

Module 1

- Leadership is individual, and subjective and ongoing journey
- Changes over time
- No simple recipe
- Leadership is a socially constructed process in which an individual is either given or takes increased responsibility or accountability in empowering others to collectively solve problems in alignment with an organization or teams purpose
- Transformational Leadership: Leaders encourage inspire or motivate followers
- Transactional Leadership relies on authority to motivate employees. Exchanges rewards for follower effort or punishes followers who fail to meet their goals. Followers perception of fairness or equality of the exchange with the Leader is vital.
- Success or failure in transformational scenarios, depends on whether and how well leaders sense problems early, apply appropriate remedies, and empower employees to act and speak freely
- Leadership is not about power and control it is about relationships. Leadership is context and person dependent.
- 3 Broad categories of Leadership competencies
 - Leading the self
 - Developing a sense of ethics and integrity, enhancing self awareness
 - taking initiative
 - Leading others
 - communicating effectively and developing others (Clearly communicating expectations)

- Building collaborative relationships
- putting people at ease
- Leading the organization
 - Navigating complex organizational change, having a strategic vision, and managing politics
 - change management

-Empowering others

- can't swoop in and take this away when something goes wrong or reverse their decisions

- Fostering Trust and Belonging

- can't hoard decisions, responsibilities
- I succeed when WE succeed

- Nurturing curiosity and growth

- Better to be a learner than a knower
- Leader doesn't always have the right answer, knows how to pull information and ideas and perspectives from people around them to build the right answer

3 roles a leader can play in developing employees or team members: coach mentor or sponsor

Coach:

- Support system or guide (no experience necessary)
- support the other person on their journey
- Doesn't tell someone what to do, but asks questions that allow that person to reflect on their choices
- Offer support for the choices that the other person makes

Mentor:

- Sharing advice learned through experience
- Assumes leader has experience in an area they can

pass onto another person

Sponsor:

- Tells others of the individuals achievements
- Helping others to see the potential in an individual
- How others learn about an employees capabilities

Module 2

Positive self-leadership refers to the capacity to identify and apply one's signature strengths to initiate, maintain, or sustain self-influencing behaviors.

Self-leadership's early definition was based on three central theories: self-control, social-cognitive theory, and self-determination.

Self Control:

- Self-management, and self-regulation
- iterative process of determining a desired end state, comparing that to the current state, and subsequently taking action to close the gap between the two

Social Cognitive Theory:

- Acknowledges the triadic interaction between our thoughts, behavior, and socio-political environments

Self- determination Theory :

- Describes the reciprocity between human motivation and a purposeful life
- Highlights the role of internally regulated and intrinsic motivation as a driver behind self-leadership behaviors

Leader Identity: is the extent to which someone perceives themselves to be leader.

Leadership develops in roughly a Ready (Leadership Identity /Efficacy), Willing (Motivated to Lead), Able (Leadership Skill/ Practice) reciprocal process

People with a low Leadership Identity gain less skills in a leadership course but improve their Leadership Identity. This is likely due to myth busting about Leadership being a born trait rather than a learnable skill

The most fundamental skill for sustaining effective leadership is : **self awareness**

Our connection to others can only be as deep as our connection to ourselves - Brene Brown

Self-awareness:

- The ability to see ourselves clearly
- The ability to understand who we are, how others see us, and how we fit into the world
- knowing our selves in side and out

Internal Self-awareness: how clearly we see our own values, passions, and aspirations, reactions, fit with our environment, and our impact on others.

External Self-awareness: understanding how other people view us in terms of those same elements

Four different self-awareness archetypes : Introspectors , Aware, Seekers, and Pleasers

Seekers :

- Low internal and external Self-awareness

- Might not know who they are and what they stand for or how their team sees them
- Sometimes feel stuck or frustrated with their performance or their relationships
- Plenty of room for development in both areas of self-awareness

Introspectors :

- High self-awareness lower external self-awareness
- Know themselves well on the inside but rarely challenge those views against how others might see them or rarely ask for critical feedback that might lead to growth and unlock more leadership potential

Pleasers:

- Low internal self-awareness and high external self-awareness
- Concerned with how they appear and what their impact is on others, but not as concerned or tuned into their internal world or their values and aspirations
- Overtime might not make the best choices for their own fulfillment.

Aware

- Unicorns
- High internal and external self-awareness
- Know who they are and what they stand for and they seek out critical feedback from others
- They're willing to take in disconfirming evidence and adjust themselves accordingly

How can we develop self-awareness: Gain insight, and Invite feedback

Gaining insight for internal self - awareness

1. Values - Narrow deepest values to most important 3 or 4
2. Passions _ what projects or activities do you never seem to get sick of, or lose track of time while you're doing them
3. Aspirations - What achievements or experiences do you seek. What legacy do you want to leave in your work and personal life
4. Fit/Environment - what environment do you require to feel happy and engaged. What would be your ideal work environment
5. Patterns - Can you describe your personality in five words . What have you learned from personal assessments that you've taken such as personality profiles or other assessments about your talents and styles
6. Reactions - How in touch are you with your top strengths and weaknesses. What have you picked up easily without a lot of training. When have you been most disappointed with your performance .
7. Impact- How would you describe the effect you have on other people both one on one and in group settings. what do you want it to be.

Inviting feedback for external self- awareness:

- Inviting feedback from the most loving Critics (people who have your best interests in mind and are willing to tell you the truth)

Leaders don't become leaders by doing some thing they learn to do. Leaders become leaders by deliberately developing into better versions of themselves

Decision making, we engage in two primary processes: Jugement or Evaluation, and Choice or Selection

Descarte Square, answer 4 questions to help to make a choice:

- what will happen if this happens?
- What will happen if this doesn't happen?
- what won't happen if this happens?
- what won't h appen if this doesn't happen?

Game theory: Our decisions are influenced by not knowing how others will act. Our decisions rely on assumptions of rational thinking

Rational choice theory: Individuals make decisions in search of maximizing their own utility.

Expected value theory: Individuals make rational, logical decisions to maximize their own expected utility or value.

Bonded rationality: Humans are limited in their "rational" (logical) thinking because of cognitive limitations and

distortions. Humans do not maximize their expected value, they "satisfice", seeking acceptable or adequate outcomes, as opposed to perfect ones.

Prospect Theory: Humans value losses more than gains.

Power of framing: when we frame decisions a certain way we can influence different outcomes.

Two Decision Making Systems

System 1 : faster more reactive. Based on experience. Use heuristics or shortcuts to help make decisions. More likely to fall victim to our biases

System 2: slower and more deliberate. Take time to pull in as much information as we can and we use decision making tools to evaluate our options and are more thoughtful in our selections.

Availability Bias: We make decisions based on the information that is most readily available.

Representativeness Bias: We make decisions based on stereotypes, paying attention to similarity instead of base rates.

Anchoring Bias: We make decisions based on a point and we get stuck around that point.

Making Better Decisions:

- Know yourself
- Recognize blind spots
- Utilize social networks
- Develop a problem-solving practice

(look up PDCA learning cycle)

Ethical Decision Making: How Humans make decisions in alignment with or in contrast to ethical principles.

Normative Ethics:

- Utilitarianism - The most value, to the most people
- Deontology - Determining ethical rules
- Virtue Ethics - Exercising virtues Or ethical values and developing an ethical character

Behavioral Ethics: How people actually respond to ethical dilemmas, and understand factors that influence our decision making.

- Human Values
- Bounded Ethicality
 - Ethical decisions limited by individual and situational pressures
 - Psychological Biases
 - Overconfidence Bias
 - Confirmation Bias
 - Group Pressure
 - Leaders have power over our careers
 - Employees model our behavior

- Organizational Pressures
 - Authority pressure
 - Misaligned incentives
- Framing Effects
 - Make different decisions based on how the information is framed
 - Being in a moral frame, compared to a business or legal frame, leads to greater moral awareness and has an influence on how people make decisions in the face of ethical implications

Career T.R.A.G.E.D.I.E.S. - things to look for to prevent ethical issues

- Temptations
- Rationalization
- Ambition
- Group & Authority Pressure
- Entitlement
- Deception
- Incrementalism
- Embarrassment
- Stupid Systems

Psychological well-being :

- Hedonic well-being
- Eudaimonic well-being
- Resilience

Hedonic well-being

- Pleasure and satisfaction
- In the moment

Eudaimonic well-being

- Self-actualization
- Purpose, meaning, potential
- Not always pleasant

Resilience

- Adapting to challenges
- Behavioral flexibility
- Emotional agility

Cultivating Resilience

- Connection
- Contribution
- Compassion

Maximize the positive:

- P. E.R.M.A.- Positive emotion, Engagement, Relationships, Meaning, Achievement

Navigate the Negative:

- Learning how to say No

Module 3

5 Universal Types of Boundaries:

- Horizontal - between functions of the organization
- Vertical - between hierarchical levels of the organization
- Stakeholder - with external groups
- Demographic - with diverse groups
- Geographic - across localities

3 Ways to Span Boundaries :

- Manage Boundaries - create or strengthen boundaries by differentiating, or clarifying roles, purpose, areas of specialization, etc in order to build psychological safety and respect.
- Forge Common Ground - bringing groups together to achieve a larger purpose and build trust, engagement, and share ownership across boundaries
- Discover New Frontiers - where groups intersect and link with differentiated expertise, experience, and resources but an integrated vision and strategy - in order to support breakthrough innovation, transformation, and reinvention

4 Steps to Start Spanning Boundaries :

1. Start with the end in mind - Consider the nature of your challenge and which boundaries are most prevalent or difficult for you to span
2. Clarify the strategy - Use the ways to span as above
3. Start simply - Begin with a tactic or two that feels easy to introduce and execute.

4. Experiment and modify - Don't be afraid to experiment.

Emotional Intelligence (EQ) - An ability to monitor the feelings of ourselves and others, to discriminate among those feeling, and to use this information to guide thinking and action

Four Branches of EQ

1. Emotional Perception & Expression - Identify and express emotions in themselves and others.
2. Using Emotion to Facilitate Thinking - Our emotions prioritize our thinking. Some emotional states are more optimal for targeted outcomes than others
3. Emotional Understanding - Understand and differentiate between emotional states.
4. Emotional Management - the ability to manage emotions in oneself and others

Evidence suggests EQ works together with IQ to have an impact on job performance

EQ has been shown to be "contagious" in an organization

Interpersonal Trust:

- Confidence another will not harm you
- Willingness to be vulnerable with another
- Foundational to successful interpersonal relationships

ABI Model:

Ability :

- The perceived competence of a leader
- More likely to trust people who can deliver
- Doesn't mean they have to know everything , but are self aware to know what they do and do not know

Benevolence:

- The perceived concern for the well-being of others

Integrity :

- The perceived consistency of the leaders behavior
- Whether the leader does what they promise to do
- Gives you a reason to trust again in the future.

Leaders need to be trusted to use their authority appropriateley and ethically, and employees need to be trusted to do their jobs without being monitored

Conversational Intelligence:

- Level 1 : Transactional
 - Straight forward exchange of information.
 - Basic giving and receiving of information
- Level 2 : Positional
 - Someone is taking a side and trying to influence another person
 - Making a case for something
 - Asking questions seeking a very specific answer
- Level 3: Transformational
 - Co-creating conversations
 - Curiosity and interest are driving motivators

- Ideas are collected and considered, new ideas emerge, a variety of voices contribute, leads to deeper insights and trust

Active Listening: Listener seeks to understand the other persons words and meaning by listening to both verbal expressions, and non-verbal cues. Actively engages in Listening to other person while refraining from evaluation of what they are saying

Two key practices for active listening:

- **Turn off the script** - listen without judgement and evaluation.
- **Listen beyond words** - Listen to the meaning of the words. Evaluating non verbal communication, body language, tone of voice, facial expression, to understand where the person is comming from, and what they're trying to say

Humble Inquiry :

4 types of questions

- Confrontational Inquiry: insert your own ideas in the form of a question
- Diagnostic Inquiry: Try to get at what the other person is currently thinking, what's going on in their head at that moment. Shines light on other person
- Process Inquiry: Asking questions related to the process of conversing. How are the parties are

conversing

- Humble /Pure Inquiry : Accessing your own lack of knowledge on a topic. Total state of curiosity. Don't include your own thoughts or feelings on the topic. Demonstrates respect for other persons opinions.

The Five Bases of Power

1. Legitimate Power: Comes from a formal role or title in which power is inherent to the position. People tend to comply with Legitimate power
2. Reward Power: Comes from resources someone has that can be used to reward others. Can be tangible or intangible.
3. Coercive Power: Uses manipulation and threats to force another person to behave in a certain way.
4. Expert Power: Comes from unique expertise an individual can bring.
5. Referant Power: Comes from being respected, liked, and trusted. Can be cultivated by anyone in any position.
6. Informational Power: When someone has access to unique information or knowlege that another person might need. (this was add later)

Positive effects to feeling Powerful :

- Confidence
- Vulnerability
- Optimistic
- Willing to change

Negative effects to feeling Powerful :

- Pursue rewards
- Ignore perspectives
- Speak over others
- Fail to read emotions

Psychological Safety: An aspect of leader/ employee relationship where individuals feel like they can be the most authentic version of themselves without fear of punishment.

Negotiation is the process of coming to a joint decision

Three Primary Goals for Negotiation :

1. **Create Value** - Comes from knowing what each party's interests are and making tradeoffs based on those interests. We lose value by assuming that I need to lose for the other person to win.
2. Claim Value
3. Cultivate Relationships and Reputation

Conflict is when two people disagree.

Types of Conflict:

- Task-based Conflict - Differences of opinion related to work tasks. Helpful to allow everyone an opportunity to share their opinions and to determine if there are underlying assumptions that need to be addressed by the group.

- Relationship Conflict - Stems from individual differences, personalities, communication styles, or conflict management styles. Helpful to look for things we do have in common.
- Values - Based Conflict - Stems from differences in values and deeply held assumptions.

Conflict Self awareness - How do you approach negotiation and conflict? Are you aware of your feelings and assumptions.

TKI - Thomas-Kilmann Instrument :

- Assertiveness - the desire to satisfy our own needs
- Cooperativeness - the desire to satisfy the needs of others.

TKI 5 Conflict Modes

1. Avoiding - low assertiveness and cooperativeness
2. Accommodating - low assertiveness and high cooperativeness
3. Competing - High assertiveness and low cooperativeness
4. Collaborating - High in assertiveness and cooperativeness
5. Compromising - moderate assertiveness and cooperativeness

Module 4

4 Global Mega Trends in Business :

1. Diversity of Markets - Increased middle class population growth in Asian, Africa, and Latin America. Markets are characterized by significant cultural, political, and economic differences.
2. Diversity of Customers - In an increasingly digital world customers have more choices and greater personalization and voice in products they consume.
3. Diversity of Ideas - Companies must innovate to stay competitive, and this requires a diversity of ideas to avoid "groupthink".
4. Diversity of Talent - Changes in age profiles, education, migration flows, expectations of equality, and work/life balance are impacting employee populations.

6 Signature Traits of an Inclusive Leader :

1. Commitment - Treat all team members with fairness and respect. Understand the uniqueness of each team member. Take action to ensure each Team member feels connected to the group/organization
2. Courage - Acknowledge personal limitations and weaknesses. Seeks the contributions of others to overcome personal limitations. Admit mistakes when made.

3. Cognizance of Bias - Learn about their personal biases, including through feedback. Follow process to ensure personal biases do not influence decisions about others.
4. Curiosity - Demonstrate a desire for continued Learning. Actively seek the perspective of diverse others in ideation and decision making. With hold fast judgement when engagining with diverse opinions
5. Cultural Intelligence - Take an active interest in learning about other Cultures. Seck out opportunities to experience culturally diverse environments. Are confident leading Cross-Cultural teams.
6. Collaboration - Give team members the freedom to handle difficult situations. Empower team members to make decisions about issues that impact their work. Hold team Members accountable for performance the can Control.

The Three C's:

- Curiosity
- Courage
- Commitment

Curiosity

- The impulse towards better cognition
- A desire to learn and know more
- An internal motivation to seek information
- Shifting from a "knower" to a "learner"

Updating our Assumptions :

- Engaging in dialogue
- Exploring learning opportunities

Developing Curiosity for Leadership Growth :

- Start with questions
- Pay attention to your assumptions
- Get curious about your feelings and emotions

Vulnerability: Uncertainty, risk, and emotional exposure.

vulnerability is our most accurate measure of courage. ,

Daring Leadership:

- Rumbling with vulnerability
- Braving trust
- Living our values
- Learning to rise

Leaders are in a prime position to deal with Uncertainty, Risk, and Emotional Exposure.

Self-awareness:

- Acknowledge Vulnerability
- Shift from blame to internalization
- Practice somatic awareness

S.M.A.R.T. Goals:

- Specific
- Measurable
- Actionable
- Relevant
- Time-based

Discipline - a sustainable plan of action for you. Discipline is key to building sustainable habits.

- Develop a regular practice for reflection and learning
- Be prepared to fall off the wagon
- Connect with others
- Know your purpose

Reflection in four Steps :

- Identify Relationships (if then cause effect relationships)
- Articulate the lesson (What's the lesson, what's the argument for that lesson)
- Look for barriers to success (What're the conditions under which this lesson holds)
- Implement the lesson and learn (What am I going to do differently now that I appreciate this lesson, . how will I remember to implement it?)