2017

Managing my environment

A handbook for managers who need to be more effective in a complex and changing environment

ICG Consortium
eu management training

Contents

The chapters marked with a * are also the documentation for the courses proposed in the European School of Administration under the heading "Cluster 3: managing my environment". A short presentation of these courses is provided at the beginning of the document.

OVERVIEW

This eBook is both:

- a manual for the learning programmes described below; and
- a tool for self-learning and self-discovery that managers at all levels can use at their own pace

Its aim is to support managers, particularly those faced with high levels of complexity and rapid change, achieve results and make a positive impact for their stakeholders, while still having a life.

To do this, managers need to be able to:

- **make sense of their environment**
- **formulate and pilot appropriate strategies, and**
- **manage a process of change**

The 3 following chapters explore each of these topics in more detail.

For managers who would like to go deeper into these topics, the following programmes are available that combine self-study, group workshops and personalised support:

Understanding organisational culture

One day, followed by one (optional) one-hour session of individual advice and support for participants in the implementation of their plan.

The objective of this course is to support European institution managers, of all levels, in exploring various important aspects of the organisational cultures. During this course, participants will bring different administrative cultures to the surface along with their corresponding beliefs ; they will also analyse the organisational models that are at play in the European institutions and identify those parts of organisational culture that can be influenced.

Navigating change and complexity

Two days, followed by up to five (optional) one-hour sessions of individual advice and support for participants on the implementation of their action plan. The workshop is preceded by individual study and reflection and a short telephone interview.

The objective of this practical training is to support European institution managers, of all levels, adapt their way of operating, to take account of the complex and changing nature of their work context. The workshop ends with the development of an individual action plan.

It is recommended that participants follow the module 'Understanding my stakeholders', before undertaking this training.

Collective Thinking

One day, followed by up to three (optional) one-hour sessions of individual advice and support for participants on the implementation of their action plan. Preparation for the workshop includes the completion of a problem solving styles questionnaire and individual reflection.

The objective of this practical training is to support European institution managers, of all levels, exploit the potential of collective intelligence in tackling complex problems and generating new ideas.

The workshop ends with the development, by each participant, of a plan to organise an event with their team. The implementation of this plan, supported by the training facilitator, forms an integral part of the training. Access to the training is, therefore, reserved for managers who are ready to undertake such a project with their team.

The Influential Leader

One day, followed by one (optional) one-hour session of individual advice and support for participants in the implementation of their plan. Workshop preparation includes individual study and reflection.

The objective of this practical training is to support European institution managers, of all levels, in achieving their objectives, by developing and using different sources of power to influence and engage others (partners, team members and colleagues, both in and outside their department). The workshop ends with the development of an individual action plan.

It is recommended that participants follow the module 'Understanding my stakeholders', before undertaking this training.

1. MAKING SENSE OF MY ENVIRONMENT

1.1 Managing in the EU public sector

"*Given the deep level of integration already achieved, people have similar expectations for the Union as they have for domestic politics and political institutions. But the Union cannot develop and deliver policy in the same way as a national government; it must build partnerships and rely on a wide variety of actors.*" (White Paper on EU Governance, 2001).

Many similarities exist between public and private sector management. However, if the main focus of a private company is profit and shareholder value (even if this should be balanced with other elements such as corporate social responsibility) the reason of being of a public sector organisation can be more complex to define.

Whilst the level of competitive pressure is generally lower in a public sector organisation, working in such a context often means dealing with:

Complexity in the relationships with a large variety of stakeholders, having sometimes diverging and even conflicting views or interests (for example, tax payers vs beneficiaries of a service, etc.)

Multiple influences triggered by external events. Crisis management and the ability to respond to changing priorities linked to the needs of the public is indeed part of the definition of the work of the public sector (in some case, we can even say that it is the core business of our organisations).

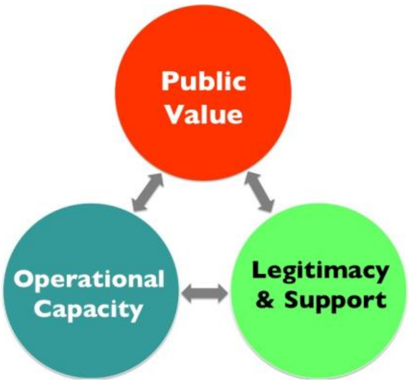
Political alternation, shifting priorities and the frequent **changes** linked to it

In order to make sense of our working environment, a first step is to consider the main elements that concretely frame it. Mark Moore and his colleagues at Harvard University developed a useful model for public sector managers.

According to this model, the goal of public sector organisations is to "**create public (social) value**."

To identify more clearly what constituted public value, and to help manager acting to produce it, Mark Moore's team developed a concept of "**strategy in the public sector**."

The symbol of this idea became a simple diagram they called the "strategic triangle.



Public sector managers on three complex issues they have to consider before (or, while!) committing themselves and their organizations to a particular course of action:

"**Public value**" the organization sought to produce? This is not only the 'reason for being' of the organisation (the "why" it exists) but also the way it concretely delivers value in order to fulfil its mission (the "how").

"**Sources of legitimacy and support**" would be relied upon to authorize the organisation to take action and provide the resources necessary to sustain the effort to create that value? This of course refers mainly to the political authority and to the legal framework in which the organisation operates.

"**Operational capabilities**" (including new investments and innovations) would the organization rely on (or have to develop) to deliver the desired results?

So the role of a public sector manager is complex. Managers need to be able to recognise and respond appropriately to this.

In addition, managers often face demands that appear paradoxical (seemly absurd or contradictory), for example 'Achieve more results with fewer resources'.

Links with my work? 1.1

How would you describe, in a few words and in terms of production of Public Value, the mission of your team or unit?

How would you describe the concrete results (i.e. in this case impact for the citizens) that your team or unit produce?

What is the "legitimacy and support" that you rely on?

Going Deeper

An article by Mark Moore about **Public value and citizenship** (EN)

http://www.management-issues.com/interviews/4606/mark-h-moore-on-public-value/

1.2 Recognising and handling complexity

We have already seen that a public sector manager's role is potentially complex. This section explores how first to recognise and then to handle complexity.

Recognising complex situations

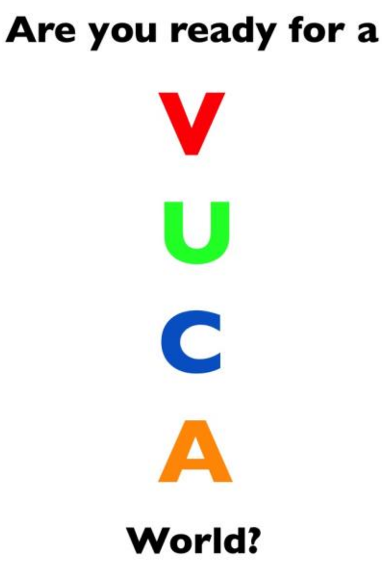
When faced with a complex situation, managers need to think differently (see the ***Cynefin*** framework below). In order to be able to do so, the first challenge is to recognise a situation as complex. Although there is no absolute definition of what complexity means, the situations often encountered by managers are difficult because they include one or more of the following:

Volatility: the situation arises quickly, with little warning and may evolve rapidly

Uncertainty: the lack of predictability or sense of awareness, perhaps because information is missing or the relationship between cause and effect is not clear

Connectivity: the situation includes many interconnected parts

Ambiguity: the situation is vague or uncertain and may be perceived differently by those involved



VUCA is a frequently used acronym (often with the word Connectivity replaced by Complexity). It captures the most salient challenges faced by both managers and leaders operating in complex environments.

Links with my work? 1.2

What drivers of complexity and / or change are you facing?

Note down your thoughts under the headings: Political, Economic, Sociological, Technical, Legal and Environmental.

How do each of them relate with the four dimensions of VUCA?

Are you more affected by one or two of them?

Going Deeper

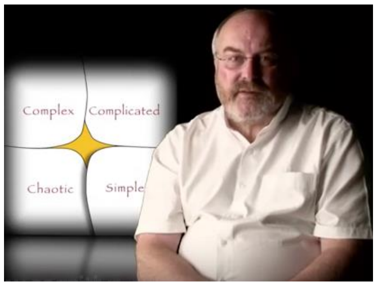
A article explaining the concept of **VUCA** (EN)

http://www.oxfordleadership.com/leadership-challenges-v-u-c-world/

Adapting decision-making

Depending on the complexity of the situation they are facing, managers need to adopt different problem solving and decision making strategies.

The **Cynefin framework** aims to help managers make better decisions by enabling them to sense the level of complexity of the situation they are facing and adapt their decision making strategy accordingly.



Four levels of complexity are:

Simple: cause and effect relationships are clearly discernible to 'any reasonable person.'

Complicated: cause and effect relationships are discernible by those with the necessary expertise. Understanding why your car engine doesn't start can sometimes be complicated and even the mechanic may have to spend some time before to be able to find the source of the problem. Complicated issues are the one where the experts feel at home.

Complex: cause and effect can only be seen in hindsight. In a complex problem the link between causes and effects may be completely intertwined. In such a situation, expertise may still be important but may not be sufficient. In this case acting as an expert is not enough. You may also have to act as a kind of consultant and "probe" the situation before you are able to do anything.

Chaotic: the link between cause and effect is impossible to determine. When a situation is very complex it may become impossible to understand anything about the relationship between causes and effect. The situation seems to be neither understandable nor predictable. The first thing to do is to act in order to (at least partially) stabilise the system.

Links with my work? 1.3

Now think about 3 project/problems on which you had to work recently. Can you think about one that was:

- Complicated? Why?
- Complex? Why?
- Chaotic? Why?

The decision making model suggested in the Cynefin framework is:

Simple: sense the situation ("collect the data"), categorise it and respond with 'best practice'

Complicated: sense the situation, analyse the 'problem' (or bring in an expert) and respond appropriately with 'good practice'

Complex: "probe" the situation, i.e. encourage more 'collective thinking' and design 'safe-fail' experiments to better understand the situation and test possible solutions and only after this, sense the situation and respond

Chaotic: act first to stabilise the situation, then sense and respond

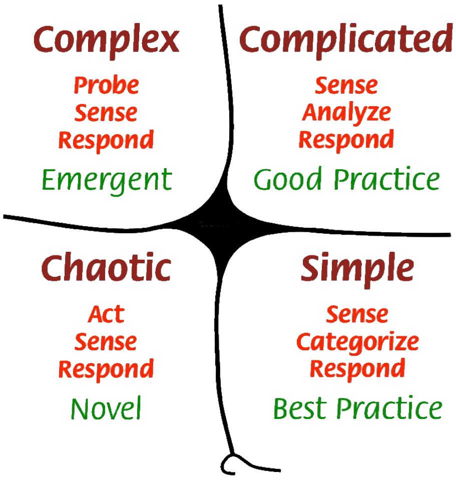


Image reference: Creative Commons "Cynefin framework by Dave Snowden". Released under CC BY 3.0 (Layout slightly modified).

Links with my work? 1.4

What aspects of your work could be characterised as Simple, Complicated, Complex or Chaotic? Why?

Do you have a natural or default decision-making approach? Which one?

Can you think of any concrete situations where a different decision-making approach could have been more effective?

How might your approach be better adapted to the different types of situation in the future?

Going Deeper

Article: *A Leader's Framework for Decision Making*, by David J. Snowden and Mary E. Boone Harvard Business Review – November 2007:

Book: Wicked problems, Tom Ritchy (2005) - an introduction to morphological analysis

1.3 Understanding my stakeholders

An important first step in understanding a complex environment is stakeholder analysis.

Definitions

Stakeholders are individuals or groups that are likely to affect or be affected by a proposed action.

Picture: https://sites.google.com/site/brackensibbusiness/units/business-organizations-and-environment/1-4-stakeholders

One way to characterise stakeholders is by their relationship to the effort in question.

Stakeholder categories:

Primary stakeholders are the people or groups that stand to be directly affected, either positively or negatively, by an effort or the actions of a department or organisation.

Secondary stakeholders are people or groups that are indirectly affected, either positively or negatively, by an effort or the actions of an agency, institution, or organisation.

Key stakeholders, who might belong to either or neither of the first two groups, are those who can have a positive or negative effect on an effort, or who are important within or to an organisation, agency, or institution engaged in an effort.

Why identify and analyse stakeholders?

Important reasons for identifying and understanding stakeholders are that it:

- puts more ideas on the table than would otherwise be the case
- provides varied perspectives from all sectors and elements of the community affected, thus giving a clearer picture of the context
- improves the credibility of your organisation or team
- increases the likelihood of support for the effort from all stakeholders
- increases the chances for the success of your effort

Stakeholder analysis process

Stakeholder analysis is the process of:

1. identifying potential stakeholders
2. analysing important stakeholders in more detail
3. prioritising them, for example on the basis of their power and interest
4. developing an appropriate plan of action

Step 1 – Identifying stakeholders.

Your stakeholders are all the people or groups of people who may have an influence on your work or be impacted by your work. This includes, for example:

- "internal" stakeholders such as your boss or you colleagues
- your "target" audience, such as European citizens or specific groups of people
- any person or group of person who may give you access to the resources you need in terms of budget, expertise, administrative support or recognition, for example.

In order to make sure that you have identified a sufficiently representative group of stakeholders you may also use a model such as "PESTLE" (Political, Economic, Social, Technical, Legal and Environmental). Make sure you include the stakeholders who can give you access to resources or be impacted on a Political, Economic, Social, Technical, Legal and Environmental point of view.

Step 2 – Analyse stakeholders.

Having identified the most important stakeholders, you can now analyse them in more detail e.g.

- Stakeholder objectives (both personal and professional)
- Constraints (what limits their actions?)
- Assets (what resources can they draw on?)
- Stakes (what do they stand to win or lose?)
- Strategies (how they will go about achieving their objectives?)

Now think of the relationship that you have with each of the stakeholders and each stakeholder has with others.

You can also add yourself on the diagram to indicate the state of your personal relation with each stakeholder.

Step 3 – Prioritise stakeholders.

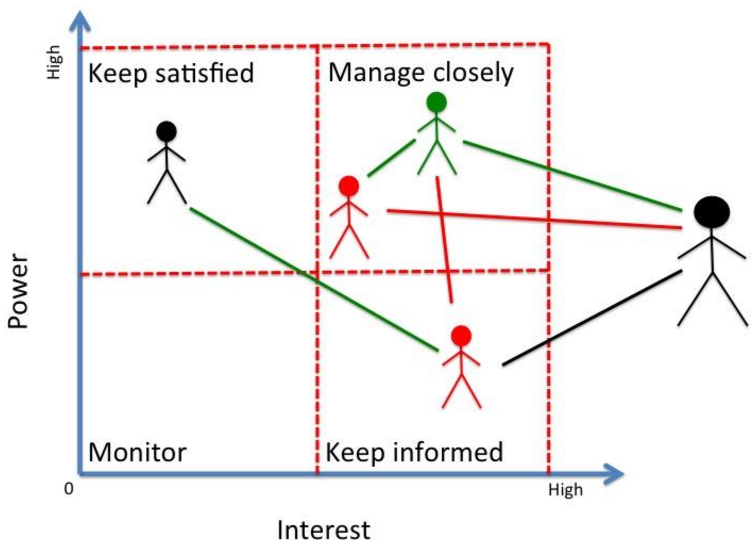
Since you may have a large number of stakeholders at this stage, it can be helpful to start to prioritise them, in order to focus on the most important ones. To do this, for each stakeholder identify their:

- power to influence your project
- level of interest in your project (what is at stake for them?)
- relationship with the project: are they for, neutral or against

Stakeholders can then be presented on a 'map'.

Stakeholders can be colour-coded e.g.:

- Green: positive, supportive
- Black: neutral
- Red: strongly negative



Then draw lines between stakeholders to represent the state of the relationship e.g.:

- Green: good relations
- Black: neutral
- Red: poor relations

Step 4 – Stakeholder management

Now it is time to plan what actions you need to take. The following recommendations are provided by **Mindtools** (https://www.mindtools.com/pages/article/newPPM_08.htm)

- **Plan your approach to stakeholder management**. The amount of time you should allocate to managing stakeholders depends on the size and difficulty of your projects and goals, the time you have available for communication, and the amount of help you need to achieve the results you want. Think through the help you need, the amount of time that will be taken to manage this and the time you will need for communication.

- **Think through what you want from each stakeholder**. Work about your list of stakeholders thinking through the levels of support you want from them and the roles you would like them to play (if any). Think through the actions you would like them to perform. Write this information down in the "Desired Support," "Desired Project Role," and "Actions Desired" columns.

- **Identify the messages you need to convey**. Identify the messages that you need to convey to your stakeholders to persuade them to support you and engage with your projects or goals. Typical messages will show the benefits to the person or organization of what you are doing.

- **Identify actions and communications:** Finally, work out what you need to do to win and manage the support of these stakeholders. Based on the time and resource you have available, identify how you will manage the communication to and the input from your stakeholders.

  Focusing on the high-power/high-interest stakeholders first and the low-interest/low-power stakeholders last, devise a practical plan that communicates with people as effectively as possible and that communicates the right amount of information in a way that neither under nor over-communicates.

Links with my work? 1.5

Identify the stakeholders for your own situation. Then, using the tables below, analyse them and plan the actions you will take.

This exercise should be completed as a precourse work for the course Navigating Change and Complexity.

Stakeholder Analysis Worksheet

	Stakeholder 1:	Stakeholder 2:	Stakeholder 3:
Stakeholder objectives (both personal and professional)			
Stakeholder constraints (what limits their actions?)			
Stakeholder assets (what resources can they draw on?)			
Stakeholder stakes (what do they stand to win or lose?)			
Stakeholder strategies (how will they go about achieving their objectives?)			

Stakeholder Planning Worksheet

Stakeholder name / details	Engagement strategy[1]	Stakeholder interests and issues	Status[2]	Support required from Stakeholder	Action / communication			
					What?	How?	When?	Who?

[1] Monitor / Keep informed / Keep satisfied / Manage closely

[2] Blocker / Critic / Neutral / Supporter / Advocat

Going Deeper

An **Interactive worksheet** for undertaking stakeholder analysis
https://www.mindtools.com/pages/article/newPPM_07.htm

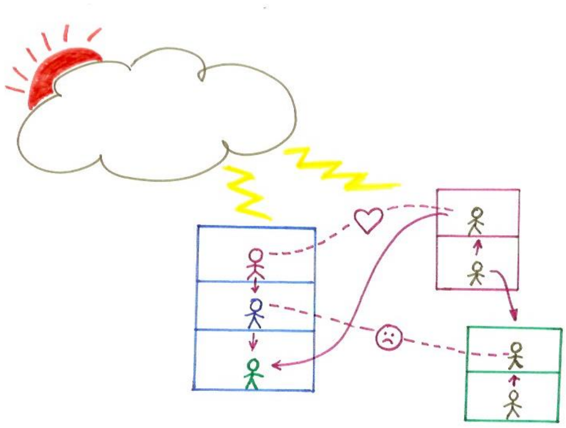
A link to a **Stakeholder analysis toolbox**
http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/identify-stakeholders/main

Visualisation tool - 'Rich Picture'

In this section we explore a simple technique tool, known as *Rich Picture*, which can help managers visualise their situation. This can be very helpful, both for managers to understand the situation and to explain it to others.

To draw a Rich Picture simply:

- draw elements of the scenario, using symbols and caricatures
- include yourself if appropriate
- look for elements of physical structure
- add elements of process
- show how the elements interact
- include hard and soft information.
- look at the social roles



Here is an example of a Rich Picture. The aim is not great art!

Links with my work? 1.6

Draw a Rich Picture of your own situation.

Use it to explain the scenario to one of your colleagues. Ask them to pay particular attention to anything that is missing or unclear.

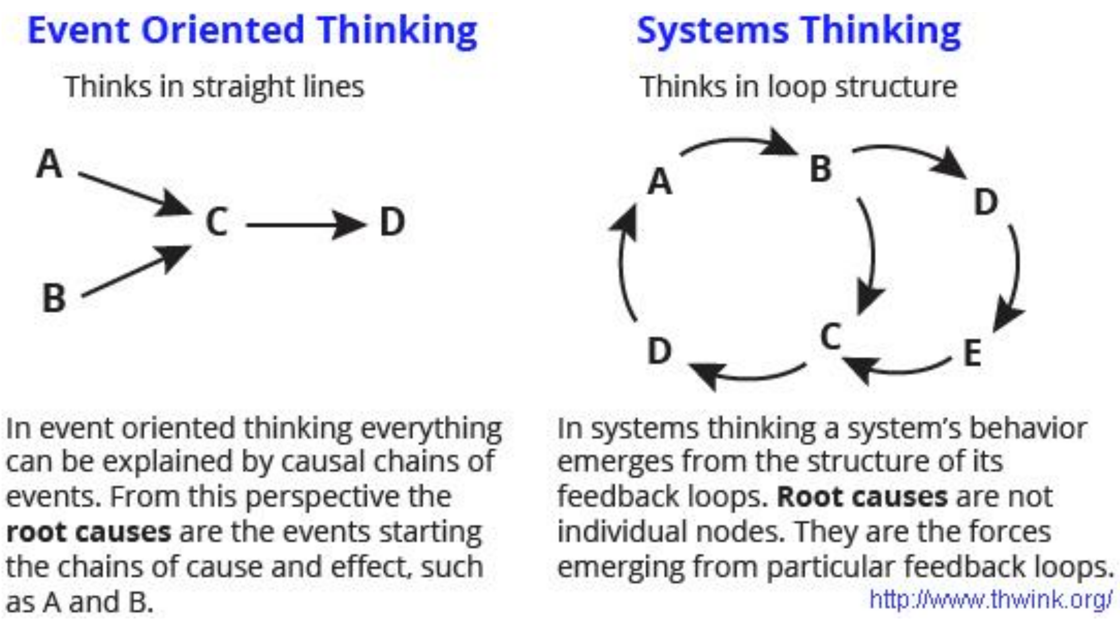
1.4 Systems thinking

In this section we explore a tool, known as *Systems thinking*, that can help managers better handle complex situations.

Definitions

System: a system is a collection of parts (or subsystems) integrated to accomplish an overall goal (a system of people is an organization). Systems have input, processes, outputs and outcomes, with ongoing feedback among these various parts. If one part of the system is removed, the nature of the system is changed.

Systems thinking: is the process of understanding how those things, which may be regarded as systems influence one another within a complete entity, or larger system.



Systems thinking has brought a new perspective for managers attempting to interpret patterns and events in their organizations. In the past, managers typically took one part and focused on that. Then they moved all attention to another part. The problem was that an organization could have wonderful departments that operate well by them selves but do not integrate well together. Consequently, the organization suffers as a whole.

Links with my work? 1.7

Systems thinking can help managers better understand the complex system in which they are working. An example of a complex system is the team you manage.

Analyse your team as a system. List the key factors that are producing the behaviour of staff within your team?

Going Deeper

A video introduction to **Systems thinking** by Peter Senge (EN)
https://youtu.be/eXdzKBWDraM

A web site that provides an overviews of **Systems thinking**
http://managementhelp.org/organizations/systems.htm

Book**:** Peter M. Senge, The Fifth Discipline Discipline (Random House, ISBN 0 7126 5687 1)

1.5 Understanding the culture of the institutions*

A specific training module is proposed on this topic.

Links with my work? 1.8

Organisational culture has an impact on how people behave, so it is useful to understand how the cultures of the European Institutions influence the behaviours of managers and staff. Reflect on the culture within your own institution:

- How would you characterise it?
- In what way is it different from other institutions?
- How does the culture of your own institution or directorate impact your behaviour?
- How could you use this knowledge to predict the reaction of others to your own initiatives?

Going Deeper

An article on **Organizational Culture** (EN)

http://managementversity.com/organisational-culture/

2. FORMING AND PILOTING STRATEGY

2.1 Strategy

Definitions

There are many definitions of **Strategy**. Max McKeown argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means".

Henry Mintzberg describes **5 different ways of viewing strategy**:

Plan: which needs to be developed in advance and with purpose

Ploy: a means of outsmarting the 'competition'

Pattern: learning to appreciate that what was successful in the past can lead to success in the future.

Position: how the organization relates to its environment

Perspective: emphasizes the substantial influence that organizational culture and collective thinking can have on strategic decision making within an organisation

Looking at strategy from these different perspectives helps you develop a robust, practical and achievable strategy.

Strategy typically involves two major processes: formulation and implementation. In this section we focus on formulation, while implementation is addressed later, under the heading ***Managing change***.

Formulation involves:

1. **clarifying the purpose** or objectives and means of evaluation
2. **analyzing the situation** in relation to a specific objective
3. **identifying different options** to achieve the objective
4. **analyzing these options** to assess impact and risks
5. **making a decision** on which option to adopt

Although this may appear to be a linear process, it rarely is. In complex situations, it often involves several iterations that gradually refine objectives and potential options. Typically, when individuals and teams attempt to solve complex problems they do not take a linear approach. Rather they move back and forth between the key stages in a problem solving process. For example, when postulating possible solutions people may gain insights that help them to better formulate the real problem.

2.2 Vision and Mission

Perhaps the starting point for developing a strategy is clarify the department or organisation's purpose (Mission) and direction (Vision).

Definitions

A ***Mission Statement*** is a statement that is used as a way of communicating the purpose of the department or organization.

Mission statements:

Serve as filters to separate what is important from what is not

Clearly state which stakeholders will be served and how, and

Communicate a sense of intended direction to the department or organization.

A ***Mission*** is different from a ***Vision***. The former is the cause and the latter is the effect. A mission is something to be accomplished whereas a vision is something to be pursued to achieve that accomplishment.

Burt Nanus' definition of ***Vision*** is a realistic, credible, attractive future for a department or organization.

Vision statements:

Future: A vision is not in the present, it is in the future. A vision may be linked with how we function now, but it is ultimately about where you want to be in the future.

Realistic: A vision must be based in reality to be meaningful for a department or organization. It must make sense and link to the reason for existence or identity of the organization.

Credible: A vision must be believable to be relevant. One of the purposes of a vision is to inspire those in the organization to achieve a level of excellence, and to provide purpose and direction. A vision, which is not credible, will accomplish neither of these ends.

Attractive: If a vision is going to inspire and motivate those in the organization, it must be attractive. People must want to be part of this future that's envisioned for the department or organization.

An example of a mission and vision statement is:

BELIZE POSTAL SERVICE

MISSION

The Post will always provide the highest degree of customer satisfaction through prompt, courteous, reliable and economical postal and related services.

VISION

By 2012 the Belize Postal Service will be:

- A profit making enterprise run along commercial lines
- Providing excellence in service to customers in all areas of the country
- Providing training and opportunities to ensure that all staff develop their potential
- An acknowledged leader in the message and merchandise delivery business.

MOTTO: 'Belizean Post – We Deliver Quality'

Links with my work? 2.1

Whether individual, team or organization, a sense of purpose and direction is essential to commitment. A shared sense of purpose is the glue that binds people together in common cause, often linking each individual's goals with the organization's goals. Properly formulated, a shared sense of purpose provides understanding of the need for coordinated collective effort, for subordinating individual interest to the larger objective that can be achieved only by the collective effort.

How would you explain the Mission of your department to your team members?

What is your Vision for your department? Is it realistic, credible and attractive?

Is your vision communicating a sense of purpose and direction which will appeal to people and which will help them towards a coordinated collective effort?

To what extent is your vision tangible and linked with what we do now? Is it sufficiently concrete?

Going Deeper

A video presenting how to write a **Mission statement** (EN)
https://www.youtube.com/watch?v=XtyCt83JLNY

A video presenting how to write a **Vision statement** (EN)
https://www.youtube.com/watch?v=ioY-YSOKBtY

A web site that provides an overview of **Strategic Planning** (EN)
http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main

2.3 Collective thinking*

Developing strategy can be a complex task that benefits from a collective thinking approach.

Definitions

Collective thinking: is a way of thinking that involves listening to more than one perspective and embracing multiple points of view, without allowing any point of view to dominate, in order to come up with a more sophisticated approach to complex problems.

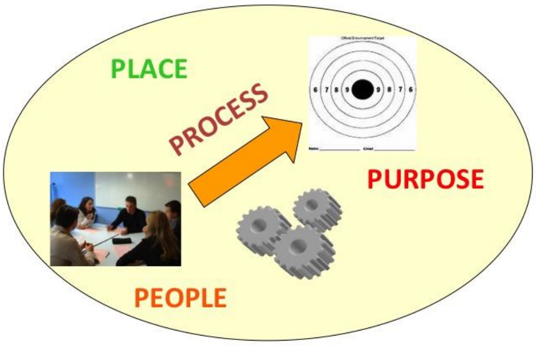
Why collective thinking?

There are two main reasons why a manager might invite collective thinking:

- Some situations are so complex that even the most brilliant mind cannot tackle them alone
- People tend to be more committed to solutions that they participated in developing

Key elements

The key elements of any creative endeavour are the 4 P's: Purpose, People, Process and Place:



Purpose is about the outcome you want to achieve

Process: the steps taken to solve a problem or make a decision

People: includes, for example, those involved in the problem solving process, as well as those impacted by any outcome and able to influence the process

Place: the impact of physical space and psychological climate

Typical steps in a **Group problem solving process** include:

Identifying the need

Clarify the purpose

Inviting the right people

Designing the process

Creating the right climate

Group problem solving / decision making

Collecting the output

Making a decision

Implementing agreed actions

Following (up on) the process

We explore some of these steps in more detail below.

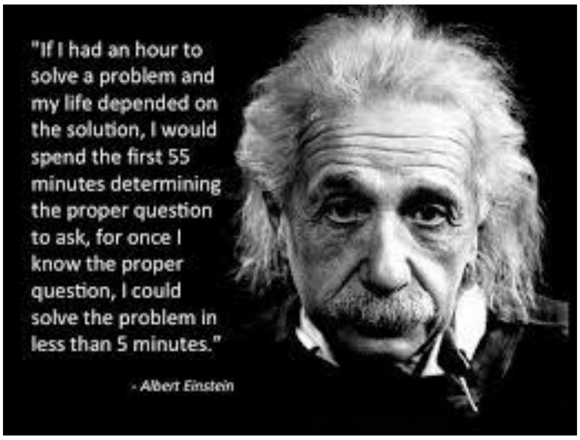
Going Deeper

A video that explores the **4Ps** (EN)
https://www.youtube.com/watch?v=KOH6360PfmQ

Clarity of purpose

The first and probably the most important step in problem solving is to clarify the purpose.

Having a powerful question is the most effective way of opening up a conversation and keeping it engaging. Powerful questions focus attention, intention and energy.



(https://www.pinterest.com/pin/234046511859660263/)

A powerful question is one which:

- is important for the participants
- stimulates curiosity and thinking
- cannot be answered with a simple 'yes' or 'no'

Inviting the 'right' people

Selecting the 'right' people to be part of a collective thinking process is obviously vitally important. But what is 'right'? When selecting people to be part of a collective thinking initiative, care should be taken to ensure that people are:

- **Competent**: i.e. have relevant knowledge and skills
- **Committed**: i.e. motivated to contribute
- **Complementary**: e.g. a diversity of knowledge, skills and problem solving styles

"Problem-solving style is defined as consistent individual differences in the ways people prefer to plan and approach challenges or opportunities in order to gain clarity, produce ideas, and prepare for action. They are the ways you prefer to behave when managing change, processing information, and making decisions.

*Your problem-solving style influences your behaviour whether you are working alone, with a partner, or as part of a team."**

If you follow the European School of Administration's training product 'Collective Thinking' you will have the opportunity to complete the VIEW questionnaire to better understand your own problem solving style.

Going Deeper

A site that explores **problem solving styles** (EN)
http://www.viewassessment.com/media/978/About-VIEW-2014.pdf

Designing the thinking process

"A long time mentor of mine once said that the greatest of all human inventions is the creative process, how we bring forth new realities." Peter M. Senge

A useful method for designing a thinking process is the **Six Thinking Hats** (EN)
https://youtu.be/UZ8vF8HRWE4

(Picture: http://www.brillianceactivator.com/services/training/six-thinking-hats/)

The Six Thinking Hats is a system designed by Edward de Bono, which describes a tool for group discussion and individual thinking. It involves six coloured hats, which each represent a different thinking 'mode'. The "Six Thinking Hats" system supports parallel thinking and provides a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively. (Wikipedia)

In the Six thinking hats, each hat represents a different mode of thinking:

Blue hat: Control, lead, plan

Red Hat: Emotions, feelings, intuition

Use the Red hat to get a sense of peoples' reaction to the topic

White hat: Facts and figures, information

Green hat: Creative, solutions

Yellow hat: Positive, with arguments

Black hat: Negative, risks

Going Deeper

A link to Edward de Bono's web site, which explains the **Six Thinking Hats** (EN)
http://www.debonogroup.com/six_thinking_hats.php

Book: de Bono, Edward, Six Thinking Hats, Penguin. ISBN 978-14-029666-2

Links with my work? 2.2

How does your team think together? Is it both effective and efficient?

Are there other opportunities for members of your team to think collectively?

For your next meeting, identify a sequence of thinking 'Hats' that you could use to structure the discussion e.g.:

Blue hat

- How will you describe the purpose the meeting and desired outcome?
- What time will you allocate for the meeting?

How will you explain the process?

Red Hat

- Use the Red hat to get a sense of peoples' reaction to the topic

White hat

- What information will you provide?
- What information will you seek?

Green hat

- Use the Green hat if you need to create a 'space' to generate options or new ideas

Yellow hat

- Use the Yellow hat to explore the positive aspects of an idea

Black hat to evaluate the negative aspects or risks

- Experiment by following this sequence in your meeting, without feeling that you have to stick rigidly to it.

Red hat

- Use the Red hat to seek peoples' gut feel about the idea having listened to the Yellow and Black hat observations?

Blue hat

- Use the Blue hat to summarise the meeting, the decisions taken and next steps.

Creating a thinking environment

Vulnerability is the birthplace of innovation, creativity and change. I would challenge to anyone to point to any act of innovation that was not born of vulnerability, that was not born of putting an idea on a table that half the people in the room thought was stupid; that the other half questioned. If the idea that makes sense to everyone right away, there's nothing innovative about it, right? Brené Brown

So creating a 'safe' space for collective creative thinking is vitally important.

Nancy Kline's ten components for creating an effective thinking environment:

Attention: Listening without interruption; being interested in what the person will say next

Equality: Regarding each other as thinking peers; giving equal turns and attention

Ease: Offering freedom from internal rush or urgency

Appreciation: Practicing a 5:1 ration of appreciation to criticism

Encouragement: Building courage to go to the unexplored edge of ideas by eliminating competition between thinkers

Information: Supplying all the facts; dismantling denial frees thinking

Feelings: Allow appropriate emotional release to restore thinking – after laughter thinking improves

Diversity: ensuring diverse group identities; encouraging divergent thinking

Incisive questions: removing untrue limiting assumptions that block thinking

Place: creating a physical environment that say to people 'You matter'

The manager or leader of a group has a major influence on the thinking climate.

"He (Bill O'Brien, late CEO of Hanover Insurance) told me that his greatest insight after years of conducting organisational learning projects and facilitating corporate change is that the success of an intervention depends on the interior condition of the intervener." C. Otto Scharmer, p10 Theory U, Leading from the Future as It Emerges

Links with my work? 2.3

Listening is one of a manager's key skills. Unfortunately, many of us are not naturally good listeners and few of us have had training in listening.

A first step in developing your listening skills to awareness of your own listening 'centre of gravity'.

Watch video clip from Otto Scharmer's Theory U programme on levels of listening: https://youtu.be/eLfXpRkVZaI and keep a listening levels diary for at least 2 'typical' days.
What did you observe?

Can you identify any specific situations where is would be beneficial to increase your level of listening?

How might you go about doing that?

Going Deeper

A video that explores **vulnerability and creativity and innovation** (EN)
https://www.youtube.com/watch?v=AO6n9HmG0qM

A video introduction to **Nancy Kline's thinking environment** (EN)
https://youtu.be/IYWDCjYmQ7w

Video about using the **ten components** (EN)
https://youtu.be/HV7BpMlR7H4

Book: Kline, Nancy, More time to think, Fisher King. ISBN 978-1-906377-10-6

Group problem solving / decision making

Problem solving often involves a process of clarifying objectives, understanding the situation, exploring options, deciding which options to implement (after assessing impacts and risks), implementation and evaluation.

Group problem solving is explored in detail in the European School of Administration's eBook Analysing and problem solving.

If you are in a simple or complicated situation, 'best' and 'good' practices probably already exist, so under the Green hat the goal would be to search for routine solutions.

However, complex situations are unique and demand new solutions. New solutions require creativity, where creativity can be defined as *Combining previously unconnected ideas, information and elements to make something new.* Innovation, on the other hand, can be defined as *The process of turning new ideas into practical reality.*[1]

What are the barriers to idea generation, both individually and in groups?

Individual barriers to problem solving

The brain as a self-organising system sets up patterns or sequences or tracks along which our thinking normally flows. The challenge in being creative is to think 'laterally' to get out of these tracks and find new approaches.

Group barriers to problem solving

Although bringing a diverse group of people together can be helpful in finding solutions to complex problems, it can initially create another challenge – *Social complexity*. The issue here is that the group members have very different perspectives, which can hinder collaboration.

A number of group collective thinking methods have been developed that help to overcome these challenges and make meetings more productive. The toolbox below provides more information on some of these approaches.

Group decision making

Groups frequently have difficulty in taking decisions. Often caused by the attempt to reach a consensus. One way of reducing this difficulty is to use **Consent based decision-making**.

[1] Non-stop creativity and innovation. Fiona Mclead and Richard Thomson.

http://www.solutionsiq.com/consent-for-decision-making-in-agile-organizations/

Note that the steps in the consent decision-making process outlined in the web site can be linked to the Six Thinking Hats is as follows:

- Present the proposal (Blue hat)
- Clarify round (White hat)
- Quick reaction round (Red hat)
- Consent round (OK or Black hat)
- Proposal improvement (Green hat)
- Check consent to amended proposal (Red hat)

Links with my work? 2.4

Select a technique, such as *Me in your shoes* or *Consent decision making* (see Going Deeper below) and find a low-risk opportunity to experiment using it with your team.

Identify suitable opportunities to try the technique:

Evaluate the lessons of the first experiment. What went well? What challenges were there? What will you do differently the next time?

Links with my work? 2.5

Prepare and run a Collective Thinking meeting with your team. A template to help you is shown below.

Evaluate the lessons of the first experiment. What went well? What challenges were there? What will you do differently the next time?

Going Deeper

The following website provides a list of **techniques to stimulate creativity**

http://www.slideshare.net/ramonvullings/27-creativity-innovation-tools-final

A short video that explains the technique **Me in your shoes** (EN)
https://vimeo.com/96062221

Useful group-work links:

The Art of Hosting http://artofhosting.ning.com/page/core-art-of-hosting-practices

The World Café http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/

Conversational leadership http://www.theworldcafe.com/wp-content/uploads/2015/07/Conversational-Leadership.pdf

Open Space Technology http://openspaceworld.org/wp2/open/

Appreciative Inquiry https://appreciativeinquiry.case.edu/

Sociocracy 3.0: http://sociocracy30.org

Planning a Collective Thinking Event

PURPOSE

Need / challenge:

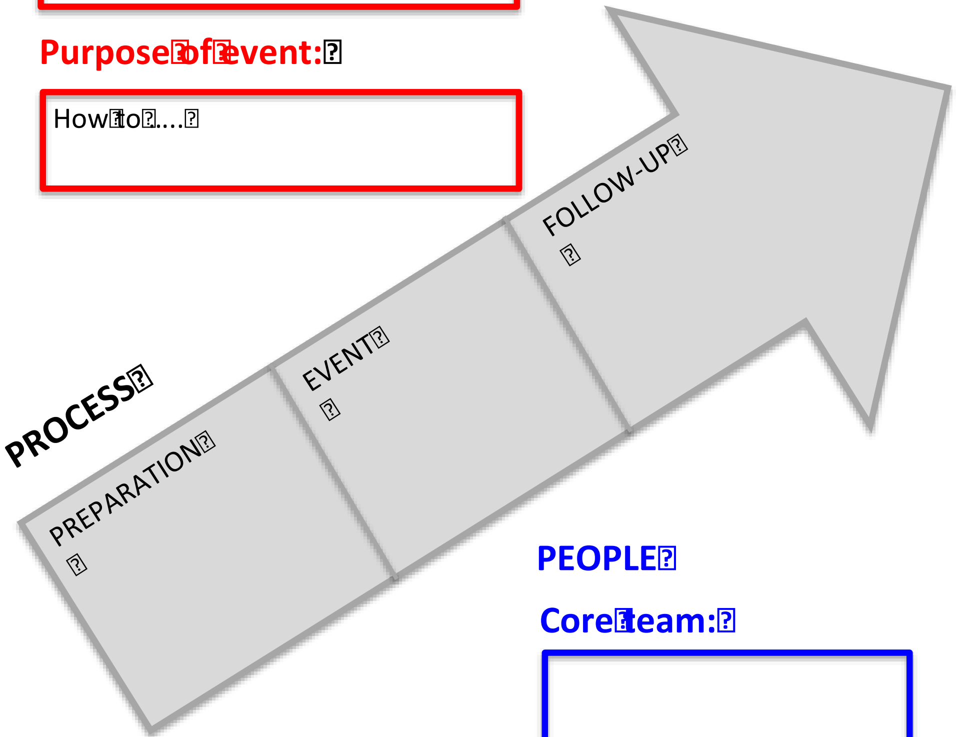
Purpose of event:

How to ....

Outcome:

Tangible:

Intangible:



PLACE

How to create a 'safe' space:

PEOPLE

Core team:

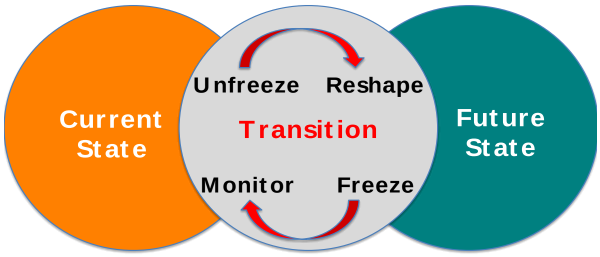
Participants:

3. MANAGING CHANGE

3.1 Understanding change

Definitions

At its most basic level, **change** is a movement out of a current state (how things are today), through a transitions state and to a future state (how things will be).



Change happens all around us – at home, in our community and at work. Changes can be internally or externally motivated. The change can be a dramatic departure from what we know or it can be minor. Change can be anticipated or unexpected. But in all cases, the fundamental nature of change is a movement from Current to Future via some kind of Transition.

Change may seem complex but often there is much that is natural about change too. After all, nothing stays the same! So, what is **change management**? For a better understanding it helps to first think about change itself. It has been said that, whilst change might be constant, it is not necessarily the same. Different types of change may well require different approaches to managing them.

With this in mind, to understand change, you need to understand "the process of change in context."

Change is perhaps best thought of in terms of the following aspects:

Purpose – the results the change should bring about

People – the people who will be involved in the change

Content – what the change is

Process – the way the change is being implemented

Place or Context – the environment in which it is happening

Therefore change management can be defined as:

Adopting processes for managing change that are appropriate to the nature, characteristics and context of the change being managed, that take people with you and are focused on achieving successful outcomes.

Why change?

"We must bear in mind, then, that there is nothing more difficult and dangerous, or more doubtful of success, than an attempt to introduce a new order of things in any state. For the innovator has for enemies all those who derived advantages from the old order of things, whilst those who expect to be benefited by the new institutions will be but lukewarm defenders.

Niccolò Machiavelli (allegedly)

Much has been written about the challenges of leading change, so why make the effort?

The **benefits of effective change management**:

Increased team and organisational **effectiveness** by enabling teams and organisations to anticipate necessary changes, for example new 'customer' expectations, and innovate

increase team and organisational **efficiency** by:

- enabling the team / organisation to better assess the impact of a change

- aligning existing resources within the team / organization

- reducing the time necessary to implement the change

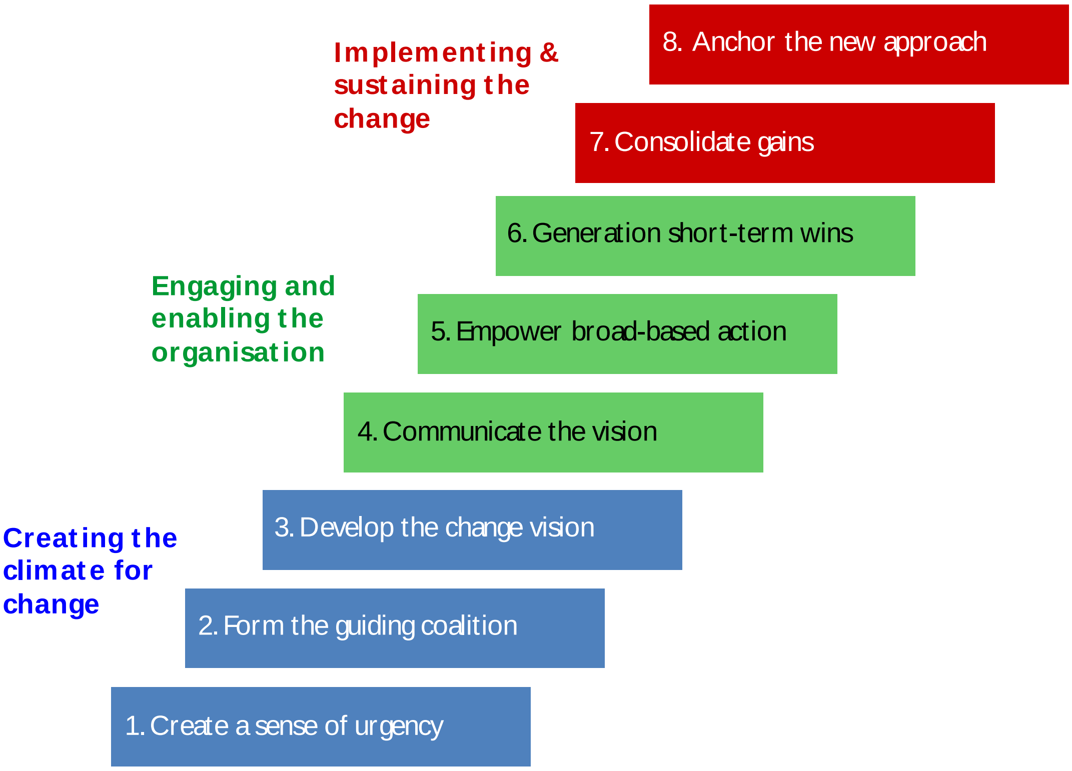
- maintaining a high level of staff moral

- minimising the possible negative impact of day-to-day operations

Minimise risk associated with change, by ensuring that stakeholders understand and support the change and minimising possible resistance to change from members of staff

Key elements in a change management process

Many change management processes exist. One well-known example is the following 8-step model developed by John Kotter[2]:



Kotter's 8-step model may give the impression that the process of change is linear. In reality it rarely is. Instead change is gradually introduced via a process of small iterations.

Links with my work? 3.1

Looking back, how is the management situation you face now different from the past? How have you and your team adapted to these changes e.g.:

- the team structure, organisation, processes etc.
- your (management / leadership) role
- your own behaviours

To what extent have you deliberately tried to bring about change in your own team?
What was your experience of managing change?

[2] Source: The Heart of Change, John Kotter

Looking forward, what additional change would you like to initiate?
To what extent might you use the ideas within Kotter's 8-step model in your next change initiative?

Going Deeper

A video that explores **Change and Change Management** (EN)
https://www.youtube.com/watch?v=QWORFliXxn0

Web site where John Kotter explains the **Eight-step model** (EN)
http://www.kotterinternational.com/the-8-step-process-for-leading-change/

Related to Kotter's ideas, and particularly helpful in understanding the pressures of change on people, and people's reactions to change, see also John Fisher's model of the **Process of personal change** (EN)
(http://www.businessballs.com/personalchangeprocess.htm)

3.2 Navigating Change and Complexity*

In this section we explore how to develop the team flexibility required to achieve results in a complex and changing world, while still having a life.

Developing team / organisational agility

According to Julian Birkinshaw[1], a Management Model is the choices made by managers regarding *how they define objectives, motivate effort, coordinate activities and allocate resources – in other words, the definition of how the work of management gets done*.

The type of management model you choose (whether consciously or unconsciously) will impact the ability of your team to adapt to change. The aim of this section is to help you reflect on what management model would be most appropriate to your own situation.

The table below summarises the range of options available to a manager for each of the core management activities:

Core Management Activities	**Management Options**		
	Traditional		**Alternative**
Coordinating work	Bureaucracy	⟷	Emergence
Making decisions	Hierarchy	⟷	Collective
Motivating individuals	Extrinsic	⟷	Intrinsic
Setting objectives	Linear	⟷	Obliquity*

Depending on the levels of complexity and change you face as a manager, differently management models will be more or less effective and efficient.

Links with my work? 3.2

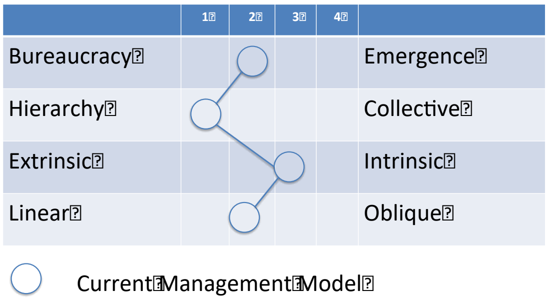
To understand more about the management model dominant in your department, please complete the questionnaire below:

	1	2	3	4	
	Strongly agree with the statement on the Left	Marginally agree with the statement on the Left	Marginally agree with the statement on the Right	Strongly agree with the statement on the Right	
1. Activities of staff are coordinated through clearly defined roles and processes and procedures					1. Activities are coordinated by mutual adjustments of staff acting in their own / their team's best interests
2. The normal assumption is that information about internal processes is confidential and shared on need-to-know basis					2. The normal assumption is that information about internal processes is available for all staff to see
3. Responsibility and accountability for decisions is allocated to specific individuals in the hierarchy					3. Decision making is viewed as the collective responsibility of entire teams or groups
4. Managers prefer to rely mainly on their own knowledge and experience					4. Managers prefer to rely mainly on the knowledge and experience of sub-ordinates
5. We attract staff to the EU institutions by making the salary and benefits attractive					7. We attract staff to the EU institutions by emphasising the sense of achievement / contribution to society
6. When staff work long hours it is because they are seeking to get ahead in the organisation					8. When staff work long hours it is because they enjoy the work or believe strongly in the work

7. There is a preference for explicit, short term and relatively narrow objectives					5. There is a preference for implicit, long term and relatively broad objectives (i.e. decades)
8. There is a focus on short-term achievement against objectives (i.e. months / quarters)					6. There is a focus on long-term achievement against objectives (i.e. years)

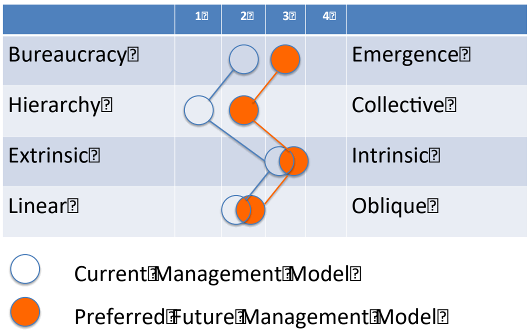
[1] The questionnaire is adapted from the questionnaire contained in Julian Birkinshaw's book Reinventing Management.

Once you have completed the questionnaire, take the average score for each pair of answers and plot them on the following figure – reproduced below:



On the same graph, plot where you think your management model should be in 3-5 years time to best meet the situation facing your team / organisation.

Your graph may look something like the following:



The table below describes the management options in more detail:

Bureaucracy: activities are coordinated with formal rules and procedures that ensure conformity of behaviour	***Emergence:*** activities are coordinated through the self-interested behaviour of independent actors
Hierarchy: decisions are made by is a way of structuring work that provides managers with legitimate authority over their subordinates	***Collective:*** decisions are made by involving a larger number of people with relevant expertise and commitment
Extrinsic: managers attempt to motivate staff using a variety of extrinsic motivators, such as pay, promotion or threat of punishment	***Intrinsic:*** managers attempt to motivate staff using intrinsic motivators such as a clear purpose, autonomy and personal growth

Alignment: managers attempt to align the efforts of staff by defining explicit, short term and relatively narrow objectives	***Obliquity:*** managers attempt to align the efforts of staff using more explicit, longer term and broad objectives.

In the following sub-sections we will explore Emergence and Obliquity in more detail.

Going Deeper

Watch this video (from minute 17), to hear Julian Birkinshaw (London Business School professor), explain his **Management framework** (EN)
https://www.youtube.com/watch?v=pK9U_9XHRmM

Book: Birkinshaw, Julian, Re-inventing Management, Jossey-Bass. ISBN 978-1-118-37590-7

Emergence / Autonomous Teams (AT)

In a bureaucratic system activities are coordinated via formal rules and procedures to ensure conformity of behaviour. Emergence, in contrast, relies on 'spontaneous coordination through the self-interested behaviour of independent actors'. Related to emergence is the concept of self-organising, where a group or team is encouraged to manage its own work and working practices.

There has been enormous academic interest in emergence and its sister concept, self-organising, over the last 15 years.[1] Faced with multiple pressures, both external and internal, many organisations have attempted to become more agile, by giving teams and work groups much greater autonomy.

In the **ACE Consultants report** potential benefits, as well as the potential challenges are explored.

Potential benefits of autonomous teams (AT) are:

Increased staff motivation and engagement

Increased cross-functional collaboration

Greater closeness to customers

Increased flexibility

Optimal skills distribution

Cost reduction / efficiency

Companies with a successful track record in using autonomous teams have seen significant benefits. However, the research also reveals that greater autonomy creates challenges for the organisation that affect leaders, teams and individuals.

Common challenges with autonomous teams:

Relationships: that ATs have with the organisation, the hierarchy and other teams. ATs need a strong link with the organisation's purpose, values and strategy; secondly, the relationship between team and hierarchy needs to be managed carefully to avoid non-productive interference; and finally, 'autonomy' does not mean independence as ATs cannot function alone and need to cooperate with other teams to achieve the organisation's goals. Studies reveal that ATs need a proper framework with clear goals to succeed.

Collaborative context: the climate and ultimately the company culture, processes and systems, and space in which the AT is operating. Research demonstrates that creating the right work environment and culture significantly improves AT success. Being in the right space (physical and emotional) with the right amount of facilitation allows individual team members to explore more, which ultimately stimulates creativity and innovation within ATs.

Challenging management: Control versus structure. Findings reveal a management paradox: on the one hand the manager must define the playground and framework in which the AT will ultimately be measured, but on the other hand, he/she needs to trust the team and give it the freedom to decide on how to achieve these goals.

Going Deeper

A video that explores **Autonomous teams** (EN)
https://www.youtube.com/watch?v=yu-6OMYs3cE

Obliquity

*John Kay is a leading UK Economist and while this idea was presented in 2011 it makes for interesting reading if you have the time. He writes for the UK Financial Times and poses the notion that certain targets are achieved only as a side-effect of aiming for something else. For instance, happiness is attained when people are absorbed by a meaningful activity – psychologists call this state "flow". Trying to be happy is a recipe for misery. But it is very interesting when framed in terms of a company's goals. High customer service may be a goal and so profit becomes an outcome not a goal.

Exercise: Pros and Cons of Bureaucracy and Hierarchy 3.1

Focusing on the approaches to coordinate activities, note down the possible strengths and weaknesses of each approach:

Bureaucracy:

Strengths:	Weakness:
Best used when:	Best avoided when:

Hierarchy:

Strengths:	Weakness:

Best used when:	Best avoided when:

Going Deeper

Video of a TED Talk John Kay explores the topic of **Obliquity** (EN)
http://tedxtalks.ted.com/video/TEDxWarwick-John-Kay-Obliquity

Article on **Obliquity**
http://www.johnkay.com/2004/01/17/obliquity

Leading autonomous teams

Why should a self-managing team require any leadership? After all, doesn't the group manage itself? In actuality, though, self-managing teams require a specific kind of leadership. Even a team that is autonomous in terms of its activities and its decision- making, it must still continually receive direction from higher levels in the organization. And it also must report to that hierarchy through a person who is ultimately held accountable for the group's performance.

Research (http://sloanreview.mit.edu/article/how-to-lead-a-selfmanaging-team/) has identified four important autonomous team leadership functions and eleven key skills / behaviours.

Key autonomous team leadership functions and skills:

Relating. External leaders must continually move back and forth between the team and the broader organization to build relationships. Success in this area requires three skills / behaviours:

- Being socially and politically aware
- Building team trust
- Caring for team members

Scouting. To scout effectively, external leaders must demonstrate three behaviours:

- Seeking information from managers, peers and specialists
- Diagnosing team member behaviour
- Systematic problem investigation

Persuading. With respect to external leadership, effective persuasion requires two behaviours:

- Engaging external support
- Influencing the team

Empowering. External leaders of self-managing teams can empower those teams by demonstrating three behaviours:

- Delegating authority
- Exercising flexibility regarding team decisions
- Coaching

Going Deeper

An article on **How to lead a self-managing team**
http://sloanreview.mit.edu/article/how-to-lead-a-selfmanaging-team/

A video by submarine commander David Marquet explains how he introduced a **Leader-Leader approach** in his nuclear submarine (EN)
https://www.youtube.com/watch?v=yu-6OMYs3cE

Book: Marguet, David, Turn the ship around! A true story of building leaders. ISBN 978-1-59184-640-6

An article by McKinsey on **Adapting leadership to organizational health**
http://www.mckinsey.com/business-functions/organization/our-insights/leadership-in-context

Patterns that support collaboration

Sociocracy 3.0 (also known as S3) is a principles-based set of patterns for collaboration in organisations that wish to grow and maintain effectiveness, agility and resilience. The main categories for the S3 patterns are as follows:

The design goals for S3 were:

- **Open**: take, extend and adapt as needed
- **Free**: available under Creative Commons
- **Effective**: proven in many organisations
- **Actionable**: something for individuals, groups and organisations
- **Lightweight**: just the essentials are included

For more information about **S3** and the range of resources provided see: http://sociocracy30.org

Creating a collaborative context

As described in the ACE Consultants report above, creating the right work environment and culture is a key to success.

Jim Tamm (**Radical Collaboration** http://www.radicalcollaboration.com) and Dan Harrison (**Harrison Assessments** http://harrisonassessments.eu) have develop a list of the key competences for effective collaboration.

Collaborative competences:

Collaborative intent: The tendency to establish mutual benefits and long-term relationship by taking an interest in other points of view, welcoming feedback and responding non-defensively, without shaming or blaming others

Truthfulness: The tendency to inspire open communication by speaking with self-awareness and honesty as well as encouraging others to do the same. This also includes being a good listener and striving to create an environment where individuals feel safe enough to raise difficult issues

Self-accountability: The tendency to take responsibility to understand one's choices and then make conscious choices. This includes being accountable for the results of one's own actions or inactions rather than blaming others

Self-awareness and awareness of others: The ability to be self-reflective, the commitment to knowing oneself deeply and the desire to understand the concerns, intentions and motivations of others, including the culture and context of their circumstances

Negotiating and problem-solving: The tendency to skilfully resolve conflicts in a manner that promotes a cooperative atmosphere and positive relationships. This includes finding solutions that as much as possible meet the interests of all the parties

Links with my work? 3.3

After watching Jim Tamm's video (below), reflect on your own signs of defensiveness and create an action step to handle it.

My signs of defensiveness:

My action step:

Show your team the Radical Collaboration video and explore 'Red zone' and 'Green zone' behaviours with your team. Agree a set of ground rules with your team members to better maintain 'Green zone' behaviours. What examples can you think of?

Then at the subsequent team / unit meeting you attend, make a note to step back from the content of the meeting and listen to the language people are using. If you observe 'Red zone' stop the meeting and challenge people to move back into the 'Green zone'.

Going Deeper

A video in which Jim Tamm explores what he believes is the single **Greatest inhibitor to true collaboration** (EN)
https://www.youtube.com/watch?v=vjSTNv4gyMM

Radical collaboration website explains the **Key collaboration competences**
http://www.radicalcollaboration.com/tlt-collaborative-skills-climate-survey/

Book: Tamm, James, Radical collaboration. Five essential skills to overcome defensiveness and build successful relationships. ISBN 975 006 201 3565

Tips for change agents

If there is a difference between the current management model and your preferred future management model in your own unit, how can you bring about a change?

Lessons for change agents (Julian Birkinshaw):

Understand your own circle of influence

Serenity prayer: "Grant me the serenity to accept the things I cannot change, the courage to change the things I can and the wisdom to know the difference."

Align your initiative with a strategic priority of your boss or organisation e.g. increasing productivity or innovation

Engage others inside and outside the organisation

Stay 'under the radar' as long as possible

Take an experimental approach

Taking an experimental approach

The truth is that cases of successful, top-down transformation are rare, and even when they occur they typically involve a lot of small-scale, under the radar experiments that collectively make the overall transformation possible. Julian Birkinshaw

Prototyping is an approach to developing, testing, and improving ideas at an early stage before large-scale resources are committed to implementation. It is a way of project and team working which allows you to experiment, evaluate, learn, refine and adapt. It ensures that ideas are fully explored before any conclusions are drawn.

Prototyping is not an alternative to piloting. Prototyping helps you build a better specification for what a pilot might be. It may even help you see that your idea isn't going to work and save you the time and the cost of a pilot.

What actually is prototyping? Typically, prototyping:

- involves relevant people at an early stage
- develops ideas with the people who will help you find the answers

- makes ideas tangible and tests them
- refines those ideas
- informs and improves any eventual project framework for change

Benefits of prototyping:

Prototyping allows you to try out your ideas without the pressure of getting everything right, straight away.

Prototyping also enables you to involve a wide range of stakeholders in the testing process, providing a better understanding of how your ideas will work.

Compared to a pilot, prototyping is a low cost process and can be done within short to medium timescales.

Prototyping also provides an iterative learning approach so ideas can develop as you go along. You should think about prototyping before you start thinking about piloting.

Links with my work? 3.4

Do you have any ideas for change in your department that you would like to explore?
Do you have any questions about the idea?
What assumptions would need to be correct for the idea to succeed?
How could you explore the idea and test the assumptions with a small-scale experiment?

Going Deeper

Nesta has developed a framework and a set of **prototyping tools**
http://www.nesta.org.uk/publications/prototyping-framework

Assessing impact

Public sector managers often view performance management as a technical challenge rather than a political or philosophical one. Referring back to the concept of “strategy in the public sector”, introduced in Section 1.1, Moore contends that the political and philosophical aspects of public performance management are at least as important as the technical aspect.

To produce value, public officials must consider the entire “value chain.” The value chain starts with inputs and moves to the production processes (e.g. policies, programs, activities) used to transform the inputs into outputs. These then have an effect on a client (e.g., citizen, beneficiary, etc.), which leads to the social outcome that was the intended aim of the activity. Public management is often focused on just one part of the value chain. For example, traditional line item budgeting is focused almost exclusively on the “inputs” aspect of the value chain. More recently, attention has been placed on “outcome performance measures,” often with an implication that other measures (e.g., outputs, productivity) are inferior.

At the centre of Moore’s approach is what he calls the “public value account,” which is shown below in its generic form.

Public Value Account

Use of collectively owned assets and financial costs	Achievement of collectively valued social outcomes
Unintended negative consequences	Mission achievement
Social costs of using authority	Unintended positive consequences
	Client satisfaction
	Justice and fairness

Use of collectively owned assets and financial costs are shown on the left. Financial costs obviously fall on this side of the ledger, but in addition to costs, Moore believes it is important to account for two other categories. The first is unintended negative consequences, for example an aggressive policing strategy might reduce the level of trust between the government and its citizens. The second is the social costs of using authority. In short, citizens do not like to be compelled to do certain activities or otherwise have government interfere in their lives. Hence, any government activity that imposes obligations on citizens or otherwise impinges on personal freedom should be considered a cost.

On the right side of the ledger, we have items that go toward achieving valuable outcomes, including things that go toward achieving the organization's stated mission. Unintended positive consequences that fall outside of achieving the mission also go in this column. For example, greater achievement of the organization's mission would tend to foster greater job satisfaction for public employees. The right- hand side of the ledger also includes client satisfaction, distinct from mission achievement; this is because a public entity's mission is often defined in terms of creating benefit for the greater public, which is often not the same thing as satisfying individual members of the public. Here, Moore differentiates between "service recipients" (who are like traditional "customers") and obligatees, or individuals the government compels to perform certain actions.

Finally, there is justice and fairness, which Moore applies to individuals, as they experience government processes, and the whole society, as it experiences the segments of society that benefit from government action.

Links with my work? 3.5

Imagine the situation 3-5 years from now.
What impact will you and your team have brought about for your primary stakeholders?

Going Deeper

The above text was adapted from **Defining and Creating Value for the Public.** http://www.gfoa.org/sites/default/files/GFROct1457_0.pdf

The **European Commission's approach to impact assessment.** http://ec.europa.eu/smart-regulation/guidelines/ug_chap3_en.htm

3.3 The influential leader*

We have already seen that engaging others is an important skill of an effective manager and leader. In this session we explore sources of power and influence and how to use them.

Power and influence

What is Power and how does it differ from Influence?

Power *is the ability of one person to influence what another person thinks or does. You have power over another person to the extent that you can influence what this person thinks or what this person does.* DeVito

Influence, on the other hand, is the capacity or power of persons or things to be a compelling force on, or to produce effects on, the actions, behaviour, opinions, etc., of others. The key word in that definition is compelling, which means having irresistible qualities. Therefore, in order to influence someone you have to do it in a way that is not resisted. How do you influence someone? The only way for you to effectively influence someone is in your communication. In other words, your first step as a leader is to understand how communication motivates a person to specific actions.

Sources of Power

French and Raven developed what is regarded as a classic scheme for categorizing the various bases of power. Their work was first presented in an article in Studies of Social Power in 1959, titled “The Bases of Social Power”.

These five power bases were expanded on by Hershey and Blanchard in their text, “Management of Organizational Behaviour” (1982) in which they added two more bases of power: connection and information.

The seven power bases can easily be separated into two broad categories of power: positional and personal.

Positional Power:	**Personal Power:**
Legitimate power (sometimes called authority or formal power) is that which is derived from the person's position in the organization.	**Expert power** derives from having knowledge that is valued by the organization or individuals with whom the person interacts.
Reward power is based on the individual's ability to reward desirable behaviour. It stems partly from legitimate power.	**Referent power** results when the individual engenders admiration, loyalty and emulation to the extent that the person gains the power to influence other.
Coercive power is the opposite of reward power, and is based on the ability of the individual to sanction (punish) or prevent someone from obtaining desirable rewards.	**Connection power** is about who you know, vertically and horizontally, both within and outside the organization.
	Information power is a power that can be either personal or positional. A person in the organization with reliable information is thought to have power.

Power is a neutral tool, so exercising the power does not have to be a negative action. Rather, an individual needs to use their legitimate power to do their job more effectively.

In many respects power is like love, the more it is shared, the more it grows. Many managers have trouble sharing power for fear they are giving away a scarce resource and once power is given away it is lost. Dr. Terry Stimson

The above text is adapted from an article on the International Coaching Academy web site (see Going Deeper below).

Links with my work 3.6

What specific complex situation / management challenges are you facing that will require the engagement of others?
What objective or impact would you like to achieve?

Who are the key people you need to influence to achieve your objectives?

What are your sources of power and influence with each of the stakeholders?

Are there any sources of power that you are not fully exploiting? Why not? Possible reasons can include wanting to be liked and fear of confrontation.

Create an action plan, detailing whom you need to influence and how you will do this.

Going Deeper

The Coaching Academy web site provides more on **Power and influence:** http://coachcampus.com/coach-portfolios/power-tools/suman-rudra-power-vs-influence

Influencing others

According to Robert Cialdini, Regents' Professor of Psychology and Marketing, Arizona State University, influencing is a science. He has whittled his findings down to six key principles, found in the fifth edition of 'Influence: Science and Practice'.

Six levers of influence (https://youtu.be/cFdCzN7RYbw):

Reciprocation: People feel indebted to those who do something for them or give them a gift.

Social Proof: When people are uncertain about a course of action, they tend to look to those around them to guide their decisions and actions. They especially want to know what everyone else is doing – especially their peers.

Commitment and Consistency: People do not like to back out of deals. We're more likely to do something after we've agreed to it verbally or in writing, Cialdini says. People strive for consistency in their commitments. They also prefer to follow pre-existing attitudes, values and actions.

Liking: People prefer to say 'yes' to those they know and like.

Authority: People respect authority. They want to follow the lead of real experts.

Scarcity: In fundamental economic theory, scarcity relates to supply and demand. Basically, the less there is of something, the more valuable it is.

Links with my work? 3.7

To what extent could Robert Cialdini's 6 levers of influence be adapted to engage others in your work environment?

Going Deeper

A more detailed explanation of Robert Cialdini's **6 levers of influence.**
http://www.educational-business-articles.com/influence-tactics/

Influencing style

Researchers have identified a number of different approaches people tend to use when influencing others. The HBR article, referenced below, identifies five distinct influencing styles: Bridging Rationalizing, Asserting, Inspiring and Negotiating (BRAIN)

Five influencing styles:

Bridging: People with this style attempt to influence outcomes by uniting or connecting with others. They rely on reciprocity, engaging superior support, consultation, building coalitions, and using personal relationships to get people to agree with your position.

Rationalizing: People with this style use logic, facts, and reasoning to present their ideas and to persuade others

Asserting: People with this style use personal confidence, rules, law, and authority to influence others. They insist that their ideas are heard and considered, even when others disagree. They challenge the ideas of others when they don't agree with their own and they tend to debate with or pressure others to get them to see their point of view

Inspiring: People with this style encourage others toward their position by communicating a sense of shared mission and exciting possibility. They use inspirational appeals, stories, and metaphors to encourage a shared sense of purpose.

Negotiating: People with this style look for compromises and make concessions in order to reach an outcome that satisfies both parties' interests. They make trade-offs and exchanges in order to meet others' interests? If necessary, they delay the discussion until a more opportune time.

We tend to prefer to be persuaded by communication which uses the style for which we have a preference. So, for example, if my preferred style is rationalising, I am more likely to be influenced by others who use this style on me. You are more likely to be effective in influencing me, if you use my preferred style.

According to the Centre for Creative Leadership (CCL) video below, the different styles are more likely to be effective in particular circumstances i.e. :

Preference	Best used when	Questionable when
Bridging	Collaboration needed Complex issue	Lack of common goals Lack of time
Rationalizing	Strong data / expertise Openness for logical discussion	Value / ethical impact Lack of evidence
Asserting	Positional power Crisis	Influencing up Need for collaboration
Inspiring	Shared interests Excitement and hope needed	Adversary relationships Low trust
Negotiating	No right answer Divergent interests	Inferior position Nothing to exchange

Going Deeper

A video by CLL exploring the different influencing styles (EN)
https://www.youtube.com/watch?v=jhdQsTOHW8I

It is useful to be able to recognise the different influencing styles, so that we can adapt our influencing approach to the others' preferred style.

The following videos demonstrate each influencing style (EN).

Bridging: https://www.youtube.com/watch?v=mAkjRWGry58

Rationalising: https://www.youtube.com/watch?v=8ColyXf0_nM

Asserting: https://www.youtube.com/watch?v=Wtn-J-OF-Ho

Inspiring: https://www.youtube.com/watch?v=QS9KvOJmXYM

Negotiating: https://www.youtube.com/watch?v=VbO0LxN7bnY

HBR article on **Influencing styles**
https://hbr.org/2012/01/whats-your-influencing-style/

Links with my work? 3.8

By watching the above videos, attempt to identify your own preferred influencing style or styles.

From the earlier exercise, take one of the people you would like to influence and reflect on what their influencing style might be.

How might you adapt your message to them so that it is better aligned with their preferred style?

Building trust

Closely linked to Personal Power, described above, is trust.

Simply put, trust means confidence. The opposite of trust – distrust – is suspicion. When you trust people you have confidence in them – in their integrity and abilities. When you distrust people, you are suspicious of them – their integrity, their agenda, their capabilities. Stephen M. R. Covey – **The Speed of Trust** (https://www.cu.edu/sites/default/files/ExecSummaries-The_Speed_of_Trust.pdf)

So **Trust** is a function of **Character** x **Competence**

Where Character includes honesty, integrity and intent and Competence includes skills, experience and track record.

Benefit of high levels of trust:

Energy: being able to focus on achievements without restraint, being prone to engage into action

Time: not having to spend time 'covering one's back', double-checking on what has been requested or said, or devising alternatives 'in case …'

Quality of relationships: no suspicion of 'double language', no fear nor sense of risk (whether it's to the project, to the organisation or to myself or the team)

Quality of decision and execution: no temptation to question the purpose or basis of decisions (even though one may disagree with them), feeling secure that execution is managed properly, feeling safe to take on and exert responsibilities

All four dimensions are closely inter-related.

The key for managers and leaders to build trust is three-dimensional **alignment.** The three dimensions are:

- Self-alignment
- Alignment with others
- Alignment with the organisation

Three dimensions of building trust:

Alignment with the organisation

- As a manager and leader, your contribution within the organisation is first and foremost a contribution to the benefit of the organisation and its constituents, whether internal or external
- You act with loyalty to and coherence with the organisation's goals, principles, values and regulations
- You seek to minimise risks and optimise resources for the organisation

Alignment with others:

- You fully acknowledge how equally important their contributions are to the successes of the organisation
- You explicitly behave in a way which shows that you view others and interact with them as partners in common endeavours
- You manage to create a sense of security for all

Self-alignment:

- Others feel a strong (and possibly passionate) sense of intention, direction and authenticity in you
- There is no gap between what others hear you advocate and what they see you do (and how)
- You are genuinely aware of your knowledge, experience, skills and attitudes and ready to put the best of them at the service of the organisation and of others without over-promising.

These aspects provide the foundation for you to be perceived as:

- credible,
- reliable,
- contributing to others' growth and development
- commanding, no matter what source of authority you base your appeal to others' buy-in on (cf. J. Maxwell Sources of Authority).

They also contribute to making trust a virtuous reinforcing circle over time as well as limiting the blows which trust may undergo as a consequence of possible biases, imperfect information or adversarial intentions.

Going Deeper

A video by John Maxwell explaining the **5 levels of Leadership) (EN)** https://youtu.be/oe6XacmIZms

Book: Oser la confiance, by B Jarrosson, V. Lenhardt & B. Martin, INSEP Editions, 1997 (1ère edition)

Overcoming resistance to change

You may have sources of power to influence others, but will this be sufficient to bring about the desired impact?

Often, a natural reaction to change is resistance. Resistance to change is the action taken by individuals and groups when they perceive that a change is a threat to them. Key words here are 'perceive' and 'threat'. The threat need not be real or large for resistance to occur. Resistance may take many forms, including active or passive, overt or covert, individual or organized, aggressive or timid.

Our dilemma is that we hate change and love it at the same time; what we really want is for things to remain the same but get better. Sydney J. Harris

So how can you overcome resistance to change?

David Gleicher created the Change Equation while he was working at Arthur D. Little in the early 1960s. It was refined by Kathie Dannemiller in the 1980s. This formula provides a model to assess the relative strengths of factors that impact willingness to change.

D Dissatisfaction
x
V Vision
X
F First steps

DRIVING Forces

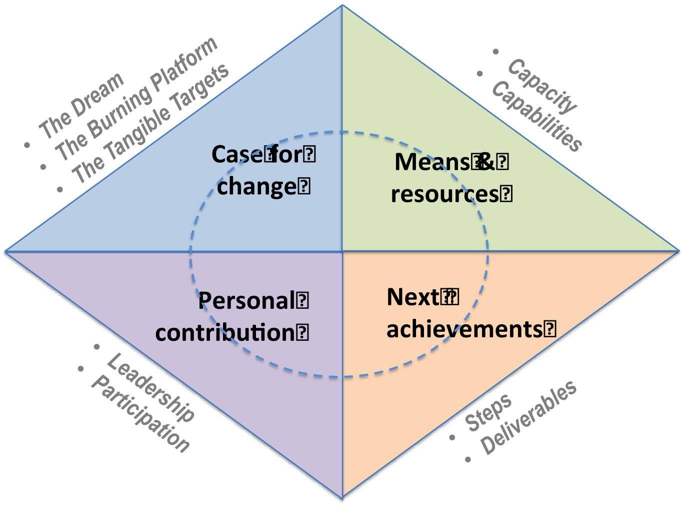
>
R Resistance to change

RESTRAINING Forces

A more sophisticated version of the Change Equation is shown opposite.

When communicating about a change, you can greatly increase the chances for success by considering the:

- Case for change
- Means and resources
- Personal contribution
- Next achievements



Communicating change:

Case for change (Purpose)

As we have seen, people do not always welcome change. To provide the necessary motivation, the leader must provide:

- the 'Dream' – the positive benefits that they change will provide

- the 'Burning Platform' – the negative consequences of the status quo

- Tangible Targets – clear, realistic targets that will bring about the Dream

Means and resources

The next key requirement is to ensure that all members of staff have the necessary resources, such as time, to make their contribution.

Personal contribution

Once the need to change is accept, staff will want to understand what specifically is expected of them. This needs to be as clearly defined as possible.

Next achievements

"A journey of a thousand miles begins with a single step" (Chinese proverb). Staff need to have a clear understanding of tangible next steps.

Links with my work? 3.9

Thinking about your own situation. What is the case for change?

Is the personal contribution of those you would like to engage clear?

Are next steps clear?

Do colleagues have the necessary resources to make their contribution?

Going Deeper

A short video by John Kotter on **Creating a sense of urgency (EN)**
https://www.youtube.com/watch?v=U5802FBaMSI

A video by John Kotter on **Winning hearts and minds (EN)**
https://www.youtube.com/watch?v=1NKti9MyAAw

Persuasive communication

Also important in engaging others is the way ideas are communicated.

Three major components of an influential communication:

Ethos related to the importance that a speaker's credibility or character has in establishing persuasion

Pathos deals with the ability for a speaker to emotionally connect to the audience

Logos refers to the argument that is being discussed and presented to the audience

Each one of these components provides an essential link to the audience, persuading an audience to accept the message you are trying to express in support of your position.

The above text is adapted from an article Persuasive power: **The Importance of Ethos, Pathos and Logos**. http://comm.lab.asu.edu/persuasive-power-the-importance-of-ethos-pathos-and-logos/#.VxyP_ceFVlI

Going Deeper

In this video Amy Warren explores: What Makes It Great: **Persuasion through Ethos, Pathos, and Logos (EN)**
https://www.youtube.com/watch?v=qSbOSoTsMuo

Video by Simon Sinek persuasion using the **'Golden Circle' (EN)**
https://www.youtube.com/watch?v=mqZyg2XAmDk

Web link *Purdue OWL:* **The Rhetorical Situation.** Retrieved September 30, 2013 https://owl.english.purdue.edu/owl/resource/625/03/

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