

LEADERSHIP



The High Impact Agile Leader

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Session Objectives

- Understand where your leadership style gravitates
 - ▣ Leadership Agility (Joiner & Josephs)
 - ▣ Five Practices of Exemplary Leadership (Kouzes & Posner)
- Brainstorm tactical actions to increase leadership capabilities at your organization



Couple housekeeping tips

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- Highly interactive with your table-mates
 - ▣ This is not your typical lecture based session – it's a workshop
 - ▣ You'll get more out the more you put in
- Please feel free to ask questions
 - ▣ Want to respect our time box
 - ▣ May use a Parking Lot for questions



PART 1: INTRODUCTION



Good leadership is essential

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Good leaders bring out
three times more

- Talent
- Energy
- Motivation

of their employees
than the worst leaders

Source: Meinert, D. (2017). Why leaders fail: Learn to course-correct before your career founders. *HR Magazine*, 62(8), 18.

Dear Abby...

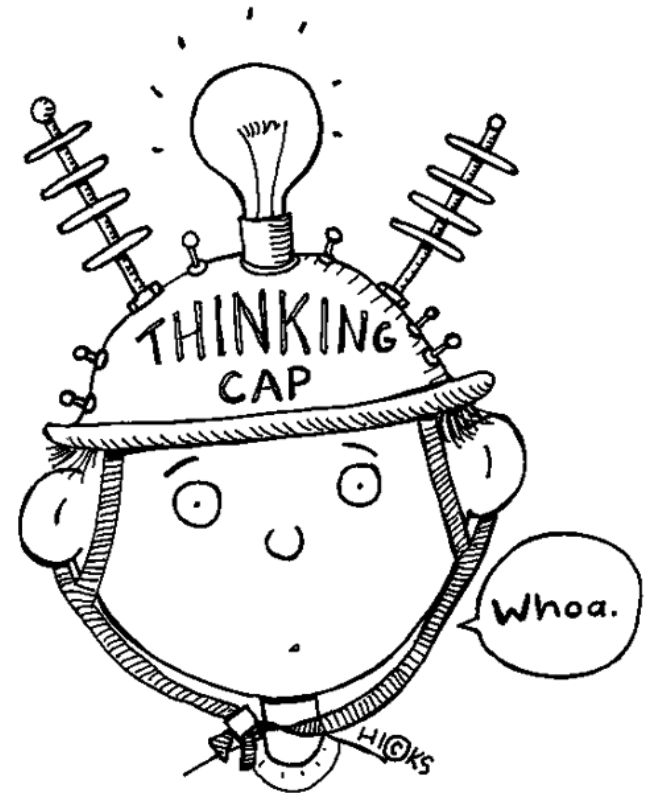
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- Use your sticky notes.
- Only 1 response per sticky note.
- Use the felt tip pens
(so we can see your writing)
- Answer two questions:

Q1: What does good leadership look like or feel like?

Q2: What is preventing good leadership now?

Think of as many responses as you like.
When done, post on the wall.



Time Box: 5 Mins

PART 2: LEADERSHIP AGILITY



LEADERSHIP AGILITY

FIVE
LEVELS
OF MASTERY
FOR ANTICIPATING
AND INITIATING CHANGE

BILL JOINER &
STEPHEN JOSEPHS

Rapid change is here to stay

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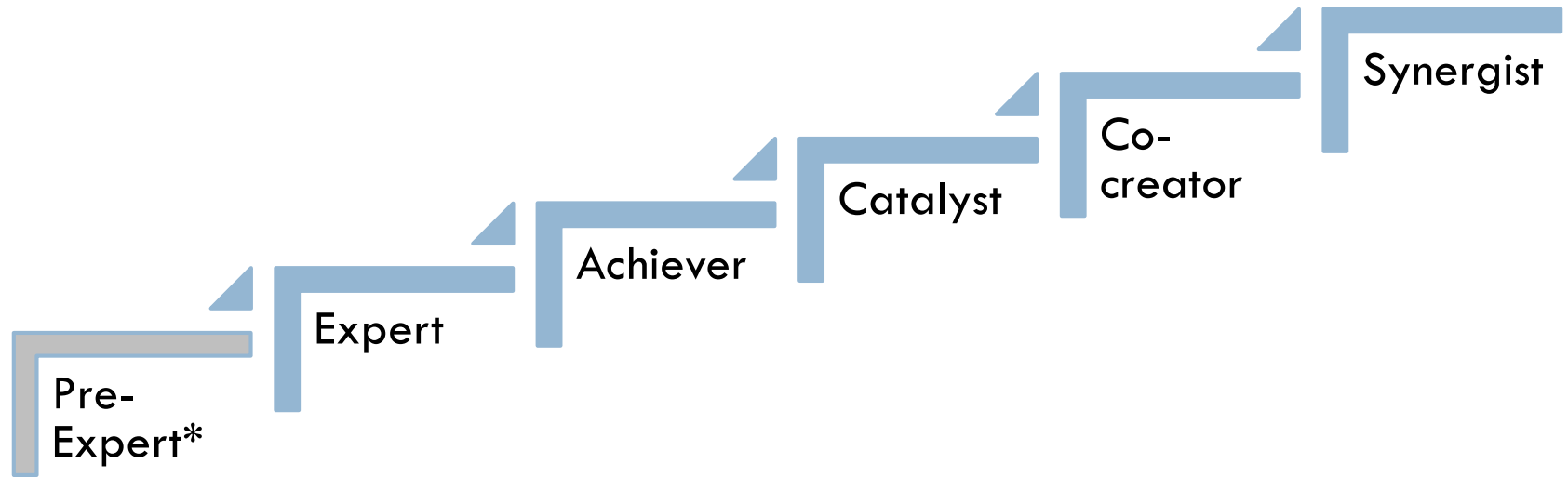
- In today's global economy:¹
 - ▣ Organizational change is the status quo
 - ▣ Stability and predictability is a relic of the past
- In a study of change leaders², 84% stated middle managers as extremely important or very important for successful change outcomes
- Multiple studies¹ state ~70% of change initiatives fail

Sources:

1. Grady, V. M., & Grady, J. D. (2013). The relationship of Bowlby's Attachment Theory to the persistent failure of organizational change initiatives. *Journal of Change Management*, 13(2), 206-222. doi:10.1080/14697017.2012.728534
2. Prosci. (2016). *Manager/supervisor's role in change management*. Retrieved from <https://www.prosci.com/change-management/thought-leadership-library/manager-change-management-role>

Progressing through the five levels of Leadership Agility

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- Each level reflects a greater capacity to deal with complexity and rapid change.
- Each higher level builds upon lower level, but expands the range of mental and leadership capability over the lower levels.

* Joiner et al briefly mentions Pre-expert level in book; dives deeper into levels starting with Expert.

Source: Joiner, B., & Josephs, S. (2006). *Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change*. San Francisco, CA: John Wiley & Sons, Inc.

Why Do We Care?

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- There is a relatively low level of catalytic behavior demonstrated by leaders
 - 10% Pre-Expert
 - 45% Expert
 - 35% Achiever
 - 5% Catalyst
 - 4% Co-Creator
 - 1% Synergist
- } 90%

Source: Joiner, B., & Josephs, S. (2006). *Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change*. San Francisco, CA: John Wiley & Sons, Inc.

Expert

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| View of Leadership | Agility in Pivotal Conversations | Agility in Leading Teams | Agility in Leading Organizational Change |
|---|---|--|---|
| <p><i>Tactical, problem solving orientation</i></p> <p>Believes that leaders are respected and followed by others because of their Authority and Expertise.</p> | <p>Style is either to strongly assert opinions or to hold back to accommodate others. May swing back from one style to the other, particularly for different relationships. Tends to avoid giving or requesting feedback.</p> | <p>More of a supervisor than a manager. Creates a group of individuals rather than a team. Work with direct reports is primarily one-on-one. Too caught up in the details of own work to lead in a strategic manner.</p> | <p>Organizational initiatives focus primarily on incremental improvements inside unit boundaries with little attention to stakeholders.</p> |

Source: Joiner, B., & Josephs, S. (2006). *Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change*. San Francisco, CA: John Wiley & Sons, Inc.

Things an “Expert” Might Say or Do

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- “I’m always fire-fighting”
- “I’m too busy to prioritize”
- “I wish I had more time for my directs, but I’m so busy with my own work”
- “When meeting with my direct reports, we talk about status and problems being encountered”
- “I spend more time with my team than with my peers or others in the organization”
- “People think of me as a problem solver – I get things done”
- “We can spend some time innovating once we get the tactical under control”
- “I am at the hub of my team’s communication”

Achiever

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| View of Leadership | Agility in Pivotal Conversations | Agility in Leading Teams | Agility in Leading Organizational Change |
|---|---|---|---|
| <p><i>Strategic, outcome orientation</i></p> <p>Believes that leaders motivate others by making it challenging and satisfying to contribute to larger objectives.</p> | <p>Primarily Assertive or accommodating with some ability to compensate with the less preferred style. Will accept or even initiate feedback, if helpful in achieving desired outcomes.</p> | <p>Operates like a full-fledged manager. Meetings to discuss important strategic or organizational issues are often orchestrated to gain buy-in to own views.</p> | <p>Organizational initiatives include analysis of external environment. Strategies to gain stakeholder buy-in range from one-way communication to soliciting input.</p> |

Source: Joiner, B., & Josephs, S. (2006). *Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change*. San Francisco, CA: John Wiley & Sons, Inc.

Things an “Achiever” Might Say or Do

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- “My job is to help my team see where they can contribute and make a difference”
- “I used to jump in and start fire-fighting, now I take a breath and try to understand how problems are connected”
- “Half my time is spent working, the other half of my time is spent getting people to buy-in to what needs to be done”
- “I try to find a common starting point, or at least an understanding of where each of us are coming from when working with others in the organization.”
- “When meeting with my direct reports we talk about strategic objectives, their value and how we are working towards them”

Catalyst

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| View of Leadership | Agility in Pivotal Conversations | Agility in Leading Teams | Agility in Leading Organizational Change |
|---|---|--|---|
| <p><i>Visionary, facilitative orientation</i></p> <p>Believes that leaders articulate an innovative, inspiring vision and bring together the right people to transform the vision into reality. Leaders empower others and actively facilitate their development.</p> | <p>Adept at balancing assertive and accommodating styles as needed in particular situations. Likely to articulate and question underlying assumptions. Genuinely interested in learning from diverse viewpoints. Proactive in seeking and utilizing feedback.</p> | <p>Intent upon creating a highly participative team. Acts as team leader and facilitator. Models and seeks open exchange of views on difficult issues. Empowers direct reports. Uses team development as a vehicle for leadership development.</p> | <p>Organizational initiatives often include development of a culture that promotes teamwork, participation, and empowerment. Proactive engagement with diverse stakeholders reflects a belief that input increases the quality of decisions, not just buy-in.</p> |

Source: Joiner, B., & Josephs, S. (2006). *Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change*. San Francisco, CA: John Wiley & Sons, Inc.

Things an “Catalyst” Might Say or Do

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- “We got people together, told them what the problem was and the outcomes we needed, then turned them loose to do their best and most creative thinking”
- “I believe that if you treat people like they are valued human beings, and create a community for them people will come up with the best solutions”
- “I don’t have all the answers, but I know I can get a group of people together to figure something out”

Where are you in spectrum?

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- Form in small groups of 2 to 3-ish.
- Each person share:
 - ▣ Which level do you spend the most of your time?
 - ▣ Under what circumstances / real situations would you try to lead at a different level?
 - ▣ What would you need to get there?
- Time box: 6 minutes to form groups and work through 3 questions

PART 3:
THE FIVE PRACTICES OF
EXEMPLARY LEADERSHIP



Shift happens

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Transition from this...

- Managing and Directing People
- Defining and enforcing policies and rules of engagement (abstracting out details)
- Making project decisions
- Managing to the project portfolio

...to This.

- Designing organizational environments (motivation, etc.)
- Establishing objectives; keeping attention closer to where things are happening; keeping necessary details transparent
- Push decision-making down to teams
- Collaboratively establishing and managing to broad business goals and objectives

Shift happens

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Transition from this...

- Coordinating project implementation details with business
- Managing systems and processes
- Solving problems

...to This.

- Building trusting relationships with business, characterized by transparency and collaboration
- Designing organizational environments (org structures, etc.)
- Understanding what those problems reveal about underlying organizational dynamics/structures and our own thinking; people close to the problem space solve problems as they arise

The Five Practices of Exemplary Leadership

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- Kouzes & Posner
- 30 years of research

Image Source: <http://www.studentleadershipchallenge.com/campussolutions>

1. Model the way

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- Create standards of excellence
 - ▣ Define and publicize how others will be treated and goals accomplished
- Behave in the manner expected of others
 - ▣ Demonstrate behaviors consistently



Source: Posner, B. Z. (2016). Investigating the reliability and validity of the Leadership Practices Inventory®. *Administrative Sciences* (2076-3387), 6(4), 1-23. doi:10.3390/admsci6040017

2. Inspire a shared vision

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- Have a vision for the future
 - ▣ What happens after the project is done?
- Excite followers to the vision
 - ▣ Create the image of possibilities
 - ▣ Enlist others in a shared dream
 - Tap into hopes and aspirations



Source: Posner, B. Z. (2016). Investigating the reliability and validity of the Leadership Practices Inventory®. *Administrative Sciences* (2076-3387), 6(4), 1-23. doi:10.3390/admsci6040017

3. Challenge the process

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- Improve the status quo, continually growing and innovating
 - ▣ Often beyond immediate boundaries
- Experiment and take [reasonable] risks
- Push forward via small wins
- View setbacks as opportunities to learn
 - ▣ Self and others



Source: Posner, B. Z. (2016). Investigating the reliability and validity of the Leadership Practices Inventory®. *Administrative Sciences* (2076-3387), 6(4), 1-23. doi:10.3390/admsci6040017

4. Enable others to act

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- “Foster collaboration, build trust, and create spirited teams” (p.2)
 - ▣ Actively involve and strengthen others
- Demonstrate how mutual respect not only creates but sustains higher performance
 - ▣ Establish environment of trust and dignity



Source: Posner, B. Z. (2016). Investigating the reliability and validity of the Leadership Practices Inventory®. *Administrative Sciences* (2076-3387), 6(4), 1-23. doi:10.3390/admsci6040017

5. Encourage the heart

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- Actively appreciate / recognize others
- Create sense of community
 - ▣ Ensure all contributions are valued
- Celebrate achievements
 - ▣ Set high standards, recognize when met
 - Enables accountability



Source: Posner, B. Z. (2016). Investigating the reliability and validity of the Leadership Practices Inventory®. *Administrative Sciences* (2076-3387), 6(4), 1-23. doi:10.3390/admsci6040017

Exercise: The Practices Cakewalk

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- In small groups, visit each leadership practice
- Brainstorm:
 - How do I create an environment for my teams to enhance / embrace / demonstrate that leadership practice?
 - Write on stickies (1 concept per sticky) using felt tip pen
 - Try to be specific with actions you can take as a leader
- Keep adding to list prior small groups created...

Time box: 4 mins per practice



CLOSEOUT



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Q & A

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