

LAB

BOOK



WELCOME TO THE LAB

We invite you to this journey of experimentation in the Leadership Lab to improve your individual performance and to bring to the surface all those elements that allow you to perform to the best of your abilities.

OBJECTIVES OF THE LAB

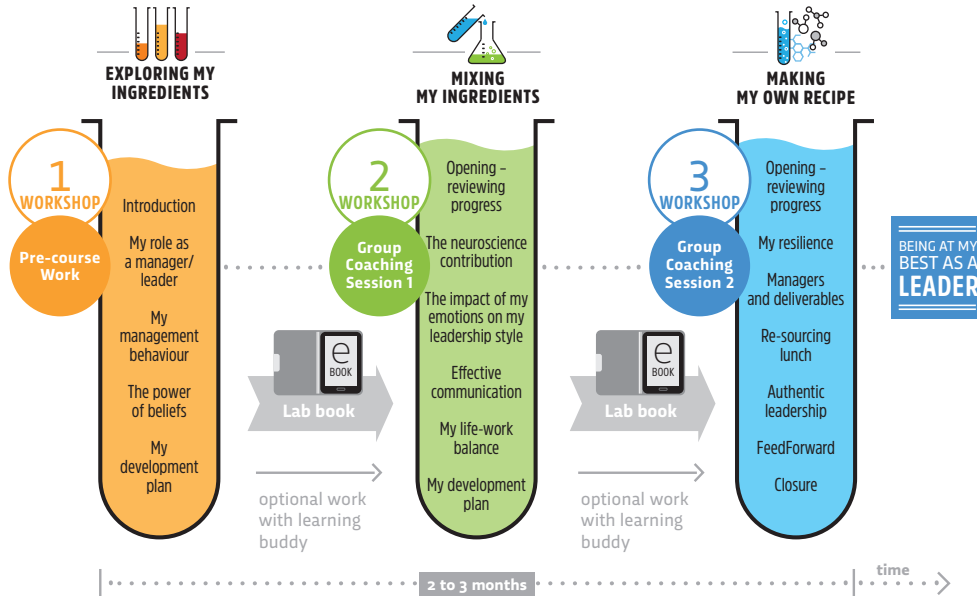
To enable you:

- To realise your full potential as a manager and leader by applying different leadership styles in different situations
- To have a stronger impact on your organisation by understanding yourself better as well as the consequences of your actions

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THE LEADERSHIP LAB



PRE-COURSE ACTIVITY

Questions to be processed before Workshop 1:

1. What were your main challenges as a manager/ leader during the last three months?
2. What were your successes as a manager/ leader during the last three months?
3. What have you learned from the above challenges and successes – what kind of mind-sets and behaviours were part of those?
4. What do you think and feel when you are at your best?
5. How does the way you manage contribute to your team's/organisation's success? (Please be as specific as possible)
6. What would you want to do differently as a manager/ leader?
7. What skills/ competencies/ behaviours would you like to develop during this programme to be at your best as a manager/leader?

A frame for our work: definition of manager and leader

What does a manager do?	What does a leader do?
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Your definition
of a manager

of a leader

How to Give Feedback That Helps People Grow

Powerful, high-impact feedback conversations share the following elements:

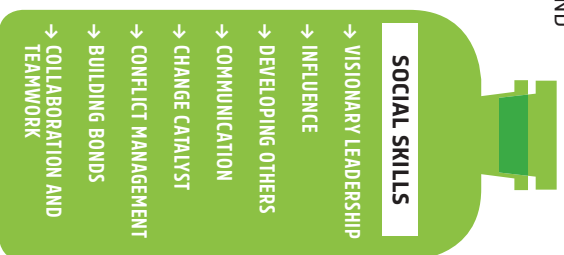
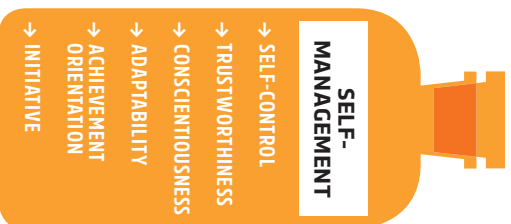
1. An intention to help the employee grow, rather than to show how he was wrong. **The feedback should increase, not drain, the employee's motivation and resources** for change. When preparing for a feedback conversation as a manager, **reflect on what you hope to achieve** and on what impact you'd like to have on the employee.
2. Openness on the part of the feedback giver, which is essential to creating a **high-quality connection that facilitates change**. If you start off feeling uncomfortable and self-protective, your employee will match that energy, and you'll each leave the conversation frustrated with the other person.
3. **Inviting the employee into the problem-solving process**. You can ask questions such as: What ideas do you have? What are you taking away from this conversation? What steps will you take, by when, and how will I know?

A single conversation can switch an employee on — or shut him/her down. A true developmental leader sees the raw material for brilliance in every employee and creates the conditions to let it shine, even when the challenge is tough.

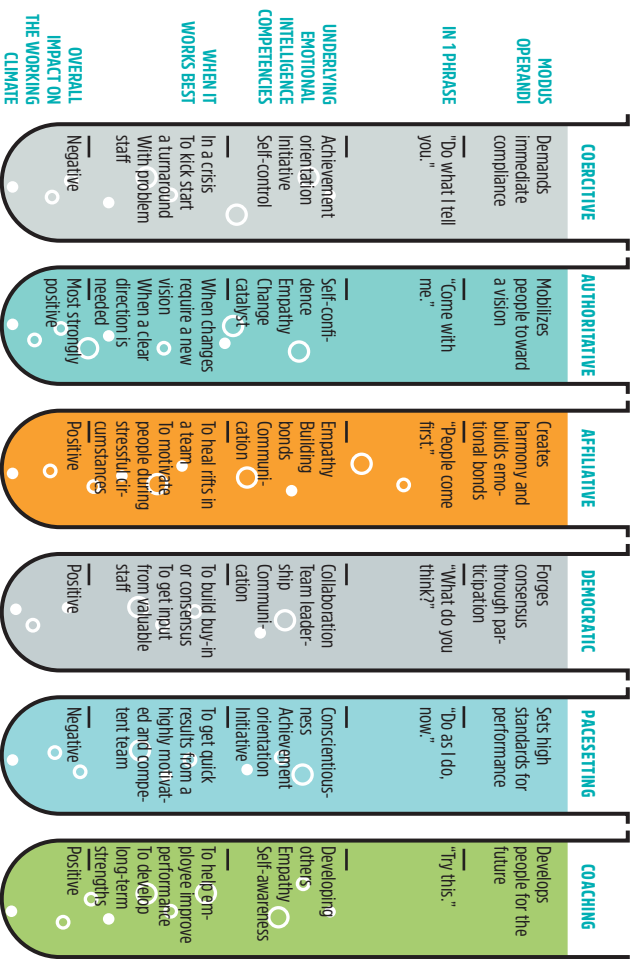
(Source: HBR - How to Give Tough Feedback That Helps People Grow)

EMOTIONAL INTELLIGENCE

OUR ABILITY TO MANAGE OURSELVES AND
OUR RELATIONSHIPS EFFECTIVELY

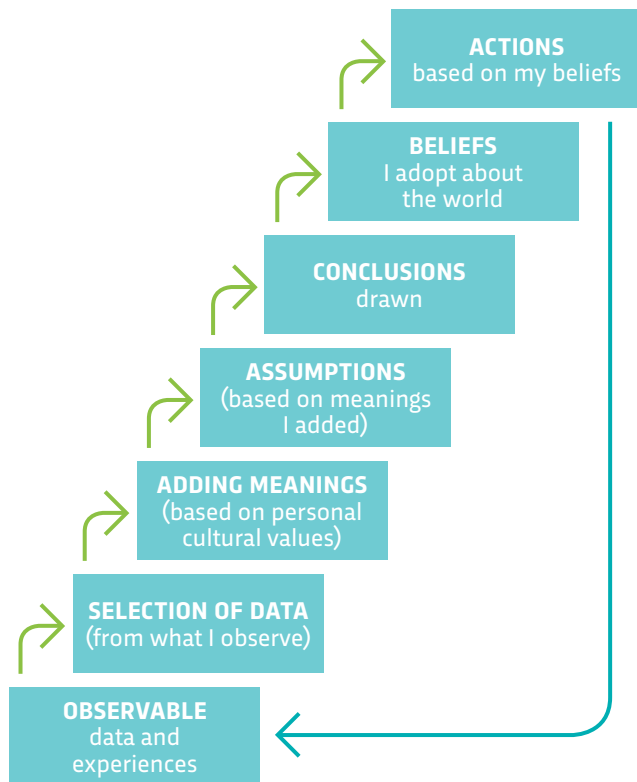


(Source: Daniel Coleman – Leadership that gets results)



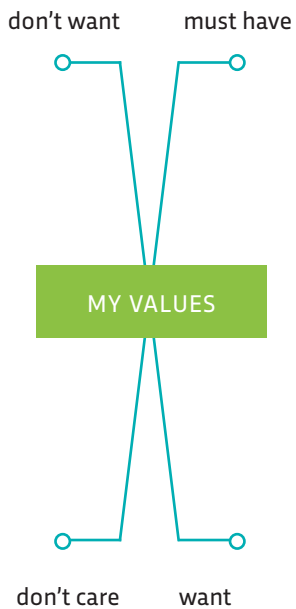
Ladder of inference

How might this process affect your actions?



(Source: Peter Senge)

My identity, values and leadership style



Key elements and findings about adult learning:

- Adults are internally motivated and self-directed.
- Adults bring life experiences and knowledge to learning experiences.
- Adults are goal oriented.
- Adults are relevance oriented.
- Adults are practical.
- Adult learners like to be respected.

How do you relate to learning?

(Source: Malcolm Knowles)

Your “home work” is

- an ‘issue’ connected to your everyday work: thus it is not taken as an extra task, but it supports the alignment of the development into the “flow of work”,
- a specific task delivering a preferably measurable result, and thus its progress and accomplishment can be easily monitored, and explicit experiences can be processed for your benefit,
- a management task, where you need to practice skills and learnings from the modules related to your development goals in order to successfully accomplish them,
- cross-checked with your direct manager with the aim that your manager can also monitor and support your progress

What do you want to achieve?

1. Formulate your goal in a positive statement referring to yourself:
2. How will you know that you have reached it?
3. In what context do you want to reach your goal?

Where:

When:

With whom:

Where not:

When not:

Especially with whom not:

4. What resources do you already have which you can utilize to accomplish your goal? (All your internal resources: belief, emotion, devotion, sensation, knowledge, willpower, experience.)
5. What obstacles are you aware of hindering you to reach your goal even now (internal obstacles, referring to the previous point)?

6. What resource do you want to acquire to supplement existing ones to reach you goal?

7. Develop a plan: the plan is a sequence of steps leading from present to the wanted goal. The steps shall build onto each other and each of them is a result in itself.

8. What is the purpose of your goal? What will it give you if you succeed to reach it? What do you get through it?

With my 'lab partner'

- I ask for help from my learning buddy in the following:

- I provide help to my learning buddy in the following:

- Our next meeting is (time and place):

II. GROUP COACHING SESSION I.

My experiences and learning from Workshop 1.

1. What was my goal?
2. What steps did I plan?
3. What steps did I accomplish?
4. What results did I get and what did I learn from them?
5. How will I continue?

III. WORKSHOP 2 – MIXING MY INGREDIENTS

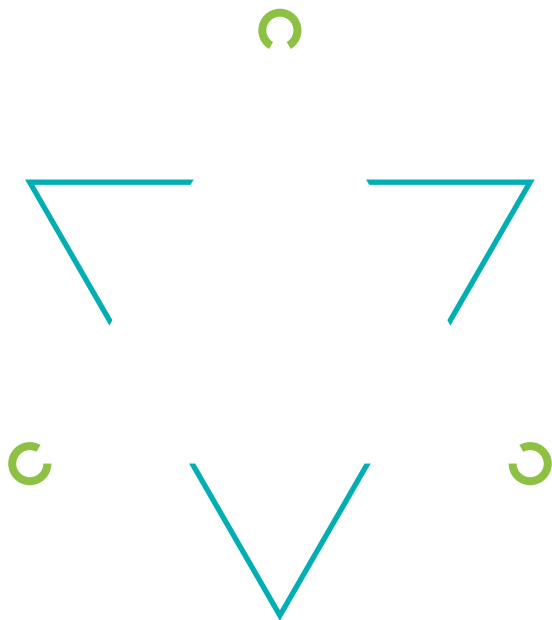
The SCARF model

This model helps you to observe people's core concerns and shows you how to calibrate your words and actions to better effect.

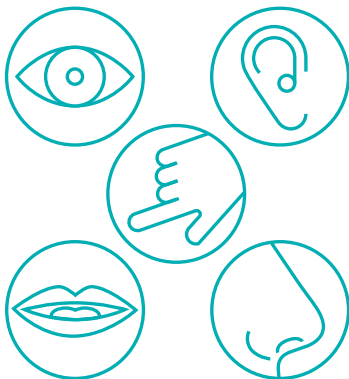
- **Status** refers to the sense of importance relative to others (e.g. peers, co-workers, supervisors).
- **Certainty** refers to the need for clarity and the ability to make accurate predictions about the future.
- **Autonomy** is tied to a sense of control over the events in one's life and the perception that one's behaviour has an effect on the outcome of a situation (e.g. getting a promotion, finding a partner).
- **Relatedness** concerns the sense of connection to and security with another person (e.g. whether someone is perceived as similar or dissimilar to oneself, a friend or a foe).
- **Fairness** refers to just and non-biased exchange between people (e.g. praise for or acknowledgment of one's efforts, equivalent pay for equivalent work).

(Source: David Rock)

Perception



Channels of perception - VAKOG



Visual memory is related to what you see

Auditory memory is related to what you hear

Kinesthetic memory refers to activities, like doing, touching, internally sensing

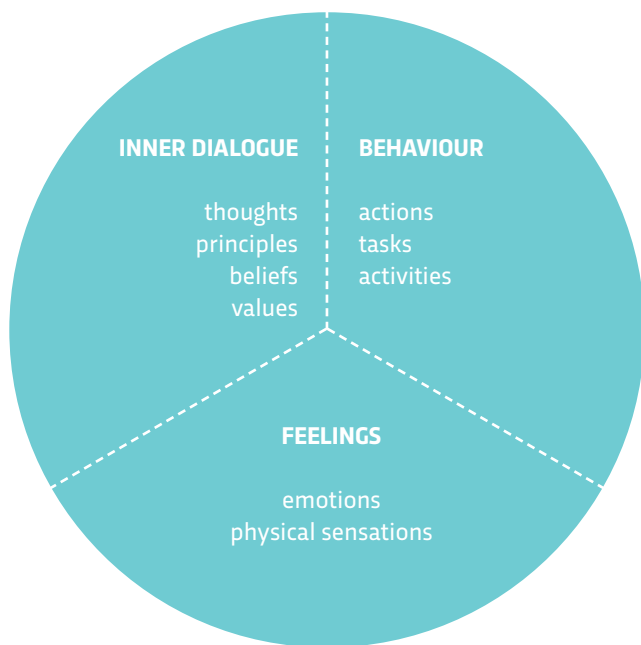
Olfactory memories are linked to smelling

Gustatory memory relates to the sense of taste

Map your current emotions at work

1. What makes you feel joy?
2. Fear?
3. Anger?
4. Sadness?
5. What is the emotion that often comes back?

Three ways to look at an experience



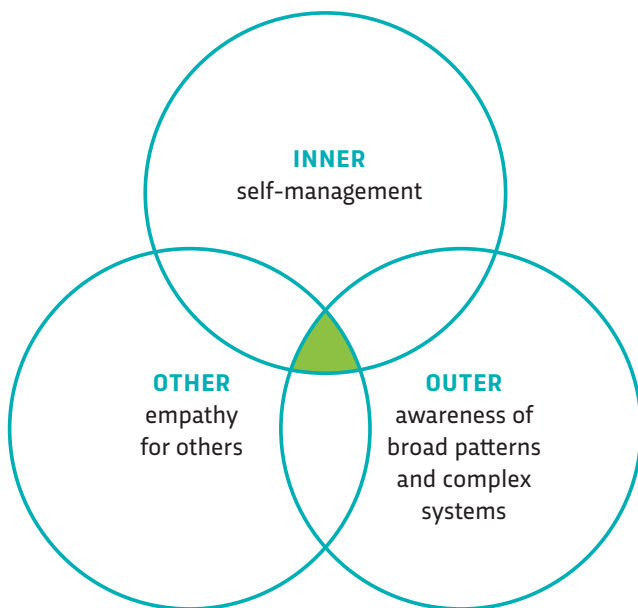
(Source: Robert Dilts)

Select a situation from your own working life where you are/were emotionally impacted.

When the situation happened:

1. What happened and what did you do? (facts, as many details as possible)
2. What did you think? What crossed your mind?
3. How did you feel? Any physical reactions? What was the emotion there?
4. What were your impact on others?
5. What could you do with this emotion to move on in this situation and come back to how you function when you are at your best?

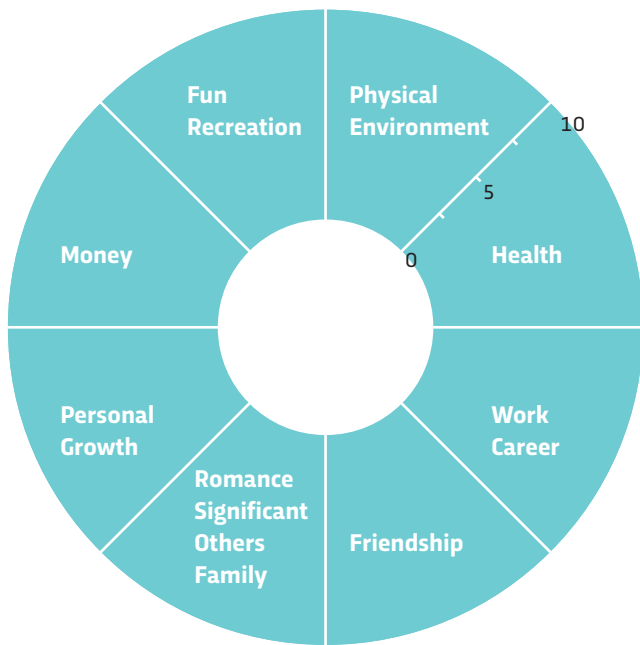
The Three Areas Of Focus



(Source: Daniel Goleman)

Life-work balance

How satisfied am I in each area of my life right now?



Build an action plan

Include how you are going to pay extra attention to the management of your own emotions and communication. Use the same principles as in Workshop 1 to define clear objectives.

Contract for the learning pair for this work plan:

- I ask for help from my learning buddy in the following:

- I provide help to my learning buddy in the following:

- Our next meeting is (time and place):

IV. GROUP COACHING SESSION II.

My experiences and learning from Workshop 2.

1. What was my goal?
2. What steps did I plan?
3. What steps did I accomplish?
4. What results did I get and what did I learn from them?
5. How will I continue?

V. WORKSHOP 3 – MAKING MY OWN RECIPE

A short summary of resilience

- Resilience is not a specific characteristic but rather a combination of traits, an orientation to change: the ability to demonstrate both strength and flexibility in the face of frightening disorder, including personal sense-making capability.
- In other words: the ability, in the face of difficulty, to retain flexible cognitive, behavioural and emotional responses - a common adaptive human process, rather than a magical process.
- VUCA (volatile, uncertain, complex, ambiguous) world – what individual responses are there?
- Important characteristics of resilience are positive, focused, organized, proactive, flexible:
 - > The capacity to make realistic plans and take steps to carry them out.
 - > A positive view of yourself and confidence in your strengths and abilities.
 - > Self-esteem: to what extent I am at ease with myself
 - > Skills in communication and problem solving.
 - > The capacity to manage strong feelings and impulses.

A situation from recent weeks

1. Let yourself re-experience the event and remember as much as you can about the moment of surprise.
2. Remember your feelings, what you heard, sensed
3. What was your first reaction to this situation?
4. What thoughts did you have, what did you say to yourself?
5. Did you have any clues that warned you beforehand?

When the experience is 'ready', instructions follow:

6. If you now look at this situation as an unlimited possibility, a gift, what thoughts come to mind?
7. How has this event been an opportunity for something new?
8. What lessons have you learned about yourself from this experience?
9. What did you learn about yourself that has been useful?

Individual reflections on FeedForward

1. What did you learn?
2. What suggestion most expanded your understanding?
3. What are you going to try?
4. What will change because of this?
5. How will you be accountable to try these suggestions?
6. To whom will you be accountable to try these suggestions?

Personal plan for the future

What do I want to change in my management practice?	What do I have to do for it?	What support and resources will I need?	How will I measure success?	What is the target date?

