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We transcend into 21st century leadership

INNOVATIONS
The Power to Transform Your World

We help people & companies grow

CONTENTS

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OVERALL OBJECTIVES

The objectives of this program are to:

01. **Discuss** the most important "principles of operation" for leading and managing in the 21st century.

02. **Evaluate** yourself with respect to each of the competencies for leading and managing a diverse, multicultural work force.

03. **Experience** each of the competencies as an in-depth learning exercise.

04. **Design** a behavioral plan for mastering the competencies that would measurably reinforce and improve your leadership performance.

"The great organizations are those that celebrate their differences. They seek harmony, not uniformity. They hire color, culture, and talent. They strive for oneness, not sameness."

Gil Atkinson

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DEFINING LEADERSHIP

Leadership is the ability to influence the thinking (transformation), commitment (vision/objective), and behavior (performance) of others.

WORKPLACE INTEGRATION FOR THE 21ST CENTURY

Exceptional leadership performance in the 21st century is based upon the integration of:

• Leading-edge workplace principles of operation

• The corresponding leadership and management competencies (designed for a)

• A diverse, multicultural work force

LEADING-EDGE WORKPLACE PRINCIPLES OF OPERATION

Leading-edge principles of operation include:

01. Personal Development - an in-depth level of self-awareness in order to understand, oversee, and guide people, initiatives, and the organization's mission and vision.

02. Empowerment - the capacity to perform; inclusive of an individual's present and potential capability.

03. Engagement - a high level of motivation, commitment, and passion for one's work in response to a supportive, an inclusive, and a progressive way of operating.

04. Democracy - the proactive involvement of employees in policies, decisions, and practices that affect them and the organization's operation.

05. Transparency - an open, honest, and shared system of operation that engenders trust, confidence, and commitment of employees.

06. Collaboration - a commitment to work with others where there is an opportunity to maximize performance, productivity, and profitability.

07. Innovation - the creation of cutting-edge processes, products, and services that anticipate the expectations of internal and external customers.

08. Inclusion - an employee-supportive workplace environment where equitable opportunity exist for all employees to experience personal success and fully contribute to the organization's success.

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CRUCIAL COMPETENCIES FOR LEADERSHIP IN THE 21ST CENTURY

The crucial competencies, corresponding to the Principles above, for leading and managing a diverse, high-performance workforce include the following areas of professional mastery:

01	02	03	04
Demonstrates Self-Mastery	Develops People	Manages Inclusion & Performance	Delivers Business Results

An Inclusive (Holistic) Model of Leadership

This sequence covers the range from relationship-orientation to task-orientation skills.

> "Leadership is one of those elusive characteristics to accurately define. However, we all know it when we see it!" συναντάμε!»
>
> **The Innovations' Leadership Team**

The corresponding skills include:

01. Self-Mastery through Exploration, Introspection, and Awareness

02. Managing Diversity & Inclusion

03. Influencing, Encouraging, and Developing the Competency of Others

04. Mentoring and Coaching a Diverse, Workforce

05. Problem and Conflict Resolution Across Employee Differences

06. Holding Others Responsible and Accountable for Inclusion and Performance Expectations

07. Creating a Culture of Creativity & Innovation

08. Fostering an Environment of Cooperation, Collaboration, and Teamwork

MODULE 1
Self-Mastery though Exploration, Introspection, and Awareness

SELF-MASTERY THOUGH EXPLORATION, INTROSPECTION, AND AWARENESS

Self-Mastery through Exploration, Introspection, and Awareness—the willingness to engage one's personal and professional growthas a basis for coaching and mentoring others.

• **Exhibits** openness to personal discovery, particularly, as it relates to unconscious perceptions and motivations that exclude others, both intentionally and unintentionally.

• **Resolves** the issue(s) that are most challenging in terms of creating "inclusive relationships"—based upon acceptance, trust, and support—with a diversity of colleagues and employees. Such as introversion, individualism, bias, power, elitism, arrogance, classism, etc.

• **Solicits** the help of others to achieve resolution of a pattern of conflict through facilitative coaching. (Facilitative coaching is assisting someone through a transformation in their thinking which results in authentic behavioral practices.)

• **Exhibits** patience, sensitivity, and understanding in dealing with situations involving differences in people, thinking, and ways of behaving.

Excellent_____ Very Good_____Good_____ Fair_____ Poor_____

A QUICK-TRACK EXERCISE IN PERSONAL TRANSFORMATION

Complete the following exercise by responding to the question and statement below.

What is the personal characteristic you find most difficult to adapt to or accept in workplace situations with someone you work with, report to, or serve as a customer? e.g., prejudice, religion, arrogance, superiority, entitlement, etc.

List three behaviors that are the most upsetting to you when someone behaves consistent with the characteristic above:

01

02

03

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STATE OF MIND DIAGRAM

A person's attitude is determined by what he or she believes, which in turn creates his or her mind-set.

A person's mind-set determines his or her behavior.

To understand your mind-set, examine the results you produce.

COGNITIVE SKILLS	FUNCTIONAL SKILLS	PERFORMANCE*
Mind-Set Attitudes Beliefs	Behaviors (Process)	Results

Stereotyping)   Discrimination

First-Order Change
(Behavioral Modification)

Second-Order Change (Transformation)
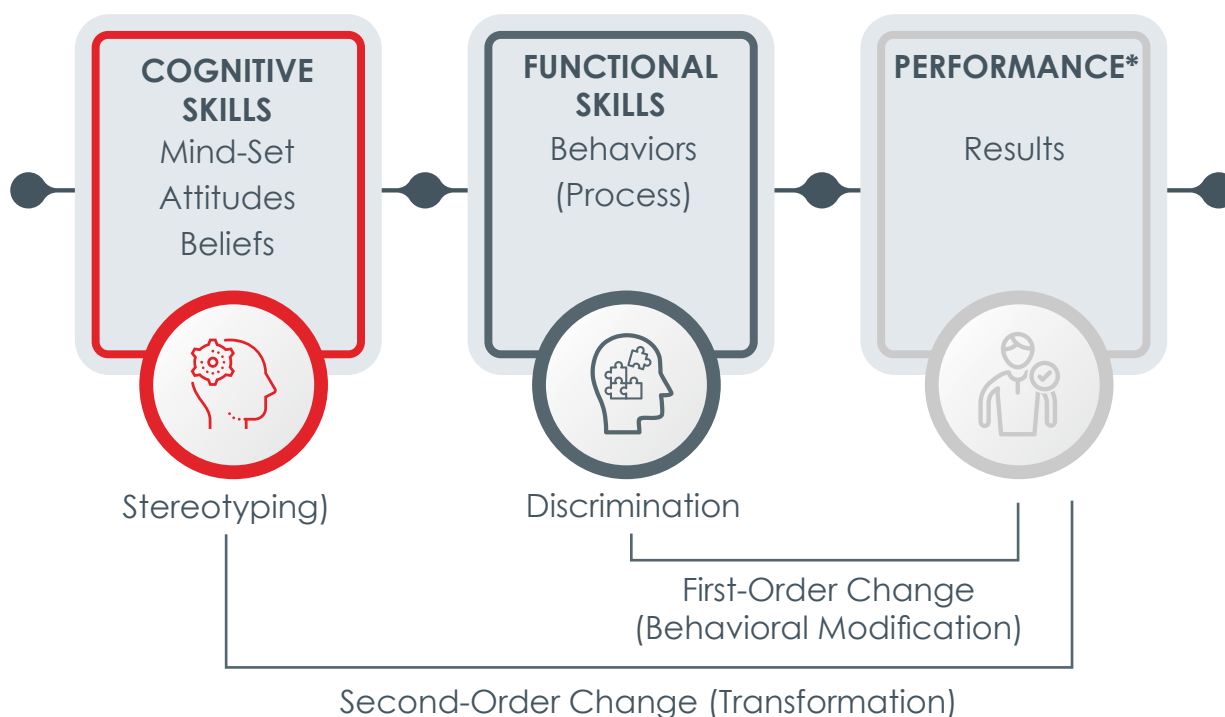
QUESTIONS FOR REFLECTION, INTROSPECTION, AND SELF-AWARENESS

01. Have there been times or situations in your life when you behaved consistent with one or all of the descriptions on page 11?

Yes ☐   No ☐   **Explain (shared exercise)**

02. Could the personal characteristic you described on the previous page be also true about you? (Review the diagram above.)

Yes ☐   No ☐   **Why? (shared exercise)**

QUICK DEBRIEF:
Share your reasoning and conclusions; solicit feedback.

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A CHALLENGING "NUGGET OF WISDOM"

"That which we dislike in others is a mirror reflection of ourselves."

Hidden Side: That which we do not want others to see and believe about ourselves

Visible Side: That which we want others to see and believe about ourselves

THE PROCESS OF PERSONAL TRANSFORMATION

The four-step process of personal transformation involves:

01	02	03	04
Engagement	Introspection	Inner Confrontation	Transformation
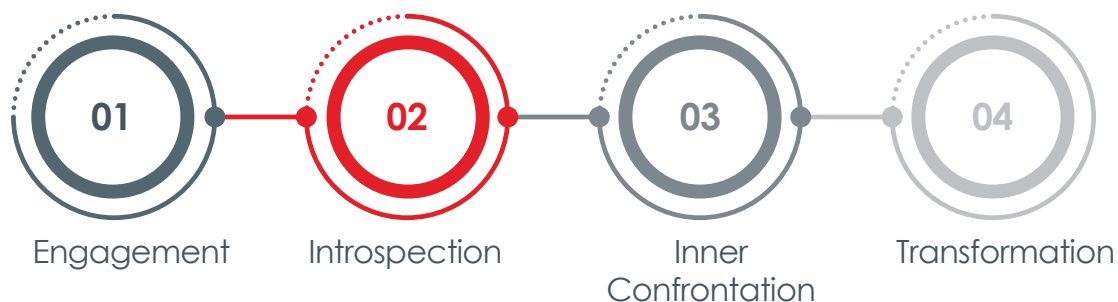
which results in greater sensitivity, awareness, and wisdom with respect to issues related to life's learning experiences.

The quote above is referred to as a "nugget of wisdom;" a learning experience that we use to guide our relationships with others in life that results in greater self-mastery.

"Self-Mastery is the process of collecting 'nuggets of wisdom' along the road of life."
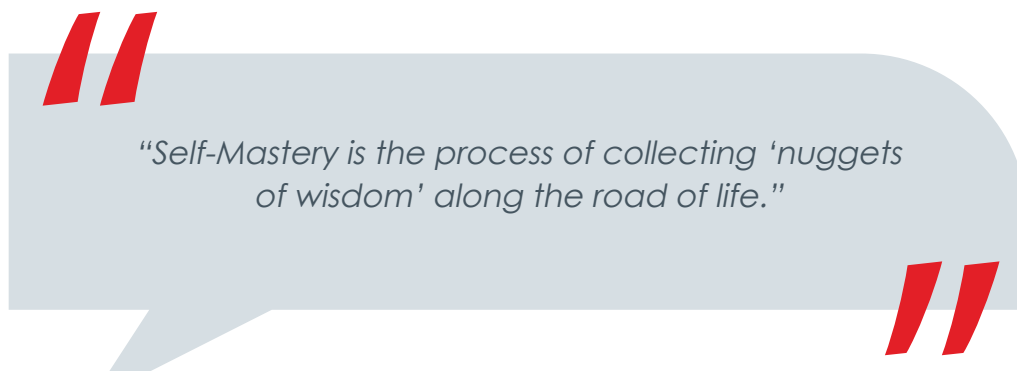
ⓘ * wisdom is an in-depth understanding, empathy, and compassion for the human experience.

THE PROCESS OF PERSONAL TRANSFORMATION USING EMOTIONAL INTELLIGENCE*

When you experience a conflicting situation:

01. Become aware of the feelings and emotions you are experiencing—stress, tension, pain, etc.

02. Focus inwardly on that place in your body rather than on the external event or person—inward focus reduces stress and creates a time interval for self evaluation.

03. In this time interval, ask yourself: "Is this conflict about the external event/person or my own programming?"

04. If the answer is Yes to internal programming, then you can control a detrimental reaction—and exercise choice involving a personally appropriate response.

05. When you experience relief and possibly personal transformation, ask yourself: "What did I learn about that conflict that will help me to respond more appropriately in the future?"

06. Upon reflection; make a note of the "nugget of wisdom" you learned from that experience (and store it in your back pocket!)

Conclusion:

Applying this process to any recurring conflict you experience will result in personal transformation becoming a natural part of your life.

* Emotional Intelligence- A Practical Guide,
Dr. David Walton, MJF Books, New York, NY.

REFLECTION OF A PERSONAL TRANSFORMATION EXPERIENCE

PERSONAL EXERCISE:

Take a moment to reflect on a learning experience you had that resulted in a "nugget of wisdom."

Write a quick synopsis of the incident:

Write the "learning experience" or "nugget of wisdom" you acquired from that incident:

NUGGETS OF WISDOM

Examples of a few "nuggets of wisdom" that you may find useful for more compatibly navigating the workplace (or life) are the following:

"Never test the depth of the river with both feet."

Warren Buffett

01

"When you are truly committed to something in your life, every challenge (or problem) looks like an opportunity."

02

"A person who is angry is a person in pain."

03

04

"Brevity is clarity."

06

"Humility is the experience of equality with another person."

05

"Overwhelm is a wonderful way to feed one's ego about his or her importance and/or necessity."

07

This is a tough one: "You have complete control out of a total absence of control."

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MODULE 2
Managing Diversity & Inclusion

The objective of this module is to design the behavioral skill(s) you need to become culturally competent.

"Be more interested than interesting."

Chris Wejr
Connected Principals

MANAGING DIVERSITY & INCLUSION

Managing Diversity & Inclusion is the ability to effectively work with and manage individuals from divergently different backgrounds.

• **Acquires** background and knowledge of those you work with and individuals you manage and/or supervise.

• **Views** "different encounters" as learning opportunities: withholds judgment; understands the cultural implications; and facilitates resolution for mutual benefit.

• **Uses** day-to-day workplace interactions to improve crosscultural relationship and communication skills.

• **Knows** the differences in the working style and the mindset of the people you manage.

• **Proactively uses** the full range of cultural differences for greater creativity and innovation, higher performance, and workplace inclusion.

Excellent_____ Very Good_____ Good_____ Fair_____ Poor_____

MANAGING DIVERSITY & INCLUSION
A SELF-EVALUATION

Instructions:

Check the boxes which correspond to a **very good** degree of mastery of each of the cross-cultural skills below:

01	**Knowledgable** of your own worldview as well as the world-view of others who are culturally different. **Accepting** of the worldview of others as equally valid as your own.	Yes ☐ No ☐
02	**Openness** to learning, changing, and adopting sensitive behaviors as a result of a "cultural encounter." **Open** to personal transformation resulting from a cross-cultural conflict.	Yes ☐ No ☐
03	**Awareness** of your impact on others in cross-cultural working relationships/ communication/performance. **Aware** of how you experience crosscultural interactions, e.g., race, bias, exclusion, selection, development, etc.	Yes ☐ No ☐
04	**Natural Adaptability** to cross-cultural situations with understanding, sensitivity, and supportive behaviors. **Retain** your authenticity in crosscultural situations.	Yes ☐ No ☐
05	**Skilled** στη at facilitating self and others through cross-cultural conflict resolution. **Willing** to experience humility.	Yes ☐ No ☐

After reviewing your responses to each pair of the five cross-cultural skills, evaluate yourself as:

Excellent_____ Very Good_____ Good_____ Poor_____

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Based upon your self-evaluation, what diversity & inclusion skill(s) do you need to learn most?

EXERCISE IN FACILITATIVE COACHING AND FEEDBACK

Facilitative Coaching is the process of guiding a co-worker or colleague through a transformation in mind-set and, correspondingly, the adoption of new empowered behaviors.

Feedback Notes—Desired Skill(s) for Improved Managing Diversity & Inclusion (see page 22):

01. _____

02. _____

03. _____

04. _____

QUICK-TIPS FOR IMPROVING DIVERSITY & INCLUSION

01. Use your existing cross-cultural relationships to learn about the values, practices, and expectations of other cultures.

02. Be open to understanding and adapting to your co-workers' culture through personal introspection.

03. View "cross-cultural encounters" as differing points of view, rather than wrong or right, in order to reach the best resolution.

04. Be aware of the effect you have on others in cross-cultural relationships—where significant differences are present, e.g., relationship, communication, face, etc.

05. Use your day-to-day cross-cultural relationships as opportunities to continually improve your cross-cultural skill set.

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MANAGING DIVERSITY AND INCLUSION ACTION PLAN

START	
STOP	
DO MORE	

MODULE 03

Influencing, Encouraging, and Developing the Competency of Others

The objective of this module is to learn behavioral skills to influence, encourage, and develop those you manage.

"The greatest gift you can give to those you manage is to help them learn how to skillfully navigate their lives."

Unknown

INFLUENCING, ENCOURAGING, AND DEVELOPING THE COMPETENCY OF OTHERS

Influencing, Encouraging, and Developing the Competency of Others—the ability to provide and coach new learning opportunities to a diversity of employees.

• **Serves** as a "conscious role model" of the mind-set (100% responsibility & accountability), behaviors (democracy & transparency), and performance expectations (exceptional) you have of those who report to you.

• **Assigns** job responsibilities in proportion to an employee's demonstrated and potential competency to perform or slightly beyond for stretch projects, respectively.

• **Ensures** employee assignments have new learning experiences as part of their responsibilities based upon their skill needs: cognitive, technical, leadership, interpersonal, collaboration, cultural, etc. (with coaching, where appropriate)

• **Encourages** comprehensive informal mentoring (peer-topeer coaching) among employees for learning within the sphere of those you manage.

• **Provides** visible opportunities, recognition and rewards, and accelerated learning for high-performing employees.

Excellent_____ Very Good_____Good_____ Fair_____ Poor_____

THE WILD BUNCH -
A ROLE-PLAY EXERCISE

Influencing Focus on Selection	Rick Wilkerson is asked to lead a new high-profile project which involves the colonization of the solar system. His manager, Gerhard Schröder, explains that the project requires a new out-of-the-box approach. The new approach will determine the future of the laboratory's funding in that technical area. Rick informs his manager of his team selections. They include his go-to guys who have worked together for more than 10 years. They work so well together that they can practically read each other's thoughts. Upon learning of Rick's team selections, his manager recommends that he rethink the team composition in order to have greater depth and breadth for what they are attempting to achieve.
Encouraging Focus on Coaching Confidence	As Rick rethinks the team composition, he selects a different group of co-workers who don't know each other very well; have very different backgrounds; and are probably not on the same page about how to approach the project. After the first team meeting, Rick informs his boss that he is not sure he can make the team work for the importance of theproject. He thinks of them as the "Wild Bunch." He asks hisboss to consider another team lead in his place. His boss, Gerhard Schröder, listens patiently to Rick's observations and opinions. Then he tells Rick, "I chose you purposely because I have confidence that you can make this expanded way of teaming work." He looks intently at Rick and asks, "Now, tell me how I can support your team's success?"
Developing Focus on Creating a Cohesive Team	Rick returns to the team with a new sense of confidence and determination. He decides to create carefully chosen "learning pairs" within the team in order to foster mutual learning and resolve conflicting personalities. One of the senior team members with considerable experience privately informs Rick that he is unwilling to pair with a team member who is extremely bright and equally arrogant about her opinions. He suggests that Rick replace her with someone more compatible with himself and other team members.

THE WILD BUNCH

Influencing: What should Rick look for in his new team selections to ensure depth and breadth?

01	
02	
03	

Encouraging: What coaching guidance and implementation strategies might Gerhard Schröder use to encourage Rick's success?

01	
02	
03	

Developing: What interventions or strategies might Rick use for resolving the "pair conflict" and create a cohesive team?

01	
02	
03	

ATTRIBUTES

Influencing: Criteria to ensure greater depth and breadth

- Demonstrated competency and potential for new learning in his team selections

- Greater breadth of diversity of thinking, background, ethnicity, experience, generations, sex, etc.

- Team members who are willing to experience personal and professional growth with respect to diverse teaming and thinking.

- **Lagniappe:** Known to be an out-of-the-box type of person!

Encouraging: Coaching guidance and strategies to encourage Rick's success

- Discuss Rick's assessment of the team members that met his criteria in Part I; and provide feedback by asking proactive coaching questions for Rick's encouragement.

- Coach Rick on how to facilitate and engage team members into becoming a cohesive team by resolving their inevitable differences?

- Encourage Rick to "push" the team in coming up with new exciting ideas that are uncomfortable and outside of their normal creative way of thinking? Ensure everyone's contribution; no one hides out!

- **Lagniappe**: Rick's boss becomes his peer coach and mentor on a weekly basis throughout the project, as needed.

Developing: Interventions for resolving team conflict and creating a cohesive team

- After conferring with his manager and soul-searching, Rick decides on a meeting of the three where he informs both of their value to the team, his expectation for team cohesiveness, and a focus on the breakthrough objective. If either of them is unwilling to participate in such a way, he or she may not be appropriate for the team.

- Convene a subsequent team meeting spending time on "team compatibility" conducted by Rick, if he is skilled, or an internal facilitator, as necessary—to establish the rules of engagement.

- Rick might consider acquiring a "just-in-time" coach/mentor at the site, a remote site, or on the Internet for continuous growth in people skills—especially where emotional intelligence issues might be involved.

HOW TO PROVIDE LEADERSHIP DEVELOPMENT FOR A DIVERSE WORKFORCE*

01. Recognize that a uniquely designed support system is necessary for the success of any individual who assumes or is placed in a leadership role.

02. Determine the weaknesses and strengths of the individual in terms of cultural acclimation and leading people. Require new learning where needed.

03. Be certain the individual has a coach and/or a mentor to oversee her or his progress during the initial stages of an expanded or a new leadership role. Meet regularly to discuss progress and difficulties.

04. As a mentor, learn the cultural and interpersonal skills necessary for mentoring someone from a different cultural or ethnic background. (Cultural Competence and Emotional Intelligence)

05. Hold the individual accountable for building the capability required to effectively lead the differences she or he will encounter—particularly in a multicultural environment. This learning should be part of the individual's Career Development Plan.

06. Encourage personnel to commit to supporting the success of someone in a new leadership role.

07. Make certain your committed support is known by all personnel—the individual's success is the same as your success.

ⓘ * A Diverse Workforce refers to the full array of different ethnic, cultural, and gender individuals—not just people of color and women.

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INFLUENCING, ENCOURAGING, AND DEVELOPING ACTION PLAN

START	
😉	
STOP	
😠	
DO MORE	
😮	

MODULE 04
Mentoring and Coaching a Diverse, Multicultural Workforce

The objective of this module is to learn the skills necessary to mentor and coach the total leadership spectrum.

"I believe that teaching and learning are reciprocal and that you can't authentically do one without the other."

Robert Greenleaf - Educator and Writer

MENTORING AND COACHING A DIVERSE, MULTICULTURAL WORKFORCE

Mentoring and Coaching a Diverse, Multicultural Workforce — the **ability** to oversee, advise, and promote the careers of a diversity of employees.

• **Establishes** σχέσεις ongoing mentoring relationships with a diversity of employees; men, women, Caucasian, Hispanic, Black, Asian, Millennials, etc.

• **Uses** αυτές those mentoring relationships to learn cross-cultural norms and backgrounds from those mentored ("reverse mentoring").

• **Establishes** this practice as an informal expectation of all managers who report to you (leading by influence).

• **Ensures** that all employees who are direct reports have updated career plans that dictate their learning of new competencies.

• **Uses** facilitative coaching to ensure a mind-set of success, irrespective of the conditions or circumstances.

Excellent_____ Very Good_____Good_____Fair_____Poor_____

A MENTORING PROGRAM

A mentoring program is designed to develop the necessary mindset, skills, and competencies of an employee in order to help ensure his or her success.

FORMAL MENTORING

Formal mentoring provides the opportunity to pair individuals who would not ordinarily establish a natural working relationship—or for managers who have not mastered this skill.

INFORMAL MENTORING

Informal Mentoring is an employee-driven "teaching and learning" relationship at all levels of the organization, particularly the broadbased workforce.

Informal mentoring provides the opportunity for the entire organization to participate in "teaching and learning" experiences.

This is the most powerful practice to create a "learning organization."

ESSENTIAL QUALITIES OF A MENTOR- A SELF-EVALUATION

Evaluate yourself in terms of the following mentoring skills as Excellent (E), Very Good (VG), Good (G), and Fair (F).

01	Strong, influential leadership skills	
02	Knowledgeable of how the organization functions	
03	Respected for technical competence	
04	Skilled in facilitative coaching (viz influence the thinking and performance of a protégé)	
05	Committed to the growth and learning of others	

Based upon this self-evaluation, what mentoring skill(s) are you willing to learn most?

ESSENTIAL QUALITIES OF A PROTÉGÉ- A SELF-EVALUATION

Evaluate yourself in terms of the following mentoring skills as Excellent (E), Very Good (VG), Good (G), and Fair (F).

01	Establishes new learning on the basis of a career plan	
02	Receptive to challenging feedback and coaching	
03	Establishes a mind-set of success irrespective of fairness	
04	Continually improves interpersonal, technical, and management/ leadership skills	
05	Is 100% responsible and 100% accountable for success	

Based upon this self-evaluation, what protégé skill(s) are you willing to learn most?

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EXERCISE-"…PARTING IS SUCH SWEET SORROW…"

INSTRUCTIONS

01. Read the story shown on page 39.

02. Complete the accompanying quiz on page 40.

03. Through discussion, reach group consensus* regarding each of the statements within your assigned team.

04. Record the rationale of your group consensus regarding each of the statements pages 41 & 42.

05. The discussion time is 20 minutes.
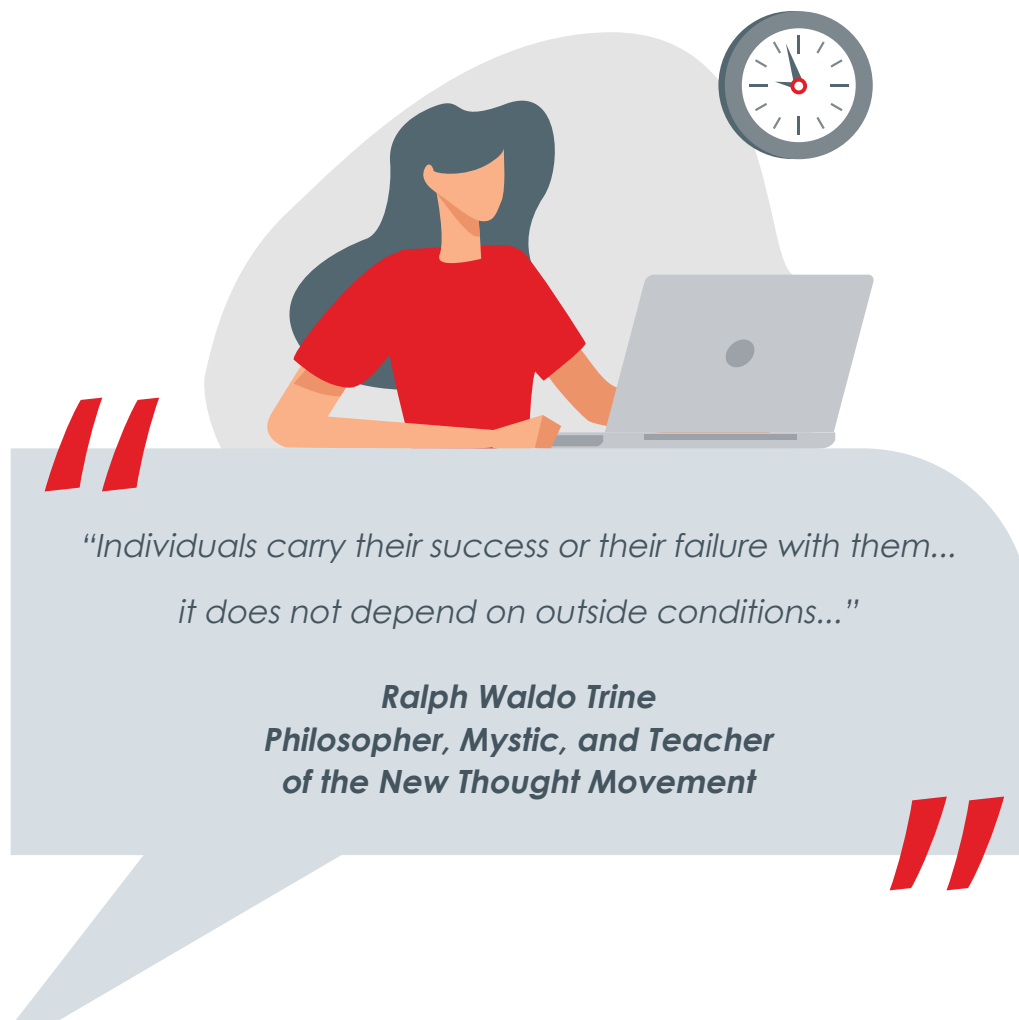
"Individuals carry their success or their failure with them...

it does not depend on outside conditions..."

Ralph Waldo Trine
Philosopher, Mystic, and Teacher
of the New Thought Movement

ℹ️ * Group consensus is the collective agreement of the group, which includes the minority opinion as an integrated part of the group decision.

"…PARTING IS SUCH SWEET SOR-ROW…"- A CASE STUDY AND ROLE PLAY EXERCISE

A formal mentoring (and coaching) Agreement is established between Mr. James Kennedy, a highly successful senior male executive (the mentor) of Aerodyne International, and an early high potential Millennial, Ms. Heidi Thompson (the protégé).

Heidi is on a fast-track for senior management. The relationship works well in the initial stages when Heidi assumes the subordinate role. As she becomes more confident in her own ideas and style of leadership, she states to Mr. Kennedy, "I'm not sure my natural style fits your ideas about leadership."

Mr. Kennedy proceeds to share with Heidi how the organization has historically functioned and how he successfully navigated crucial challenges in his career. Ms. Thompson states, "I am uncomfortable with your dominantly task-oriented and topdown leadership style. My natural style is to 'win over' employees through establishing relationships of trust that involve collaboration, democracy, and transparency. "What does that mean?" he asks with a bewildered look. She states, "I think things are changing in the organization and younger employees are looking for a more progressive approach to leadership."

Mr. Kennedy replies to Heidi, "Your style of leadership will not work with the most influential people in this organization. This organization values tough-minded individuals who can hold their own in confrontational business situations." Heidi indicates that she doubts the value of their continued mentoring relationship.

After more discussion, they mutually agree to a "nofault" parting of their mentorship agreement.

INDIVIDUAL EXERCISE

After reading and observing the case study story on the previous page, indicate your choice below of Agree (A) or Disagree (D) based upon your personal experience and leadership style and experiences—and what you have learned in this role.

Αριθμός	Δήλωση	Επιλογή
01	It was **impossible** for Mr. Kennedy and Ms. Thompson to have a successful mentoring relationship experience.	
02	Both Mr. Kennedy and Ms. Thompson were equally **not committed** to the success of their mentorship agreement.	
03	Mr. Kennedy attempted to provide Ms. Thompson valuable **advice** that was critical to her success.	
04	Ms. Thompson took a **courageous stand** in behalf of her own leadership principles that will aid her future success.	

Summary of Characters

James Kennedy: a highly successful senior male executive of Aerodyne International
Heidi Thompson: an early high potential Millennial

GROUP EXERCISE

Record a brief statement of your group's rationale in reaching a consensus.

Example

Statement: The generational differences between Ms. Thompson and Mr. Kennedy was probably the reason the mentoring relationship was unsuccessful. **Rationale**: It's virtually impossible for more experienced executives to relate to Millennial employees.	**Agree** ✓ **Disagree** ☐

01	**Statement:** It was **impossible** for Mr. Kennedy and Ms. Thompson to have a successful mentoring relationship experience. **Rationale:**	**Agree** ☐ **Disagree** ☐
02	**Statement:** Both Mr. Kennedy and Ms. Thompson were equally **not committed** to the success of their mentorship agreement. **Rationale:**	**Agree** ☐ **Disagree** ☐
03	**Statement:** Mr. Kennedy attempted to provide Ms. Thompson valuable **advice** that was critical to her success. **Rationale:**	**Agree** ☐ **Disagree** ☐
04	**Statement:** H Ms. Thompson took a **courageous stand** in behalf of her own leadership principles that will aid her future success. **Rationale:**	**Agree** ☐ **Disagree** ☐

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How could this mentoring relationship have been mutually successful?

Ms. Thompson's Role:

01. _____

02. _____

03. _____

04. _____

05. _____

Mr. Kennedy's Role:

01. _____

02. _____

03. _____

04. _____

05. _____

CONTRASTING THE LEADERSHIP STYLES OF MR. KENNEDY AND MS. THOMPSON

HIERARCHICAL MODEL

Vertical organization

Systems oriented

Individual oriented

Management/supervision

Job focused/fixed

SELF-MANAGEMENT MODEL

Self-Management Model

Horizontal organization

People oriented

Interdependence oriented

Mentorship/coaching

Job flexible/changing

Management Orientation | High-Involvement Orientation

Spectrum of Empowered Competencies

LEADERSHIP SUPPORT

Leadership Support is the ability to manage the personal and professional success of a spectrum of employees, competencies, and styles.
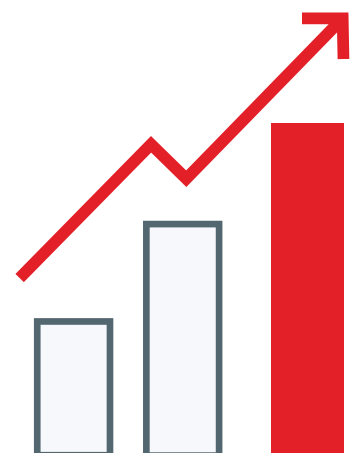
PRINCIPLES OF AN EMPOWERING MENTORING AND COACHING RELATIONSHIPS

Empowering principles involved in implementing formal and informal mentoring relationships are outlined below.

Check off those principles that you presently implement (or have the skill to implement) in mentoring (or coaching) relationships.

01	An attitude of openness to learning and growing as a mentor—you practice personal growth and patience with a protégé.	☐
02	You have learned to integrate and master both management and high-involvement orientations—you teach the protégé the style or skills he or she needs to learn the most.	☐
03	You acknowledge and accept differing ideas and styles for achieving success—you practice and encourage a diversity of approaches.	☐
04	You foster an empowering relationship based upon mutual respect for each other's ideas—you teach a protégé how to be successful in life.	☐
05	You recognize and facilitate the development of a protégé's strengths as well as his or her weaknesses.	☐
06	You are ultimately committed a protégé's success—measured by his or her success, in addition to effort.	☐

WORKFORCE-BASED INFORMAL MENTORING

Workforce-Based Informal Mentoring is a process of teaming with a co-worker or a manager to learn a new skill or procedure to better perform your job or serve customers. It is the most powerful means of maintaining a **learning organization**.

The steps involved with implementing informal mentoring are outlined below:

01. **Informal Mentoring** begins with an employee identifying an important or necessary developmental learning experience, e.g., building communication skills (patience), organizing a project, prioritizing activities, influencing the performance of others, or improving customer service.

02. **The second step** is identifying the individual(s) who is most skilled in mentoring this learning experience. (This is an opportunity to team with someone where diversity is involved as part of the learning experience, through "human interaction.")

03. **The third step** is successfully acquiring a peer-coach who is willing to donate the time and commitment necessary for a successful learning experience. (This is a crucial step for both employee and peer-coach.)

04. **The fourth step** είναι is not only accomplishing the development goal (learning through experience), but also ensuring that your learning experience will be used for your own personal/ professional growth, as well as better serving other employees or a customer (small acts of inclusion).
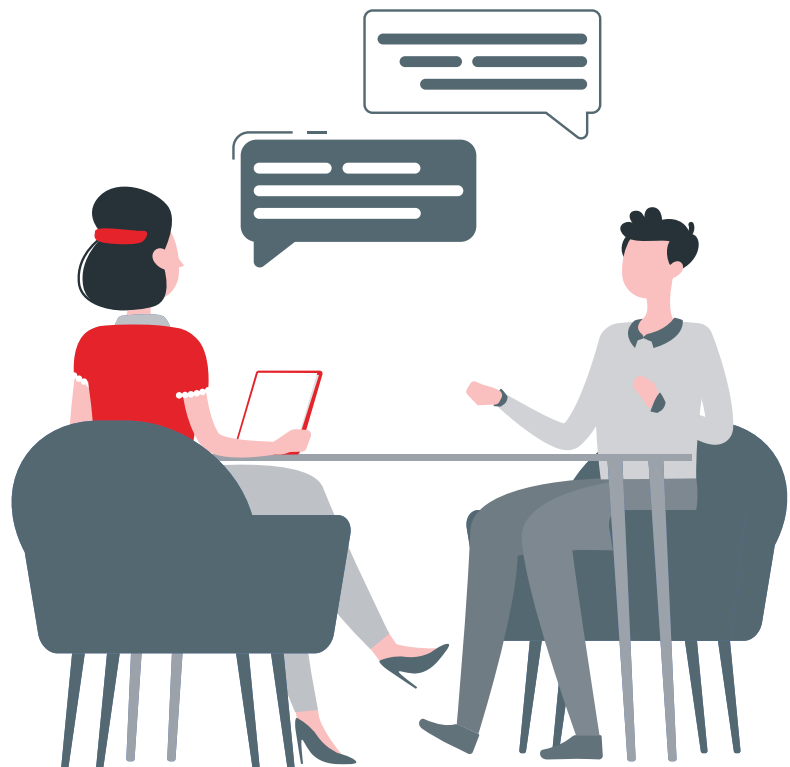
PRACTICE AND PROMOTION OF INFORMAL MENTORING

Implement mentoring and/or coaching with diverse employees as part of your job for whom you are accountable. (Make a list of three different cases).

01	Employee name	
	Development area	
	Actions to be taken to be done	

02	Employee name	
	Development area	
	Actions to be taken to be done	

03	Employee name	
	Development area	
	Actions to be taken to be done	

MODULE 05

Problem and Conflict Resolution Across Employee Differences - A Video Scenario Exercise

48

The objective of this module is to learn how to identify the source and facilitate the resolution of a conflict.

"In general, there is no such thing as a one-sided problem."

William A. Guillory, Ph.D.
Innovations International, Inc.

WE TRANSCEND INTO 21ST CENTURY LEADERSHIP

PROBLEM AND CONFLICT RESOLUTION ACROSS EMPLOYEE DIFFERENCES - A VIDEO SCENARIO EXERCISE

Problem and Conflict Resolution Across Employee Differences—the ability to facilitate the equitable and empowering resolution of conflict across differences, ideas, opinions, processes, identities, and backgrounds.

• First, and foremost, **understands** that a problem is "an ongoing pattern of conflict" involving two (or more) individuals; with a common underlying issue.

• **Assists** one or both individuals involved to identify the underlying issue associated with a pattern of conflict.

• **Resolves** the situation by facilitating one (or both) individual(s) in taking 100% responsibility for their counterproductive behaviors that keep the conflict going.

• **Guides** one (or preferably both) individual(s) in designing and implementing non-comfort zone behaviors that have the "power to precipitate a crisis of resolution."

• **Facilitates** the resolution of emotionally driven conflict.

Excellent_____ Very Good_____Good_____ Fair_____Poor_____

A MODEL FOR RESOLVING PATTERNS OF CONFLICT

Resolving patterns of conflict begins with awareness and acknowledgment of our own role in interpersonal differences as illustrated by the model below.

DYNAMIC RELATIONSHIP MODEL*

Conscious

Awareness

R

R

Employee

Employee

Surface

Unconscious
Unawareness
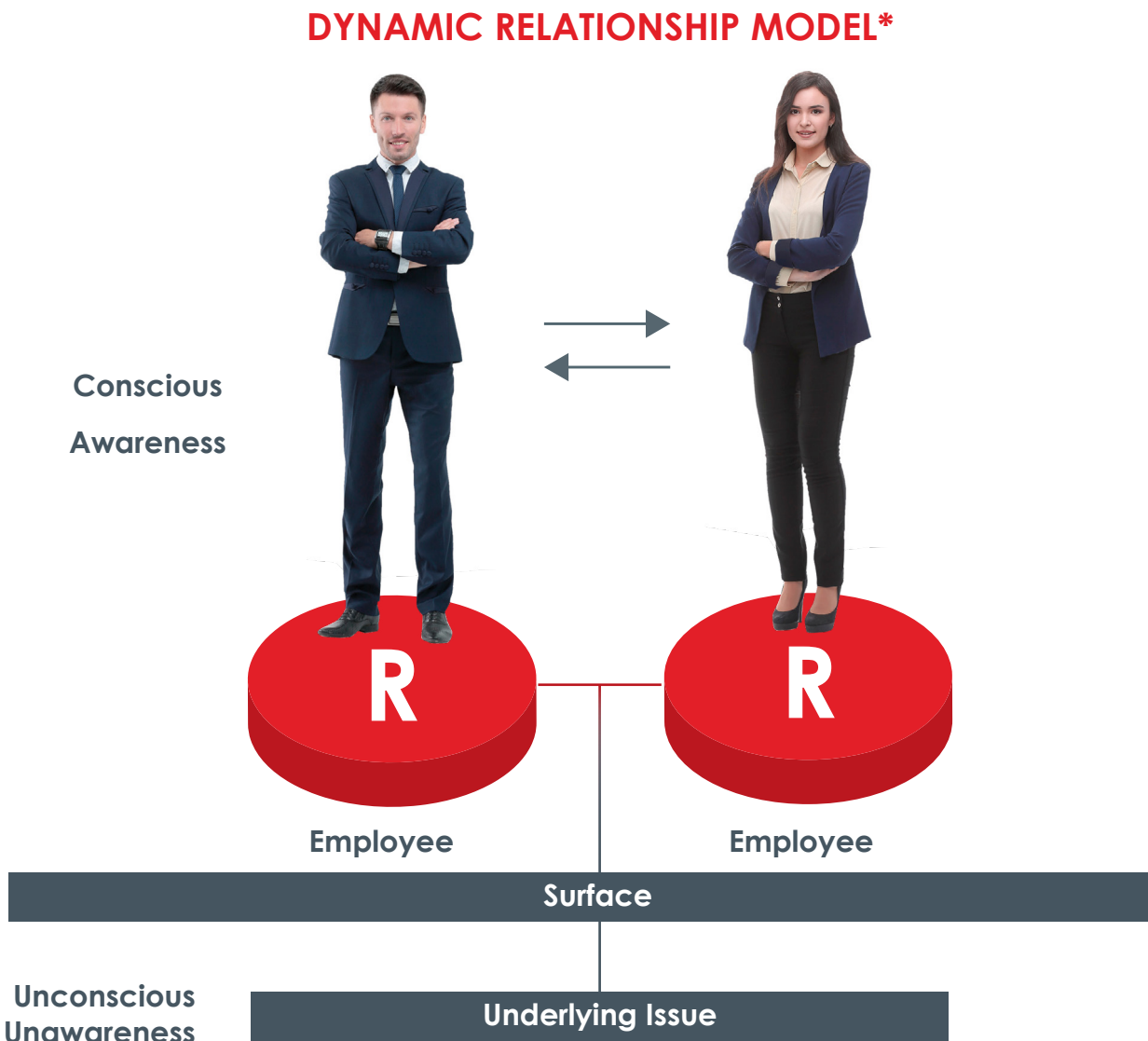
Underlying Issue

Where **R** represents both individuals in a dynamic relationship and **Underlying Issue** represents the *unconscious, unaware*, and *unresolved* belief, attitude, or mind-set.

ⓘ   * This model applies equally to any dyad relationship, i.e., manager-manager, leader-manager, employee-employee, etc.

VIDEO SCENARIO-THE MISSING DEADLINE

AN ANALYSIS OF AN INTERPERSONAL CONFLICT - A TEAM EXERCISE

Based upon the exchange between Anne and Jean:

01. Describe the emotional state(s) of (see page 52)

Anne: _____

_____

_____

Jean:_____

_____

_____

02. Describe a statement of the underlying issue or situation for**Anne**:

_____

_____

_____

Jean:_____

_____

_____

that is the probably the **source** of the problem.

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M**α**
NIS
your HR partner

BEHAVIORAL AND EMOTIONAL COMMUNICATION

Behavioral Communication	Emotional Communication
• Speaking • Facial Expressions • Posture • Eye Movement • Silence • Gestures • Voice • Touching • Hand Movements • Tension	• Excitement • Joy • Satisfaction • Neutrality • Anxiety • Defensiveness • Anger • Antagonism • Covert Hostility • Hurt • Rejection • Sadness • Depression • Fear

Beneath the behavioral and emotional messages is the underlying motivation for what we truly intend—subliminal communication.

SUBLIMINAL COMMUNICATION MODEL

A model of communication which explains the difficulties we experience in conflict situations (which are not mechanics*) is called the Subliminal Communication Model.**

SUBLIMINAL COMMUNICATION MODEL

Behavioral (verbal or non-verbal)

Emotional (non-verbal)

Subliminal (non-verbal)
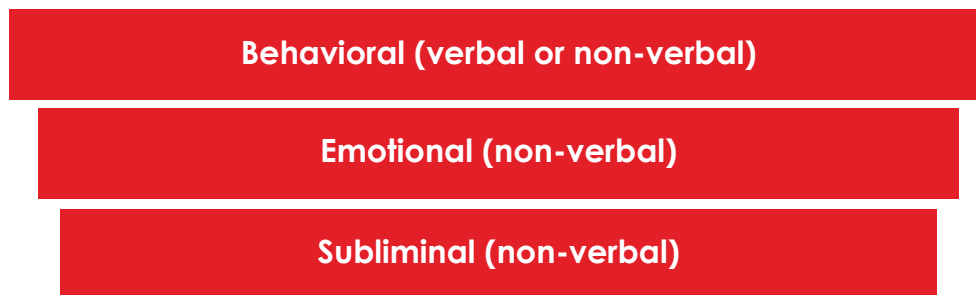
Behavioral communication is what is stated or implied nonverbally. It is direct, not emotional or subliminal, e.g., speech, touch, gestures, body language, etc.

Emotional communication is determined by how we experience each other. It is an expression of our emotional state, e.g., enthusiasm, joy, neutrality, anger, or fear. Behavior and emotion are obviously coupled.

Subliminal communication is based on what we believe and value-often at a deeply unconscious level. It is commonly an expression of what we truly intend to happen.

i

* Mechanics involve behavioral techniques such as eye contact, avoiding distractions, being concise, etc.

** This model was created by Innovations International, Inc. in 1990.

EMOTIONAL COMMUNICATION

Based upon the exchange between Anne and Jean, describe the emotional state of

Anne: Anger, antagonism, and fear.

Jean: Covert hostility, defensiveness, and fear.

UNDERLYING SUBLIMINAL COMMUNICATION

The underlying motivation or subliminal communications:

Anne: "I expect professional results. That's what you are paid for!" (Task-Oriented)

Jean: "I expect to be treated with dignity and respect. That's the basis for outstanding performance!" (Relationship-Oriented)
that is probably the source of the problem.

UNDERSTANDING INTERPERSONAL CONFLICT

Dimension of Diversity: Workstyle Orientation

Underlying Issue: Anne is task-oriented and Jean is relationshiporiented.

The following table describes the behaviors of a person having the underlying assumption that solely managing task-orientation ensures high performance and the corresponding reactions to his/her behaviors from someone who is relationship-oriented.

Behaviors of a person having the underlying assumption(s)	Reactions of the person who experiences the behaviors
Focuses only on the results, not the person.	Feels defensive and devalued as a person, when held accountable.
Gets upset when results are not produced; without providingsupport and tracking.	Struggles with self-management skills; plan, prioritize, focus, and execute efficiently.
Issues an ultimatum, with a threat of a poor performance report.	Makes a subtle reverse threat as a defensive measure.

Consequences in terms of workplace performance, quality professional interaction, and employee well-being:

• Underlying antagonism and covert hostility

• Loss productivity and efficiency of operation

• Poor relationship, communication, and conflict resolution

• Negatively impacts the delivery of quality products and services

• Money lost in turnover/attrition/productivity

HUMANIS
your HR partner

NOW THAT YOU KNOW:

01. The emotional states of both individuals—which means, in this case, it is not a one-sided problem.

02. The underlying source of the problem—which probably fuels the ongoing conflict.

What do you feel should be done by Anne, as a manager, in a behavioral and facilitative role to permanently resolve her conflict with Jean?

and

What should Jean do in terms of her relationship with Anne and her ability to meet her job expectations?

Role of Anne:

01. _____

02. _____

03. _____

04. _____

05. _____

Role of Jean:

01. _____

02. _____

03. _____

04. _____

05. _____

EFFECTIVELY RESOLVING INTERPERSONAL CONFLICT WHERE DIFFERENCES EXIST-A SKILLS-BUILDING EXERCISE

Based upon a challenging situation that you have identified, create ways to resolve this situation by developing challenging direct actions.

BELIEF, CHALLENGING SITUATION, OR ISSUE

Task-orientation, at expense of relationship, ensures exceptional performance **(Anne).**

Direct Actions to be Taken (Challenging action strategies to bring about a desired goal or situation)

01. Acknowledge that managing cultural differences will require both task-oriented and interpersonal cross-cultural skills.

02. Use this situation to create a dialogue with Jean regarding Jean's expectations in their working relationship; and vise-versa.

03. Create a mentoring relationship to teach Jean self-management skills where required: plan, prioritize, execute, and focus.

04. Begin each mentoring session with a conversation regarding their joint expectations in the working relationship; make plans for improvements.

RESULT ANTICIPATED

(Situation gets worse, stays the same, gets better, or is resolved)

A constructive, productive, and supportive working relationship.

Based upon a challenging situation that you have identified, create ways to resolve this situation by developing challenging direct actions.

BELIEF, CHALLENGING SITUATION, OR ISSUE

Relationship-orientation, in terms of employee respect, ensures exceptional performance (**Jean**).

Direct Actions to be Taken (Challenging action strategies to bring about a desired goal or situation)

01. Acknowledge that learning self-management skills is essential for job performance irrespective of a manager's interpersonal skills.

02. Establish a working/mentoring relationship with Anne to learn self-management skills using ongoing projects.

03. Meet once a week to track progress of self-management (prioritizing) as well as the interpersonal relationship with Anne.

04. Establish career goals for new skills and learning for continuous professional improvement.

RESULT ANTICIPATED

(Situation gets worse, stays the same, gets better, or is resolved)

A constructive, productive, and supportive working relationship.

RESOLVING EMOTIONALLY-DRIVEN CONFLICT*

Before attempting to permanently resolve an ongoing conflict through behavioral modification, we must first deal with the emotional content.

01. Become aware of the emotions you may be experiencing-it is key to perceiving the emotions of others. (mindfulness)

02. Evaluate your emotions as desirable or undesirable, with respect to your objective, and explore the possible source. (introspection)

03. Exert control of your emotions based upon whether they are detrimental or positive with respect to your objective. (selfcontrol)

04. Manage your emotions by responding, with choice, at an appropriate level of intensity. (emotional intelligence)

Now you can proceed to permanently resolve an ongoing conflict with mutually agreed to reinforcing behaviors and strategies.

* **Mindfulness**- A Practical Guide, Tessa Watt, MFJ Books, New York, NY.

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CONFLICT RESOLUTION ACTION PLAN

Think of a conflict situation of your own and how where you managed it.

01	What was your emotional state?

02	How did your emotional state contribute to the conflict not being resolved?

03	What would you do next time to manage your emotions more effectively? and definitive resolution of the conflict?

MODULE 06
Holding Others Responsible and Accountable for Inclusion and Performance Expectations

The objective of this module is to learn how fundamental responsibility and accountability are to inclusion and performance.

"The buck stops here."

Harry S. Truman
33rd President of the U.S.

HOLDING OTHERS RESPONSIBLE AND ACCOUNTABLE FOR INCLUSION AND PERFORMANCE EXPECTATIONS

Holding Others Responsible and Accountable for Inclusion and Performance Expectations-the willingness to ensure that others fulfill their leadership, management, and workplace expectations and responsibilities.

• **Understands and practices** the level of personal responsibility and accountability expected of those managed.

• **Establishes** meaningful, definable, and measurable goals, up front, related to an individual's career planning and/or his or her Development Plan—as well as milestones along the way, complemented with coaching.

• **Resolves** personal challenges related to holding others responsible and accountable, such as one's reputation, image, relationships, avoidance of confrontation, etc.

• **Holds** one's self accountable, by measurement, for annual goals related to inclusion and performance; as part of his or her performance evaluation.

• **Establishes** rewards for achieving established goals and encouragement and consequences, where appropriate, for falling short.

Excellent_____ Very Good_____Good_____ Fair_____ Poor_____

THE MODEL OF HIGH PERFORMANCE

High Performance Measurement

Definition · Survey · Interpretation and Recommendations
· Continuous Improvement

Implementation

Role of the Board · Role of Leadership · Role of Managers
· Role of Employees

High Performance Initiative Principles

Empowerment · Engagement · Performance and Talent Management
· Creativity & Innovation · Diversity & Inclusion · Quality
· Safety · Quantum-Thinking

Foundation for High Performance

Responsibility · Accountability · Empowerment · Commitment

THE WINDS OF CHANGE - READING THE TEA LEAVES (A FISHBOWL EXERCISE)

The Executive Team of a high-tech organization, Avco, decides to create a more engaging workplace for younger generations, based upon internal retirements and projected workforce demographics. The Executives identify empowerment, democracy, and transparency as crucial to the organization's future branding. They appoint a fiveperson Intergenerational Team who represents the heritage of the past and the vision of the future, in terms of generational values. (See page 6-8) Larry Waters, a 53-year old Design Engineer and Team Lead, opens the team discussion for new ideas.

After discussing issues such as diverse team composition, representation on selected committees, and greater information sharing by the Executive Team, Bill Everett, a 33-year old Systems Engineer, states, "If we want to attract young people we need to overhaul the entire IT network. The present system is totally out of date." Jonathan Osgood, a highly respected Senior Systems Engineer, responds, "We have more than 20,000 employees with a variety of computer skill. Do you have any idea of the disruption and cost you are proposing?" Bill replies, "Not really. But if you want to make an omelet, you have to break a few eggs!"

Sherrie Saunders, a 37-year old Computer Engineer, excitedly interjects, "I've been here 15 years and I agree with Bill. Disruption is the only way real change occurs around here! A new IT system would mean greater online learning, a more efficient management system, and customer communication using social networking." Larry states "Okay everybody, let's not get too emotional," to which Sherrie looks at him with a flash of anger. Ravi Bhatnagar, a 22-year old recently hired Communications Specialist, says, "Why don't we get some real-time input from employees using informal social networking? I could send a message right now and see what kind of response we get." Jonathan states emphatically, "I don't think that's such a good idea!" Ravi asks innocently, "Why not?"Jonathan replies, "It would just confuse our discussion.

"Larry states, "I agree with Jonathan. Plus, we don't have a policy on social networking." Larry continues, "I suggest we start with the easy stuff first, like diverse teams and greater employee input on how the organization functions."

Bill replies, "Why should we recommend the easy stuff? That's what everybody else is doing." Jonathan replies, "Because it's realistic! I ought to know. I have been here longer than anyone on this team." Bill replies, "So our choice is to play it safe and hope we win or play it big and separate ourselves from most other organizations." Jonathan states, "That's exactly right! I suggest we play it safe." Sherrie finally states, "I believe our job is to come up with the most powerful ideasfor creating an engaging culture and it's the Executive Team's job to decide!" At this point, Larry calls the meeting to a close.

After several weeks of the impasse, the Executive Team disbands the Intergenerational Team.

Group Dialogue		
01	It was not possible for the appointed Intergenerational Team to create a plan for the future of empowerment, democracy, and transparency in Avco.	**Agree** ☐ **Disagree** ☐
02	Larry Waters, the Team Lead, is 100% responsible and 100% accountable for the resulting Intergenerational Team performance and results.	**Agree** ☐ **Disagree** ☐
03	The Intergenerational Team was not adequately prepared to successfully achieve the assignment of the Executive Team.	**Agree** ☐ **Disagree** ☐
04	The Intergenerational Team was not committed to achieving a branding plan for the new workforce culture.	**Agree** ☐ **Disagree** ☐
05	The Executive Team did not hold the Intergenerational Team responsible and accountable for the assignment they were given.	**Agree** ☐ **Disagree** ☐

"Millennials will make up roughly 50% and the 2020 Generation 7% of the American workforce by 2020, which means that ignoring their priorities and communication preferences is a big, and potentially fatal mistake for any business interested in retaining the most creative people."

Tom Klobucher
The Great Workplace Transformation

A QUICK-TRACK TEAM EXERCISE

What are the three or four most important recommendations you would make for the team to begin experiencing success?

01. _____

02. _____

03. _____

04. _____

LEARNING OBJECTIVES FROM THE CASE STUDY - THE WINDS OF CHANGE

01. Diverse teams can accomplish challenging goals if they resolve issues related to differences in thinking and agreed-upon team rules of engagement.

02. A Team Lead is, by definition, 100% responsible and 100% accountable for a team's performance and results. (This does not excuse the responsibility of the other team members.)

03. Every team, highly diverse or not, must go through a "rite ofpassage" to resolve interpersonal issues.

04. Commitment is confirmed when the challenge of greatest difficulty is successfully resolved.

05. The Executive Team should (could) have been more forcefulin requiring the team to "go through" whatever change/transformation necessary to achieve the assignment.

WRITTEN EXERCISE - LEADERSHIP, MANAGEMENT, OR PERFORMANCE AREA FOR IMPROVEMENT

What area(s) of responsibility and/or accountability do I need to learn most in order to function more competently with regard to those I manage?

Competency: Holding others proactively accountable

Behaviors:

01. _____

02. _____

03. _____

04. _____

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NIS
your HR partner

APPENDIX FOR MODULE SIX

HIGH-PERFORMANCE CHARACTERISTICS OF MAJOR GENERATIONAL GROUPS

01. Traditionalists (Before 1946)

- Respect for Authority
- Respect for Rules
- Strong Work Ethic
- Sacrifice for the Organization/Others

02. Baby Boomers (1946-1964)

- Teamwork (in preference to self)
- Personal Growth
- Strong Commitment to Workplace Success
- Driven for Personal Achievement/Success

03. Generation X (1965-1976)

- Self-Reliant
- Technologically Competent
- Respect for Competence
- Work-Life Balance

04. Millennials (or Generation Y) (1977-1997)

- Idealistic: Can Make a Difference
- Value Diversity and Inclusion
- Practitioner of Social Networking
- Avid Digital Native*

*Integrated, multiple, and simultaneous use of Information Technology.

MODULE 07

Creating a Culture
of Creativity & Innovation

71

The objective of this module is to learn how to create an expanded culture of creativity, innovation, and breakthrough thinking.

"Creativity requires the freedom to consider the 'unthink alternatives,' to doubt the present worth of cherished practices.".

John Gardner-Leadership Writer

CREATING A CULTURE OF CREATIVITY & INNOVATION

Creating a Culture of Creativity & Innovation-the ability and willingness to explore solutions and ideas beyond one's present realm of thinking and implementing.

• **Is open-minded** to new ideas, avoiding one's own biases and prejudices related to what has worked in the past.

• **Solicits** ideas from employees about how to create an expanded culture of innovation by integrating small acts of creativity and innovation©.

• **Acknowledges** and **commends** those ideas and/or solutions that create positive reinforcement of a culture of creativity and innovation.

• **Engages** and **encourages** regular discussions with colleagues who go beyond conventional thinking. Keep in mind: "I don't believe..." is a self-imposed, infinite barrier to expanded creative exploration!

• **Envisions** the future based upon the least amount of definitive proof.

Excellent_____ Very Good_____Good_____ Fair_____Poor_____

THE NINE DOT PROBLEM-THINKING OUTSIDE THE BOX
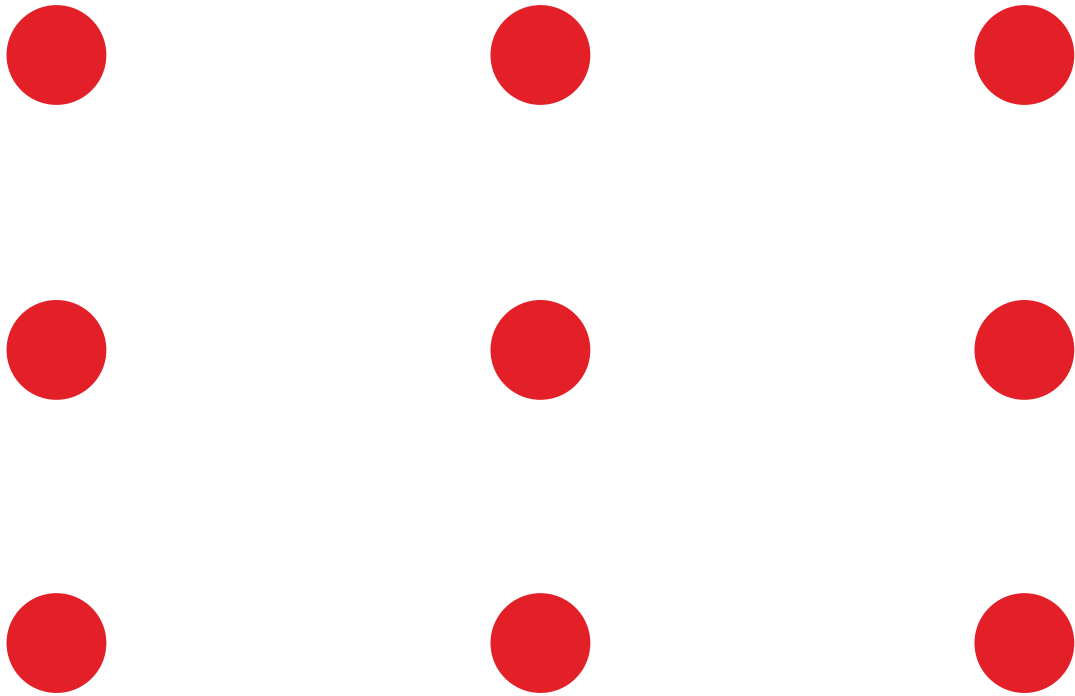
Connect the nine dots by four straight lines without lifting a pen or pencil from the page.

Now connect them progressively with four, three, two, and one straight line(s)!

CREATIVITY-A COGNITIVE SKILL

Creativity is the conception of a new idea, concept, or solution to a problem.
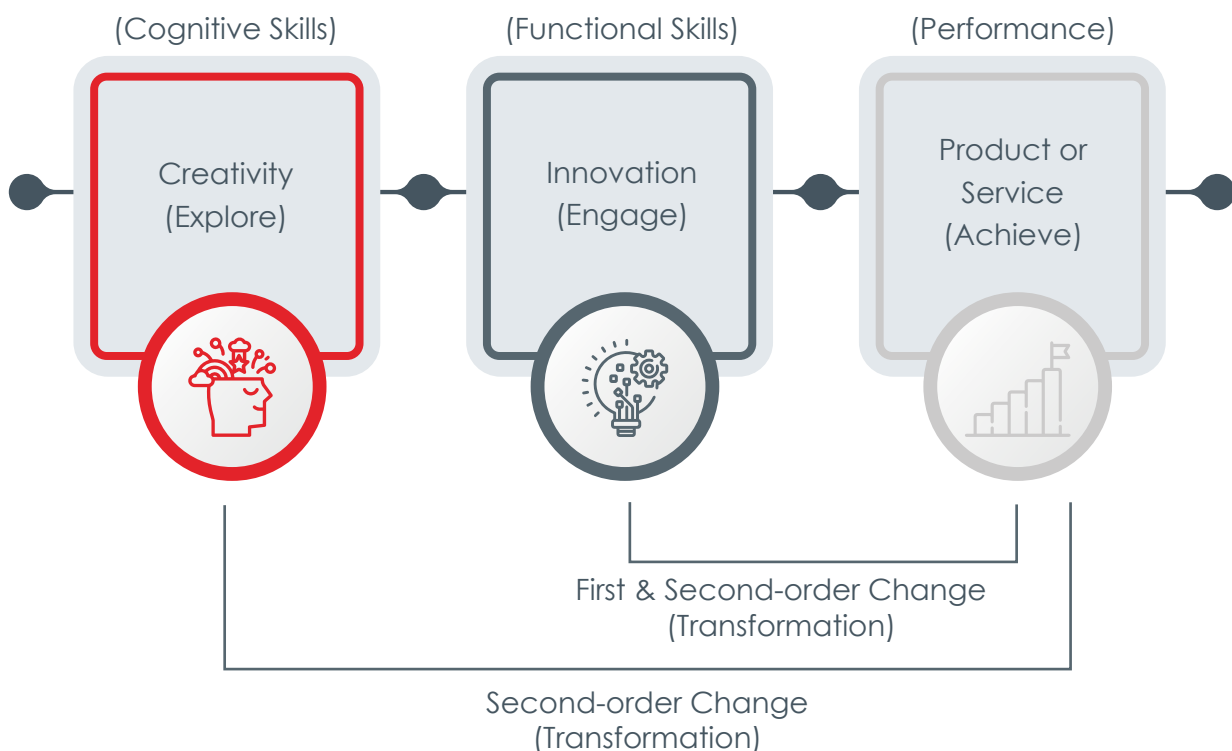
CREATIVITY

Creativity is being skilled in "seeing" details that are not so obvious to others.

Did anyone see anything special about the keyboard on the previous slide?

INNOVATION-A FUNCTIONAL SKILL

Innovation is the process of transforming a creative idea into a tangible product, service, or process—limited only by one's base of knowledge and freedom of exploration.

A MODEL OF CREATIVITY AND INNOVATION

(Cognitive Skills) (Functional Skills) (Performance)

Creativity (Explore) Innovation (Engage) Product or Service (Achieve)

First & Second-order Change (Transformation)

Second-order Change (Transformation)

IMPLEMENTING SMALL ACTS OF CREATIVITY AND INNOVATION

You influence your culture most by the everyday interactions you have with others—peer to peer.

Creativity & Innovation	
• Make sure everyone contributes to brainstorming • Get input from people who are opposite to your thinking • Engage challenging dialogue for exploration, not invalidation • Use external benchmarking to stimulate new ideas	• Use team mind-mapping for in-depth solutions • Evaluate the extent of your team's highly diverse ideas • Use "breadth and "depth" for team compositions • Extend friendships across diversity differences

What are eight small acts you might implement to significantly expand your present culture of creativity and innovation and by considering the depth and breadth of the resources shown on the following page through inclusion. (See page 71.)

TEAM BRAINSTORMING EXERCISE

Creativity, Innovation, and Inclusion	

HU Mα NIS
your HR partner

HOW TO CREATE A CULTURE OF BREAKTHROUGH-THINKING

01. Realize that how we view the world is only limited by our unique reality-learn to continually ask "what if" questions that go beyond your reality.

02. Be willing to acknowledge that we all have certain beliefs and attitudes that we believe to be truth (i.e., atoms and molecules exist)-accept the fact that most models are symbolic representations of reality.*

03. Consider the possibility that other ways of interpreting situations are just as valid as our own-combine the two for synergism.

04. Be open to feedback when you experience a differing viewpoint that challenges your accepted way of thinking-be open to a new and creative way of thinking.

05. Create experiences and friendships across diversity differences-practice experiencing an expanded way of thinking.

06. Be willing to confront your fears of experiencing differences-acquire the courage to change and grow, it is key to our survival.

07. Remember, diversity is a process of continuously learning through experiencing the full array of differences that others bring-create a relationship with someone who challenges you most!

> *"What we observe is not nature itself, but nature exposed to our method of questioning."*
>
> **Werner Heisenberg**

CREATING A CULTURE OF CREATIVITY AND INNOVATION ACTION PLAN

START	
STOP	
DO MORE	

MODULE 08

Fostering an Environment of Cooperation, Collaboration, and Teamwork

79

The objective of this module is to design the critical elements for creating a culture of collaboration at MSFC.

"The reason most individuals are 'overwhelmed' is because of their personal belief in their own 'indispensability.' "

William A. Guillory, Ph.D.

FOSTERING AN ENVIRONMENT OF CO-OPERATION, COLLABORATION, AND TEAMWORK

Fostering an Environment of Cooperation, Collaboration, and Teamwork-the willingness to work with others where there is an opportunity for greater inclusion, performance, and creativity and innovation.

• **Establishes** an informal system of information and knowledge exchange within teams, departments, and divisions, where appropriate. (Information and knowledge exchange is the key element to dismantling " silos.")

• **Facilitates** a balance of individualism and collaboration with others.

• **Ensures** respect, trust, openness, and mutual support among working relationships; solicits ideas from employees for achieving these qualitie**s.**

• **Breaks** the pattern of selecting the same individuals for team projects because of comfort and convenience by expanding the selection of individuals who provide expanded breadth of background, thinking, and experience.

• Is a proactive **role model** of collaborating and delegating with co-workers.

Excellent_____ Very Good_____Good_____ Fair_____ Poor_____

THE POWER OF COLLABORATION AND COOPERATION

Collaboration is the process of working together in a way that involves respect, trust, openness, support, and the inclusion of all employees.

Cooperation is an act or instance of working together for a common purpose, benefit, or joint action.

Collaboration is more relationship, process, and people oriented.

Cooperation is more performance, goal, and business oriented.

They are both necessary and mutually compatible for higher performance.

BALANCING INDIVIDUALISM AND COLLABORATION

Collaboration is best when

01. No one person can accomplish a task alone.

02. There is a need, benefit, or value to working together.

03. More than one point-of view is necessary to solve a problem.

04. A group prefers to work as a team.

05. There is a necessity for greater productivity, quality, and efficiency of operation with respect to those we serve.

CREATING A CULTURE OF COLLABORATION

A Culture of Collaboration is an environment where respect, trust, openness, support, and inclusion dominate working relationships and processes within and between people and business units. Specifically,

• Respect for the diversity of differences between and among associates;.

• Trust that each person will capably perform their personal workforce responsibilities and protect the confidences of others;

• Openness in terms of freedom and an invitation to contribute constructive suggestions (ideas) for more effective and efficient functioning;

• Support in terms of small acts of collaboration that contribute to the success of others; and

• Inclusion in terms of equitable opportunity for everyone's personal and organizational success.

"If we hope to innovate and reach new understandings, we must create new, diverse perspectives."

Scott E. Page
Professor, University of Michigan

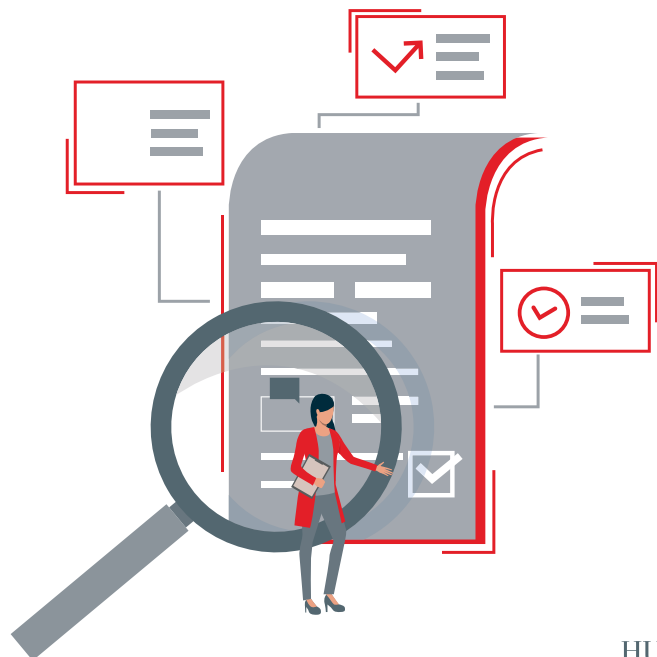# A POLARITY EXERCISE-INDIVIDUALISM AND COLLABORATION

Instructions:

01. Use a polarity* exercise to define the advantages and disadvantages of Individualism and Collaboration.

02. Enter the five most prominent behaviors that you experience in each of the four quadrants of the matrix on the following page.

03. In creating your entries for each of the polarity quadrants, recall whatever successes and difficulties you have personally experienced in working individually and in collaboration with others.

04. Based upon an examination of the entries you generate, select the entry whose resolution would contribute most to creating a culture of collaboration.

Coming together is a beginning.
Keeping together is progress.
Working together is success."

Henry Ford

ℹ * The polarity exercise is adapted from the book, **Polarity Management**, by Barry Johnson, Ph.D.
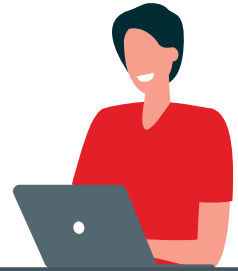
INSTRUCTIONS

Enter five (5) behaviors in each of the four quadrants corresponding to the advantages and disadvantages of individualism and collaboration. Then select the entry from Quadrant IV whose resolution would contribute most to creating a culture of cooperation and collaboration. Brainstorm three (3) to five (5) strategies for achieving this objective.

Advantages

01. _____
02. _____
03. _____
04. _____
05. _____

01. _____
02. _____
03. _____
04. _____
05. _____

Individualism ———————   **Collaboration** ———————

Disadvantages

01. _____
02. _____
03. _____
04. _____
05. _____

01. _____
02. _____
03. _____
04. _____
05. _____

MANAGING COLLABORTION-
A SKILLS-BUILDING ASSESSMENT

E= Excellent, VG= Very Good, G=Good, F=Fair, P=Poor					
Evaluate your intention and ability:	E	VG	G	F	P
Managing Differences-to recognize, develop, and empower unique employees talents, independent of their differences.					
Managing Performance-to create an environment where performance excellence is expected, supported, and achieved.					
Managing Input-where performance excellence to successfully solicit the suggestions and ideas of others in terms of organizational functioning and success.					
Managing Support-to successfully create an environment of employee support by being a visible role model.					
Managing Inclusion-to successfully provide equitable opportunity for the success of all employees; irrespective of differences or personalities.					

Based upon this self-assessment, perform the exercise on the following page by selecting the skill you need to improve most for managing a collaborative environment.

HU
M**α**
NIS
your HR partner

COLLABORATION-SKILLS-BUILDING EXERCISE

01. SKILL:

_____

_____

**02. PRACTICE CHALLENGING BEHAVIORS TO CREATE MASTERY
OF THE SKILL ABOVE:**

01. _____

02. _____

03. _____

04. _____

GUIDELINES FOR MASTERING A COLLABORATION SKILL

01. Recognize that we only have the power to transform ourselves-not others.

02. Realize we do have the power to influence change or transformation in others through coaching, mentoring, and friendships-but we must master that skill within ourselves first.

03. Mastering such a skill begins with practicing behaviors that have the power to create respect, trust, and openness with respect to others.

04. Practicing these behaviors for four or five weeks results in a "natural behavioral pattern" and a learned skill.

ESTABLISHING A "CULTURE OF COLLAB-ORATION"-ELEMENTS FOR COLLABORATIVE TEAMWORK

01

02

03

04

05

A GOOGLE NEWS FLASH

After researching for two years to discover the ideal composition and attributes of an Effective Google Team, what the research team learned was that there are "five key dynamics" that set successful teams apart from other teams at Google.*

01	**Psychological Safety** Team members feel safe to take risks and be vulnerable in front of each other.
02	**Dependability** Τα μέλη της ομάδας ολοκληρώνουν τις εργασίες τους εγκαίρως και ανταποκρίνονται στις υψηλές προσδοκίες αριστείας της Google.
03	**Structure and Clarity** Team members have clear roles, plans, and goals.
04	**Meaning** Work is personally important to team members.
05	**Impact** Team members think their work matters and creates change.

Psychological Safety was, by far, the most important attribute.

ℹ️ *http://reworkwithgoogle. com/blog/five-keys-to-a-successfulgoogles-team

WILLIAM A. GUILLORY, PH.D., PRESIDENT

Dr. William A. Guillory is a dynamic transformational speaker, and conference and seminar facilitator. He speaks about subjects that are at the forefront of our thinking, such as Creating Culturally Compatible Living and Working Environments; The New Leadership fort he 21st Century—The FuturePerfect Organization; The Age of Human Potential—Creating Human Capital; Diversity–The Unifying Force of the 21st Century; and Maximizing Your Personal Performance through a Mind-Set of Success.

Dr. Guillory is an authority on diversity, leadership, high performance, creativity and innovation, and quantum-thinking. He has an in-depth understanding of the process of organizational transformation as it relates to creating culturally inclusive living and working environments. Bill's published books include Realizations; It's All An Illusion; Destined to Succeed; The Roadmap to Diversity, Inclusion, and High Performance; The Guides; Empowerment for High-Performing Organizations; The Business of Diversity; Living Without Fear; and The Living Organization—Spirituality in the Workplace. His most recent non-fiction publications include The FuturePerfect Organization—Driven by Quantum Leadership; Tick Tock... Who Broke the Clock—Solving the Work-Life Balance Equation; Animal Kingdom—A Diversity Fable; and How to Become a Total Failure—The Ten Rules of Highly Unsuccessful People (a tongue-in-cheek book about success). His most recent fiction books are The Pleiadians and The Hunt For The Billionaire Club.

Prior to founding the consulting firm Innovations International Inc., Dr. Guillory was a physical chemist of international renown. He has lived, studied, and lectured in England, France, Germany, Austria, Japan, Switzerland, Poland, Mexico, Puerto Rico, and China. He has authored over 100 publications and several books on the application of lasers in chemistry and was Chair of the Department of Chemistry at the University of Utah. Dr. Guillory received his B.S. from Dillard University in New Orleans, his Ph.D. from the University of California at Berkeley, and was a National Science Foundation

Postdoctoral Fellow at the Sorbonne in Paris. His distinguished awards and appointments include an Alfred P. Sloan Fellowship, an Alexander von Humboldt appointment at the University of Frankfurt, a Ralph Metcalf Chair at Marquette University, and the Chancellor's Distinguished Lectureship at the University of California at Berkeley.

Dr. Guillory has presented over 4,000 seminars for leadership groups in the United States, Canada, Mexico, South America, China, Hong Kong, Singapore, South Africa, Japan, the United Kingdom, France, Saudi Arabia, Germany, Belgium, and Switzerland. He has facilitated seminars for more than 300 organizations, including NASA, The EPA, Amgen, the Navy, AEC of Saudi Arabia, Sandvik of Sweden, Brambles of Australia, The National Institute for Science and Technology, Merck & Co., Eli Lilly, Amoco, the American College of Health Care Executives, Lockheed Martin, Northrop Grumman, Qualcomm, Sandia National Laboratories, EDS, Texas Instruments, Diagnostic Laboratories of Hawaii, Procter & Gamble, Dow Chemical, The Department of Health and Human Services, The Department of Agriculture, Los Alamos National Laboratory, ChevronTexaco, Pacific Northwest Laboratory, Bank of America, and many other Fortune 500 organizations.

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