Licence to Lead
Day 3

Introduction

Welcome to the second workshop of the Licence to Lead programme! The main focus of this day is the future of your unit. It is about planning forward and building the motivation and commitment of each member of your team.

The focus today will be on the development of your unit and ensuring your team is involved in that development. – i.e. how to plan and implement changes together to ensure commitment and buy in. It will ensure your team is aligned while opening up opportunities of new possibilities and ideas.

You will also spend some time reflecting on your own continuing learning path and plans for further personal development.

The contents of the Day 3 are as follows:
- Review your learning so far
- Commitment – the what, the why and the how: how to co-create the future with your team and other stakeholders
- Next steps for your future development

'Feedforward'

Feedforward is a concept developed by Marshall Goldsmith who believed that giving 'feedback' was in fact a fairly limited and static process. It is related to the fact that feedback is focused on the past, on what has already happened and cannot be changed — not on the opportunities that the future offers, and the possibilities of individuals to change. This is especially true for negative feedback, even if given in a constructive manner.

According to Goldsmith, feedforward works better than feedback for several reasons, e.g.:

- It helps people to focus on positive aspects of doing something differently in the future, not on what they have done wrong in the past, and it focuses on solutions instead of problems.
- Feedback might be resisted if it is inconsistent with the self-image of the feedback receiver; feedforward does not have this problem as it offers ideas on how to be more successful in the future.
- To give 'feedforward' does not require knowing the person receiving it, it is enough to know the task well enough to have ideas on how to do it differently; hence, it is a more versatile tool than feedback, and helps focus on the performance instead of the person – for instance, feedback can often be taken personally.
- Giving – and receiving – negative feedback is unpleasant for most of us. Feedforward should reach the same effect without the unpleasantness, as it can focus on the same areas of improvement as feedback, only in a more positive, more productive and quicker way.
- The 'helpful' nature of feedforward means that it does not convey judgement as feedback often does – or is felt to do. And as the feedforward receiver is not expected to give an answer, they can listen more carefully for what is being said.

The feedforward exercise done in changing pairs in the group also provides the opportunity for everyone to practice two roles: on one hand, to help others with suggestions of what they can do in the future, and on the other hand, accept the feedforward from the others, i.e. to practice active listening and to learn as much as they can from the suggestions of others.

The full article can be read here:
http://www.marshallgoldsmithlibrary.com/cim/articles_display.php?aid=110

ICG Consortium
eu management training

Learning, Insights, Changes and Development

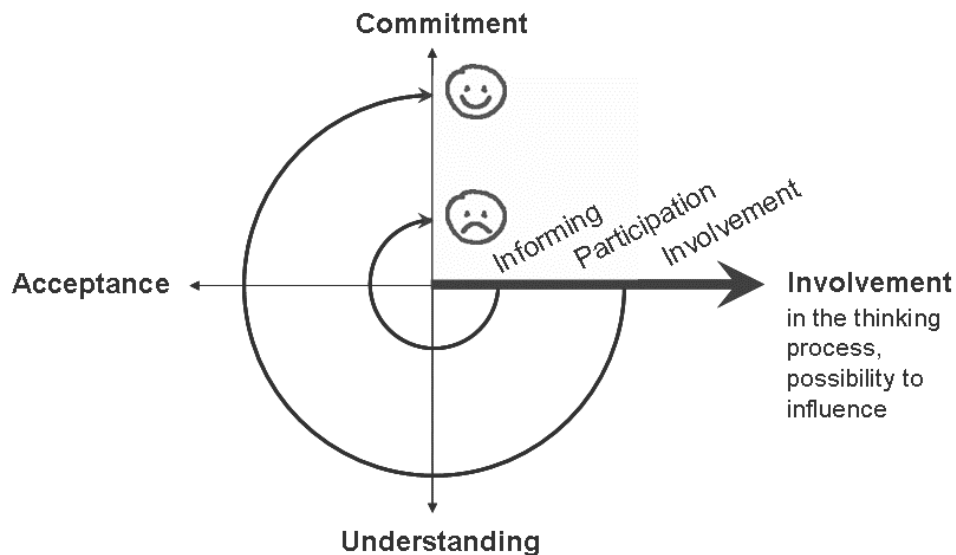|	**You**	**Your Team**	**Your Environment**
Learning / Insights	When you think back at Workshop 1 and the interim period between then and now, what have you learned about yourself? Which parts of Workshop 1 and the interim work were the most interesting / insightful / impactful for your own development as a HoU? Which learning from the programme have you tried out for yourself, and what further has that taught you about yourself? What kind of a learner have you been? What strategies have you used to bring about a change? Are there things you are still conscious of having to focus on or that are outstanding issues for you? Have you a plan for developing this?	What new things have you learned about your team and the individual team members since we last met / during the interim period? What triggered these insights? How does the learning affect you and your understanding of your role as a HoU? What has your team learned about you during the interim period? What learning from the programme have you applied with your team, and with which effects?	What new have you learned about your environment since the beginning of the programme? What new have you learned about your important stakeholders – and about who they are in the first place? What triggered these insights? How does the learning affect you and your understanding or your role as a HoU? What has your environment learned about you during the interim period? What learning from the programme have you applied with your environment / stakeholders, and with which effects?
Changes / Development	What has changed for you since we started the programme together in Workshop 1? How has your understanding of the HoU role changed since, and what changes have you made? What new perspectives do you have? How have you developed since we started the programme? What changes would you have wanted to make, but have not yet made? In which areas do you still need to develop / change?	What has changed for / in your team since your Cartography 1.0? How does that affect you and your understanding of your role as a HoU? Which changes / developments are required from you because of that? What changes / developments would you have wanted to make with / to your team, but have not yet made? In which areas does your team still need to change / develop?	What has changed for / in your environment since your Cartography 1.0? What has caused those changes? Are they ongoing? How does that affect you and your understanding of your role as a HoU?

ICG Consortium eu management training

'Cycle of Empowerment'

The Cycle of Empowerment model shows the connection between involvement and commitment, and explains how commitment or motivation is created in individuals or groups of people (e.g. teams, organisations). "Empowerment" and "commitment" are closely related to each other: empowerment as a phenomenon only exists if the person originally having the power is giving some of it to someone else.

However, no actions will follow unless the person being empowered is, at the same time, motivated and committed to carry out the tasks.

The challenge with motivation and commitment is that both are feelings that come from within, they are intrinsic. No one else has the power to 'make' someone feel motivated or committed. At best you can provide the environment to instil that commitment.

The graph below describes an approach showing that involving people in the thinking process and letting them influence in areas that are important for them will ultimately help them understand the matter more thoroughly and thereby accept decisions and choices made together – even if they themselves would have chosen otherwise. This is the ultimate path to full commitment and buy-in. Conversely, without a deep understanding of the matter and the reasons for decisions, it is often difficult for people to accept decisions and choices and get committed to them.

N.B. The same process that allows commitment to grow also creates intrinsic motivation. Hence, the outer cycle in the graph is more likely to produce intrinsic motivation, whereas the inner one shows the cycle of extrinsic motivation.

'Next Steps' – It is up to you

So, we have reached the end of this programme and you are about to return back to your Unit with hopefully some new ideas and perspectives.

Of course, the learning will continue and to help ensure that it does remember the following:

- Keep an open mind and see the challenges you will face as opportunities to learn

- You will have identified areas you wish to develop – maybe specific skills. Look at the targeted learning products that are provided by EUSA, covering the development of yourself, your team and of managing the environment. Would some of these be useful?

- You now have a network of co-attendees – keep in touch to test ideas, exchange advice and gain support. In particular, you have your sparring partner – keep up the contact and see how you both progress and learn

- Use your learning to initiate change within your unit – one of the objectives of this overall programme was to build confidence in your ability to lead change.

- If not done so already, try and build a culture in your unit where feedback (or feedforward) is encouraged and seen to be an opportunity rather than a threat. Go back to your hierarchy and your team to invite feedback on occasions. Continue to assess the impact you are making and what you can do differently.

- We recognise that management is about getting things done – but remember to make time for reflection – i.e. give yourself some mental space to reflect on the learning from this programme and from other training events. i.e. take time to think (outside of work if no time at the office) about how to put a newly acquired skill into practice, or how you handled its application and how you might have done it better. (This is where support from others is so invaluable.)

- Set yourself some clear goals – it is a fact that people with a strong goal orientation are more likely to transfer their learning.

- Construct a development plan – identify a goal – an area you want to develop, to monitor your progress. We provide an example on the next page. Use the techniques you have already as a manager solving any problems. i.e. identify what the problem is, analyse the factors contributing to the problem, formulate a response based on a framework or theory and try it out in practice

Your Plan

My key improvement target	
How am I right now in this area? How do I rate myself and why? (what evidence do I have?)	
My strategy (strategies) to reach the goal – to suit my learning, e.g.. • read and reflect • talk to others who are skilled • watch them in action • attend a training • find a coach • practise in a safe environment	
Action steps with dates	

ICG Consortium
eu management training