Intergovernmental Oceanographic Commission

Leaders 2 Workshop

Practical applications for improving performance, relevance and impact (PRI)

Accra: 1 – 3 October 2007
Welcome

Greetings !!!!!!!!!!!!!!!!
Salutations ♥♥♥♥♥♥♥♥♥
Introductions ☺☺☺☺☺
IOC Capacity Building Objective

To *improve* the management and protection of the ocean and coastal zones by *strengthening* the leadership capacity of senior role-players who can and want to make a difference in this domain.
Workshop objectives

Objectives for this workshop (Leaders 2)

1. To **consolidate and reinforce** the leadership competence and proficiency acquired during Leaders 1 (Libreville February 07)

2. To **extend** the learning by focusing on practical skills and techniques leaders can use to improve performance, relevance and impact

3. To again **provide** opportunities for personal growth and networking
Our learning milestones

1. Revision of Leaders 1
2. Leadership tools for improving research and scientific performance, relevance and impact (PRI)
3. Leadership skills for improving PRI
4. Planning for application and implementation
Linking our workshops

Leaders 1
- Leadership challenges and imperatives in S and T
- The roles of a leader
- Leadership competences
- Personal Mastery as the foundation for leadership

Leaders 2
- Refresh and reinforce learning from Leaders 1
- Skills to support PRI initiatives
- Improving performance, relevance and impact (PRI)
- Tools and actions for improving PRI
Conditions that support great learning

Challenge and debate
Balanced participation
Willingness to risk and play
Avoid formulas
Avoid prescriptions
Share ownership for the success of this workshop
Revision of Leaders 1

1. Share our practical experiences
2. Questionnaire answered in sub-groups
3. Self-audit
4. Review in plenary
Sharing our experiences

How have you applied your leadership since we were last together?

Why are you motivated to continue improving your leadership?
Four building blocks for world-class leadership

Goals worth pursuing

Leadership ‘capacity’

Resources (right people)

Individual (personal) mastery
Leadership defined

Leadership is the capacities an individual holds, relative to particular situations, that enables him/her to influence people to achieve results.
What ‘capacities’ give you the power to influence?

**Your positional power**
- Formal positions (your rights and authority)

**Your personal power**
- Status
- Wealth
- Networks and contacts
- Track record of delivery and achievements
- Competences (your credibility)
Your power to influence is actually determined by

The perception ‘others’ have about

- The *legitimacy* of your formal power and the extent of their ‘independence’

- Your credibility and the *value* they attach to it
With positional power

You typically have rights and authority to

- Determine work objectives, policies, processes and procedures etc
- Decide on priorities
- Schedule work and related routines
- Allocate resources
- Sanction and reward
With personal power

**Personal:**

You have *no rights and authorities*

You earn trust and consequently are able to influence on the basis of how other people perceive your *credibility*

- Status
- Wealth
- Networks and contacts
- Track record of delivery and achievements
  - Competences
Perceptions of credibility are formed by assessing the degree to which you are

- Honest
- Inspiring
- Fair

- Forward-looking
- Open
- Reliable

CREDIBLE

TRUSTWORTHY
Actions that help build credibility

**Personal humility:**
- Make others the centre of attention
- Believe in the self-worth of people
- Be true to yourself
- Ensure consistency between your thoughts and your actions
- Admit and learn from your mistakes

**Professional will:**
- Deliver on your commitments
- Continually renew and build your competence
- Strive for and expect the very best
- Be passionately focused but remain adaptive

Nurture your individual(personal) mastery as the foundation for your leadership
Individual (personal) mastery

1. The *ability to recognize* the relationships between
   (1) what you think (mindset structures)
   (2) how you think
   (meta-cognition and awareness)
   (3) what you do
   (behaviours/actions/habits)
   (4) what you achieve
   (results/track record) and
2. The *ability and continuous effort* to improve them
Personal mastery: Recognizing how structures drive behaviour and performance and the skills to shape these structures.
Personal mastery includes recognizing how all structures – external as well as internal, drive behaviour and performance.
What do we need to do to craft and refine our mindset

*Surface* the underlying facts and assumptions you use to construct your views, mental models and paradigms, so that you and others can ‘see’ why you think what you think

*Test* this ‘why’ stuff for validity and usefulness

*Adjust* our mindset (structures) as may be required

This creates the leverage for personal growth and renewal
Useful skills to craft, refine and renew our mindsets

- Inter-personal skills
- Thinking skills
- Diagnostic and problem solving skills
- Learning skills
Useful inter-personal skills

- Advocate less and inquire more
- Suspend your early judgments
- Recognise and avoid leaps of abstraction
- Reveal what you truly think – your so-called ‘left-hand’ column
- Avoid stereotyping people
Improve your metacognition (thinking about how you think)

No single satisfactory definition about thinking

Thinking entails:

1. Mental activity
2. Logic and reason
3. Deliberate exploration of experiences
4. Some level of knowing
4. Linking and integrating
The nature of skill in thinking

- Perception and pattern recognition
- Memory recall
- Attention directing
- Exploring experience
- Applying knowledge
- Knowing how to deal with situations
- Transfer to other situations
Diagnostic skills

Ability to:

1. SEARCH widely for and monitor information
2. RECOGNISE and integrate patterns
3. ANALYSE data (extract credible meaning)
4. REMAIN perceptually objective
5. FORMULATE credible actions
Seeing patterns is essential........

Somewhere, something went terribly wrong
Problem solving skills

• There are many models
• Most cover:
  1. Identifying the apparent problem
  2. Gathering information and separating facts from assumptions
  3. Defining the real problem(s)
  4. Generating possible solutions
  5. Completing a cost/benefit/risk/implications (adv/disadvantages) analysis
  6. Selecting the best solution and planning for implementation
Learning skills

Experience
(Learn by doing)

Applying
(Learn by modifying Ld behaviours and testing new ones)

Processing
(Learn by discussing what you have done)

Generalizing
(Learn by finding trends and truths)

Kolb's Learning Stages
Actions to improve your mastery: Close the gaps and eliminate inconsistencies

- Develop and renew your mental models (mindset structures)
- Passionately improve your reliability, execution and results
- Develop and refine your range of behaviours, habits and skills
- Sharpen your thinking and awareness
5 Way management and leadership

SELF

Customers

Peers
Competence framework for effective leadership

The most important domains for leadership in S and T:

- Knowledge frameworks - robust mental models and paradigms (what you know)
- Values, attitudes, beliefs and related life choices (what you subscribe to)
- Drives, energy and ambition (what you want to achieve with what intensity)
Competence framework for effective leadership

The most important domains for leadership in S and T:

• Strategic, analytical, conceptual and systemic thinking and perspective (how you think)
• Diagnostic and problem solving (how you understand and resolve things)
• Change management (how you move things forward)
• ‘Well-being’ and strength of character (how strong you are psychologically, emotionally, spiritually and physically – personal integration)
Competence framework for effective leadership

The most important domains for leadership in S and T:

- Interpersonal skills (how you relate and interact)
- Teamwork (how well you collaborate and share)
- Creativity and innovativeness (how you generate and convert ideas to realities)
- Functional and technical (what specialist knowledge and expertise do you have)
The inseparable relationship between personal mastery and the competences to lead

- Recognizing and shaping the structures driving your behavior and achievements
- Nurturing the competences to influence others to achieve results

- Personal integration
- Life long learning
- Personal ownership

- Knowledge frameworks
- Experience
- Attitude and values
- Skills
Competence

Your underlying:
• Knowledge
• Experience
• Attitudes and value choices
• ‘Well-being’
• Skill (behaviours)
• Life and work habits and routines

…………..that enable effective deployment and performance
Competence and Proficiency

\[ C = (\text{Mix of K+E+A+V+Wb+S+Wh and Wr}) \]

\[ P = C \times \text{Speed - Error with consistency over time under varying circumstances} \]
Growing your capacity to lead

Need to nurture and grow your:

- Individual (personal) mastery
- Leadership competences and proficiency
- Track record of achievement
Primary roles of a leader

1. **Determine and/or clarify** the goals/outcomes/results to be achieved
2. **Create** conditions wherein/whereby people can achieve the goals – ideally in ways that are outstanding
Primary roles of a leader

3. *Ensure* that the people involved are fully ‘bought-in’ (they understand and accept (U/A))

4. *Push* for greater efficiency and effectiveness (*change the means*) ultimately, performance, relevance and impact (value) (*the ends*) for stakeholders, community, staff and customers.
Any final questions
Our learning milestones

1. Revision on Leaders
2. Leadership **tools** for improving research and scientific performance, relevance and impact
3. Leadership **skills** for improving performance
4. Planning for application and implementation
Tools and actions for improving PRI

- Performance contracting
- Building high performance cultures
- Benchmarking
- Rightsizing
- Process engineering including systems for innovation
Tools and actions for improving PRI

- Total quality management
- Outsourcing
- Self-directed teams
- Learning organizations
- Cultivating Centres of Excellence
Tools and actions for improving PRI

• Automating/technology enablers
• Up-skilling through talent attraction and training
• Strategic alliances
• Re-strategizing with better focus and ‘BHAGS’
• Rewards and recognition
The key to performance improvement is finding and leveraging the structures driving (1) focus and (2) behaviour.

**The individual**
- Mindsets
- Personal Competence(s)
- Roles/Task objectives

**The ‘collective’**
- Culture
- Core Competences(s)
- Strategy, governance, systems, processes, organising arrangements, acts and statutes
Setting and contracting performance expectations

- *First and foremost*, sound performance contracting with regular and reliable performance feedback

- The right people, with the right skills in the right enabling environment

- Recognition, rewards and opportunities that resonate with the people involved

- Continuous error detection and correction

- Thereafter, a wide variety of strategies and programmes can be used to optimize performance
Performance norms, contracting and enhancement

Guiding principles:

• Get U/A for clearly defined deliverables and measures

• Encourage maximum participation to secure ‘ownership’ and ‘self regulation’

• Provide ongoing, objective, actionable feedback

• Recognize, reward or sanction
Change is implicit in all performance improvement

- Sustainability requires renewal
- Need order to function
- People need to change
- Change causes vulnerability
- Change affects everybody
- Some see only opportunity

- Renewal changes status quo
- Change disrupts order
- People resist change
- People avoid vulnerability
- People act in isolation
- Some see only threat
Creating systems for accelerated learning, error detection and correction

1. Building a ‘learning organisation’
2. Building shared ownership and pride for performance
The linkage between learning, error detection and correction and performance improvement
Learning and performance

• Direct correlation between learning and performance

• Learning is more than knowledge acquisition

• Learning is pre-requisite for
  - Error detection and correction
  - Continuous improvement
  - Innovation
  - All forms of change and transformation
  - Achieving personal mastery
Building a learning organisation

LO = An organisation that is consciously and continually enhancing its capacity for productive action because it is skilled at:

1. Creating, sourcing and acquiring knowledge (internal and external) from which it draws insights,
2. Capturing these insights and sharing them with relevant target audiences within the organisation, and
3. Where necessary, modifying whatever is required to improve performance, relevance and impact
The team learning cycle

- **DOING**: More action, Coordinated action
- **REFLECTING**: More reflection, Public reflection
- **DECIDING**: More abstract, Joint planning
- **CONNECTING**: More concrete, Shared meaning

- More abstract
- More concrete

- More action
- More reflection
What are the barriers to building a learning organisation

- Individual learning disabilities:
  1. Physical/cognitive/emotional handicaps
  2. Dyslexia
  3. Maladjustment
What are the barriers to building a learning organisation

• Organisational defense routines:

  1. Entrenched habits people use to protect themselves from embarrassment and/or threat which normally comes when exposing what they are truly thinking
Organizational defense routines

- Entrenched habits …
- Start early in life
- Are reinforced by “learning gaps”
- Are embedded in flawed mental models
- Retain power by keeping undiscussable, undiscussable
- Can be overcome by
  * reflecting and mutual inquiry
  * a genuine commitment to learning
  * a supportive culture
  * effective leadership
Process engineering and improvement (1)

• Process engineering (and business process re-engineering – BPR) seeks radical breakthroughs rather than incremental improvements in performance

• It’s about multifaceted improvement goals that focus on quality, cost, speed, accuracy, systems simplification, stakeholder/staff/customer satisfaction and flexibility

• Working smarter and faster
Process engineering and improvement (2)

• Requires willingness to rethink how work is and ideally should be done

• Includes both technical and social aspects of work
Performance benchmarking

- Identifying organizations with whom you can objectively compare work methods, practices, processes and performance
Tips for effective benchmarking

• Keep it legal
• Be willing to give what you get
• Respect confidentiality
• Keep information internal
• Be honest

• Don’t refer without permission
• Be prepared from the start
• Clarify expectations
• Follow through with commitments

Bendell: Benchmarking for Competitive Advantage
Incentives, rewards and recognition

- Key ingredient for successful performance and performance improvement
- Must think well outside the ‘conventional box’
- Ask people what they value
Guiding principles for effective reward and recognition

- Get agreement on ‘systems constraints’ to end wasteful debates
- Reward different levels of performance differently
- Make it public and transparent
- Distinguish between routine and discretionary rewards
- ‘Sanctions’ are a key component of the reward and recognition system
Our learning milestones

1. Revision on Leaders 1
2. Leadership tools for improving research and scientific performance, relevance and impact
3. Leadership skills for improving performance
4. Planning for application and implementation
Key skills for improving performance

- Coaching skills
- Dialogue skills
- Team learning skills
- Skills for providing performance feedback with guidelines for improvement
- Performance reporting
- Guidelines for overcoming blockages to change and performance improvement
- Systems thinking
Coaching skills

• Establish the relationship
• Contract and agree on mutual expectations
• Provide ‘hard’ performance data
• Agree specific measureable improvement goals
• Measure performance and follow-up
Dialogue as a means to improve performance

**What is dialogue**

- to converse
- to generate a flow of meaning
- to understand different positions
- to facilitate collective discovery
- to test tacit underlying assumptions
- to surface mental models
- to dissolve problems
- to inquire and learn
Why is dialogue important

- The trap of scientific heresy
- The tendency to treat ‘consciousness’ as causal reality
- The difficult task of being open-minded
- Deepening world macro problems
- Increasing individual micro problems
## Dialogue skills

<table>
<thead>
<tr>
<th>Individual</th>
<th>Collective</th>
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<tbody>
<tr>
<td>• Suspend judgment</td>
<td>• Create a ‘safe space’</td>
</tr>
<tr>
<td>• Inquire</td>
<td>• Avoid polarization</td>
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<tr>
<td>• Be sensitive</td>
<td>• Explore issues of collective concern</td>
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<tr>
<td>• Commit to being truthful</td>
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The steps for dialogue

- Call for ‘time-out to dialogue
- Get agreement on what the collective issue/concern is
- ‘Clock in and clock out’
- Reserve the right to change your views/mind
Team learning skills

Collective
• Capturing of insights and experiences
• Validating the lessons
• Agreeing how they can be used to improve future performance
Skills for providing performance feedback with guidelines for improvement

• Contract on the purpose of the interaction
• Provide factual information
• Declare opinions and inferences
• Get ownership for the issues/problems/opportunities you are trying to address
• Get agreement on specific actions and accountabilities
• Always treat the person with dignity and respect
Performance reporting

• Apply principle of ‘self measurement and reporting on regular basis
• Augment ‘self’ reports with management information
• Require ‘self’ correcting where performance varies from agreed standards and measures
Guidelines for overcoming blockages to change and performance improvement

• Understand the tough implications of trying to secure individual and ‘collective’ change
• Plan thoroughly
• Do the ’do-able’ and try to minimize the impact of the undo-able
• Clarify ‘what’s in it for them’
• Allow time for ‘endings’ as a precursor to ‘beginnings’
Key change questions

1. Why don’t things change in our organization the way we want them to?

2. What prevents us from leaving the past behind and moving on to confront the realities of the future?
Our learning milestones

1. Revision of Leaders 1
2. Leadership tools for improving research and scientific performance, relevance and impact (PRI)
3. Leadership skills for improving PRI
4. Planning for application and implementation
Closing reflection and learning

- Capture most important insights
- Reflect on meaning, validity, usefulness and application
- Decide on how best to move forward
Setting up your own integrated plan to the improvement of performance, relevance and impact

- Personal planning
- Post workshop networking and application
- Preparation for Leaders 3
Workshop close