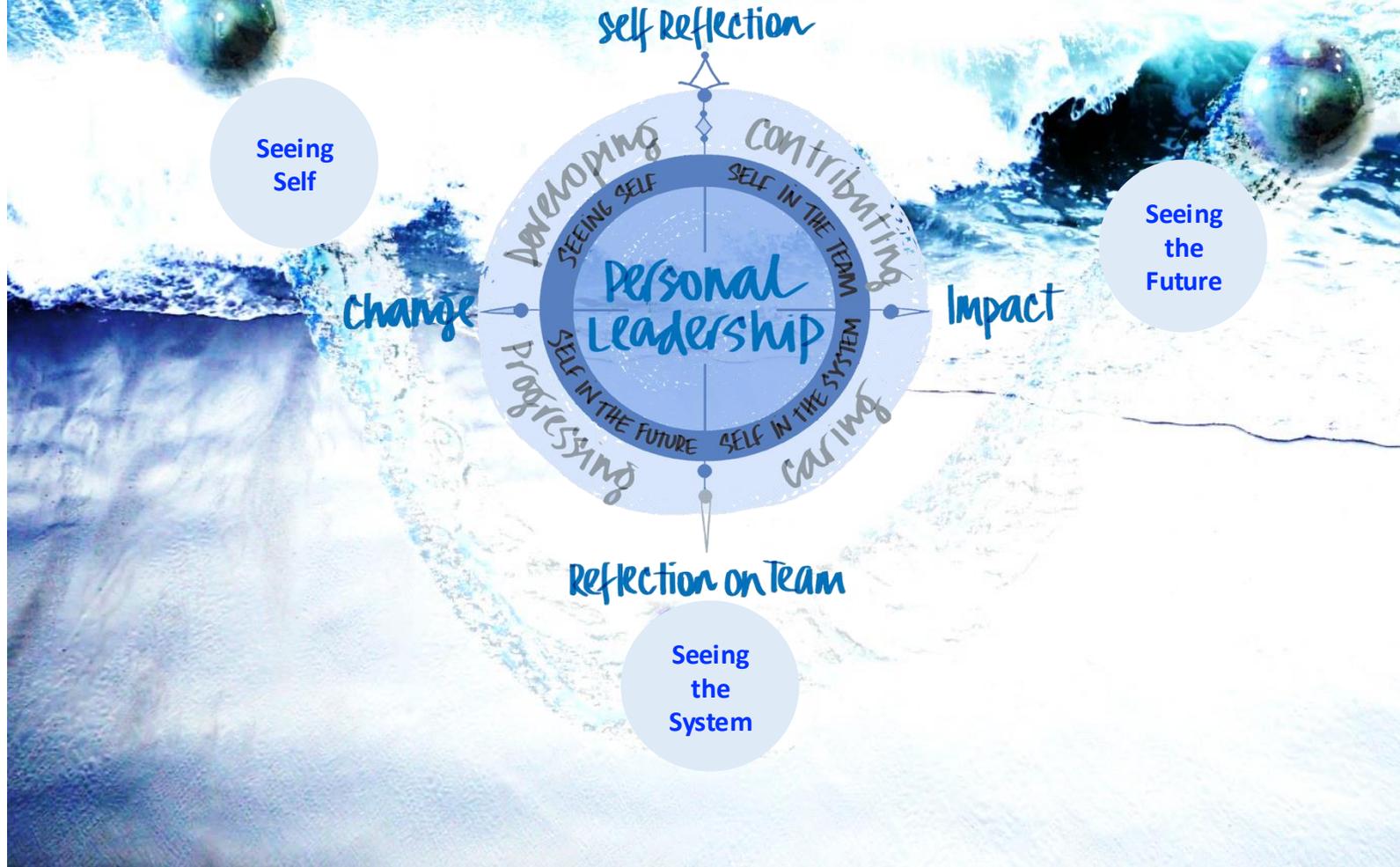


Casson Personal Leadership Programme

LETTING GO

LETTING COME

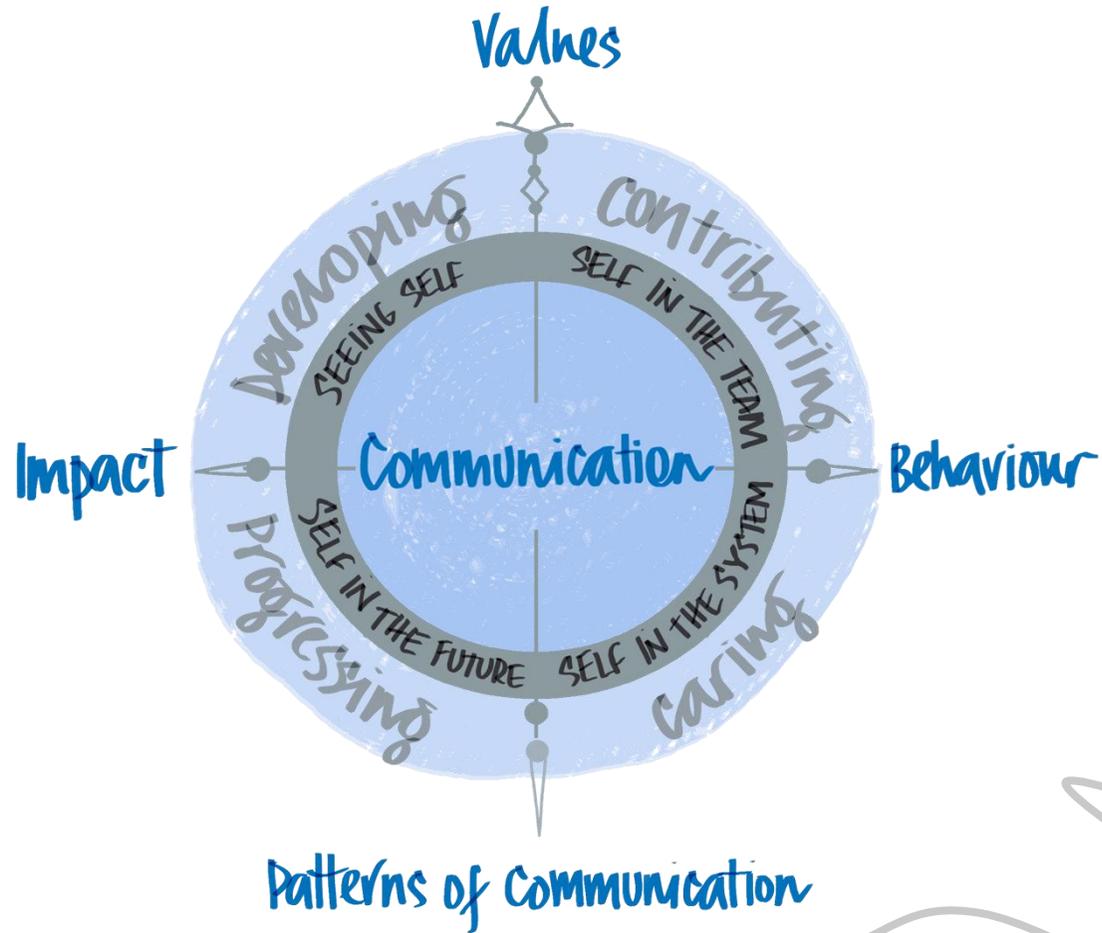


Open mind: new thinking and shared thinking.

Open heart: deep genuine empathy for the whole system.

Open will: practical application supported by a thinking partner and an executive sponsor.

Seeing Self: Introduction - Before Workshop 1



What I hope is clear at this point is that you don't have to be the boss to be a leader. The leader's job is to create and nurture the culture we all need to do our best work. And so, anytime you play a role in doing that, you are exercising leadership.

Amy C. Edmondson

What's working in your leadership?

What's stuck in your leadership?

LEADERSHIP

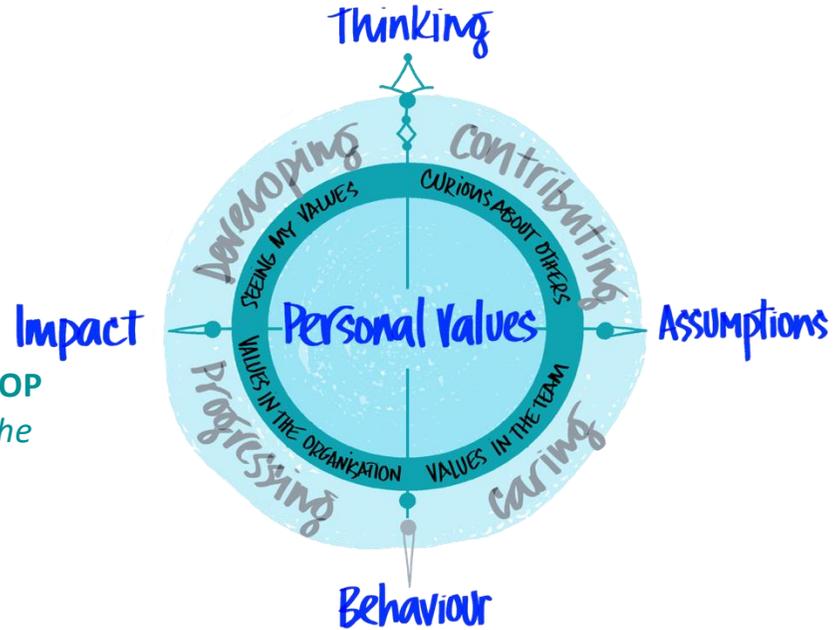
What's one small step towards better?

What's surprising about your impact?

1. Which values can you directly link to your family of origin?

2. What did you discover from the conversation with your team about the wider team's values profile?

TO BE COMPLETED ON THE WORKSHOP
What are your learning points from the conversation?



Transactional Analysis – read alongside your completed assessment results

The Parent Ego State
LIFE AS IT WAS TAUGHT

CONTROLLING PARENT
Rules/Boundaries

NURTURING PARENT
Care/Support



The Child Ego State
LIFE AS IT WAS FELT

**REBELLIOUS
ADAPTED CHILD**
Defiant/Selfish

**COMPLIANT
ADAPTED CHILD**
Obedient/Anxious

NATURAL CHILD
Freedom and Curiosity

The Adult Ego State
*LIFE AS IT WAS
EXPERIENCED*

ADULT
Logical/Fair/Calm



Transactional Analysis - What do the numbers mean?

Look at your pattern of responses to the TA questions. The higher the number in relation to the others, the stronger the preference. Two or three points between don't indicate a strong preference.

See where the patterns help and hinder you in your role. Generally, you want your CP/AC to be lower than the others, as they have the least advantages in terms of building a relationship of Thinking Equals.

Think about what you need to let go and what you need to learn. The best advice is to be more assertive from your Adult place and more genuinely curious from your Natural Child place.

Make some decisions about the future... who do you want to be? What hooks the best and the worst of you? Decide what you can build on and what you can change.

Step into a more effective version of yourself and notice the changes and impact.

Transactional Analysis – Advantages and Limitations of each state

Controlling Parent

Helpful in setting boundaries and expectations.

Unhelpful if dominant and likely to hook Adapted Child, makes it about you, not about the people you are communicating with. **Too much can be aggressive.**

Nurturing Parent

Helpful in measured amounts. Likely to hook Natural Child. Good for reassuring and encouraging. **Too much can seem patronising, disempowers and reduces autonomy.**

Adult

Helpful in measured amounts. Likely to hook Adult in others. Good for almost everything; the assertive place. **Too much can come across as dispassionate/cold.**

Adapted Child

Helpful for social norms, politeness, keeping things level.

Unhelpful if dominant and likely to hook more Adapted Child or Controlling Parent; completely unassertive. **Too much can leave both parties demoralised and disempowered.**

Natural Child

Helpful in measured amounts. Likely to hook Natural Child in others.

Good for showing curiosity and interest. **Too much can come across as light weight and not connected.**

Transactional Analysis - Team Impact

A foundation of helpful Adult communication creates a culture of assertiveness and accountability.

Engaging helpful Controlling Parent communication creates a culture of clear expectations.

Engaging helpful Nurturing Parent communication creates a culture of caring, appreciation, learning and belonging.

Engaging helpful Natural Child communication creates energy, inquiry and a culture of curiosity and innovation.

Engaging helpful Adapted Child communication creates a culture of team-work.

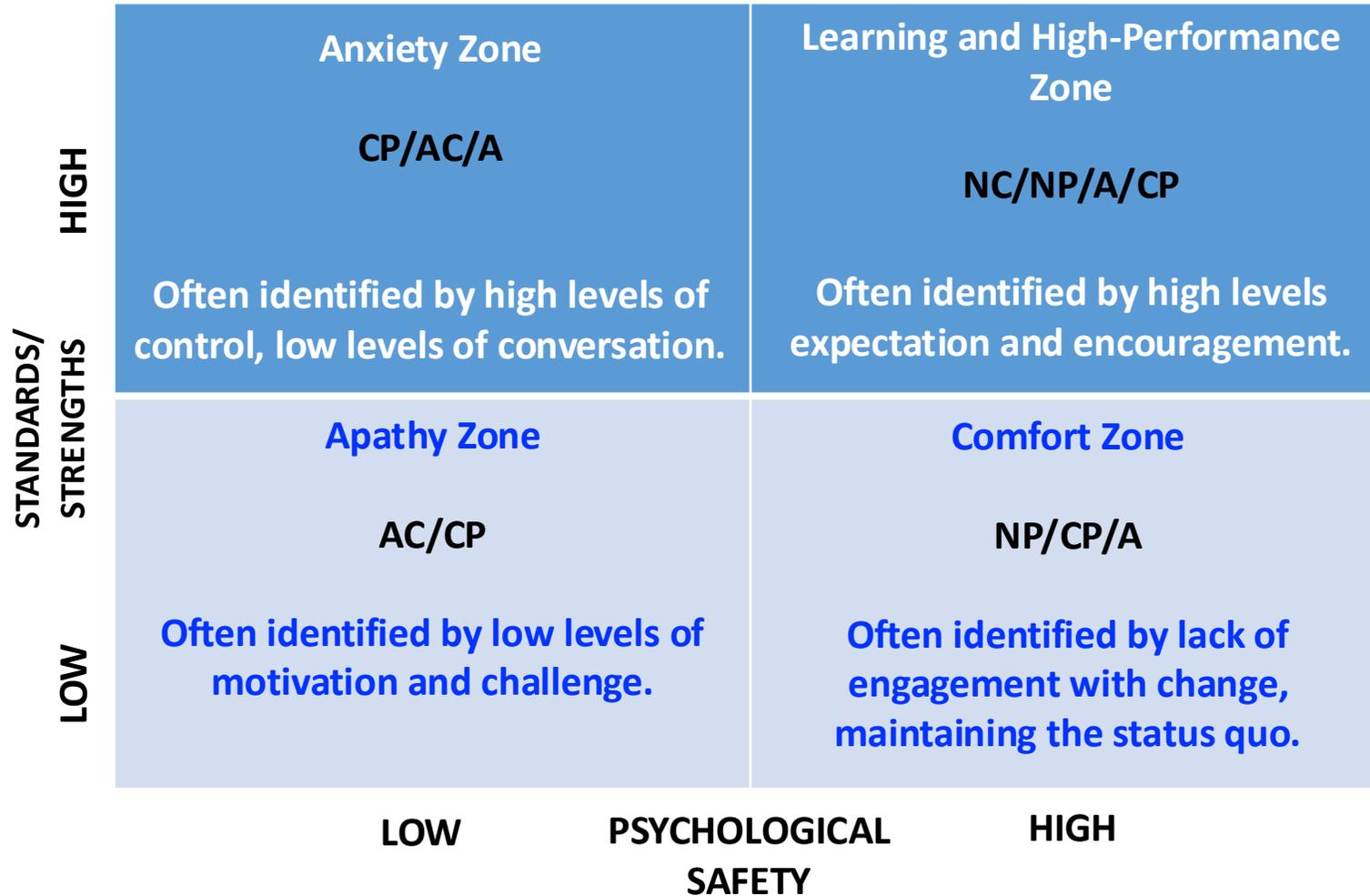
Seeing Self: Personal Leadership - After Workshop 1



TA and High Performing Teams

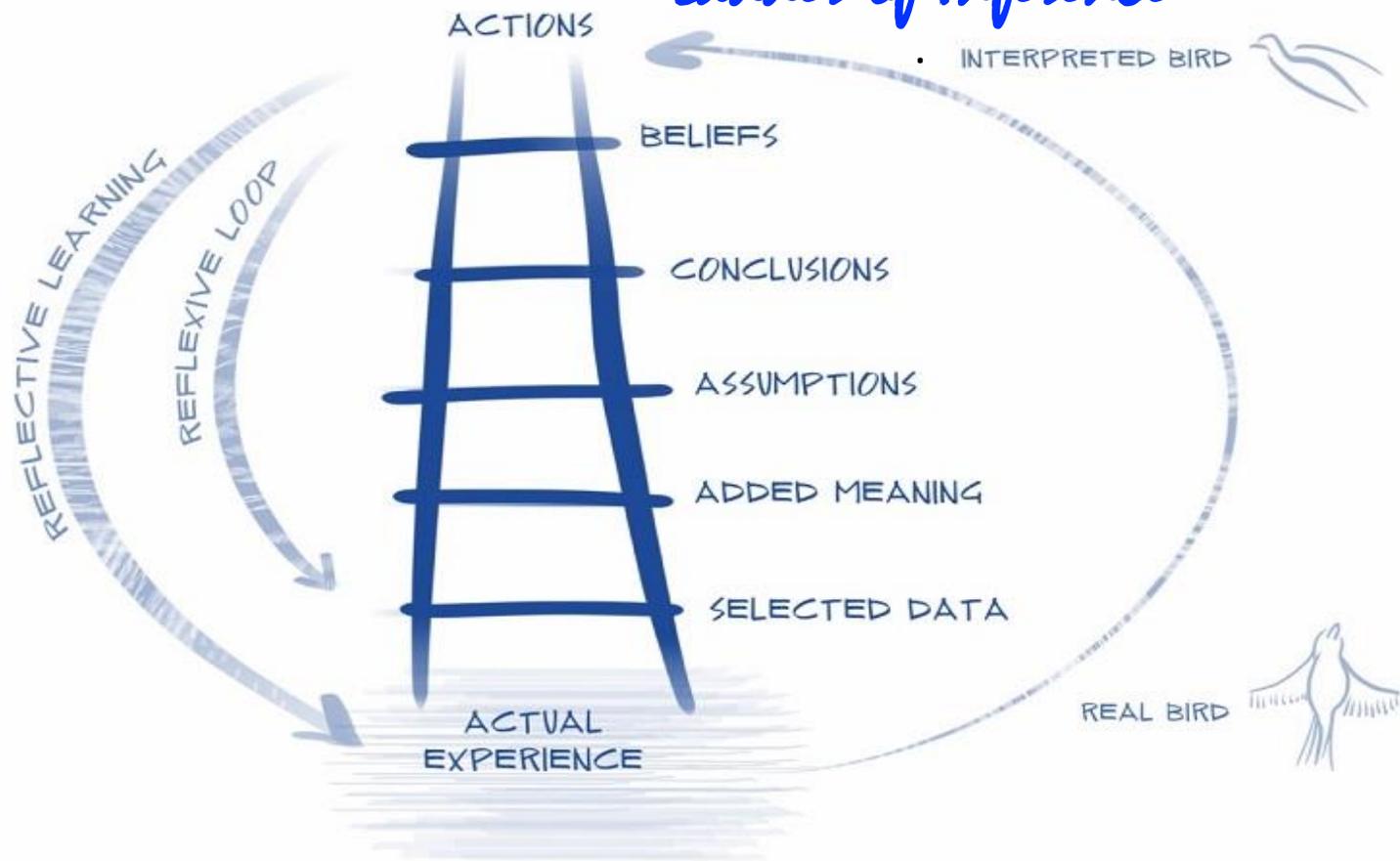
The most successful teams have a shared understanding of high standards and high levels of psychological safety.

Take some time to mark where you think your team is on the quadrant and what impacts that.



Adapted from the work of Amy Edmondson

Ladder of Inference



adapted from Chris Argyris and The Fifth Discipline, by Peter Senge, et al. drawing by @kelvy_bird

The key points for using the ladder of inference to promote productive conversation and effective action are:

- Be aware of your reasoning steps, publicly check your inferences, and encourage others to do the same.
- Look for information that challenges your own and others' assumptions and beliefs.
- Be aware of how your own actions, become information that others use, to make inferences about you so that you can change.

Reflecting on the learning in the two TED talks (Brene & Amy)...

What do you need to learn?

What do you need to let go?

What's working in your communication?

**What's stuck in your communication?
(Where are your team on the Psychological
Safety grid?)**



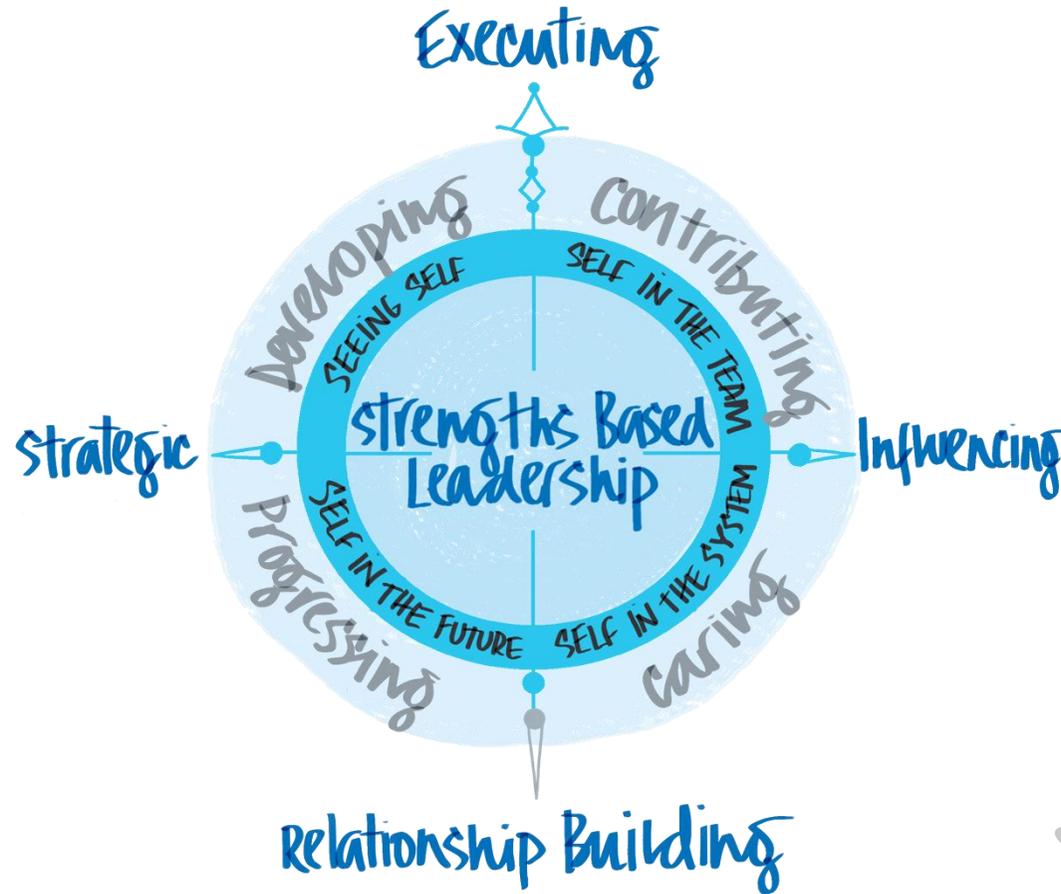
What's one small step towards better?

**What's surprising about your impact, in a
good way?**

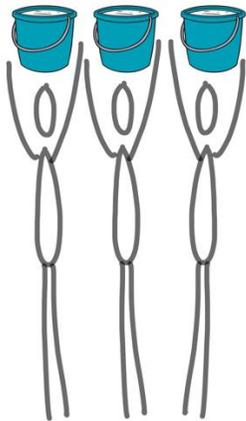
It is amazingly empowering to have the support of a strong, motivated and inspiring group of people.

Susan Jeffers

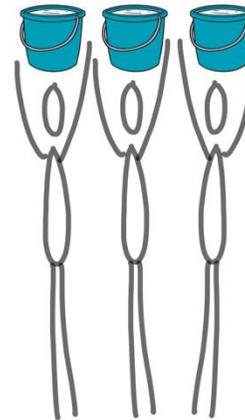
Seeing Self: Strengths - Before Workshop 2



Seeing Self: Strengths: How Full is Your Bucket?



My top learning points: What was significant, what was surprising?



How might you use this in your team?



Executing	Influencing	Relationship Building	Strategic Thinking
<p>Achiever</p> <p>Arranger</p> <p>Belief</p> <p>Consistency</p> <p>Deliberative</p> <p>Discipline</p> <p>Focus</p> <p>Responsibility</p> <p>Restorative</p>	<p>Activator</p> <p>Command</p> <p>Communication</p> <p>Competition</p> <p>Maximiser</p> <p>Self – Assurance</p> <p>Significance</p> <p>Woo</p>	<p>Adaptability</p> <p>Connectedness</p> <p>Developer</p> <p>Empathy</p> <p>Harmony</p> <p>Includer</p> <p>Individualisation</p> <p>Positivity</p> <p>Relator</p>	<p>Analytical</p> <p>Context</p> <p>Futuristic</p> <p>Ideation</p> <p>Input</p> <p>Intellection</p> <p>Learner</p> <p>Strategic</p>
<p>Values driven and goal focussed, EXECUTORS get stuff done. They are responsible problem solvers, planners and pragmatists.</p>	<p>Energy driven and engagement focussed, INFLUENCERS sell ideas and opportunities. They are promoters, connectors, communicators and believers.</p>	<p>Team driven and people focussed, RELATIONSHIP BUILDERS get others involved. They are coaches and mentors, empathic and caring.</p>	<p>Future driven and decision focussed, STRATEGIC THINKERS drive and deliver change. They are creatives, learners, analysts and doers.</p>

Seeing Self: Strengths: Reflection

How do your strengths connect to your values?

How do your strengths connect to your TA scores, where do you see the shadow side?

How will you go about sharing your strengths with your team?

Seeing Self: Strengths - After Workshop 2

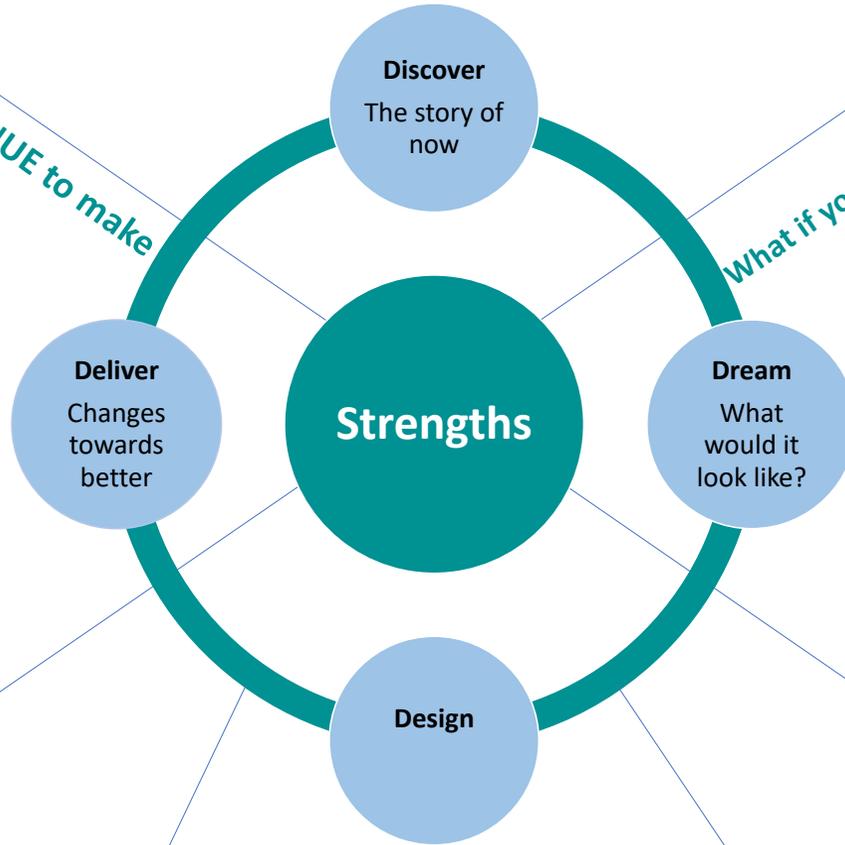


How do you currently get results from using your Strengths?

Five empty rectangular boxes for input.

What will you STOP/START/CONTINUE to make this happen?

What if you got these results in every interaction?



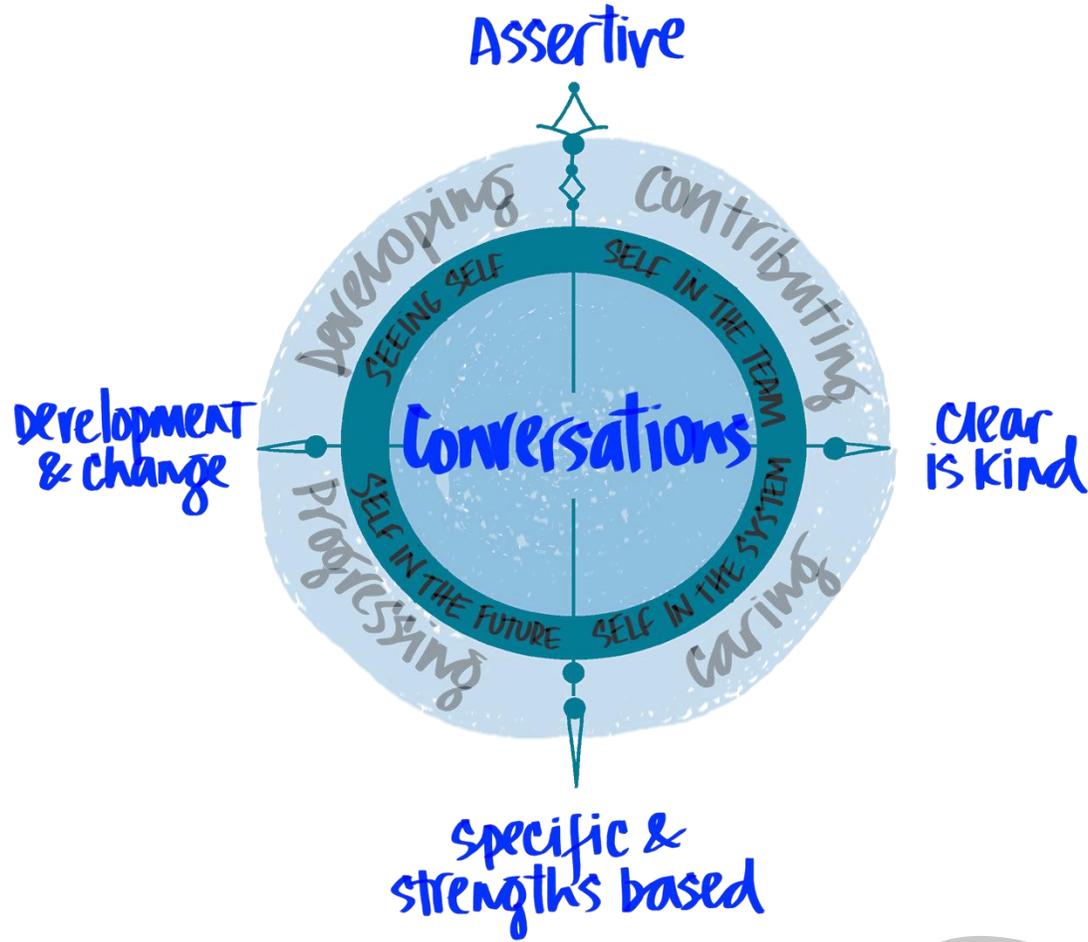
How would this impact

Your influence with others

Results

Your personal values

Seeing The System: Communication - Before Workshop 3



Seeing the System: Communication: Fierce Conversations

Space to make notes on the impact of the Fierce Conversations book.

Principle 1

Principle 2

Principle 3

Seeing the System: Fierce Conversations

Space to make notes on the impact of the Fierce Conversations book.

Principle 4

Principle 5

Principle 6

Principle 7

Creating an Opening Statement

This should be real, about a conversation that you know you need to have.

- 1. Name the issue/opportunity**
- 2. Select a specific example that illustrates the behaviour or situation that requires change**
- 3. Describe your emotions about the issue**
- 4. Clarify what's at stake**
- 5. Identify your contribution to this issue**
- 6. Indicate your wish to resolve the issue**

Beginning the conversation

Some helpful openers:

I'd find it really valuable if we could have some time to talk about...

I know you value... and because of that I'd like to share some feedback.

It feels important to me that I share with you the impact of ...

I'm interested to get your thoughts on...

Secondary questions:

How are you feeling about your progress with...

Help me understand how your ways of working on this are aligned to your core values...

What behaviours are helping you to get the best for yourself and the business with regards to...?

Help me understand what the outcome is you are hoping for...

Let silence do the heavy lifting, don't be tempted to sort it for the other person.

Fierce Conversations

Plan using the Opening Statement

Choosing Powerful Questions

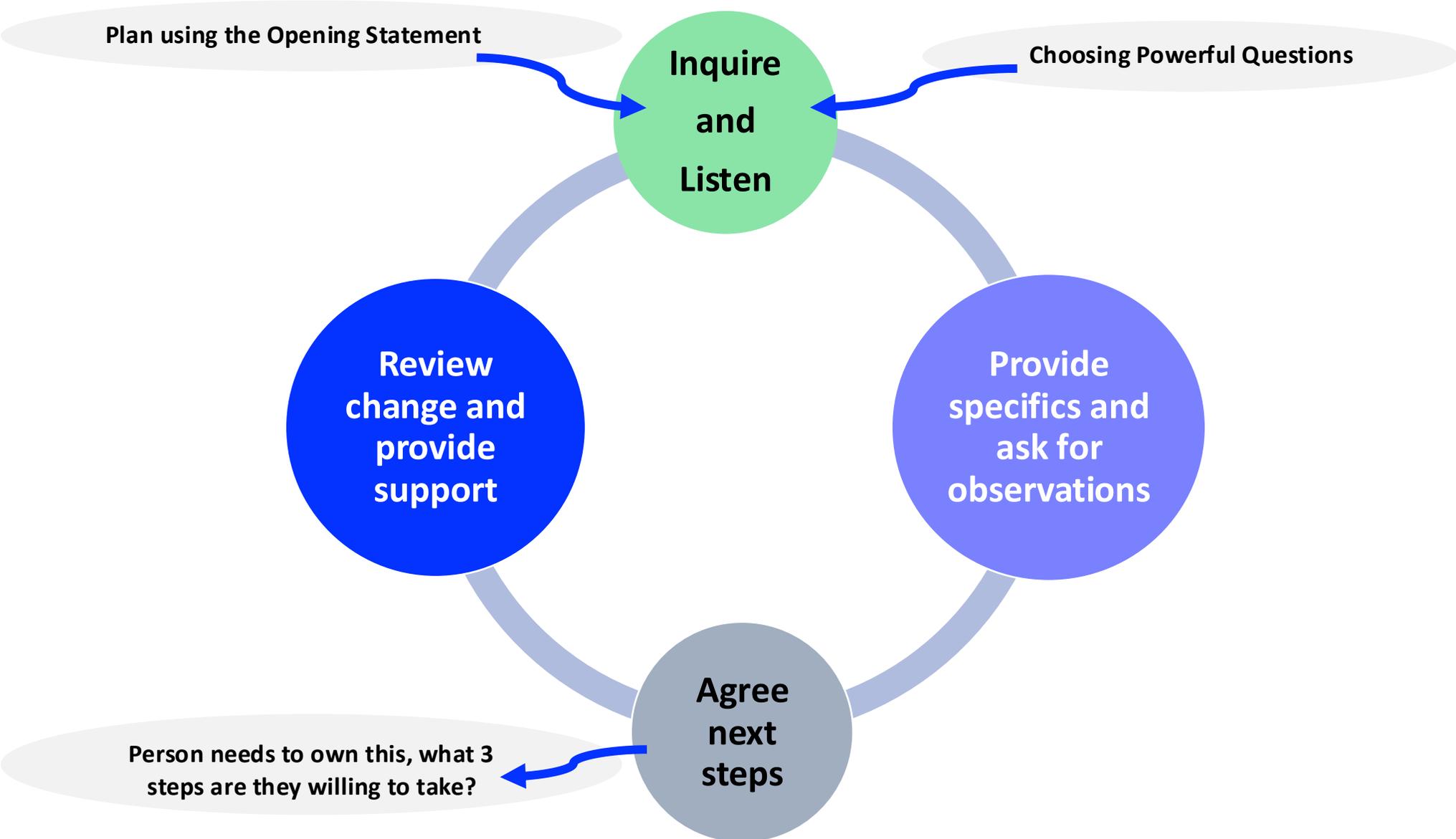
**Inquire
and
Listen**

**Review
change and
provide
support**

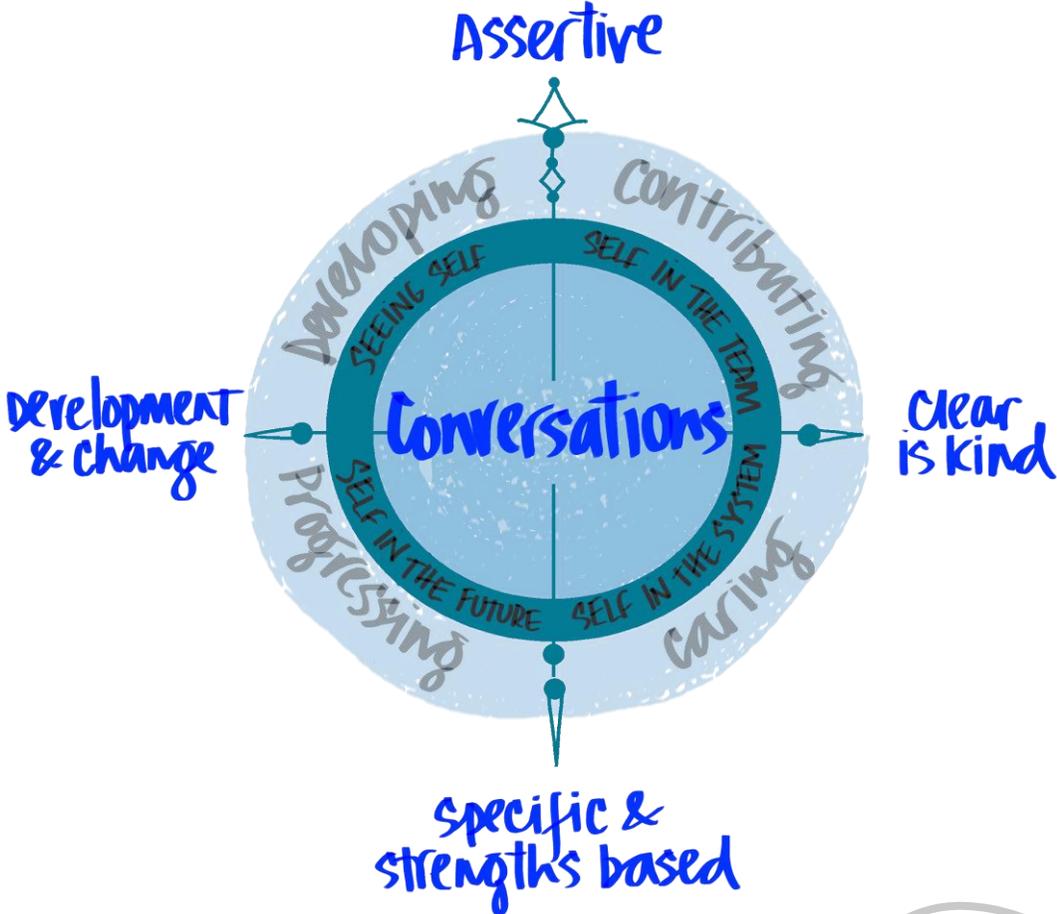
**Provide
specifics and
ask for
observations**

**Agree
next
steps**

Person needs to own this, what 3 steps are they willing to take?



Seeing The System: Communication - After Workshop 3



What worked in your conversation?

What got stuck in your conversation?



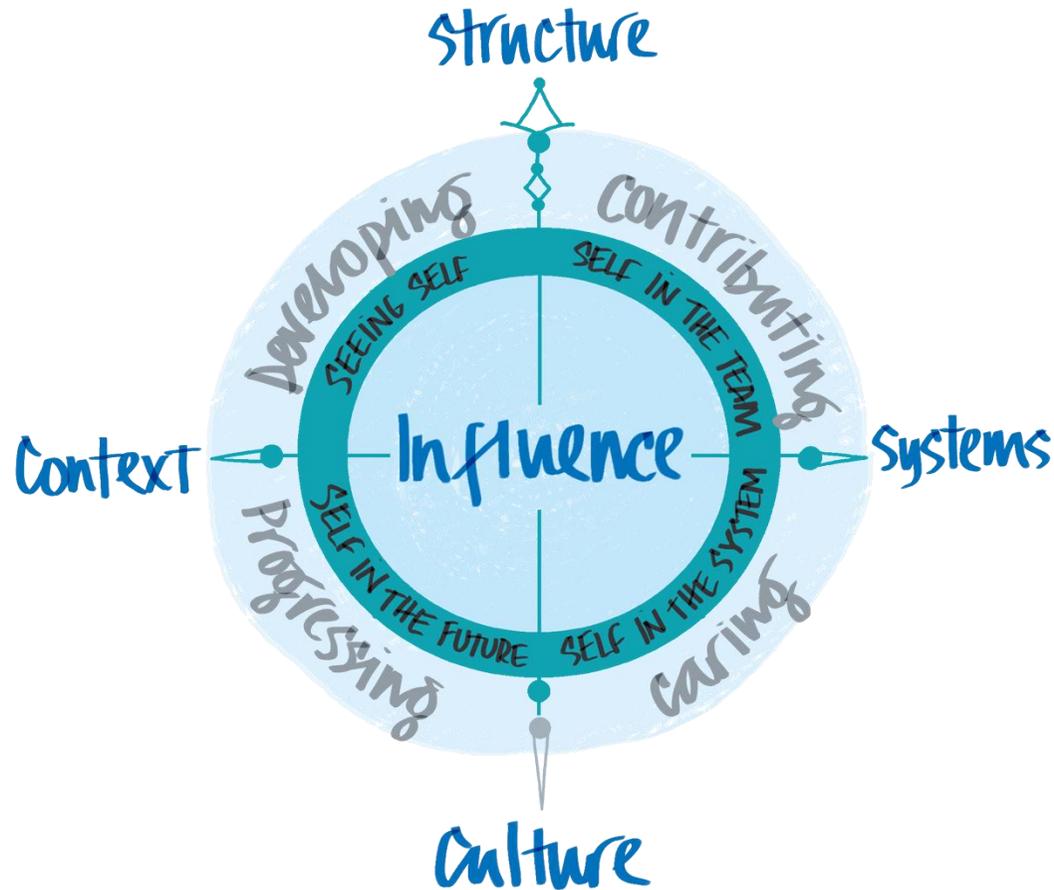
FIERCE CONVERSATIONS

What's one small step towards better?

What was surprising about the impact?



Seeing the System: Context and Influence - Before Workshop 4



Seeing the System: Context and Influence

Reflect on the impact of the reading on context.
(metaphors, tops/middles/bottoms, Cats in Borneo and
Senge on Systems).

What was significant and what was surprising?

Reflect on the results from the Push Me/Pull Me
assessment.

*What have you discovered and how does this link to
your TA and Strengths results?*

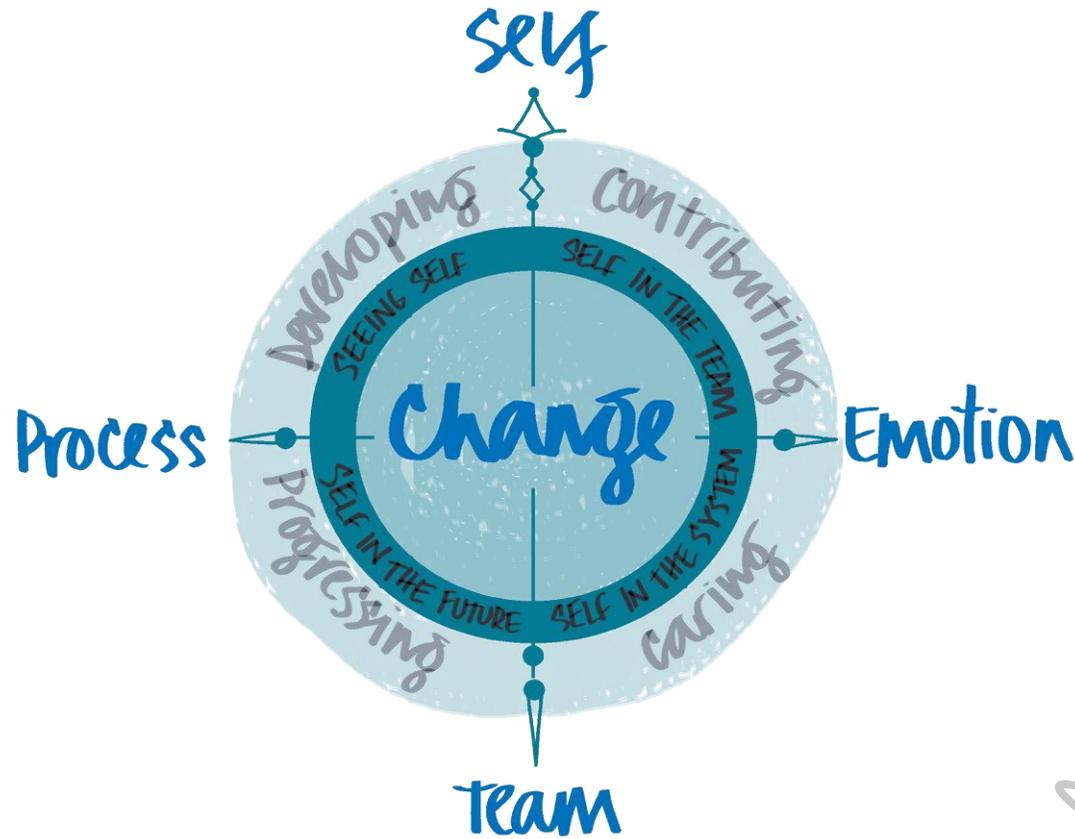
Seeing the System: Map of Influence

Take a picture of your completed Map of Influence. Print and stick it in here as part of your learning journey. Record the highlights of the conversation with your line manager.

Appreciation and expressions of respect develop human thinking. You know this. Every time someone mentions a quality they admire in you, you do better in just about everything for a while.

Nancy Kline.

Seeing The System: Change - Before Workshop 5



Mapping collective responses to change

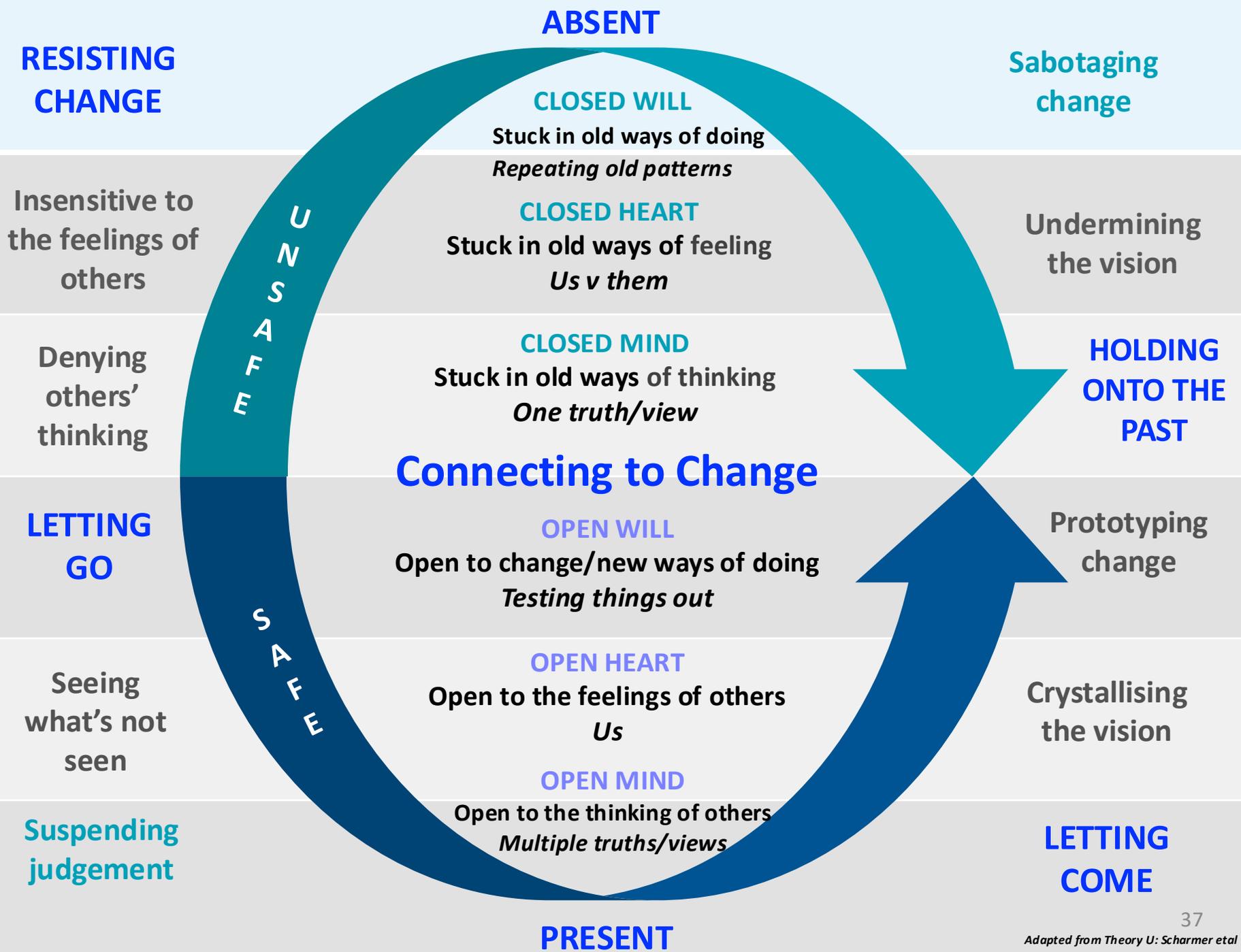
Think about a change, you are leading or hoping to lead. Read the questions below alongside the 'Connecting to Change' on the following page.

Firstly, give a brief description of the change.

Think about the individuals and groups that you need to influence and where would you locate them on the Theory U framework?

Mark each with a symbol or initials so that you can recognise them on the map.

What do the findings mean for you as a change maker and how can this group support you?



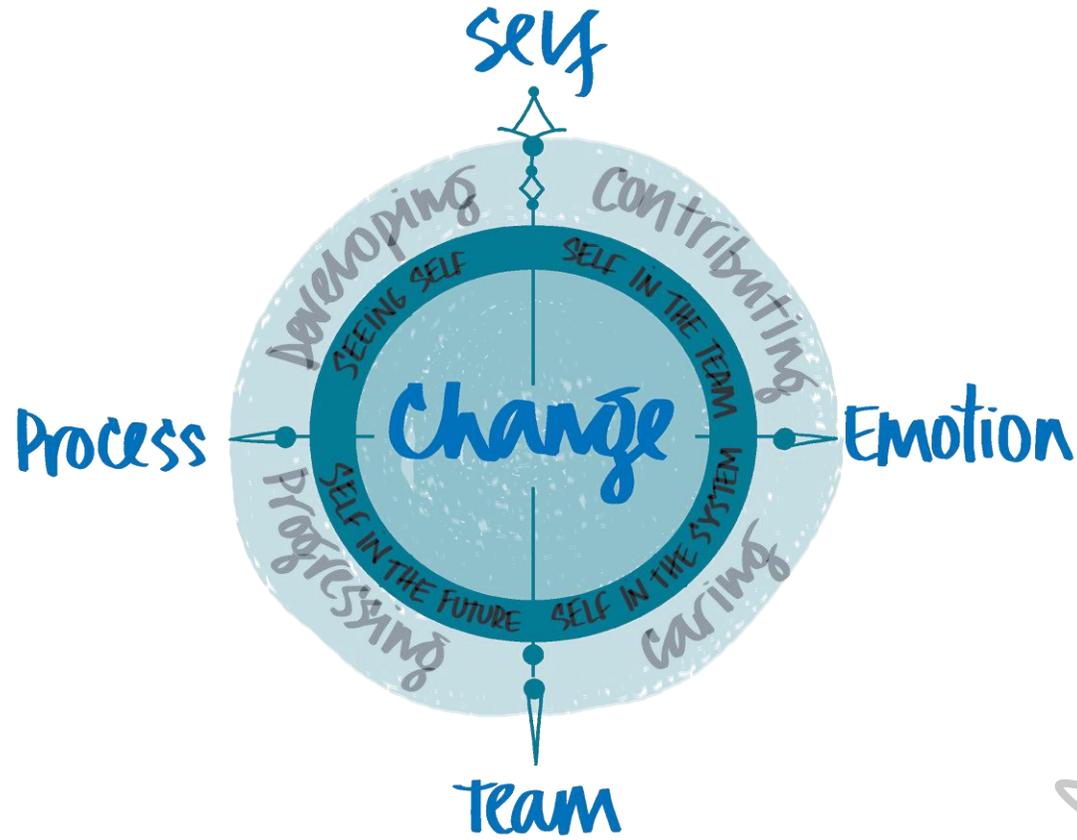
Seeing The System: Communication and Change

How can your strengths help you to move people to a productive place?

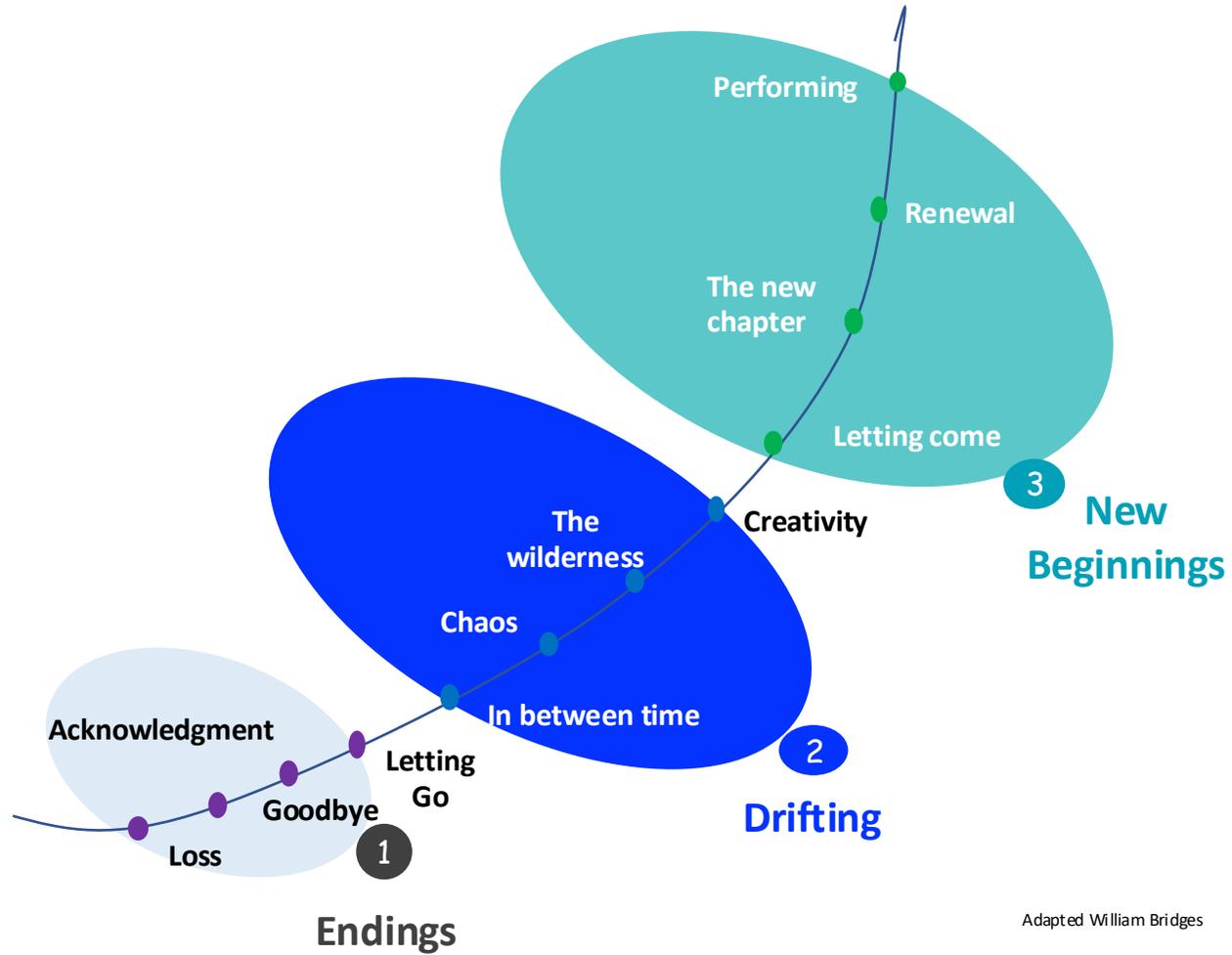
What TA states are you seeing playing out and how can you avoid being hooked?

What are the Fierce Conversations you need to have and with whom?

Seeing The System: Change



Take the U to you!



Adapted William Bridges

Transitions activity 20 minutes each way

Where do you see your emerging self (future intention) on the map?

Think about who your 'Guardian Angels' have been on your journey so far and where would you place them?

Where do you feel the future (the space for change) is in your work/life right now?

Where and what is your frustration?

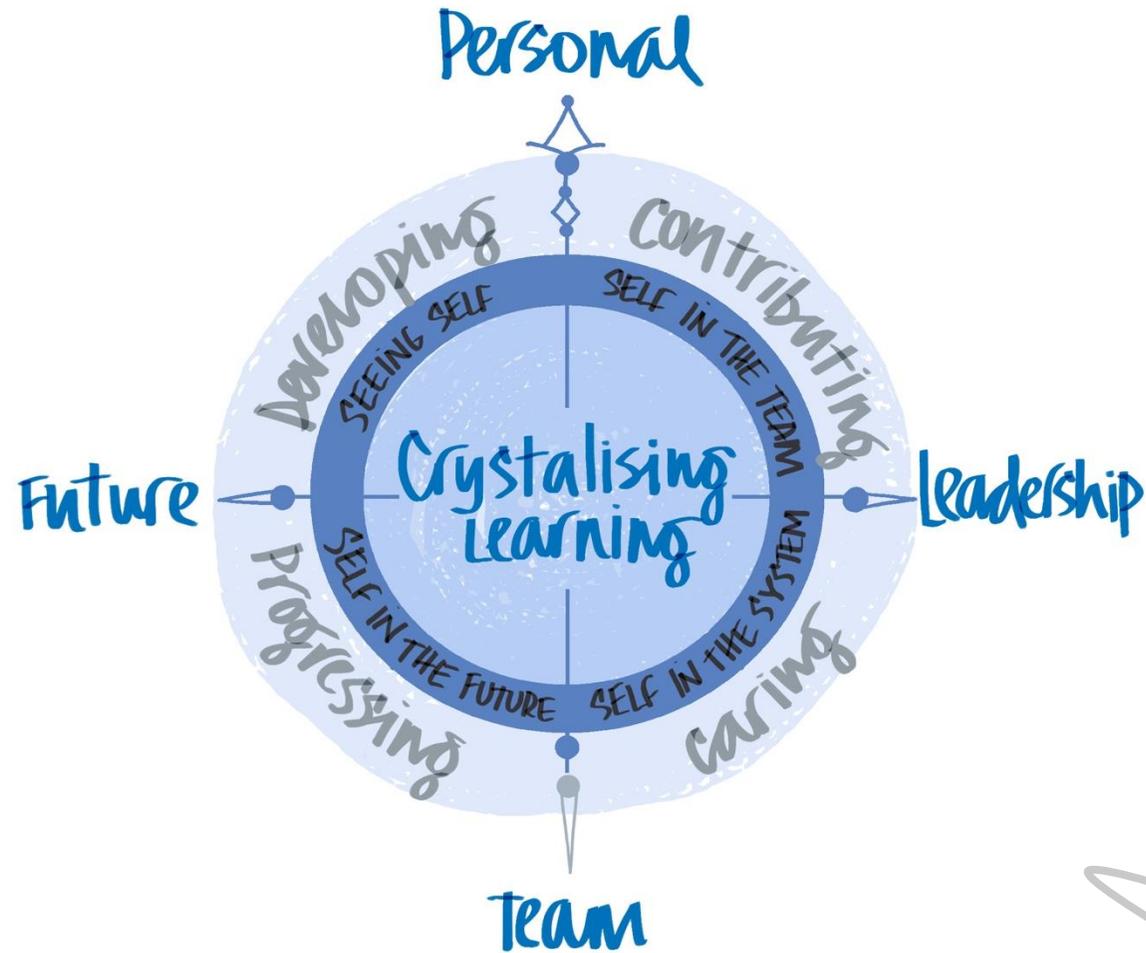
What are your most important sources of happiness?

What are you seeing now that you may not have seen before?

A brave leader is someone who says I see you. I hear you. I don't have all the answers, but I'm going to keep listening and asking questions.

Brene Brown.

Crystallising Learning - Before Workshop 6



Crystallising the Learning

Reflect on the impact of the Appreciative Interview with your line manager.

What was significant and what was surprising?

How could you do this with people that report to you?

Seeing the Future: My Leadership Compass

Seeing the Future: My Leadership Development Plan

Reflecting back across the programme, what have you learned and what have you let go?

Experience tells us that it takes around 60 minutes to facilitate your Thinking Partner through this 4D development plan.

20 minutes for **DISCOVERY** - remember to ask the what more question.

10 minutes for **DREAMING** - must be built on the best of now and your learning. It must not be blue sky thinking that is separate from this.

15 minutes for **DESIGN** - a personal brainstorm, 3 types of ideas:

EASY WIN - small change/big difference you may already have started.

MAD HATTER - an outsider, a creative idea, changing the 'how'.

ROLLS ROYCE - might need some sign off!

15 minutes for **DELIVER** which is straight forward.

Make 3 dates to review, once a month for 3 months.
Drop an email and let us know how it's going!

When you think about our learning journey together

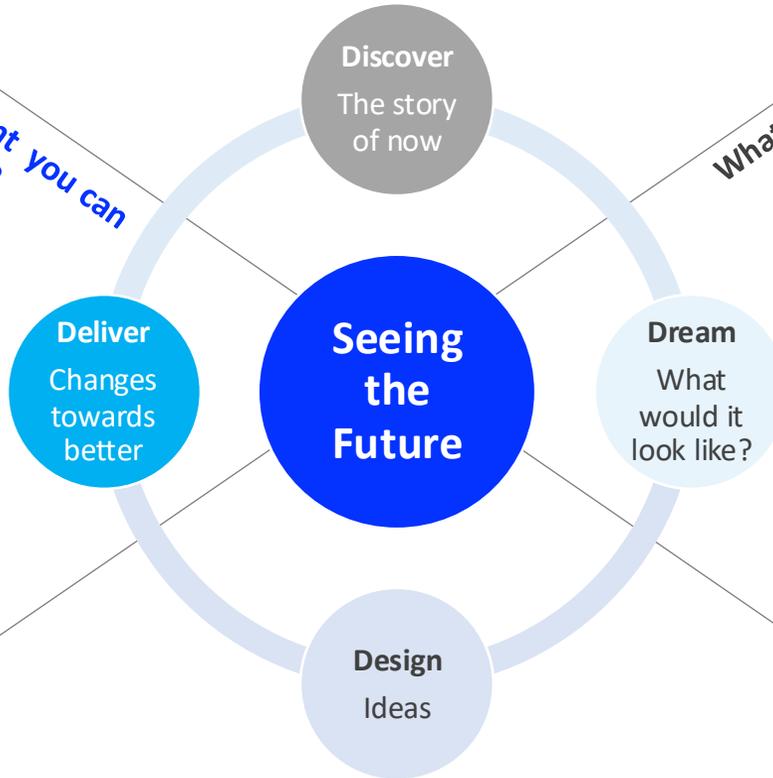
What have you learned?

and what have you let go?

What's one significant commitment you can make to your line manager?

What becomes possible in the context of the vision of 'One Supply Chain' for this Leadership Community?

How will you take responsibility for keeping this learning alive for your team?



Easy Win

Mad Hatter

Rolls Royce

What resulting ideas can cement the learning, a switch to strengths and powerful conversations moving forward?