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PNSQC 2024

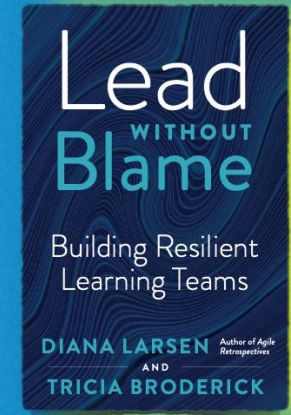
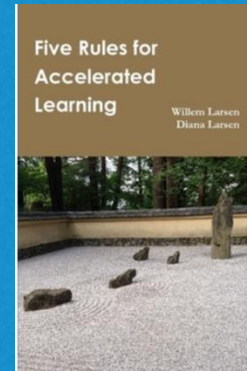
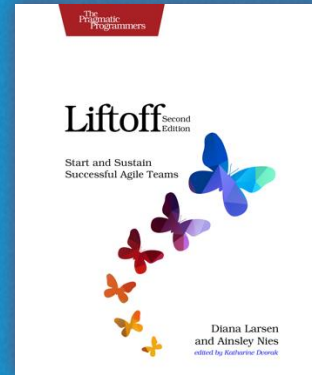
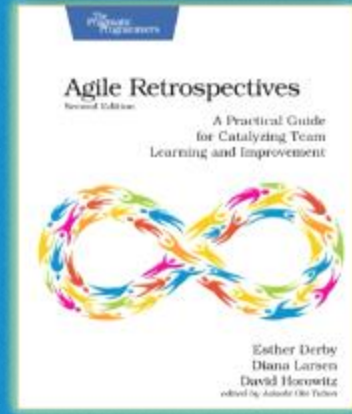
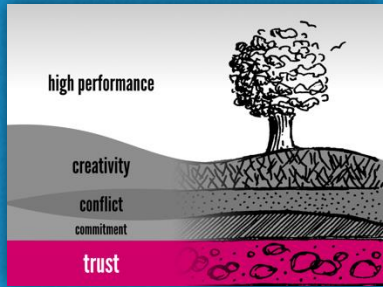
# LEADING for 21<sup>st</sup> Century

BUILDING RESILIENT LEARNING TEAMS

Diana Larsen

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# Contributions

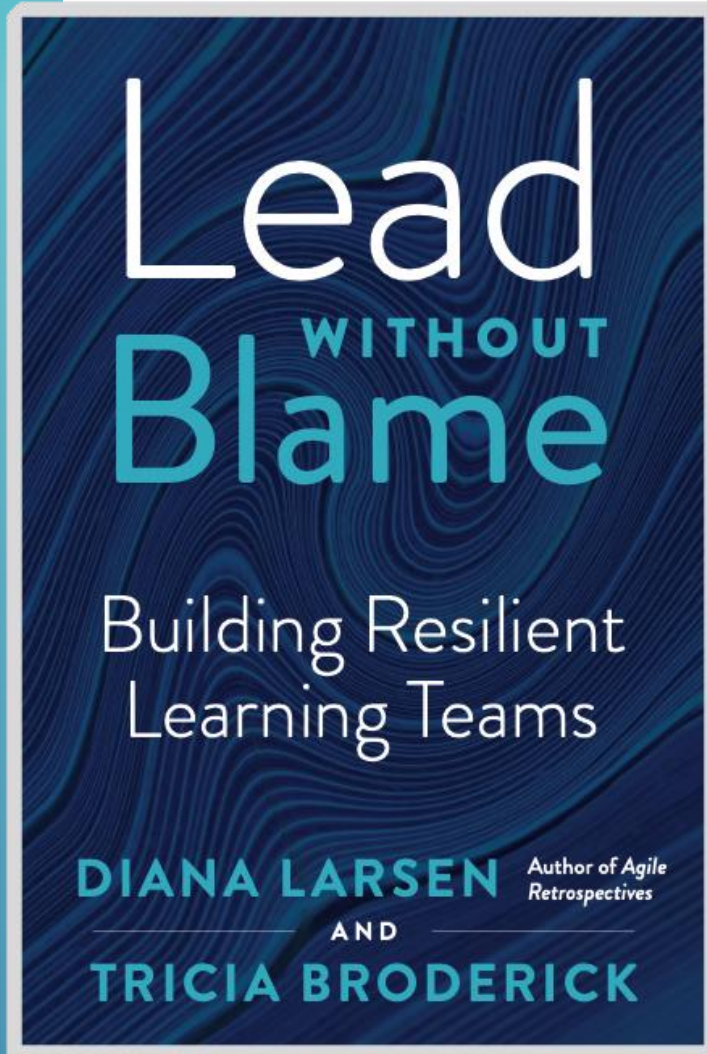


Great Leaders  
Impactful Learning  
Great Teams



Stay In Touch

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## Leaders Everywhere

### What's the practical bottom line?

You invest a great deal of time and effort to recruit, hire, manage, and lead the very best leaders and team members you can find. Turnover is expensive. So...

- \* Lead without Blame.
- \* Emphasize Learning, Resilience, & Fluency.
- \* Get the Best with the People You Have.
- \* Produce Value through Team Motivation.

# INTRODUCTION

Meeting Pattern: What Went Wrong?



## *HAVE YOU LIVED THIS STORY?*

Something didn't go as expected. With a disappointing result. What comes next? That dreaded "we need to figure out *what happened*" meeting.

At our workplace, people are getting their fingers ready to point. ***No one*** wants the blame to fall on them.

Instead of focusing on *what comes next*, these sessions too often turn to looking backward to spend precious time *assigning blame*.



*“Blame* - When we blame, we censure, invalidate, judge, or discredit others; stating or implying their professional, social, or moral irresponsibility.

*Shame* - When blamed we often feel shame, it’s a self-conscious, self-loathing response. Shame promotes feelings of distress, exposure, mistrust, powerlessness, and worthlessness.”

## Recent Research shows...

Authors: Hemant Kakker (Duke University) & Niro Sivanathan (London Bus School) concluded:

“Employees supervised by a dominant leader, reported greater zero-sum thinking. And, as their supervisors subsequently revealed, these employees displayed fewer helping behaviors.” The authors’ showed “...an assertive or forceful approach could reduce cohesiveness and collaboration.”

From Scientific American, October 2022

Also: Controlling vs Autonomy-Supportive motivational styles studied in a meta-analysis by Deci et al, “Self-Determination Theory in Work Organizations: The State of a Science.” *Annual Review of Organizational Psychology and Organizational Behavior*. April 2017.



**MIND MATTERS**  
Edited by Daisy Yuhua

**When Dominant Leaders Go Wrong**  
Highly assertive managers may foster a selfish culture that hurts companies  
By Hemant Kakkar and Niro Sivanathan

**Hemant Kakkar** is an assistant professor of management at Duke University's Fuqua School of Business.  
**Niro Sivanathan** is a professor of organizational behavior at London Business School.

“Competitive,” “decisive,” “action-oriented,” even “intimidating”: many people invoke these words to describe good leaders. Indeed, several studies suggest extroverted, dominant individuals are perceived as competent, influential leaders in industry and politics. Think of the late former General Electric CEO Jack Welch, Amazon founder Jeff Bezos or Tesla CEO Elon Musk.

But dominant individuals can have shortcomings as well. Such leaders sometimes insist their way is the only way, or they intimidate others rather than taking steps to discuss, debate or consult with colleagues. And that has serious downsides for the companies, organizations and nations that they lead.

In our recent research, we examined some of the unintentional negative consequences of a dominant leadership style. Across eight studies, we explored how such leaders can inadvertently reduce cooperation among their employees by fostering a competitive climate. Past research shows that societies and organizations flourish when members help one another, share information and engage in collective problem-solving. But dominant leadership can stifle those activities. We argue that's because a leader's hyper-individualist approach can foster a zero-sum mindset in which people believe they can progress only at the expense of others.

First, we looked at political leadership, comparing democracies and dictatorships. Although some democratic leaders are aggressive, dictators exhibit extremely dominant behavior. They subjugate others to serve their own best interests. Given our hypothesis that dominance may foster a highly competitive culture, we wondered whether citizens in dictatorships engage in more zero-sum thinking than those in democracies. To test that idea, we examined data from 70 countries surveyed between 1981 and 2014 through the World Values Survey, which seeks to understand people's social, political and cultural beliefs. Residents reported their agreement with such statements as “people can only get rich at the expense of others.” We also looked at their helping behaviors, including how highly they rated the importance of caring for their neighbors. We found that citizens of countries governed by dictators reported greater zero-sum mindsets and were less likely to help others when compared with residents of democracies.

For our second study, we designed an experiment to directly test whether dominance influences how people think about cooperation and competition at work. We recruited male and female professional actors and filmed them in a series of videos. The performers introduced themselves as managers and described their leadership style to their workplace subordinates. One of these approaches was dominance: leaders described their tendency to be authoritative and decide what is best for the team. The other approach was what we call the prestige style: leaders emphasized how they valued others' input and an egalitarian approach.

We then recruited about 600 participants who watched one of these videos (either a male or female leader in the dominance or prestige condition). Afterward, they rated how much they agreed with statements related to zero-sum thinking and how likely they would be to engage in helping behaviors—such as listening to a co-worker's problems—if they worked for the boss whose video they had just seen. We found that participants who had watched a dominant leader were more prone to express a zero-sum mindset and less likely to help others, compared with participants who had just watched a prestige leader. Gender had no effect: dominant men and women as bosses reduced helpfulness and increased zero-sum thinking among participants.

Finally, we tested whether this finding could be replicated with actual working groups. We surveyed 249 employees in 50 teams, along with their supervisors, at companies in India. We began by asking employees about their leader's tendency to influence based on dominance and about their own zero-sum mindset. Six weeks later supervisors rated their employees' helping behaviors. Employees supervised by a dominant leader reported greater zero-sum thinking. And as their supervisors subsequently revealed, these employees displayed fewer helping behaviors.

Although a number of leadership books and popular coaching manuals celebrate the effectiveness of a confident, decisive leader, our work underscores how this approach may backfire. Managers need to be aware that an assertive or forceful approach could reduce cohesiveness and collaboration. Organizations, meanwhile, should be careful about the people they promote. ■

72 Scientific American, October 2022  
Illustration by Alice Yu Deng



Blame SUPRESSES learning and performing well.

“ When we feel blamed by others, or shamed by ourselves, we cripple our ability to perform well.”

2024

Leaders get caught  
in the trap

No other options.

“So much of what we call management  
consists of making it difficult for people to  
work.” - Peter Drucker

Break free...

“Leaders tend to lead  
the way that others led  
them.

Unfortunately, not all  
past or present leaders  
deserve emulation.”



Effective Learning Leaders  
rethink habitual  
leadership behaviors.



“Regardless of what we learn, we understand and truly believe that everyone did the best job they could, given what they knew at the time, their skills and abilities, the resources available, and the situation at hand.”

Norman L. Kerth. *Project Retrospectives: A Handbook for Team Reviews*. (2001)

# What's a Leader to Do? Learning Leaders & 4C's Behaviors

Use these prompts as reminders to support growth for teams, colleagues, and the organization



## Courage

“Learn out loud” Chip Bell  
Admit when no answers  
Lead discovery  
Encourage questioning

## Complexity

Aware of emerging issues  
Seeks systemic solutions  
Sees team in context



## Compassion

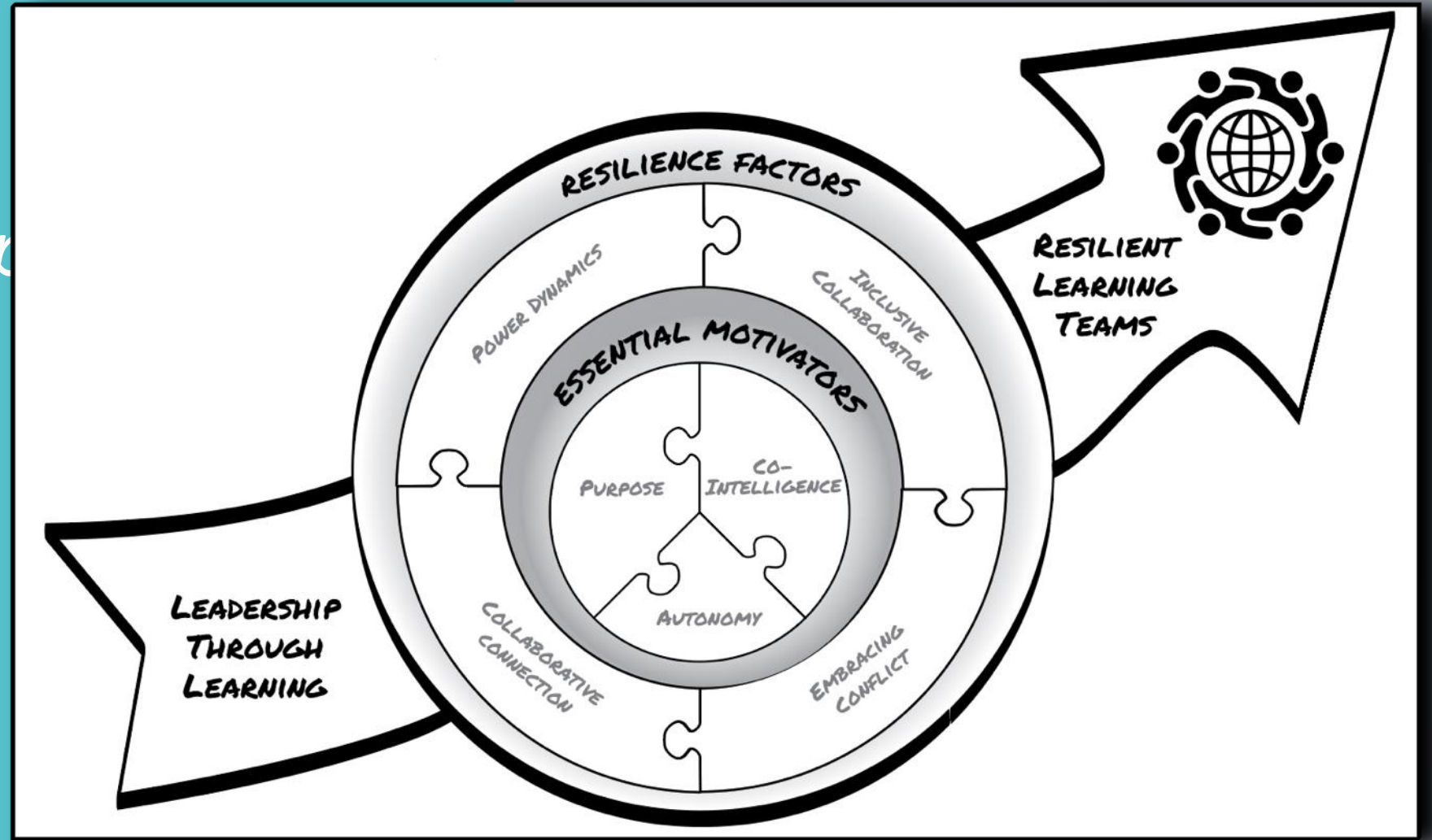
Value willingness to learn  
Learning = hard, many have fears  
Caring, patience

## Confidence

Support opportunities to learn  
Believe in team capability  
Can learn through any challenge

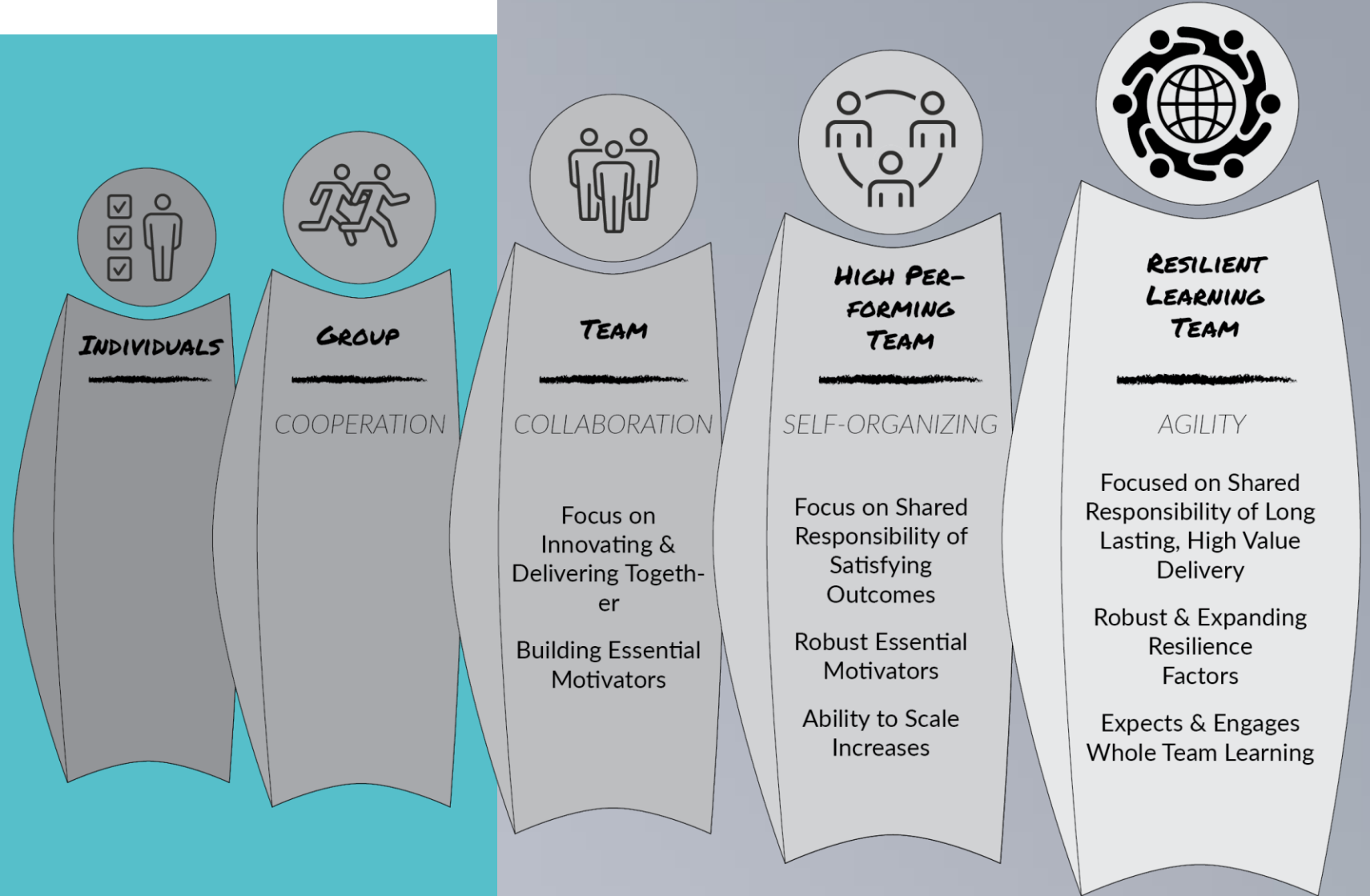


# Leadership through Learning





# A Focus on Teams & Teamwork



# Essential Team Motivators

“Purpose & autonomy without co-intelligence creates subpar quality.

Purpose & co-intelligence without autonomy equals dependencies and bottlenecks.

Co-intelligence & autonomy with no purpose means we do things for the sake of doing things.

All three are essential.”



## Team Purpose

“Too often people focus on what needs completion, while ignoring the ‘why.’ Yet an alignment with the why of their work provides extra motivation and creativity. Every team needs...to understand the impact they have on their customers.”



## Team Autonomy

“Responsibility comes from inside ; it’s a feeling of being willing to take ownership. Learning leaders focus on creating shared ownership for team results...team members willingly hold themselves accountable to transparently acknowledging the situation.”



## Co-Intelligence

“Continuous learning creates a new competitive advantage when the learning transfers among others...Learning leaders encourage continuous learning to achieve continuous improvement efforts.”

# Team Resilience Factors



Forming, Nurturing, Team Identity.  
Sustaining team excellence. Continuous attention to Trust.  
Psychological safety & dependability.



Collaborative  
Connection



Conflict  
Resilience



Inclusive  
Collaboration



Power  
Dynamics

# Team Resilience Factors



Role model healthy, creative communication.  
Handle problem conflict while small.  
Routine feedback, seeking and giving. Speak up.



Collaborative  
Connection



Conflict  
Resilience



Inclusive  
Collaboration



Power  
Dynamics



# Team Resilience Factors



Clarify role & impact of inclusion in team potential.  
Amplify impact of effective bystanders & allies.  
Value creative potential of different perspectives and backgrounds.



Collaborative  
Connection



Conflict  
Resilience



Inclusive  
Collaboration



Power  
Dynamics

# Team Resilience Factors



Always present in human systems.  
Distinguish types of power: formal, informal, dominant, unidentified.  
Seek “power with” to increase team strength.



Collaborative  
Connection



Conflict  
Resilience



Inclusive  
Collaboration



Power  
Dynamics

# Team Resilience Factors



“Leaders intend to make a positive difference. Yet leadership roles challenge us to create the setting for followers to succeed, which isn’t easy.  
And being a learning leader is difficult.”



Collaborative  
Connection



Conflict  
Resilience



Inclusive  
Collaboration



Power  
Dynamics

# Learning Leaders Ask Questions...

- How do we cultivate the skilled teams that **produce benefits** we need?
- What do we have to build on?
- Let's discover.

# The Agile Fluency Model

**PRE-AGILE**

SHIFT  
*Team Culture*

**FOCUSING**

SHIFT  
*Team Skills*

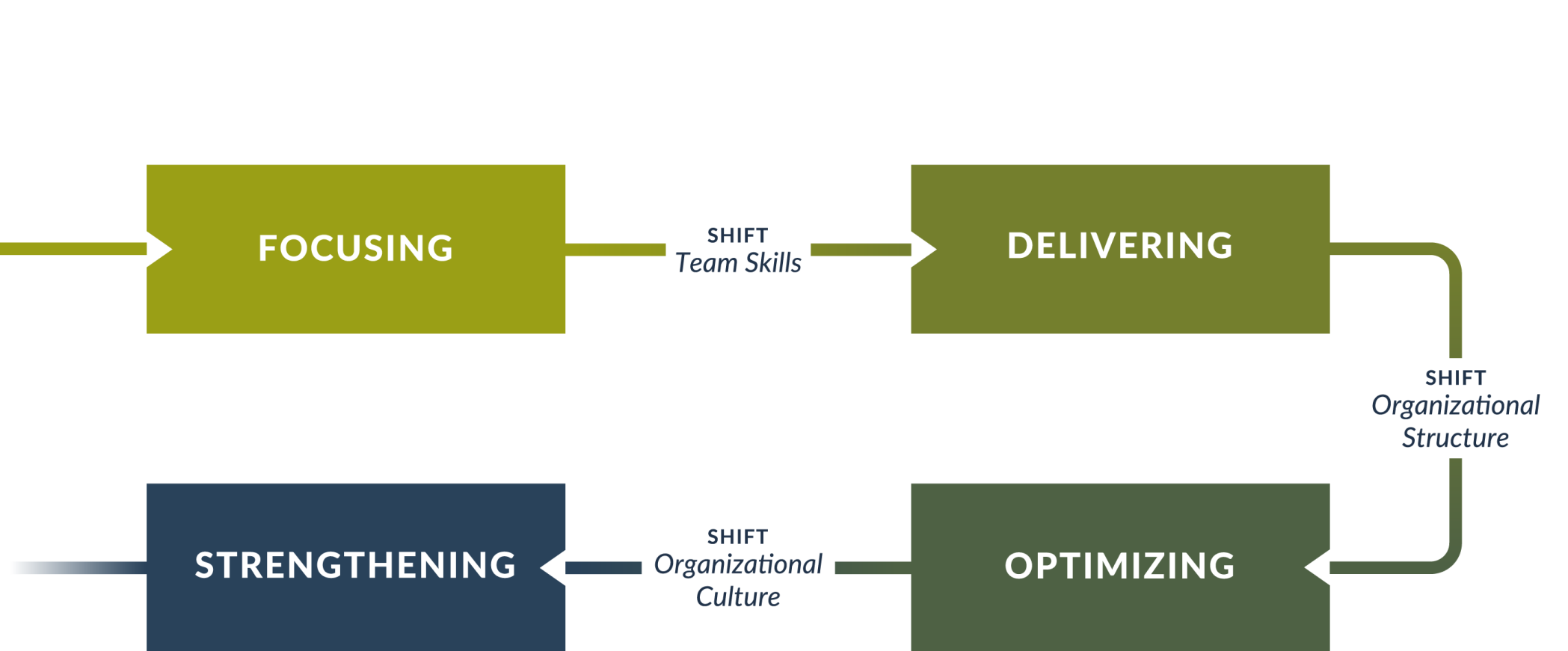
**DELIVERING**

SHIFT  
*Organizational Structure*

**STRENGTHENING**

SHIFT  
*Organizational Culture*

**OPTIMIZING**

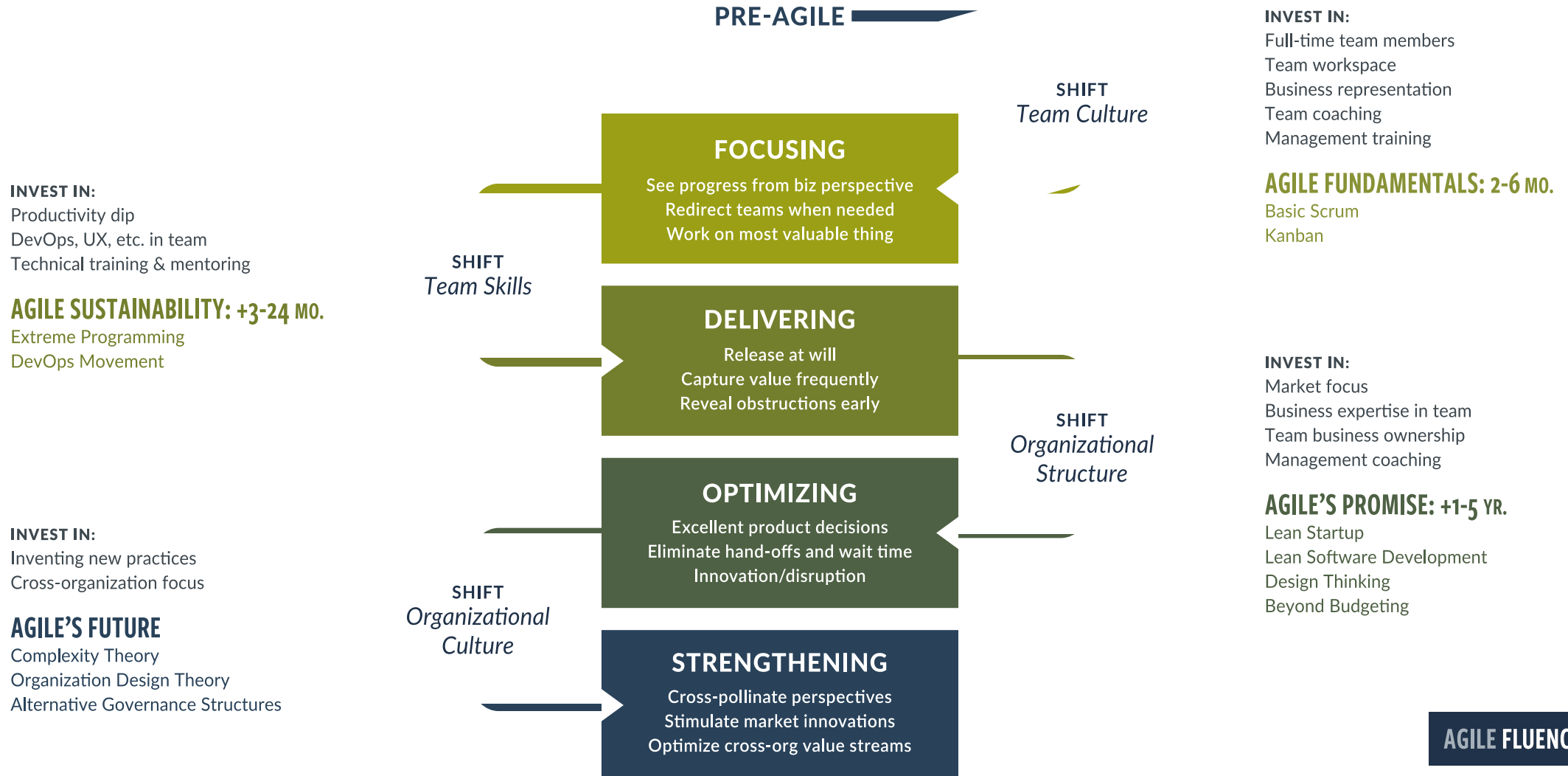


Positive  
Inclusive  
Promotes Improvement

# THE AGILE FLUENCY™ MODEL

CHART YOUR AGILE PATHWAY

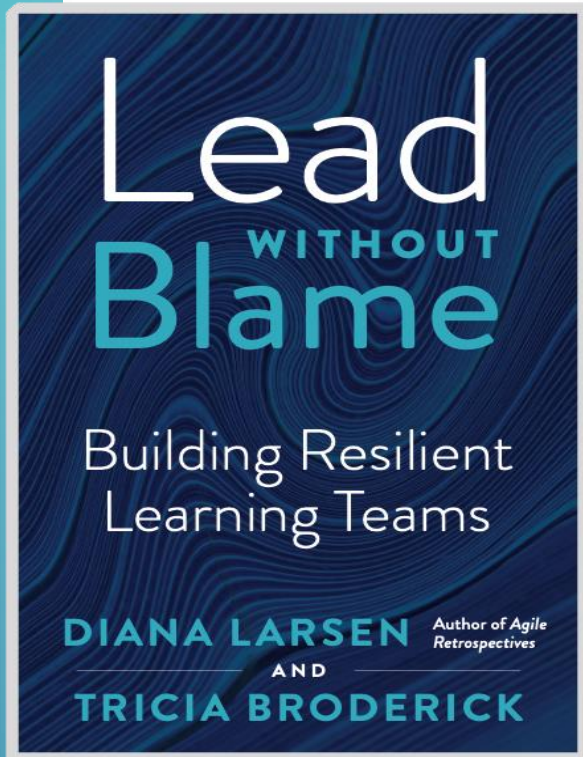
Fluency: Routine, Skillful Ease  
Comes From Investment In Learning



AGILE FLUENCY PROJECT

agilefluency.org

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## Leaders Everywhere A Reminder

What's the practical bottom  
line?

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# Go Forth & Lead! Activate Learning!

Diana Larsen

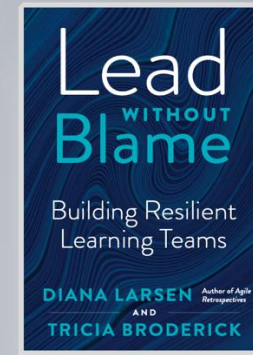
Leadership Agility Advisor

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