Current audiences & change issues I facilitate
   __________________     _______________
   __________________     _______________
   __________________     _______________
   __________________     _______________

2. Three beliefs I have about successful change
   __________________
   __________________
   __________________
   __________________

3. Pest or obstacles?
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

4. What gives me energy & keeps me going?
   __________________
   __________________
   __________________
   __________________

5. Supporters & “coaches”
   Feedback:
   __________________
   __________________
   __________________
   __________________

6. Critics
   Feedback:
   __________________
   __________________
   __________________
   __________________

7. My immediate next steps
   __________________________________________________________
Paths and curves
OPTIONS

INSIGHTS
(START HERE)

EXPERIMENT

PREPARE

INTRODUCE

REVIEW
Reality check

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

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

- Acquisition
- Retention
- Efficiency

Impact

Issues/opportunities

Customer needs

Emotional Journey Moment

Innovation

Insights

Tools and accelerators

technology, behavioural, business trends
# 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?

<table>
<thead>
<tr>
<th>What is our Plan?</th>
<th>-I Month</th>
<th>Next</th>
<th>Prepare</th>
<th>Introduce</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options: A list of possible experiments</td>
<td>Experiments likely to be introduced in about a month</td>
<td>The next most important changes to introduce</td>
<td>Experiments being planned and validated</td>
<td>Experiments in progress</td>
<td>Experiments being renewed</td>
</tr>
</tbody>
</table>
Transformation map
Note: Disrupt myself

Your comfort zone

Ideas?

Where magic happens
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

**EVENTS**
What is happening?

**PATTERNS OF BEHAVIOR**
What trends are there over time?

**SYSTEMS STRUCTURE**
How are the parts related?
What influences the patterns?

**MENTAL MODELS**
What values, assumptions, + beliefs shape the system?

http://www.donellameadows.org/systems-thinking-resources
Double loop learning: Argyris & Schön

Why?

Underlying assumptions (variable)

Defensive reasoning

Goals, values, techniques (action strategy)

Single loop learning

Results (consequence)

Double loop learning
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

1. Build a guiding team
2. Create a vision for change
3. Remove obstacles / communicate
4. Empower action
5. Create short-term wins
6. Don’t let up
7. Make change stick
8. Create urgency
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=N7oz366X0-8

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**

- **Complex**
  - Cause and effect coherent in retrospect do not repeat
  - Diagnose through sensing and seeding patterns and exploring perspectives
  - Every time we think we’ve solved the issue it returns in a different form
  - Infinite range of possible outcomes
  - That aren’t possible to predict up front

- **Chaos**
  - No cause and effect relationships perceivable
  - Can’t diagnose — just have to act
  - Because issues are implausible they are unexpected
  - Outcome is never predictable or explainable

- **Known**
  - Cause and effect relations repeatable and predictable
  - Diagnose through classification of problem
  - Issues are commonly experienced - their root cause is well understood
  - Outcome is predictable with certainty

- **Knowable**
  - Cause and effect separated over time & space
  - Diagnose through analytical/reductionist/logical thinking – consult with experts
  - Issues haven’t arisen before, but similar ones have for which the cause was well understood
  - Range of plausible outcome is predictable with confidence/probability

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

Walt Disney
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.
<table>
<thead>
<tr>
<th>Urgency</th>
<th>Target State</th>
<th>Vision</th>
<th>Communication</th>
<th>Change Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 3 drivers, and what needs to change</td>
<td>Strategic pillars, common enablers, etc</td>
<td>Single compelling statement that describes what the &quot;destination&quot; looks like</td>
<td>2 way path of communication</td>
<td>Who is impacted by the change</td>
</tr>
<tr>
<td>Capability of Org to Execute:</td>
<td>Action</td>
<td>Key Behaviours:</td>
<td>Success Criteria</td>
<td>Guiding Teams:</td>
</tr>
<tr>
<td></td>
<td>Key methods used to impl change</td>
<td></td>
<td>Change will stick when:</td>
<td></td>
</tr>
<tr>
<td>Required Investments</td>
<td>Wins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constraints around time, cost, and effort</td>
<td>Moral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment from recipients, leaders, and change agents</td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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 increase 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.

We all learn the same: learning is learning.

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

Emotions are a problem and block our ability to learn.

Learning changes our brain.

Sleep, play and meditation are important learning tools.
<table>
<thead>
<tr>
<th>New knowledge drives continuous process &amp; performance change</th>
<th>Ability to anticipate and adapt in real-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delight the Customer</td>
<td>Accelerate product &amp; process innovation</td>
</tr>
<tr>
<td>Increase commitment, engagement, potential &amp; creativity</td>
<td>Do Less And Use Time Differently</td>
</tr>
</tbody>
</table>
Why is building a learning organisation so difficult?

#1 Reason: Safety.
FEAR
Blocks and inability to unlearn
Distrust
No time
Energy
Responsibility
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.
15. Develop a talent exchange program.
Characteristics of Complex Systems

- Across types of systems, across scales, and thus across disciplines
  - Which exhibit common behaviors
- Giving rise to a number of hierarchical levels
  - Dynamically interacting
  - Many components
- Complex systems involve

A 'complex' system

Emergent behavior that cannot be simply inferred from the behavior of the components

- Emergence
- Hierarchies
- Control structures
- Self-organization
- Decomposability into subsystems

Kinds of (Sub)systems
To effect change, change experience first

- Results
- Actions
- Beliefs
- Experiences

Drives
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

1. Prioritise Hypotheses
2. Learn Continuously
3. Design Thought Experiments
4. Awareness: Observe events & patterns
5. Action: Mobilise, Support & Serve
6. Experiment
7. Create an Adaptive Culture
8. Orchestrate the Conflict/Intervention
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

- Physiological
- Safety
- Social
- Cognitive
- Aesthetic
- Self-Actualisation
- Transcendence

Emotional Needs

Functional / Moment 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

Observe
- Implicit Guidance & Control
- Unfolding Circumstances
- Outside Information
- Unfolding Interaction With Environment

Orient
- Cultural Traditions
- Genetic Heritage
- Analysis & Synthesis
- New Information
- Previous Experiences

Decide
- Implicit Guidance & Control
- Decision (Hypothesis)

Act
- Action (Test)
- Unfolding Interaction With Environment

Feedback
- Feedback
- Feedback
- Feedback

John Boyd's OODA Loop
### 40 Best practices for an empowered enterprise

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

(Bersin & Associates)
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

**Awareness Questions**

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

#### 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

**Current Condition Questions**

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**

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

### Goal/ Future State

**Goal/Future State Questions**

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

### 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

**Contributing Factors Questions**

1. What’s been our major learning, insight, and discovery so far
2. What is contributing to the current conditions?
3. What’s the next level of thinking we need to do?
4. 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

- 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)

- 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

- Loyalties and obligations
- Losses at risk (fear of losing if things change)
- 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?
Create a safe space:

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

**Something Happens**
Events, people and situations

**Story**
Our thoughts about the event or person based on our filters

**Our Behaviours**
Our response is influenced by our 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

<table>
<thead>
<tr>
<th><strong>The Mark Inside</strong></th>
<th><strong>Interactions with Others</strong></th>
<th><strong>Value Proposition</strong></th>
<th><strong>Desired Changes</strong></th>
<th><strong>Strengths</strong></th>
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<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>3</td>
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**Goals**
- What are your goals for transitioning to Agile?
- How will you know when your goals have been achieved?

**Actions Needed**
- What are the very next steps that need to be taken to build momentum in your transition to Agile?

**Environment**
- Are these things about your workplace environment that could (should) be changed to better support your transition to Agile?

**Fears / Concerns**
- Transitioning to Agile is not an easy thing. What about the possibility of transition is a cause for anxiety or stress?

These could be filled out in any order, and you will probably want to take multiple passes to complete this canvas. This is just a suggestion.

Possible Categories:
- Behavior
- Speech
- Mindset
- Interaction
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?
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

I LIKE

I WISH

HOW TO
References

Google case study on innovation

- How Google harnesses the entire company to stay innovative: http://www.fastcompany.com/3038204/how-google-harnesses-the-entire-company-to-stay-innovative


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