

Rise Leadership Programme

Inclusive leadership

DTSE Leadership programme

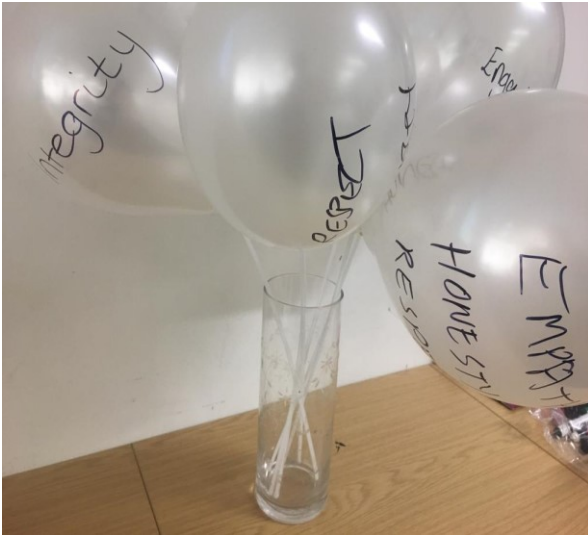
Facilitators: Tinu Cornish & Jannett Morgan



WELCOME!

- Grab some refreshments and make yourself comfortable.
- Introduce yourself to someone new and share your proudest achievement this year
- Resist the temptation to think about your day job – put that phone away.
- Prepare to have a great day!

Introduction and Values



On your tables share with each other the following

- Name
- Current role
- Most important value
- Expectation for the workshop

Workshop aims and objectives

Objectives

- Recognise why, when and how to have conversations about race.
- Identify factors that managers and the organisation need to demonstrate for staff to experience inclusion
- Articulate a shared vision of inclusive leadership in your students' union and the factors critical to its success
- Identify areas for development within inclusive leader competencies.
- Recall the common failings in giving performance feedback to Black staff
- Recognise dynamics behind micro management and to agree a positive 'psychological contract' for the delegation and supervision of work going forward.

J

Principles for respectful enquiry


- Listen to understand
- Honour confidentiality
- Practice and respect self-care.
- Pay attention to the voices of people of colour
- Be mindful of the impact of what we say
- Give and receive caring feedback
- Be curious about emotional responses

T

Group agreement



Do we need to update – add or change aspects of the group agreement today?

- 
- Please see the language agreement posters on the wall
 - Please write your preferred pronoun(s) on your name cards
 - We have a 'yellow card' system for terms that have a negative impact on anyone in the room
 - You are also welcome to approach the trainers privately to flag any issues

T

Pework check in

- = Reflections since last time
- = Colour brave survey
- = Dear white NUS boss

J

Warm up: Six Degrees of Connection

- Get into groups of 6
- Form a circle
- Find something in common with the person next to you – you may need to move!



J



Why, when and how to have conversations about race

Reminder: benefits of discussing race at an early opportunity



- Facilitates rapport building
- Enables authentic communication
- Development of mutual strategies' to deal with race related barriers
- Promotes mutual understanding
- Reverse mentoring

T

Your conversations

You are invited to have a conversation

- What can you do to make it useful?
- What can you do to make it more comfortable?
- What can we do to help?

You had a conversation

- What went well?
- What would make things even better next time?
- What is the next thing to discuss that would deepen our understanding
- What are you going to do about what you found out?

ACTIVE LISTENING

T

Active Listening

“The beginning of wisdom is silence, the next stage is listening” – *Old Chinese Proverb*



Listener Instructions

1. Listen silently for the first minute.
2. Respond using reflecting back and paraphrasing.
3. Use questioning to draw the speaker out
4. Your aim is help the speaker to gain a greater understanding of their problem
5. **Do not offer advice or solutions!**


Types of response

- **Reflecting back** – using similar words to the speaker
- **Paraphrasing**- the meaning stays the same but you use your own words or example
- **Open questions** – Why...? When...? Who...? How...? What...?
Speaker tells you more about the issue.
- **Focussing** – use specific questions to get at detail and focus on particular topics.



Benefits of Active Listening

- Person feels:
 - Respected
 - Understood
 - Empathised with
- You are more likely to genuinely understand the speakers needs
- Because you have understood their needs you are more likely to meet them

- 
- What did you learn about your manager/report that you didn't know before?
 - What did you learn about yourself?
 - What questions or information were particularly helpful when talking about
 - Race?
 - Performance issues?

J



BREAK



INCLUSIVITY – WHAT IS IT?

Framework: Inclusivity needs to happen at three levels

Individual

- Belongingness and uniqueness
- Inclusive leader competencies

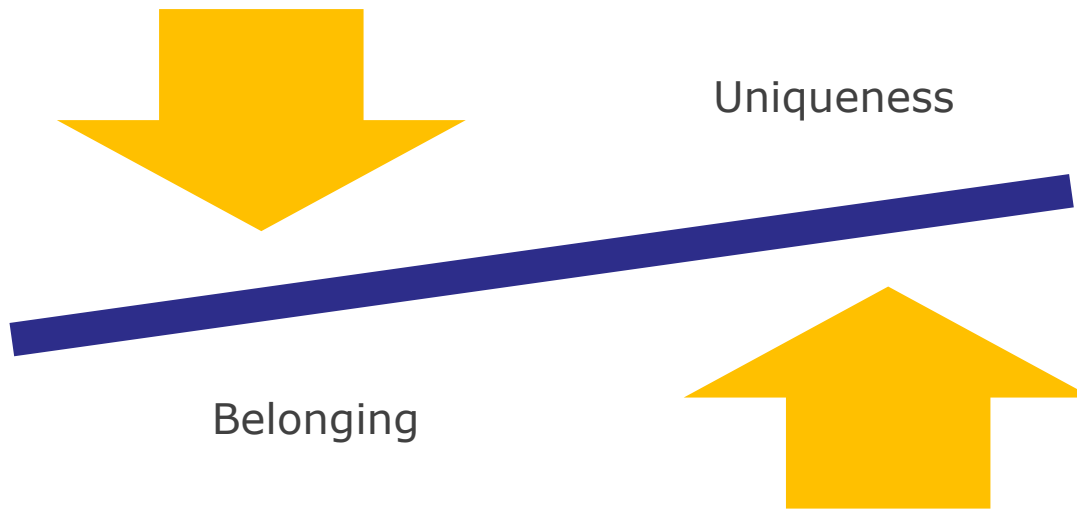
Team

- LMX (Leader/member exchange)
- Trust and Safety

Whole organisation

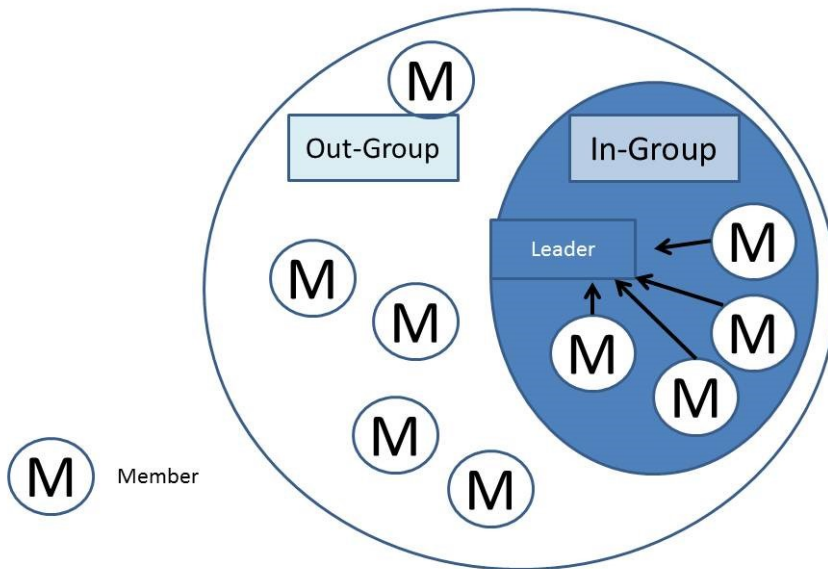
- Diversity Climate
- Systemic, comprehensive and holistic change programmes

Individual experiences of inclusion



T

Leader Member Exchange



Ingroup

- Stretch projects
- Performance feedback
- Connection to networks
- Training and development
- Insider information

Being trustworthy: The Trust Equation

$$\text{Trust} = \frac{\text{Reliability, Credibility, Intimacy}}{\text{Self-Orientation}}$$

https://www.youtube.com/watch?v=sZac-L_elpw

Future Leaders Programme: diversifying EY's top talent

An inclusive organization is one where:

“the diversity of knowledge and perspectives that members of different groups bring . . . has shaped its strategy, its work, its management and operating systems, and its core values and norms for success; . . . [and where] members of all groups are treated fairly, feel and are included, have equal opportunities, and are represented at all organizational levels and functions”
(Thomas & Ely 1996)

- <https://hbr.org/1996/09/making-differences-matter-a-new-paradigm-for-managing-diversity>

T

Inclusion Framework

	Low Belongingness	High Belongingness
Low Value in Uniqueness	Exclusion Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.	Assimilation Individual is treated as an insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness.
High Value in Uniqueness	Differentiation Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/ organization success.	Inclusion Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.

Where would you place the students movement?

T Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management*, 37(4), 1262-1289.



Creating a shared vision of Inclusivity

How do we get to the vision?

If the shared vision is **grounded in a attainable reality**, people believe it is achievable



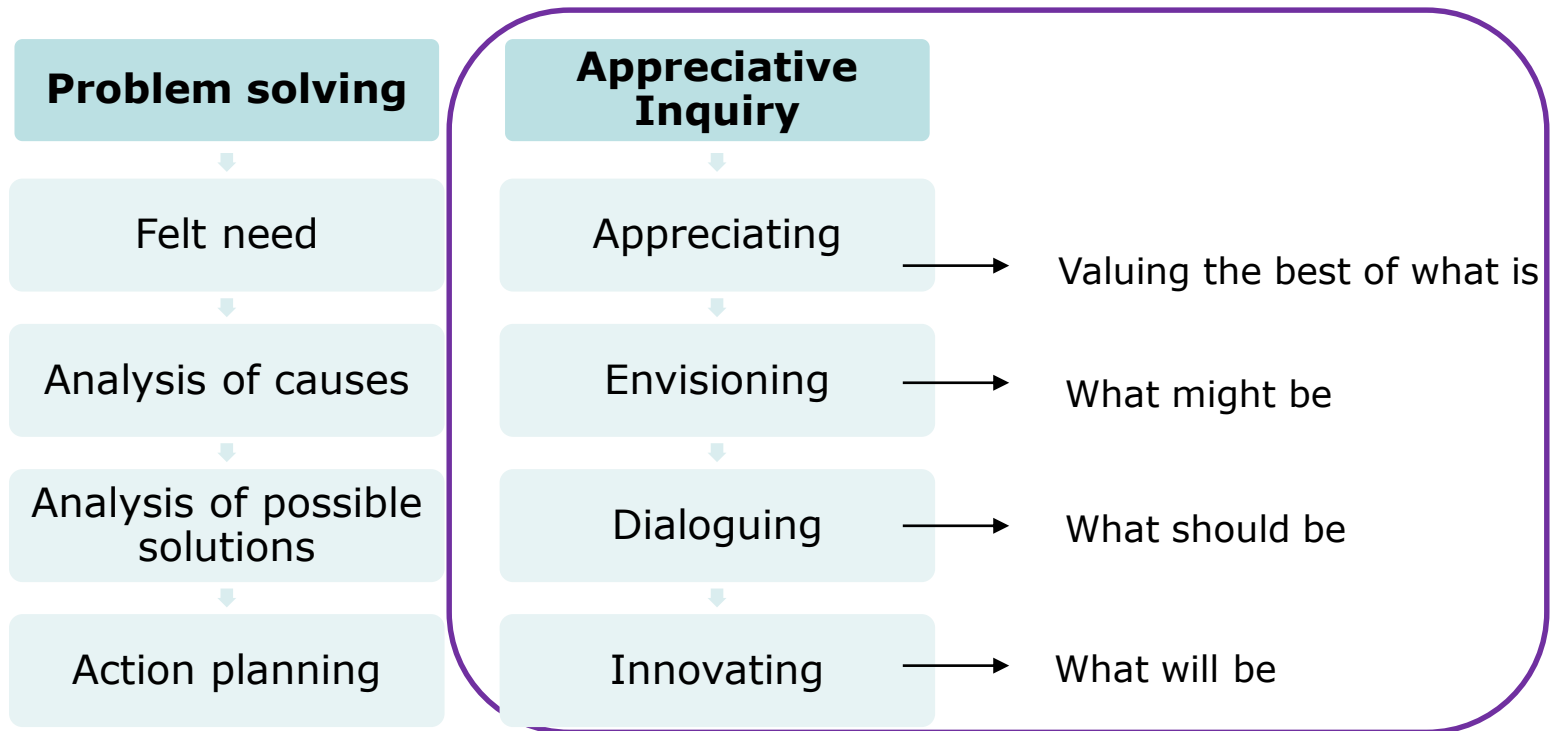
J

Appreciative Inquiry (AI)

“...change is more powerful, energising and effective when we inquire into the true, the good the better and the possible – everything that gives life to a system when it is most alive and at its exceptional best.”

www.davidcooperrider.com

Appreciative Inquiry: an affirmative



Source: D. Cooperrider

Inclusive experiences appreciative inquiry

Think of an occasion in the last 3 years when you experienced inclusivity in your interaction with each other – even if it was only for 30 minutes!

- Describe the situation
- What happened?
- Who was involved?
- What was said
- How did you feel
- What was the impact



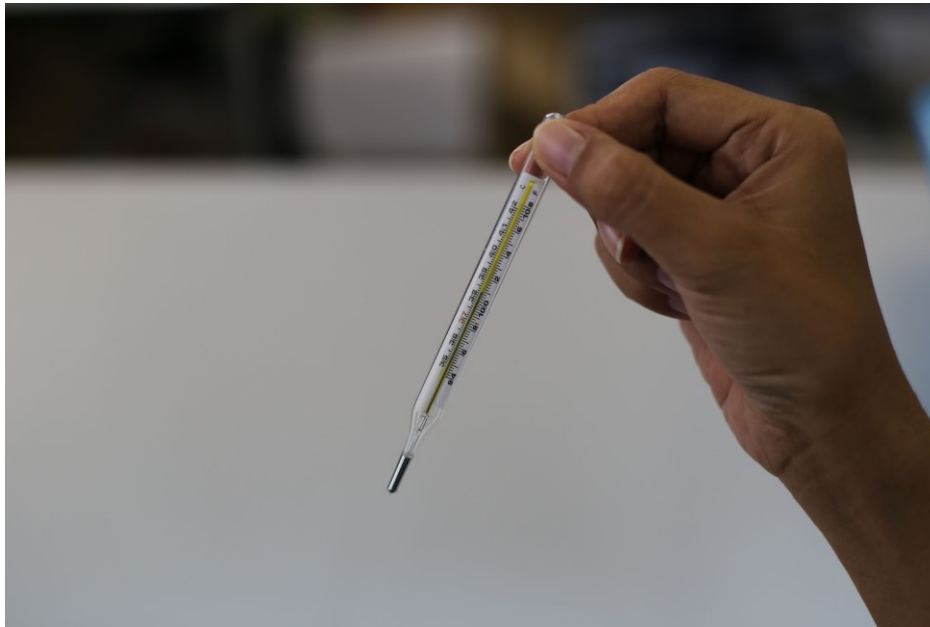
J

Inclusiveness – what does it mean for us?



T J

Which ONE word best describes how you are feeling now?





LUNCH

Inclusive Leader Competencies:

- 250 subjects (50% male and 50% female employed)
- from six different countries—Australia, China (Shanghai), Germany, India, Mexico, and the United States.
- Inclusion = Uniqueness and belonging
- Related to increased innovation and organisational citizenship behaviours

T

Leader behaviours linked to inclusion

Empowerment

- Enabling direct reports to develop and excel.

Humility

- Admitting mistakes. Learning from criticism and different points of view.
- Acknowledging and seeking contributions of others to overcome one's limitations.

Courage

- Putting personal interests aside to achieve what needs to be done.
- Acting on convictions and principles even when it requires personal risk-taking.

Accountability

- Demonstrating confidence in direct reports by holding them responsible for performance they can control.

<https://www.catalyst.org/knowledge/inclusive-leadership-view-six-countries>

T

Inclusive leader competencies assessment

- = Using the form provided first assess yourself against the competencies
- = Then the other half of your leader/staff member pair.
- = Make some notes about the specific behaviour that led you to give the rating that you did
- = You will not have to share your rating with the other person in your pair

T

Giving Feed forward

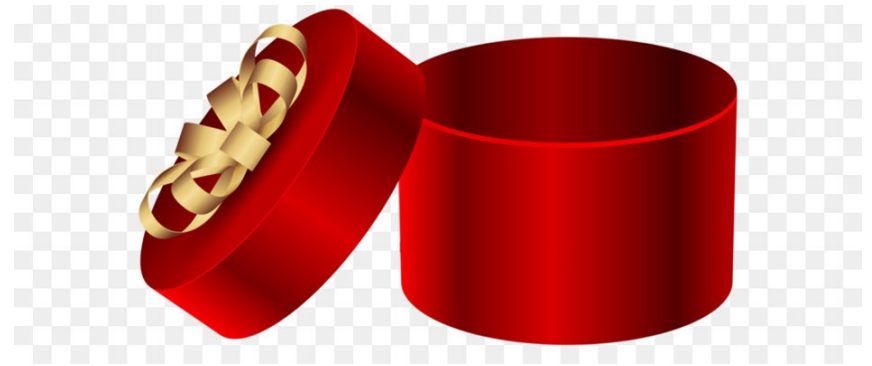


- Use the specific examples from the competency form to prepare feedback on:
 - Two things they do well
 - Two things they could do even better if they
- Take turns to share the feedback

Feedforward done well is a gift

1. Ask for and acknowledge the gift - RECEIVE
2. Open the box and seek the gift - REFLECT
3. Acknowledge the nature and value of the gift - RESPOND

N. Bristow (2000) "Where's the Gift? How to achieve phenomenal success by discovering the gift in *all* feedback"



Debrief

- = What was it like to give and receive feedforward in this way?
- = What could make it an even better experience
- = When would it be useful to have feedforward sessions?
- = Who should arrange these?
- = How accountable do you want to be for responding to feedforward



Break



Performance management

The impact of LMX on the talent pipeline



Jonnie Uphill

- = CV/ Application form
- = Interview
- = Work allocation & feedback
- = Informal mentoring & Support
- = Performance management
- = Promotion
- = Influence and networking



Amitab Downhill

T

What if Amitab makes a mistake?



T

Set – up to fail!

<https://hbr.org/1998/03/the-set-up-to-fail-syndrome>

The Idea in Practice

HOW SET-UP-TO-FAIL STARTS

A manager categorizes employees as “in” or “out,” based on:

- early *perceptions* of employees’ motivation, initiative, creativity, strategic perspectives;
- previous bosses’ impressions;
- an early mishap; and
- boss-subordinate incompatibility.

The manager then notices *only* evidence supporting his categorization, while dismissing contradictory evidence. The boss also treats the groups differently:

- “In” groups get autonomy, feedback, and expressions of confidence.
- “Out” groups get controlling, formal management emphasizing rules.

THE COSTS OF SET UP TO FAIL

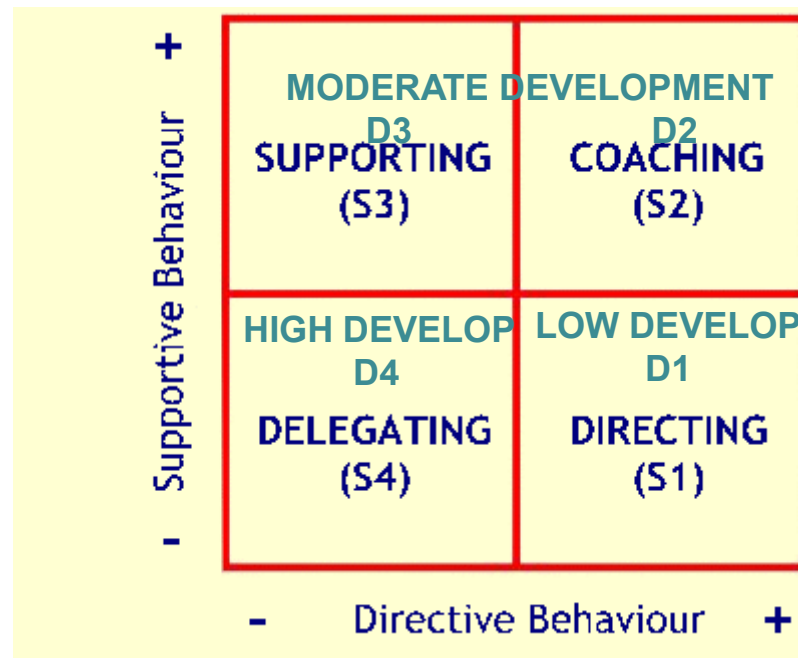
What if Jonnie was Black (competent and capable)?



J

Situational leadership

Divide a sheet of A4 into 4



T

Change commitment to
confidence

Situational leadership exercise part one

1. Read the situational leadership handout.
2. Divide a sheet of 4 into 4 quadrants
3. With your staff member agree what are the 4 main activities of the staff member's job.
4. Write these down on the piece of paper divided into 4. One task for each quadrant
5. For each key job activity manager and staff member, separately write what level of experience they are for that task
6. Separately write on a post it what style of leadership you offer them/are you offered

Situational Leadership Exercise two

With your staff member discuss the following:

1. Is there a mismatch between the leadership style you are providing/being given for a particular activity?
2. Agree between you what leadership style would be appropriate for each activity
3. Detail how this is going to work in practice
 - A. When to communicate
 - B. What to communicate
 - C. How to communicate

T



Realising the Vision

Stop – Continue - Start

What	How
STOP negative behaviours	Unconscious Bias training Race conversations
CONTINUE doing what is working	Appreciative Inquiry
START doing different things that are known to work	Leader Competencies New insights from research



J

Five Year Career Plan

1. Read module 5 of the tool kit (and we will be sending out additional guidance.)
2. Research the career track/CV of the person in the job you want in 5 years' time
3. Compare your current CV (and their manager's career life line if relevant)
4. Your long-term goals are what you get when you subtract one from the other
5. Develop specific, measurable, short-term goals and the action plan and resources need to achieve them

Next Workshop: Wednesday 26th June



**BEFORE YOU LEAVE BOOK IN TWO SESSIONS
TO DO THE 5 – YEAR PLAN WITH YOUR
MANAGER/STAFF MEMBER**

