

Workbook

Adaptive Leadership in a Rapidly Changing Public Administration

LEADERSHIP DEVELOPMENT TRAININGS
FOR HUNGARIAN PUBLIC ADMINISTRATION
EXECUTIVES
LEVEL 2.



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LEVEL 2**

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FOREWORD

Introduction

This workbook is intended to accompany the program Adaptive Leadership in a Rapidly Changing Public Administration.

This is a leadership program aimed at mid-level executives in the Hungarian Public Administration. The overall purpose is to develop leadership competencies to support change in public administration. This executive training program is a new initiative from the National University of Public Service. It is uniquely designed to address the challenge of leading change in a complex public service environment.

There are many challenges facing the Hungarian public service and many new demands on the executives responsible for meeting these challenges. The environment of public administration is changing rapidly, and constantly throwing up new challenges. Increasingly Hungarian public servants must be able to operate effectively not just in the national, but also in the European and wider international environment.

How can the public administration deal with ever more complex demands and public expectations? How can staff be motivated to perform at their best so as to achieve government priorities? How can executives work effectively in teams, and communicate and influence at European and international level? How can difficult leadership challenges be met? This program is designed specifically to address these questions and the challenge of leading change in a complex public service environment.

Before the short, intensive, two days training, delegates will submit a description of a leadership challenge they wish to address; then they can work on this challenge throughout the short, intensive two-days training. Delegates will submit a statement of achievement regarding progress made on the challenge. Based on best international practice in leadership development, the program will be delivered by experienced international training professionals with extensive knowledge of the application of leadership in a public administration context.

As a participant on this program, you will learn about leading change in public administration. The program will be led by an experienced leadership training specialist who will bring you through a series of lectures, discussions, and practical exercises.

During the program you will be provided with copies of the presentations used during the program. You will also be provided with other handouts and instructions to accompany the various exercises.

This workbook should be read together with these other documents. Ideally you should read the notes on each lesson in advance of the lesson. Or you may also read the workbook notes afterwards, when it will provide an opportunity for reflection, and remind you of some of the key learning points from each lesson.

Each Lesson in the workbook contains some notes to remind you of key areas covered in that lesson. We also introduce a small public sector case study, which you will use at various points in the program. In the workbook we refer to this case study to give some practical examples, or to pose some questions for you to think about.

In some Lessons we also include Exercises and/or Questions or Reflections. The Exercises will be explained more fully by the tutor.

There is also a place at the end of each lesson for you to write notes for yourself. You should use this.

Also included in the workbook are details of the Leadership Challenge project you must work on before, during, and after the program. This Leadership Challenge provides an important opportunity for the practical application of the learning, and is an essential component of the overall program.

Finally, at the end of the workbook are some short readings that will help you get a better understanding of some of the key concepts.

Leadership in public administration is essential to promoting successful change to meet the needs of citizens and society in general. So your participation in this program is an important step in helping to create the conditions in which successful change can occur.

Welcome to the Leadership Program!

The Authors

LESSON 1

INTRODUCTION TO LEADERSHIP

During this course you will explore many aspects of leadership and change. This workbook is designed to accompany the different elements of the program, to support your own reflections, and to act as an aide memoire.

Let us Begin...

As we shall learn during the program, leadership often involves difficult work that also often feels risky. Therefore in exercising leadership it is important that we do this work with others. The ability to develop **Relationships**, real connections with people with whom we can do together the work of leadership is very important.

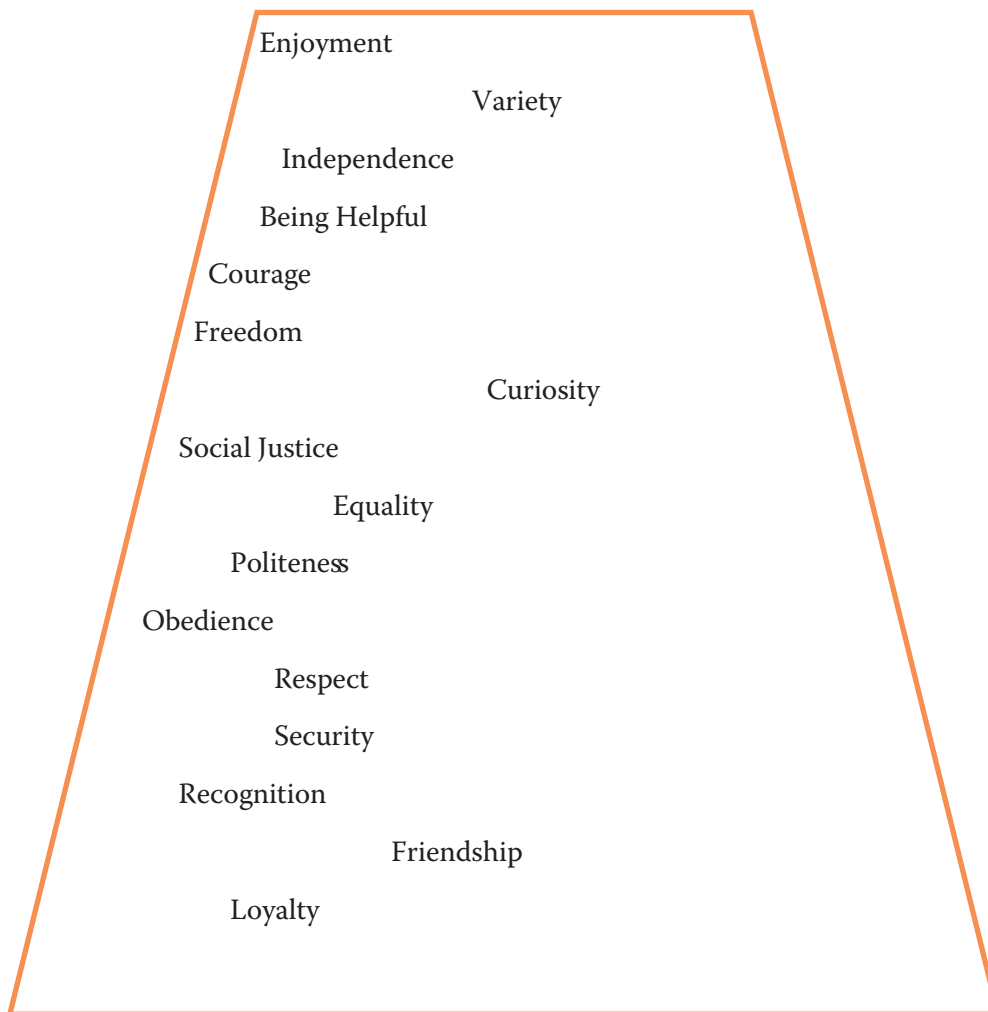
Secondly, it is important that we have a good understanding of the **Values** that orient us as leaders. As we shall see, the pressures of exercising leadership can frequently create confusion and disorientation, including for us personally. Values provide us with a compass, a way of orienting ourselves during these times.

Values, at least in the sense used in this program, are not conceptual, but rather a very practical set of principles or ideas that we think are important, that we are committed to, and that orient our behaviour.

Values differ between people and groups. We frequently see this play out in public policy debates. The person or people in favour of locating a new industrial facility in a rural 'green field' site may be committed to 'employment creation' or 'wealth creation'. Those who are opposed to such a development may be committed to 'environmental sustainability' or 'healthy living'.

So leadership frequently involves understanding, and then seeking to resolve, differences between the values of different stakeholder groups.

Below are a list of possible Values – you can add your own.



Exercise

Reflect on the Values in the list above (and the ones you may have added yourself). Write down on the card provided the Value that you consider most important to you. You will then circulate in the room, as at a party, and introduce yourself to the different people you meet and in each case explain to them why you have chosen this particular Value.

Reflection

In this short introductory exercise we have begun to think about two issues that are relevant to leadership:

- **Values**, and how they drive behaviour, including leadership behaviour.
- **Relationships**, the importance of building strong bonds and relationships so that we sustain the work of leadership through tough challenges.

INTRODUCTION TO MINI CASE STUDY

When we come to the session on Negotiation and Change, we will use a small case study relating to a merger of two public sector organisations. However, during each of the lessons on this course we will also use the case study as a point for reflecting on some of the practical applications. So below is a short description of the case study we will use.

Mini Case Study

Merger of the Environmental Protection Agency (EPA) and the Radiological Protection Institute (RPI)

As part of the general public administration reform, many government agencies are being merged or even abolished to reduce expenditure and increase efficiency. As part of this reform it has been decided to merge two agencies, the EPA and RPI.

The EPA was established in 1992. It is the primary agency responsible for promoting environmental protection, providing specialist services such as water and air monitoring, and regulating environmental protection through ensuring the enforcement of EU and national laws and regulations relating to environmental protection. It has 300 staff, and its headquarters are based outside of the capital in one of the main regional towns, but it also has offices in different parts of the country, including in the capital. The EPA is currently divided organisationally into four main Divisions: Office of Environmental Enforcement (responsible for enforcement of regulations and licensing of waste and other facilities); Office of Environmental Sustainability (responsible for issues such as climate change, education and advisory services, carbon emissions); Office of Evidence and Assessment (responsible for testing, statistical and data provision and recording); and Office of Corporate Affairs (responsible for HR, ICT, Audit, and Corporate Affairs). Each of these offices is managed by a Director, and the four Directors together with the Chief Executive form the Executive Board and management team of the Agency.

The RPI was established in 1993. The RPI is primarily responsible for enforcing the Radiological Protection Act, and is the competent authority for licensing, inspecting, and regulating all sources of radiation and protecting the public against the threat from radiation. It also educates the public, advises government, provides testing services, represents at international forums, all regarding ionising radiation. The RPI has 50 staff, all of whom are based in the capital. It has three Divisions: an Enforcement Division that licenses instruments and facilities and carries out inspections; an Education and Advisory Division that provides educational information and advises government and provides representation on international bodies; and a Corporate Division that provides HR, ICT, and Audit Services. The three Heads of Division, together with the Chief Executive, form the management team that reports to a Board of Directors.

The legislation is now being drafted that provides for the merger of these two bodies. It has already been guaranteed that there will be no compulsory job losses, although over time it is expected that efficiencies, including through reduced staff numbers, should be achieved. The details of the merger and how it will be implemented have been left to the two organisations to agree.

Two negotiating teams have been established, one from EPA and one from RPI, to work out the details of the merger. There are many issues to be discussed and agreed. These include the different terms, conditions and salaries that apply to some staff because of different grading structures in each organisation; how the two management teams (and two Chief Executives) will be merged; where will the headquarters of the new body be located- for example will RPI staff currently located in the capital be expected to move?; how will the merged body maintain focus and public attention on the critical priority issues that are currently managed by these two separate bodies. i.e. environmental protection and radiological protection.

Questions

1. In relation to the previous lesson, do you think the issue of Values may be relevant to the proposed merger of these two agencies?
2. What about Relationships? How do you think past or current relationships at the organisational, team or individual level might be important in this case?

LESSON 2

WHAT IS LEADERSHIP?

There are many definitions of leadership, and you will find some of these in your materials, and also you can find many more by searching the Web.

There is no doubt that in public administration the exercise of leadership is of critical importance. It is also rewarding, because the public servant who exercises leadership knows that they are trying to contribute to the public good. Mark Moore (2010) describes public servants who exercise leadership as “explorers of public value”, working at the frontiers of new thinking and new practice. For us to be, even in a small way, architects of the future by helping to bring into being new and sustainable practices and approaches is not only immensely rewarding and valuable, but also exciting.

But the fact that leadership inevitably means breaking new ground, exploring new and different approaches to get a better result, also means that it elicits resistance and puts emotional, psychological, and intellectual pressure on those who lead.

In this course, we explore these issues, and how to find the balance between maintaining the purpose and energy to lead, while managing the pressures that leadership inevitably attracts.

How to describe Leadership?

Let us begin by considering some of the words that come into your mind to describe leadership- in doing so it may be helpful to think of someone, maybe yourself, in a situation where they have exercised leadership.

Write some of your key words in the box below.

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Leadership is not always about Big Change

Leadership is sometimes related to supporting ‘big change’- bringing in a new team, changing the organisation strategy and structure, merging with another public body. But leadership is often also about smaller things. Opportunities for leadership arise every day-for example, having that difficult conversation, taking the initiative to meet with a difficult group of stakeholders because you know you will need to work with them in the future, or putting an issue that has been affecting your team for some time but has remained unspoken on the agenda for the next team meeting.

That is why we say that leadership involves both **Will** and **Skill**.

Framework to guide our leadership

We need a framework that allows us to exercise leadership in a deliberate and conscious way, and to develop a balanced set of leadership skills and capacities. The framework we will use on this program is called Adaptive Leadership. We will learn more about this framework, and how to apply it, during the program. But remember we also have to choose to exercise leadership – we have to be willing to do it. That requires courage.

Some thoughts on leadership

Here are some thoughts about leadership from the literature.

“Leadership and management are the two sides of the same coin: leadership is necessary for change and adapting to meet new circumstances, while management is about maintaining uniformity and consistency of process, both of which are important in public service organisations. In this way, management produces order and consistency, while leadership produces change and movement. (Dunoon 2002)

The management and leadership expert Warren Bennis reflected on leadership by using the story that had been reported about having dinner with the British Prime Ministers Gladstone and Disraeli: After dinner with Gladstone you left thinking that Gladstone is the wittiest, most intelligent, the most charming person around. But after dinner with Disraeli, you left thinking “I’m the wittiest, most intelligent, most charming person around”. So Bennis concluded that leadership is not about shining yourself, but about creating an environment in which other people can shine.

Dunoon (2002) notes that leadership involves both risk and threat: “What if people don’t like our ideas or share our vision? Leadership involves emotional factors- including the fear of our own response to the reaction of others”.

“Adaptive leadership is the process of mobilising people to tackle tough challenges and thrive” (Heifetz, Grashow, Linsky 2009)

A definition of leadership we like is that “Leadership is an activity that can be exercised, with or without authority, and that is not dependent on charisma or having a particular type of personality, and can be learned”.

Leadership in Systems

Finally, it is important to note that as human beings we live and work as part of a social system. Family is the first system that we learn about, then later organisational systems, work teams, community, sports clubs, circles of friends, voluntary groups and so on. Over time these systems become deeply embedded. But just as these systems may have been successful in the past, so too they can become an obstacle to achieving a successful future. Leadership is exercised in systems to help those systems adapt successfully to meet changed circumstances.

Question

Take a few minutes in your group to reflect on the above statements about leadership. Which ones make most sense to you, and which make least sense? Are there any questions that arise from these statements?

Reading:

“Rethinking Leadership in Public Sector” (Dunoon 2002)

“Leader as Teacher” (Heifetz & Laurie 2003)

LESSON 3

INTRODUCTION TO ADAPTIVE LEADERSHIP

In this lesson we will introduce the framework of Adaptive Leadership that has been developed by Linksy, Heifetz and colleagues at the Kennedy School of Government at Harvard University. This framework is particularly useful for diagnosing leadership challenges in the public sector.

In this lesson you will also get the opportunity use this framework to analyse the leadership challenge you brought to the course.

Diagnosing the Leadership Challenge

Firstly you must diagnose the problem- like treating an illness, there is no point in prescribing a course of action unless we are first clear about what is the nature of the problem. That is why in adaptive leadership we spend time on diagnosis. This can be difficult because in the real world there is often great pressure on us to take action- even if we are not certain that action will achieve the desired result. Indeed this is the reason that quite frequently in public administration we see solutions being tried, but the problem persists because we are addressing the wrong problem.

Therefore we use the metaphor of '**Getting on the Balcony**' – like a balcony in a dance hall for the process of diagnosing and trying to understand a leadership problem. Some people find it difficult to 'get on the balcony' because they are too busy. But it is critical to developing your leadership capacity that you develop the skill and capacity to do this.

So when we are on the balcony, how do we go about diagnosing the leadership challenge? There are a number of important elements to this.

Interpretation

Every one of us sees the world somewhat differently. This is because we have different upbringings, different backgrounds and education, are different genders or at different ages, work in different places etc. So there is no single 'correct' way of 'seeing' or interpreting a leadership challenge. Rather the leader must find out how the different groups and individuals that are relevant to the challenge see the problem. How to do that? By talking and listening to those people, and really trying to understand their point of view.

Systems

Secondly, and as already noted in Lesson 1, we must understand that leadership is exercised in systems. Systems incorporate the people, teams, processes, technology and other elements that combine in the organisation to produce outputs. In the context of leadership, we must define which parts of the system are relevant to the challenge. Remember – for every different challenge, even within the same organisation, there will be a different system because the people and other elements that will be relevant will differ in each case. So you must define the system – who is part of the system that is relevant to the challenge you are analysing.

It is useful to break down the system even more, into factions.

Factions

Factions are groups that share the same loyalties, share the same values, or anticipate the same losses arising from change. A person who happens to be in one faction for one leadership challenge may be in another faction for another challenge because our loyalties or perceptions of loss may shift depending on the nature of the challenge. So when diagnosing your challenge, set down on a page a map of those factions, including the connections between them. This helps us understand the different factions we must deal with, and also helps us understand which of these may come together to resist a change, or which may be open to influence.

Adaptive or Technical Challenge

We must identify what is the leadership challenge, the **adaptive** challenge, and what may be a technical challenge. It is very common that people mistake an adaptive challenge as a technical challenge, and end up trying solutions that simply will not work. An adaptive challenge typically involves seeking changes in behaviour, attitude, mindset or culture and to address it means disrupting a pattern that has not been producing the desired outcomes. By definition, adaptive challenges require new learning: that is the adaptation part. Technical challenges on the other hand may be complex, and important, but we generally know how to deal with them through the application of a current repertoire of skills or knowledge.

Holding Environment

To do leadership work, to address an adaptive challenge, we have to create a holding environment. This is necessary because typically in our workplace there are many things going on, and it may only be possible to give attention to the leadership challenge every so often. However by creating a holding environment we create a means of keeping focus and attention on the challenge. The holding environment may take different forms, and indeed may take a number of these forms at the same time. For example it could be a physical space- somewhere we go to reflect upon and discuss and address a leadership challenge; it could also involve building a strong relationship of trust, which will be strong enough to contain the strong emotions and responses that leadership work frequently evokes; or it could be a process, for example a

steering group that meets regularly to focus on a particular issue. The Holding Environment thus becomes a 'container' within which leadership work can be done.

Loss

The concept of loss is very useful for understanding leadership and change. Typically people are not so much resistant to change, rather they are resisting loss. The loss they are resisting may take many forms and differ from person to person, or group to group. It could be loss of comfort and familiarity, loss of control or power, loss of competency, loss of independence, loss of social contact or many other aspects. But frequently these concerns about loss may remain unspoken, because people may not feel confident enough to voice these fears. The leadership work is to understand what losses individuals and groups may fear will arise from the proposed change, to acknowledge them, and perhaps also to help people get a better understanding of the proposed change.

The following table summarises these key concepts:

Adaptation -Promoting change in systems to achieve better and more productive outcomes in a fast changing environment

Balcony and Dancefloor- Get on the Balcony for active analysis and reflection on the system and how it works. Get on the dancefloor to intervene actively in the system to promote change. Become adept at moving skilfully between the two.

Interpretations of the challenge: Understanding that different people interpret the situation in different ways- as leaders we must understand these interpretations and how they may influence our approach to the challenge. How we ourselves ultimately interpret or 'frame' the challenge determines how we approach solving it- so be careful in how you frame the challenge.

Adaptive and Technical Challenges: Technical challenges may be difficult and complex to address, but we (or some other 'expert') has seen them before so we know how to solve them given the right resources. Adaptive challenges however require new learning- we have to experiment and find new ways to do things. Addressing adaptive challenges requires leadership. Many organisational challenges combine elements of both technical and adaptive.

Holding Environment: A place, process or relationship (or combination of these) that provides a secure and focused space in which we keep attention on the leadership challenge.

Loss: People do not resist change, they resist the loss that they perceive to be associated with that change. Their perception may not be accurate, but in any case the leader must understand these perceived losses and be prepared to acknowledge them.

Examples from the Case Study

To help you understand these concepts in a practical way, here are some examples from the case study of the merger.

Both Agencies, including their CEOs and Management Teams, need to **get on the balcony** to understand the nature of the challenge involved in merging these two agencies. This merger requires adaptation and therefore leadership will be needed to make it work.

They need to understand that there will be **different interpretations** of what the change involves. For example the EPA may perceive this to be a matter of integrating a smaller unit, the RPI, within their existing operation. But the RPI may see it as a merger of equals, and want to preserve their identity and independence. The staff unions will consider the issues that arise about pay and conditions of their staff. The central ministry responsible for reform are focused on the merger as a cost-cutting measure that must yield savings. So there are many interpretations, and these must be understood because not all expectations about the preferred outcome can be met.

As you will have noticed from the above, there are many different factions. But even within EPA and RPI there will be many **factions**, such as technical staff, administrative staff, management, Boards, that all have to be considered. And outside there will be environmental lobby groups, license holders, and government ministries etc. all of whom are interested in the outcome.

There are many **technical challenges** – such as how IT systems will be merged, how office space will be shared, how new strategic plans will be developed for the single agency, how management structures will be merged. But there are also **adaptive challenges** – how to address the concerns, particularly in RPI, about a loss of identity and the loss of profile on radiological protection? And staff may not wish to suffer the loss of moving from their current location, or from their current accommodation, to another. Technical staff may be concerned about their promotion prospects within the new merged agency. So there are a mix of both technical and adaptive challenges.

So a process has been established to allow negotiations to take place. Teams have been established on both sides and asked to report back within a specific timescale. This is the **Holding Environment**.

Exercise

In your groups you will now have the opportunity to discuss your leadership challenges that you brought to this program. You should use this as an opportunity to begin the diagnosis of your challenge by getting on the balcony. First describe your challenge to other members of your group. How do other members of your group interpret your challenge- ask them! How would this make you think differently about your challenge. What is the system that is relevant to your challenge and what are the key factions? What do you know about these factions and what do you need to find out?

What is the adaptive part of the challenge? Are there also technical parts of the challenge?

Finally you should come up with a summary description of what you are trying to do in this challenge by forming a question that describes the leadership challenge e.g.: ‘How can we’

Reading:

See *“Leadership without Easy Answers”*
(Interview with Heifetz 1995)

LESSON 4

LEADERSHIP IN TEAMS

Leadership is not an activity that can be exercised alone. You must work with other people. This is for a number of reasons:

- Leading alone is risky and means that you could get isolated
- Dealing with complex adaptive challenges is not generally something that can be done by a single person
- An important part of leadership is getting people to take responsibility- so bringing people together in a team environment is one way to make that happen
- Different members of a team bring different perspectives and interpretations- and having this variety of interpretations available is a useful way of getting a 360 degree perspective on the challenge
- Team members can provide support for each other

To address leadership challenges we frequently try to bring together a team, or use an existing team e.g. the management team, to focus on making the change happen.

But just because we put a group of people together does not mean we have a team. Sometimes teams do not work very well.

The diagram below illustrates some of the symptoms that may occur with a team that is not functioning well.

There are many symptoms of team problems– add your own!



Here are some key ideas about teams- you will find these and more in the article on teams in the Readings section:

- Teams always outperform working groups of individuals when the teams are properly understood and supported.

- Many managers don't understand teams and most don't act on what they do know.
- To really come together as a team, a group needs a performance challenge.
- The high-performance team must have a clear, specific purpose that is distinct from the purpose of its larger organization.
- Team success depends on having the right mix of skills, not the right personalities.
- Team achievement requires discipline.
- Forming teams requires time; driving them to high performance takes enthusiasm.
- Make team success more likely by sharing work approaches and behaviours, and by communicating frequently and clearly.
- Real teams are uncommon in the upper levels of companies due to organizational structures, demands on executive time and hierarchical assumptions.
- Teams go through a natural life cycle, from separate individuals, to a coalition, to a higher performance mode in which members care about one another

Teams and Adaptive Leadership

Specifically to relate the work of the team to the Adaptive Leadership Framework it is useful to think about the following things:

What are the adaptive challenges, and what are the technical challenges, for the team. Have you identified them?

How is authority exercised in the team- is there a formal team leader?

Do you know what skills are available in the team, and are you accessing the variety of interpretations of the problem that are available in the team?

How strong of a Holding Environment does the team create- is there trust and interdependency?

How does the team get on the balcony to continuously bring a diagnostic approach to its work- and does the team regularly reflect on its own effectiveness and how it can be improved?

Is the team clear about its purpose- and is this purpose regularly reviewed? Does the team have a real leadership purpose, or is it just used for sharing information?

Case Study Questions

In the case study we already noted that teams have been appointed by both the EPA and RPI to conduct negotiations.

If you were picking the team, what would be the key factors you would consider when deciding who should be on the team? What are the kinds of skills that you think would be important for bringing this negotiation to a successful outcome.

Exercise

The tutor will now introduce you to a team exercise. This exercise will give you an opportunity to work as team. You will be given the instructions for the exercise, and after you have completed the task, there will be an opportunity to reflect on the learning points.

Reflection

Later you will be given an opportunity in your teams to undertake a negotiation relating to the case study – so at this point reflect on what you have learned from this team exercise so that you can perform even better as a team at the next stage.

Reading:

See abstract of "*The Wisdom of Teams*"
(Katzenbach & Smith 1993)

LESSON 5

COMMUNICATING WITH IMPACT

In this lesson you will learn about the importance of communication in leadership, but also practice some of the skills of communication so that you can communicate with impact. Here we are focusing on *verbal* communication.

Why communication is important for leadership and what is the best communication style?

Good communication is important for effective leadership. In the process of introducing change, think of all the situations where we need to communicate with others; making an important speech to the staff or to external stakeholders; having a one to one meeting to address an important and difficult issue; communicating effectively at a meeting with others; and many other situations.

Each of us has a unique style and personality. There is no one perfect way of communicating, but we can maximise the effectiveness of our own unique style and approach. However, as with many other aspects of leadership, we first have to know what our style is, when is it effective, and when can it be improved. That is why **getting feedback** is so important to improving our approach. So in this part of the course, as in other parts of the course, you will be asked to give feedback to colleagues to help them improve. Feedback should not be feared, but welcomed. Feedback should be given in a constructive way, not as a criticism but as a support to development. In giving feedback we should emphasise the things the person is already doing well, but most importantly we must be willing to indicate areas where they could do better. The feedback should be precise: “It would improve your communications if you varied your voice” or “if you used silence more effectively” or “if you spoke without notes”.

Four key elements of Good Communication

So how can we be most effective in our communication? The ancient Greek philosopher Aristotle identified four elements that are still most relevant today, particularly when trying to influence and persuade people. These are:

Logos: the content of our message, the logic we use and present to our audience. We must make the message of interest to our audience, and include elements that are important to them, not just to us.

Ethos: We all communicate a message even when we do not speak, through our body language and our demeanour. So Ethos refers to the characteristics of the speaker, not just the words he or

she uses, but their overall approach. Is this person authentic? Do they seem to mean what they say? These are all very important factors in leadership because people will only engage in the journey of change with a person they trust, one that they think is real and authentic.

Pathos: This refers to the appeal to the emotions. We often say that people do not remember so much of what they hear, but more of what they feel. Therefore the feelings evoked by the leader in the audience when he or she is communicating a message are really important. What is the emotion you want to evoke? And how can you do that? For example, stories are often used as a way of making a message more personal and evoking a feeling.

Agora: This refers to the place where communications takes place. We do not always have control over the venue, but we usually have some control over how the venue is set up. At a meeting for example, where will people sit? Do you want to stand behind a podium or table when making a speech, or do you want to be closer to the audience? All of these aspects communicate a message and can influence the quality of the communication, so give this careful thought.

Practice, Practice, Practice

Good presentations, good communications, do not happen by accident but they are the result of careful planning and practice. So make sure you take the time to plan and practice your important communications.

Common Mistakes and How to Address them

There are a few areas where we frequently see people make mistakes when communicating as part of a leadership process. Here are some of these mistakes:

Talking too much and not listening enough: Sometimes we try to include too much in our verbal communication- but people can only remember so much. Think in advance about what are the three most important things you want people to remember afterwards- and stick to communicating these.

Don't be afraid to allow people to ask questions or request clarification- it signals your willingness to listen and to learn- both very important aspects of leadership.

Talking too fast: Often, because we may be nervous, we want to get the communication finished as quickly as possible. Take your time, and using silence effectively (pausing) can be an aid to more powerful communication.

Complicating the message: Although we may be dealing with a complex change issue, we should not over-complicate the message. The golden rule is 'Keep it Simple'. But to do that requires careful preparation.

Lack of awareness of the audience and their needs: Frequently we have an important message we want to communicate. But we sometimes forget that the audience may not think it as important as we do. And they may have other things on their mind that they think are more important. So we should spend time researching our audience, and thinking about what is important to them so that we can also address these issues, and hopefully show where our interests overlap.

Not being aware of non-verbal communication: We give a lot of attention to words, but not nearly so much to what we communicate with our body, or even our tone of voice. Yet most of the research shows that over 70% of what is communicated to an audience is communicated non-verbally. So we need to be aware of, and control, this aspect of our communication. Be aware of how you move, how you use your hands, how you vary your voice, how you look at the audience (do you make eye contact around the room?). Make sure your non-verbal communication works in support of your message.

Betraying a lack of confidence in what you say: It is quite natural to be nervous, especially when speaking to a large group of people. However you will be less nervous if you believe in what you are saying. If you don't, people will pick this up. So in preparing your communication, be clear on your objectives, but also on the overall purpose. It is important, especially when change is being proposed, that people know what is the purpose of the change, that this is a purpose they share, and that they will be willing to make an effort on behalf of achieving this purpose.

Exercise

So bearing some of these ideas in mind, now you are ready to practice your communications.

In this exercise each person will have the opportunity to prepare, and then deliver, a short communication to their audience on the subject of change, and why it is necessary. Use this exercise to experiment, to have fun, and to learn!

LESSON 6

LEADERSHIP STYLES

In this short lesson you will have the opportunity to explore your leadership style. As we have noted already, a key advantage for top leaders is their deep level of self-awareness. To become really good leaders we have to understand our patterns, and make sure that we do not overuse one dominant style, or underuse another less developed style. If this were the case then we would become too one-dimensional, not having the flexibility to respond in the right way as different circumstances may require. Many other parts of the programme will focus on helping you to fully understand your patterns and styles of leadership, but this lesson focuses on four main areas.

You will also have the opportunity to practice an experiential exercise to give you a better understanding of what are your dominant leadership styles, and what are your weaker styles.

Four Styles of Leadership

Research shows that leadership styles can fit into four main categories, as illustrated below.



The title in each quadrant suggests the style

All about Rules: Where this is a strong style the person will be attracted to structure and order, to depending on process and rules for guidance and direction, for reducing risk, and operating in a very deliberate and methodical way. In the public service this can be quite common, and also useful because it creates a dependable and low risk environment.

Power and Authority: Where this is a strong style the person will be attracted to using their formal authority to get things done, using ‘command and control’. People who use this style often will be quite competitive and want to win. This would be very common in authority-based organisations such as the Police or Military, but of course is useful in other circumstances. It creates a ‘can do’ environment with a lot of emphasis on task completion and results.

Giving Comfort: When this style is used it reflects someone who is willing to nurture, to listen, to support and help. For example this could be quite common, and important, in a Human Resources Department. It helps create a supportive and high trust environment where relationships are strong.

Magician: This is the creative style, where one comes up with new ideas, likes change and even disorder, likes to disrupt the status quo. This would be very important in the creative industries such as marketing or technology, but is also important in all organisations so that new ideas are generated.

The Negative Effects of Overuse

Of course most of us will combine elements of all of these, but for everybody certain styles are more dominant than others. As you can also see from the description above, each of these styles is very valuable. Depending on the type of workplace, some may be more valuable than others. However if any one style comes to dominate, it can also have a darker side:

Here are some of the negative elements that can arise if a style is over-used:

All about Rules: Over-use of this style can lead to very rigid behaviour, an over-emphasis on rules, an over- controlling approach to work that can lead to micro-managing. This can stifle initiative, be experienced by other staff as boring and slow, overly cautious and lacking energy.

Power and Authority: Where this is style is over-used it can lead to a situation where people are not listened to but simply told what to do. There may be little collaboration and, in extreme cases, there can be fear and an atmosphere of bullying behaviour. It can be overly competitive and highly stressful because of an unrelenting focus on results.

Giving Comfort: Too much of this style can lead to an atmosphere that is friendly but where not a lot of practical work gets done! It can be too intrusive, and lack any focus on results and action.

Magician: Like all of the styles, when used in the right measure it is valuable, but over-use can lead to chaos. This can result in a lack of structure, confusion, endless new projects with no end result, lots of activity with little or no clear planning.

As you may already notice, it is unusual to find any of these styles at the extremes (although it can happen!). More often we find them in some mix, both in ourselves and in others.

Exercise

You will now be introduced to a practical activity that will allow you to experience each of the styles. Following the exercise reflect again on which are your dominant styles, and which ones do you need to develop. Make a plan to try out some ways of using a style that you want to develop. Try it out!

In this lesson you should have developed a greater awareness of which styles of leadership you use most, and which ones you need to develop. You should be aware of the risk of over-using one particular style, and the need to develop a flexibility. You should also be now aware that people we work with may have different styles than we have, and without knowing this there can sometimes be frustration, or even conflict.

„All about rules“	„Power and Authority“
„Giving Comfort“	„Magician“

Reflection

What did you learn from this exercise? Write it down.

Reading:

“Leadership that gets Results”
(Goleman, 2000) in Readings Section

LESSON 7

NEGOTIATION AND PERSUASION

Because leadership is aimed at making change in systems, it is very important that we can negotiate this change with other people. As we have seen already, when it comes to change people will resist perceived loss. We must understand what the losses are that people may perceive they are being asked to take, be open to taking on their ideas where possible, but also be prepared to push ahead so that we can make progress.

In this lesson you will have an opportunity to practice your negotiation skills. You will use the mini-case study to negotiate an agreement on a controversial issue between two organisations.

Negotiations are a complex subject and it would take a full course to really get into the details. But here you will learn the basics. Remember in particular!

You must have a strategy: You have to think in advance about how you will approach the negotiation, where you are prepared to compromise, what your timescale for change is, who you must have 'on board' etc. So prepare carefully!

Know your bottom line: Understand the issues upon which you cannot compromise, and that are core and critical to the change you propose.

Listen: Don't assume you understand the other side's position. Listen, ask questions, and really explore their position and why they regard certain things as important.

Be prepared to be generous: Without compromising on your core bottom line principles be prepared to make concessions where you can. This makes it more likely you can build trust, and also will make concessions from the other side more likely.

Be tough, but respectful: Some people fear negotiations because they dislike conflict. But remember there is a difference between emotional conflict and cognitive conflict. Emotional conflict is frequently destructive, and spirals downwards into a very negative situation. Cognitive conflict on the other hand is healthy, reflecting the fact that people may hold different positions and views on issues. But remember: these can be discussed, understood, and usually resolved to everyone's satisfaction.

Finally remember change requires leadership. You cannot be certain of the outcome, so there is always some risk involved. Even when there is resistance and uncertainty, you must be willing to hold steady, and remember what is important about the outcome you are trying to achieve. Ultimately as public servants we are trying to achieve better outcomes for citizens.

Here are some useful reminders of the different personal styles we may use in persuasion and negotiation.

Nine Influence and Persuasion Tactics

RATIONAL PERSUASION	INSPIRATIONAL APPEAL	CONSULTATION	INGRATIATION
<p>The effect it has on the other person:</p> <p>They see that a proposal is likely to achieve their objectives.</p> <p>How to use:</p> <p>State all the facts.</p> <p>Outline the pros and cons.</p> <p>Ask for the other person's point of view.</p> <p>Explain how their concerns can be met.</p> <p>Outline how your solution achieves the objectives.</p> <p>Example:</p> <p>"We should go with option B because it gives the best return on the investment and is the easiest to implement."</p>	<p>The effect it has on the other person:</p> <p>They are enthused by appeals to their values, ideas and inspirations.</p> <p>Confidence is boosted and they feel able to do the task.</p> <p>How to use:</p> <p>Describe the end result and how the new situation will be better than the current one.</p> <p>Express empathy.</p> <p>Be enthusiastic.</p> <p>Example:</p> <p>"I have a dream that one day little black children and little white children will walk hand in hand."</p>	<p>The effect it has on the other person:</p> <p>They are reassured that you are willing to adapt your views to take account of their views and suggestions.</p> <p>They gain a sense of ownership.</p> <p>How to use:</p> <p>Explain the current situation.</p> <p>Don't prove solutions.</p> <p>Ask how the individual would solve the problem.</p> <p>Example:</p> <p>"What do you think? What is your solution? How would that work for others? What do you need to do that?"</p>	<p>The effect it has on the other person:</p> <p>They think favourably about you and so are likely to be more open to persuasion.</p> <p>How to use:</p> <p>Put them in a good mood.</p> <p>Describe what they did in a given situation.</p> <p>Describe a positive impact they made.</p> <p>Present the requirements in a positive light.</p> <p>Example:</p> <p>"I was very impressed with the way you dealt with those consultants. That would make you a big asset to our new project team. I would be really pleased if you'd join us."</p>

My Influencing Strategy	Exchange	My Actions
<p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>	<p>The effect it has on the other person:</p> <p>They feel the request is fair as you are willing to reciprocate at a later time.</p> <p>They feel indebted to you and so respond.</p> <p>How to use:</p> <p>Do them a favour!</p> <p>Outline the task which needs attention.</p> <p>Describe the benefits to the individual.</p> <p>Confirm that an exchange will take place (if it hasn't already).</p> <p>Example:</p> <p>“If you give me a hand with this report and help me free up time, I'll help you fix that problem.”</p>	<p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p>

Personal Appeal	Coalition	Legitimizing	Pressure
<p>The effect it has on the other person:</p> <p>They feel duty bound to complete task.</p> <p>How to use:</p> <p>Explain the situation.</p> <p>Explain the personal negative impact of the task not being completed.</p> <p>Explain the personal positive impact of the other individual completing the task.</p> <p>Example:</p> <p>“I need to get this project completed by the deadline and I’ve lost some key team members so I’m in a real bind at the moment. I’ve got stuck at work and can’t pick up the kids. It would be a real life-saver if you could help me out with this.”</p>	<p>The effect it has on the other person:</p> <p>They are more likely to think or do something because other people have.</p> <p>How to use:</p> <p>Describe the situation.</p> <p>Demonstrate that other people have also behaved in a specific way.</p> <p>Example:</p> <p>“We are all in this together, your colleagues in this unit and in others have bought into the basic principles and are moving forward with it”</p> <p>“ Drive a bit faster, everyone else is”</p>	<p>The effect it has on the other person:</p> <p>It is difficult for them to refuse when you claim the authority to make the request, often by referring to laws, rules or traditions.</p> <p>How to use:</p> <p>Explain the situation and why you have the right or the knowledge to make the request.</p> <p>Example:</p> <p>“We are in a critical situation. We don’t have time to rework the solution. As the team leader, I am deciding that we will request a de-scoping of the project”</p> <p>“It’s always been that way.”</p>	<p>The effect it has on the other person:</p> <p>Burden and fear results in them doing what you want them to do.</p> <p>How to use:</p> <p>Explain the situation.</p> <p>Explain the negative consequences of not taking actions.</p> <p>Remind the individual of the consequences.</p> <p>Example:</p> <p>“if you don’t meet the deadlines and required level of quality there will be hell to pay.”</p> <p>“If you do not pay your speeding fine it will increase to €120 and may involve a court appearance.”</p>

Exercise

The tutor will now introduce the Negotiation Exercise and provide you with the briefs for the exercise.

Reflection

What did you learn from the negotiation exercise? How can you further develop your negotiation skills?

LESSON 8

PERSONALISING THE ADAPTIVE CHALLENGE

In this program you will have learnt that self-awareness is a critical part of leadership. Indeed much of the research suggests that self-awareness is the critical advantage of great leaders. So in developing our leadership capacity, we must also seek to develop our self-awareness and understand how we influence the systems of which we are part. So in our work situations, we as individuals are also part of the system, and when we are looking to change these systems we can either hinder or help that process of change. If we are not fully aware of the part we play in the system, we can without knowing it get in the way of the very changes we are seeking to promote.

Developing awareness of the challenge of change

In this lesson you will go through an exercise that will help you further develop your awareness of your own attitudes and behaviours, and what role these attitudes and behaviours may play in facilitating or hindering change. The exercise is called the Five Column Exercise (because the tutor will ask you to write down your reflections on five different questions in the five columns on the sheet) or also Personalising the Adaptive Challenge- because this exercise will help you to understand what adaptive change is like when experienced at the personal level. This too is most important, because as leaders if we are asking others to engage with change in the organisation we have to show that we as individuals are also willing to embrace change.

The exercise is based on a theory of change (see for example the book “How the way we talk can change the way we work” by Robert Kegan and Lisa Lahey 2003) that suggests we all develop habits, ways of thinking and doing and working, that become routine over time. These are called ‘defaults’ because these are the approaches or behaviours that we tend to default to, particularly when we are put under pressure. These routines can be useful and productive. But in some cases they can prevent us from making progress, or from realising our full potential.

Many of these default behaviours and attitudes are developed when we are children, and help us to develop and feel protected as we grow up. However some of these may not be that useful when we are adults and in the world of work, where we no longer need these protective behaviours and attitudes. For example, we develop a habit of trying to maintain control over the external environment, to help make the world around us feel more predictable and manageable. However in the world of work this could translate into an over-controlling behaviour, or an unwillingness to delegate because of the fear that something will not be done correctly. This in turn will result in a situation where staff may not be given the opportunity to develop and take on new responsibilities, and you become overburdened by more and more work which you feel you must do yourself. Or perhaps your default is not to speak up at a meeting even when something is said that you don't agree with. You may fear that if you speak up that there will

be conflict and that this will make you or others feel uncomfortable, or that others at the meeting may resent you for speaking up.

If these types of behaviour or attitude become a hindrance rather than a help, we must challenge them. Because even in the examples above, you will note that the behaviours are rooted in assumptions- for example an assumption that if the work is delegated it will not be done properly, or the assumption that if you speak up there will be conflict. These assumptions very often reflect fears that we have about what might happen, but are often not borne out in reality. So to change these defaults we must identify the area that is not working so well for us anymore, identify the assumption that underpins our behaviour or attitude, and experiment with some new and different approaches to test these assumptions. This is the key to change. Only by realising that not only might we be committed to change, but also to protecting ourselves by hanging on to default behaviours and mindsets, can we really tackle change at the personal level. Once we see the tension between these competing commitments, to change and to holding on to the current ways of doing things, we can then start working to resolve this tension by experimenting with new approaches.

The Five Column Exercise

So now, in this exercise, the tutor will bring you through five key questions, and at each stage you will have the opportunity to reflect on your aspirations for change, your current approaches, and the assumptions you are making. This should provide you with a powerful basis for making a personal plan for change. Take your time doing the exercise, but make sure that you take time afterwards to reflect on what it means for you, and set some targets for yourself to experiment with some new approaches. The experimental mindset is the mindset of leadership?

Reading:

Discovering your authentic leadership”
(George, Sims, Mayer, Mc Lean 2007) in Readings Section

LESSON 9

LEADERSHIP AND INTERVENTION

In this session you will learn about some of the key intervention skills of leadership. Recall that in earlier lessons you learned about the importance of getting on the Balcony, of learning to correctly diagnose the nature of the challenge, to separate the technical from the adaptive challenge, and to understand how the key groups or individuals interpret the challenge.

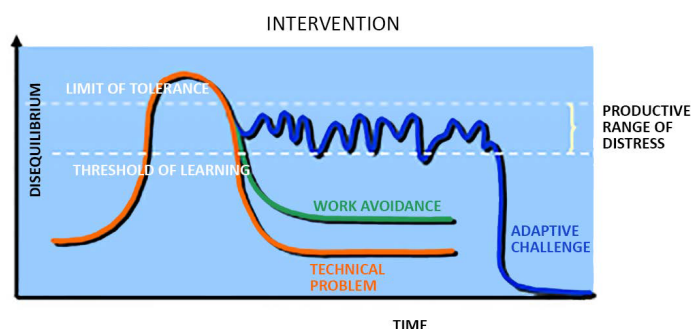
In this session it is about **getting on the dancefloor, to intervene**.

Change in Systems

Remember that organisational systems tend towards homeostasis, they seek stability. However this very stability can also lead to systems becoming stale, and out of touch with changing circumstances.

So when the leader intervenes in a system that has stabilised over time, they will encounter the resistance associated with the perception of loss.

The following diagram illustrates this.



The diagram illustrates a number of important points:

If the Threshold of Learning line is left undisturbed (in other words if there is no adaptive change in the system) then the system stays as it is.

If we deal with the problem as a Technical problem, there will be a temporary disturbance in the system, but soon the system will return to stability – this is fine if we are dealing with a technical problem, but not if we are dealing with an adaptive challenge!

If we address the adaptive challenge, it means maintaining disturbance in the system over a longer period. This is the work of leadership- how to hold people in this uncertainty, in what is called in the diagram above the 'productive range of distress' (it can be distressing, but it is productive because directed towards achieving a better outcome).

We know people resist loss, and also may resist the 'distress' caused by the disturbance to the status quo, so they may look for ways to avoid this distress. This is called Work Avoidance- not being lazy, but rather trying to avoid the difficulties associated with change. This is not unusual, but rather a normal human response to a perceived threat.

But if the leader introduces too much disturbance too quickly (too much 'heat') then people will not be able to cope and will freeze, fight or flee: that is why we must be careful not to exceed the 'Limit of Tolerance' line.

So this diagram summarises some key concepts. The leader must disturb the status quo in order to achieve productive change, and must intervene skilfully to make this happen. However this will lead to some conflict and resistance as (some) people seek to avoid this discomfort and loss. The leader must manage to keep enough 'heat' in the system, and be able to hold people in this state of discomfort, for as long as is needed to get the productive change in the system- to come up with a better way of doing things. When people try to avoid this work, the role of the leader is to focus their attention back on it. At the same time the leader must be careful not to put too much heat in the system as this will result in people being unable to function effectively.

Types of Intervention

How specifically might we intervene in the system to make change happen?

The following are some ideas:

Act politically: This does not mean becoming directly involved in politics, but rather understanding that organisations are political by nature and we must think strategically and politically to be effective leaders. So for example we must identify the key groups and individuals in the system (what we called Mapping the Factions). We might try to identify which groups we can get support from, which groups are likely to resist, which groups we can try to influence etc. And then intervene to work on these relationships so that we influence the dynamic for change.

Manage the Heat: As we noted above, sometimes we may need to inject heat into the system to get change to happen, to get things moving. There are many ways to do this. For example, putting the difficult issue on an agenda, or raising the difficult issue at a meeting; having a Courageous Conversation with someone you need to challenge; exposing people to the risk of not changing –what will happen if we do not embrace this change; making a very clear symbolic change that makes clear to everyone that things will not be staying the same. Sometimes we might need to reduce the heat, by refraining from some of these actions, or slowing down the timeframe for change so that people can adjust.

Communicate Purpose: It is very important that if people are being asked to make difficult changes that they understand why! So the leader must make clear why a change is being proposed, what difference it will make, and in a public sector context how this will result in creating greater Public Value. The leader must be able to communicate this effectively, and help people connect to a sense of inner purpose- this is what will create the energy and focus to get through difficult changes.

Give Responsibility: Taking responsibility away from people, especially from staff, such as always solving problems for them, or taking on work that really they should be doing, is the enemy of good leadership. It creates a dependent relationship that ultimately disempowers people. But authority figures can sometimes do this a lot. But because leadership is not about solving problems for other people, but rather to get them engaged in taking on the responsibility for solving the problems themselves, then a key leadership quality is being able to resist the urge to do it yourself or solve that problem, but rather to create an environment where people becoming engaged in leadership activity themselves.

Experiment: Finally, intervention involves experimentation. The mistake we frequently make is to expect change to happen but continue to do things in the same way- that is clearly impossible!

Because, by definition, with adaptive problems we do not already know the solution but rather need to find new ways of doing things, we must be prepared to experiment. This means trying something, but realising it may not work. If it does not work, or produce the desired outcome, we have to try something different. However we must be careful to do this in a controlled and strategic way.

All of the above illustrate possible ways of intervening in a system to achieve more productive and purposeful outcomes and create greater public value. But is not about sufficient to design and implement different individual interventions. We must think about what interventions are likely to be most effective. We must experiment but also learn from the experiments so that the next intervention will be even more effective. And we must join up the interventions, over time, so that we have a series of interventions that collectively are having an impact, not merely a set of disjointed actions. These joined-up interventions are what we call Intervention Strategy, and even though this will need to be updated regularly, you should document it or map it in a diagram showing the different interventions, how they are linked, and when they will be implemented over time. You should also document what happens after they are implemented.

Case Study

Think about how some of these interventions might be utilised in the case of the merger of EPA and RPI. For example, the CEO could turn up the heat by proposing a specific date by which staff of both agencies must be located on the same campus. Or they could speak to the Minister to establish what resources will be made available to make the merger happen. Or they could experiment with combining the Corporate and HR Units from both agencies as the first step in the merger and review how that works and what lessons can be learned for other elements of the merger.

Exercise

You will now have the opportunity to start working on an intervention strategy for your challenge. First discuss the possibilities with your other group members and see if they have any other ideas that could help you. Then draft and sketch out a diagram showing the intervention strategy. This is something you will work on further, and refine, after the program.

LESSON 10

LEADERSHIP AND PURPOSE

In this session we will focus on the topic of Purpose and its role in Leadership. At this point you should have had an opportunity to do the Lifeline Exercise. This is a very valuable exercise if we approach it openly and honestly. It can point us in the direction of where and when we find purpose. If you identified times in your life when you felt strongly connected to purpose, what were the circumstances? What were you doing? Who were you with? These are often times that the psychologists describe as times when we are in a 'state of flow', totally engaged and engrossed by what we are doing. When we feel like that (and purpose is related to feelings as well as thoughts) we are often performing at our best.

On the other hand, we also sometimes experience times when we feel without purpose, lost, and our lives and work may not feel meaningful. It is of course completely natural that we feel this sometimes. But in your lifeline did you identify such times? What caused the feeling of lack of purpose? How did you resolve this?

It is also important to distinguish purpose from objectives. While Objectives are typically short or medium – term goals we set in the organisation that typically can be measured, Purpose is about finding personal and professional meaning in our life. So purpose is also about values. What is it that I want to do in my career that is of value?

Of course while having a professional purpose is important in every career, it is particularly important in the public sector. As we know the role of public servants is to help create more public value for the citizen, and to work on behalf of government in pursuit of this. So to do this we must feel some sense of connection to being a public servant, and connect our professional purpose to our role in public service.

So why is purpose relevant to leadership? As we know leadership often involves addressing difficult challenges, often challenges of change where we meet resistance. Because of their fear of perceived loss, people may even try to scapegoat us, to vilify or devalue the work we are trying to do. So to take on these difficult challenges, and to manage ourselves through difficult times, we must retain a clear sense of purpose: This is why I am doing this! This sense of purpose gives us energy, helps us bounce back after setbacks, helps provide a clear compass as to what is the right direction.

We also as leaders need to help others discover, or re-discover, their sense of purpose. When a committed group of people start working on something with a clear and shared sense of purpose, then they release a massive amount of energy and significantly increase the chances of a successful outcome.

And leaders need to be able to not just be clear about their purpose, but also be able to communicate this purpose to others. This is a sign of authenticity, strength and resolve.

So what is your professional purpose?

Exercise

In this exercise you will work with colleagues to develop a short (no more than three sentences) statement of your professional purpose starting with “In my professional life I want to...”

Spend 10 minutes on your own thinking about the statement – then Write it down.

Now in turns turn to a colleague and say this in a way that really makes them feel like you believe your statement. Get feedback and try it again.

Finally everyone in the plenary group will have the opportunity to express their purpose.

PRE-COURSE WORK

PROJECT WORK

Adaptive Leadership in a Rapidly Changing Public Administration

Leadership Challenge

As part of the Leadership Program upon which you are about to embark, you will be required to work on a real-life Leadership Challenge. The Challenge is divided into two parts:

Part A is an Organisational Challenge: For example there is some change you think would be beneficial in your office, or in the way your team works, or in the way that you deliver your work to citizens or clients, or some other change. As a leadership challenge it should involve some element of change that is meaningful, and will bring benefits.

Part B is a Personal Development Challenge: For example there is something about your own approach, behaviour or style that you want to change. It may be a change to the way that you communicate, or hold meetings, or a change in the response you typically have to certain situations. It should be something you really want to change, and that you think will make a difference.

Part A and Part B could be linked. For example by changing the way you communicate, this might also help with the organisational change you have described in Part A.

During the Program you will have the opportunity to work on these challenges, and to learn how to apply leadership knowledge and skills to help achieve the outcomes you want.

However at this stage you need to identify, and briefly describe the challenges. Do this below in no more than a half-page each for Part A and Part B. Give this some thought. It is important to choose things that you think should be changed, and with some effort, can be changed.

The description below must be submitted to the course organisers at least 7 days before the program commencement.

Part A: Leadership Organisational Challenge

Describe a change you think should be made in your workplace, relating to the way you work internally (in your team or Unit) or externally (with citizens/clients).

Title:

Describe briefly the current situation:

Describe briefly the change you propose and how it will change the current situation:

Who else will you need to involve:

What is the timescale for completion:

B. Personal Organisational Challenge

Describe a change that you want to make to your behaviour, attitude, approach or leadership style:

Title:

Describe briefly the current situation

Describe briefly the change you propose and how it will change the current situation

Who else will you need to involve?

What is the timescale for completion?

POST-COURSE WORK 1

ADAPTIVE LEADERSHIP IN A RAPIDLY CHANGING PUBLIC ADMINISTRATION

Leadership Challenge

Action Plan

Actions are the means by which you put new learning into practice. The purpose of this Action Plan is to plan your actions on the organisational and personal leadership challenges you brought to the leadership program.

In completing the Action Plan, reflect on some of your key learning points from the program and the key actions you now wish to pursue. These actions should relate both to personal development (Personal Challenge) and organisational development (Organisation Challenge). Now write down, in relation to both your organisational and personal challenge, the key actions (no more than four or five in each case) you will take between now and completion date towards achieving your goal. Remember that achieving them will require perseverance and practice!

This Action Plan must be submitted within 7 days of the completion of the program.

Your Statement of Completion (see separate form) must be submitted within six weeks of completion of the program.

Name:

Organisation:

Job Title:

A) Organisational Leadership Challenge (in no more than two sentences write down again the Title of the Organisational Challenge you are addressing, and a very brief description of it)

Description of Proposed Action	People/groups I need to involve	Indicators of Success
1.		
2.		
3.		
4.		
5		

Overall Outcome I expect to achieve (What will be the positive outcome I expect to achieve?)

B) Personal Development Challenge (in no more than two sentences write down again the Title of the Personal Development Challenge you are addressing, and a very brief description of it)

Description of Proposed Action	People/groups I need to involve	Indicators of Success
1.		
2.		
3.		
4.		
5.		

Overall Outcome I expect to achieve (What will be the positive outcome I expect to achieve?)

Signed:

POST-COURSE WORK 2

LEADERSHIP CHALLENGE

Statement of Completion (To be submitted within 6 weeks of program completion)

Following your attendance at the program **Adaptive Leadership in a Rapidly Changing Public Administration** you completed, and submitted an Action Plan, setting out the key actions you proposed to pursue. These actions related both to personal development (Personal Challenge) and organisational development (Organisation Challenge).

In this Statement of Completion you should record the actions you have actually taken, and any results arising from these action (for example changes you have observed resulting from the actions). The actions and results should be document concisely and accurately, and should be subject to verification.

This Action Plan must be submitted within 6 weeks of the completion of the program.

Please sign the statement.

Name:

Organisation:

Job Title:

A) Organisational Leadership Challenge (in no more than two sentences write down again the Title of the Organisational Challenge you addressed, and a very brief description of it)

Description of Completed Actions	People/groups you involved	Results of Actions
1.		
2.		
3.		
4.		
5.		

Overall Outcome achieved

B) Personal Development Challenge (in no more than two sentences write down the Title of the Personal Development Challenge you addressed, and a very brief description of it)

Description of Completed Action	People/groups you involved	Results of Actions
1.		
2.		
3.		
4.		
5.		

Overall Outcome)

Signed:

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