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**Clinical Leader Professional Certificate**

## TOOLS and NOTES – Day 1, 2, 3 and 4

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**Before we get started**

**FOUNDATIONAL THOUGHTS & BELIEFS**

* You work within a system over which you have some influence.
* There are important elements of your workplace that are explicit/formal, as well as implicit/informal in nature.
* You have some flexibility over how you choose to understand your work context.
* You have to act and make decisions under some degree of ambiguity, but you still have to be able to convey a rationale for these decisions and actions.

**WHAT ARE YOUR INITIAL THOUGHTS? Complete and discuss with a partner.**

**#1 - Do you agree or disagree with the above statements? How so?**

**#2 - What do you think would help you most in collaborating effectively?**

(e.g. New skills? Tools? Changes at work?)

***Note: At some point in our first week, we will find some time on the phone to talk about this second question.***

**DAY 1 – Developing as a Leader**

*What is in it for Whom?*

**Set-up to Ambiguity and Complexity:**

Much of the work that we do can seem simple and straightforward but contains a large degree of ambiguity and complexity.

Two skills we can use are:

* APPRECIATIVE INQUIRY: asking questions without being annoying
* EMPATHETIC LISTENING: focussing exclusively on information shared

BROAD QUESTION:

What are you doing to be healthy?

APPRECIATIVE INQUIRY FOLLOW-UP:

What do you mean by “healthy?”

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| --- |
| **PHYSICAL HEALTH:**  We all try to do things to stay active, to get enough sleep and to maintain the overall health of our bodies.  **NUTRITIONAL HEALTH:**  We also try to control what we consume. This often entails trying to consume more of things that are “good for us” (kale, vitamin D, etc.) and less of things that are “bad for us” (coffee, alcohol, sweets, etc.).  **MENTAL & EMOTIONAL HEALTH:**  Attending to a more holistic definition of health is topical. This can include practices around mindfulness, meditation and spirituality.  *Note 1: Speakers can use the phrase “Let’s talk about a different aspect of health” to indicate that they no longer wish to answer questions or discuss a certain topic.*  *Note 2: You may find overlap between some of the above. This is fine and feel free to explore the grey area and even create new categories.* |

**NOTES ON PAIR WORK #1 – Personal Development**

From the conversation with your partner, note down specific tips, practices and beliefs associated with “staying healthy.”

**PHYSICAL HEALTH:**

(e.g. Getting my 10K steps)

*Pick one: How do we know it works or is working?*

**NUTRITIONAL HEALTH:**

(e.g. no coffee after 3PM)

*Pick one: How do we know it works or is working?*

**MENTAL & EMOTIONAL HEALTH:**

(e.g. Yoga 3x per week)

*Pick one: How do we know it works?*

**TAKE AWAY:** Pick one thing new that you are going to try.

**NOTES ON PAIR WORK #2 – Leadership Development**

Have a conversation about your Leadership Development. Use the following prompts:

**CURRENT STRENGTHS, Developed**

Skills that I have worked on

Challenges that I have overcome

Etc.

**CURRENT STRENGTHS, Innate**

Areas for which I am praised

Things that come easy to me

Etc.

**CURRENT DEVELOPMENTAL FOCUS, Conscious**

My reason for taking this program

Something my boss told me to develop

Etc.

**TAKE AWAY:** Where do I want to focus?

**MANAGING COMPLEXITY & AMBIGUITY – Workplace Development**

Programs like this give us a moment to step out of our roles to think and consider (rather than act and perform).

Consider specific types of situations that we have to manage:

|  |
| --- |
| **Those involving UNCERTAINTY:**  Such complex situations involve so many variables that any attempt to quantify risk will dangerously oversimplify.  For example: What should you do to ensure a long and healthy life?  **Those involving RISK:**  We can rely on some evidence to help us manage risk when there are fewer variables at play.  For example: SPF 50 Sunscreen can reduce the risk of skin cancer.  **Those involving CERTAINTY:**  We can count on some known cause and effect relationships.  For example: Correct wound treatment will accelerate healing.  *THE DIFFERENCE BETWEEN UNCERTAINTY and RISK*  *A Casino operator received significant losses in an operating year. It was not from someone “beating the odds,” whose probabilities are rigorously calculated to ensure the House always wins. The losses were the result of a tiger unexpectedly attacking its trainer. (Who could have guessed?)* |

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**TAKE AWAY:** Where do I want to focus?

**DAY 2 – Developing a Narrative**

*What story to tell/believe?*

**What is NARRATIVE:**

There may be many stories attached to your workplace. You may have different stories coming from different people. Here are some common elements to consider:

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| --- |
| PLOT:  This can follow the lines of “what are we trying to do here?” or “what am I trying to do here?” This may contain very personal drives, values and judgements.  PROTAGONISTS  You will be in this group (unless you defy social psychology research). You may or may not have collaborators, followers or leaders. These people are the ones who “get it.” (“It” is the plot.)  ANTAGONISTS  Whether through action or avoidance, there will be some who appear to be getting in your way. They can interference for you in achieving your goals. |

|  |  |
| --- | --- |
| **THE PLOT**  The “good” that you pursue. | Question 1 - What is fundamentally important to you in your work (and in your life)?  Question 2 – How does/can this relate to the work that you do? |

**PICKING BATTLES:**

War metaphors that creep into our description of conflict at work.

For example:

*“I am really going to have to pick my battles with this project.”*

*“Is that really the hill you want to die on?*

Think of “battles” that you have had at work.

Who was on your side (Protagonist)?

What were the fundamental values that were part of this story?

Who/what were you up against (Antagonist)?

What were the fundamental conflicts? Values? Priorities?

|  |  |
| --- | --- |
| PROTAGONISTS | ANTAGONISTS |

How is your narrative similar to and different from that of your partner?

|  |  |
| --- | --- |
| **SIMILARITIES** | **DIFFERENCES** |

**RETHINKING OUR NARRATIVES**

|  |  |
| --- | --- |
| **STAKEHOLDERS – Who is involved?** | **ALIGNMENT – Where can we work together?** |

**What has to change for you to understand the story this way?**

**NOT “GETTING IT”:**

There is a business adage in the “service” industry to manage customer expectations:

*We can give you GOOD QUALITY.*

*We can give you SPEED OF DELIVERY.*

*We can give you GOOD PRICING*

*You have to pick which two you want (and anyone who promises all three is lying).*

**TASK:**

Set up such TRADE OFFS as an INNOVATION PROBLEM?

HOW CAN WE [REACH OUR OBJECTIVES] WHILE [OPERATING WITHIN OUR CONSTRAINTS]?

|  |  |
| --- | --- |
| **OBJECTIVES** | **CONSTRAINTS** |
| **e.g.**  **Engage our employees** | **e.g.**  **Not being able to meet face-to-face** |

**NOTES ON HOMEWORK QUESTIONS**

**Where can I clarify the NARRATIVE for me and others?**

**How can I set up PROBLEMS that support a strong NARRATIVE?**

**Where should I focus to make things better?**

**DAY 3 – Collaborating**

*How can we perform best?*

# REQUEST: Draw in the OUTCOME and RELATIONSHIP scales.

|  |  |
| --- | --- |
| **ACCOMMODATING**  “Sure.” | **COLLABORATING**  “Here’s what we can do…” |
| **AVOIDING**  “Whatever.” | **COMPETING**  “That can’t happen.” |

**NOTES:**

**WHEN COLLABORATE IS NOT WORKING…**

|  |  |
| --- | --- |
| **Shift to ACCOMMODATING**  “Sure.”  Introduce some conditions.  Explore the constraints. | **COLLABORATING**  “Here’s what we can do…” |
| **AVOIDING**  “Whatever.”  Defer until some criteria are met  Delay until timing is better  (Note: Be wary of the perpetual delay!) | **COMPETING**  “That can’t happen.”  Introduce some conditions.  Explore the constraints. |

**DIMENSIONS OF RELATIONSHIPS in COLLABORATING**

**TRUST:**

Who has yours?

Whose do you have?

What changes when there is TRUST?

**AUTHORITY:**

Who do you have this over?

Who has it over you?

What changes when there is AUTHORITY?

**EXPERTISE:**

What do you bring?

When does this matter?

**DIMENSIONS OF RELATIONSHIPS - PRACTICE**

What is most important to these interactions?

CLIP #1

CLIP #2

CLIP #3

**SKILLS IN COLLABORATING**

Selling/Persuading:

Influencing:

Building Trust:

**A LOOK AT OUTCOMES:**

**INPUTS ------ OUTPUTS ----- OUTCOMES ----- IMPACT**

**What do you/others have to do?**

(e.g. Even if results are below expectations, you know that you have done what you should have done.)

**What are you/others expected to achieve?**

(e.g. When you are evaluating performance, what results are you looking at?)

FOR EACH OF THE ABOVE, RATE THEIR IMPORTANCE **HIGH, MEDIUM OR LOW**

**DAY 4 – Affecting the System**

*How do we set up for impact?*

What is your favourite sport/game?

Describe it being very specific about each of the following:

|  |  |
| --- | --- |
| **OBJECTIVE**  Is there an overall purpose? (e.g. Win)  What other motivations do you include?  (Have fun, get exercise, etc.) |  |
| **RULES**  What are the fundamental rules?  (e.g. Soccer: no hands, except for goalie)  What other conventions are there?  (e.g. Kids’ soccer: Mercy rule) |  |
| **SCOREBOARD**  How do you “win” the game? (e.g. goals)  What else counts or could count? (e.g. penalties) |  |

**TYPES OF RULES**

**1 – Personal Values**

e.g. Always be nice to wait staff.

What are personally imposed values for you? Recall your personal “plot” on page 2.

**2 – Corporate Imposed Values or Expectations**

Examples:

What is imposed by your company?

**3 – Government imposed regulation and legislation**

e.g. Labour code, speed limit on 4-series highways, etc.

What are pertinent regulations for your organization?

**WORKING WITH RULES**

**SITUATION #1 -** The “rule” is “prohibition.”

How does the rule relate to the actual practice?

**SITUATION #2 -** The “rule” is spelled out in the Navy’s history.

How does the rule relate to the actual practice?

**SITUATION #3 -** The “rule” is impractical to follow.

How does the rule relate to the actual practice?

**YOUR SITUATION**

|  |  |
| --- | --- |
| **Official Rule**  e.g. 100km/h max on 401 | **“Good” Workaround**  e.g. Drive with the flow of traffic |
|  |  |
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|  |  |