

ESD.801

Leadership Development

Technology Policy Program
Session 1



Overview

Welcome, Introductions and Overview (15 min.)

Introduction to Core Leadership Capabilities (10 min.)

Discussion of assignment (5 min.)

Constructing a Shared Vision (15 min.)

Exercise: Profile of the Technology Policy Leader (30 min.)

Developing a Strategic Plan (15 min.)

Exercise: “Valuable Disconnect” Analysis of Current Technology Policy Leaders (30 min.)

Understanding the “Rules of the Game” (15 min.)

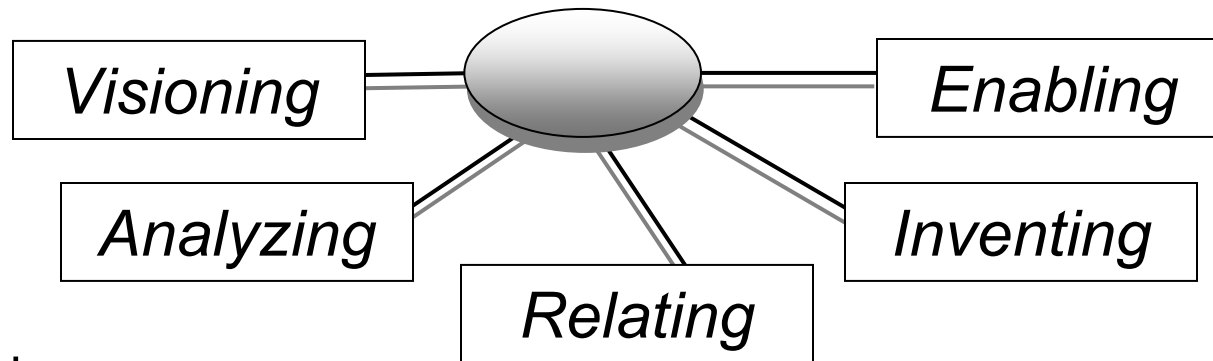
Exercise: Negotiations Simulation (60 min.)

Next Steps and Advance Planning for UNH (30 min.)

Key Leadership Ideas

- Leadership is about change and implementation: catalyzing action.
- Leadership is an ongoing process involving a set of individuals taking on a variety of tasks and working interdependently. It is not a position or a single person.
- Leadership is contingent: to be an effective leader you need to be able to map the context and the culture and work with an understanding of what is enabled and what is constrained.
- There is no one-way to be a leader. You must understand yourself and find a style and mode of change—your change signature—that fit your values, competencies, and influence style.
- When you appear on the front page of a major newspaper we want to be proud of what we read. We want our students to act with integrity and courage.

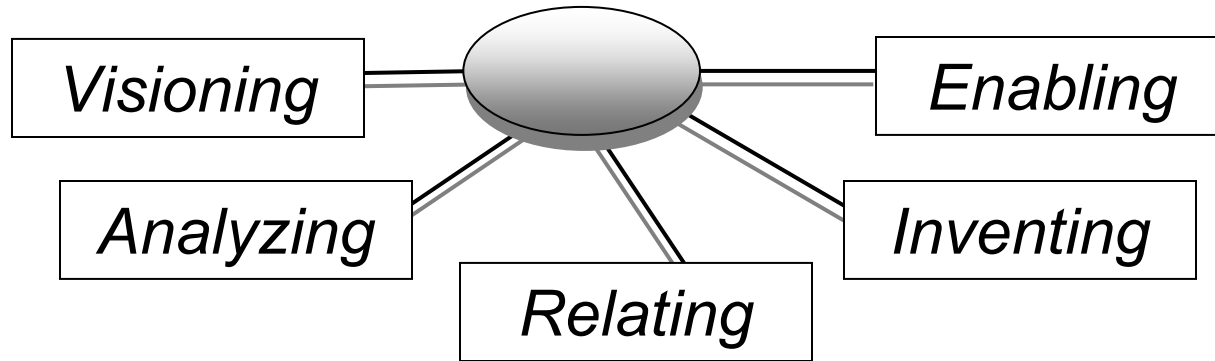
Five Core Leadership Capabilities



- Visioning
 - ◆ Fostering individual and collective aspiration toward a shared vision
- Analyzing
 - ◆ Sense-making and strategic planning in complex and conflictual settings
- Relating
 - ◆ Building relationships and negotiating change across multiple stakeholders
- Inventing
 - ◆ Inventing new ways of working together – social and technical systems
- Enabling
 - ◆ Ensuring the tools and resources to implement and sustain the shared visions

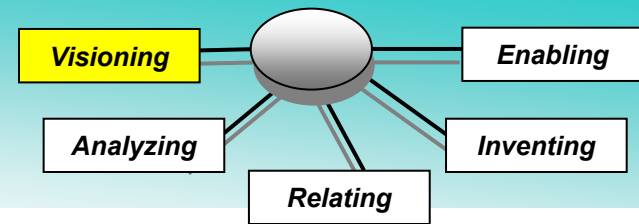
Adapted from: Distributed Leadership Workshop Group, Deborah Ancona, Tom Malone, Wanda Orlikowski, Peter Senge

Leadership “Disconnects”



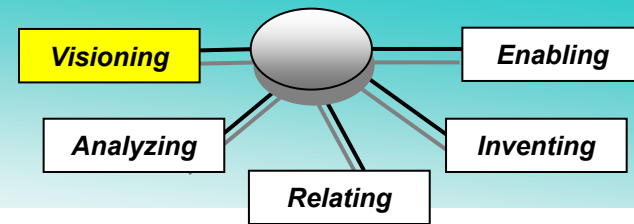
- Imposed vision
- Acting on assumptions – not data
- Discounting or disregarding key stakeholders
- If it's not broke, why change?
- Forced internal competition for resources

Shared Vision



- What is a “shared vision?”
- What are examples of effective shared visions?
- What are examples of “disconnects” that can happen in the visioning process?

One-Step and Three-Step Visioning



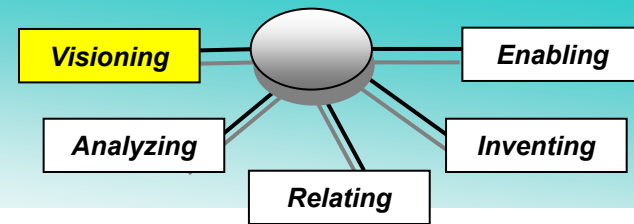
One-Step Process – one organization

- Part A: In small groups (mixed groups with various internal stakeholders all represented):
 - ◆ Brainstorm potential elements of an achievable success vision
 - ◆ Establish an appropriate time horizon (six months, three years, etc.)
 - ◆ Organize the elements into categories
- Part B: As a full group:
 - ◆ Review the categories from all small groups and agree on a common set of categories
 - ◆ Collect the elements of the success vision under the consensus categories
 - ◆ If appropriate, prioritize the elements
 - ◆ Identify wording for a potential consensus vision statement that builds on the elements, discussions and understandings
 - ◆ Check for group consensus

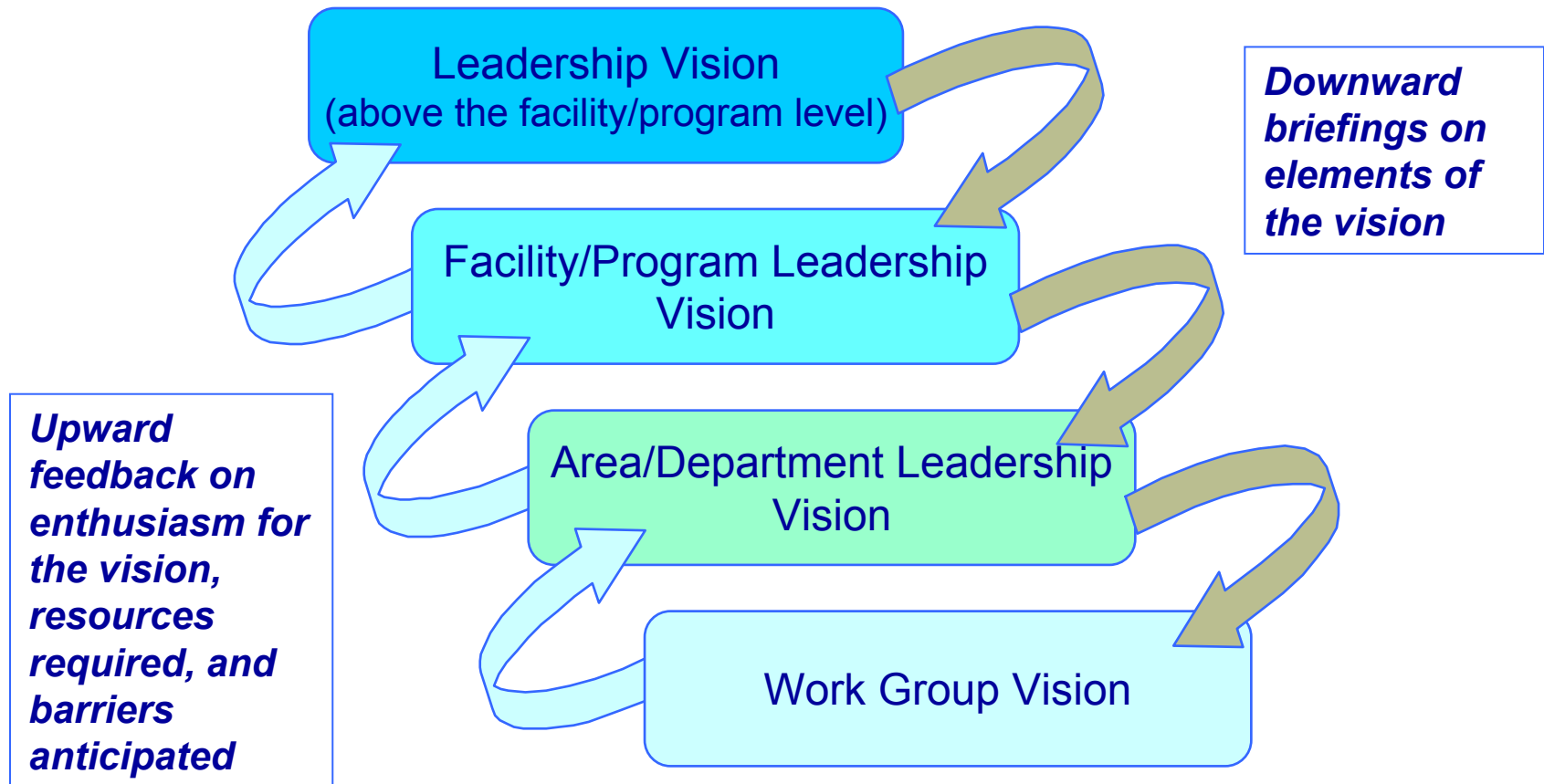
Three-Step Process – two or more organizations/entities

- Step 1: Follow the “one-step” process within the lead organization/entity
 - ◆ Part A: Still brainstorm elements of a vision, with appropriate time horizon
 - ◆ Part B: Only organize and prioritize elements – do not craft the vision statement
- Step 2: Follow the same “one step” process within other relevant organizations/entities
 - ◆ Option: Share organized elements from Step 1 if appropriate to “frame” the discussion
- Step 3: Combined analysis and construction of the vision
 - ◆ Have each organization/entity present its brainstormed elements
 - ◆ Form small (mixed) groups to organize the data
 - ◆ Work in small groups or as a full group or in a task force to construct the draft shared vision
 - ◆ Validate with all stakeholders

Policy Deployment

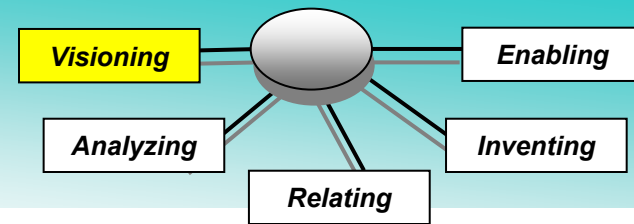


Note: The concept of “Policy Deployment” was initially developed in Japanese factories under the name “Hoshin Konri.” It refers to a systematic, two-way process where overall direction is adjusted and accepted at each level – with appropriate feedback as well. This “catch ball” approach has been used with performance metrics and it can be used with other vision/priority statements as well. It is a core capability for any operation.



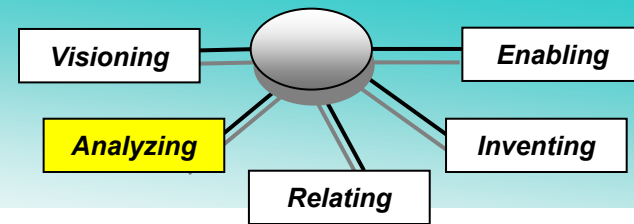
Source: WorkMatters, LLC

Exercise: Profile of a Technology Policy Leader



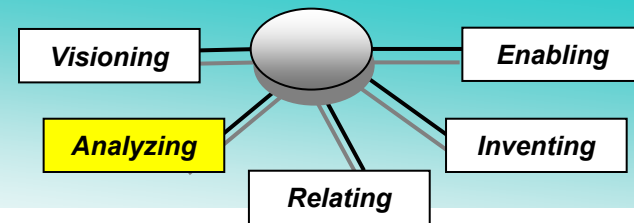
- Small groups:
 - ◆ Brainstorm potential elements of a vision on the profile of a technology policy leader – a shared vision for this TPP class
 - ◆ Cluster the elements into categories
- Full group:
 - ◆ Develop a shared set of categories
 - ◆ Place elements under the categories as appropriate
 - ◆ Construct an integrated vision statement

Strategic Planning



- What does the phrase “strategic planning” mean to you?
 - ◆ Is all planning “strategic”?
 - ◆ Does all strategy involve “planning”?
- What are examples of strategic planning in the context of technology policy?
- What lessons can be learned from your own personal experience with strategic planning?

Basic Strategic Planning Model



Desired State

Where are we going?

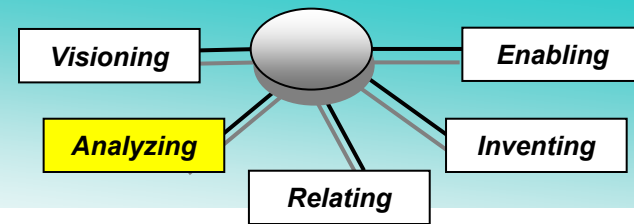
Implementation

How do we get from here to there?

Current State

Where are we now?

Strategic Planning Worksheet



In Small Groups: Analyze the following Strategic Planning Worksheet – what do you notice?

Where are we now? – “Is Map” -- Current state:

What specific disconnects or dilemmas do you see:

What specific successes do you see:

Where are we going? – “Should Map” -- Desired state

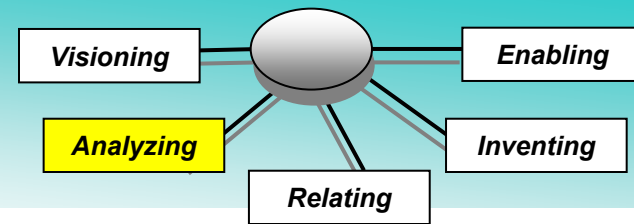
What are specific features of your desired state – your “blue sky” vision of success:

How will we get from here to there? – “Action” -- Implementation Process

What are specific milestones or steps are involved in moving from the Current state to the Desired state:

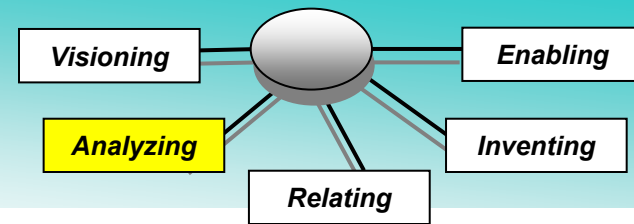
What contractual or policy or legal boundary conditions should be noted as part of the action planning:

Exercise: Valuable Disconnect Analysis



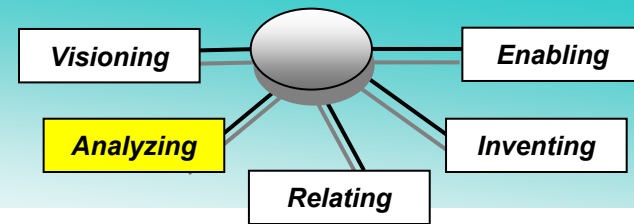
- Small groups:
 - ◆ Analyze the elements of the shared vision we constructed
 - ◆ Identify potential “disconnects” that you or others might encounter
- Full group:
 - ◆ Discuss the disconnects
 - ◆ Identify implications for technology policy leadership vision

Understanding the “Rules of the Game”



- What are some of the “Rules of the Game” in Technology Policy?
- What personal experience have you had with these “rules”?

Overview of the bargaining game



Object:

- ◆ Bargain for as much as you can

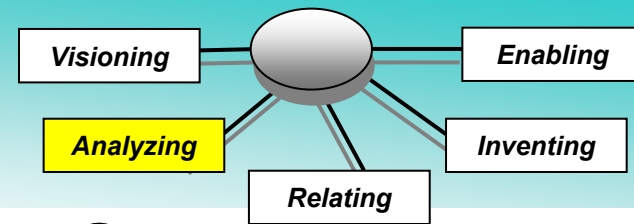
Organization:

- ◆ Two teams per table
- ◆ Pairs of tables joined to produce clusters with four teams each
- ◆ Only communicate with team mates unless instructed otherwise

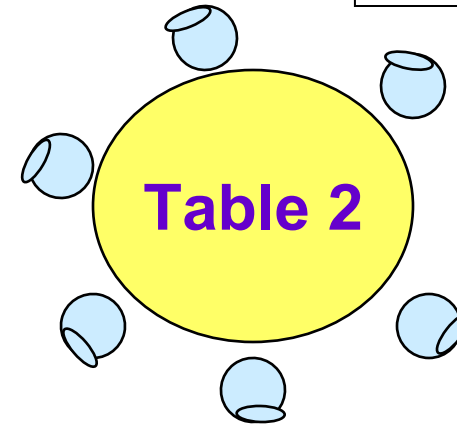
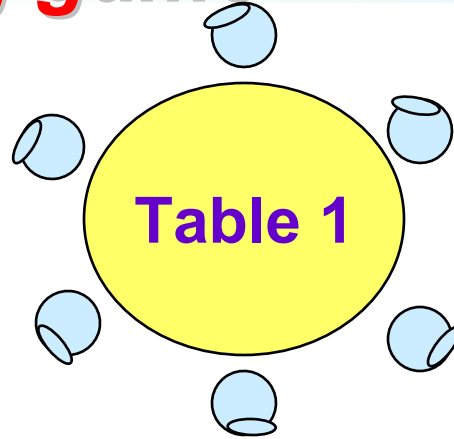
Action:

- ◆ At least seven rounds -- some within team negotiations and some with representatives from other teams
- ◆ One decision each round -- whether to vote “strong” or “open”
- ◆ Scoring based on votes of all four teams -- see payoff matrix
- ◆ Tally your team’s score after each round
- ◆ Think carefully about your strategy, given the rules of the game

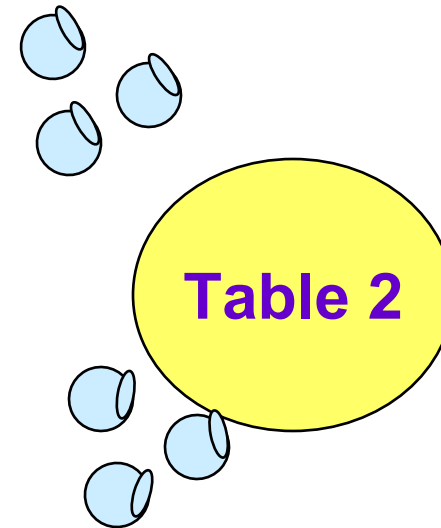
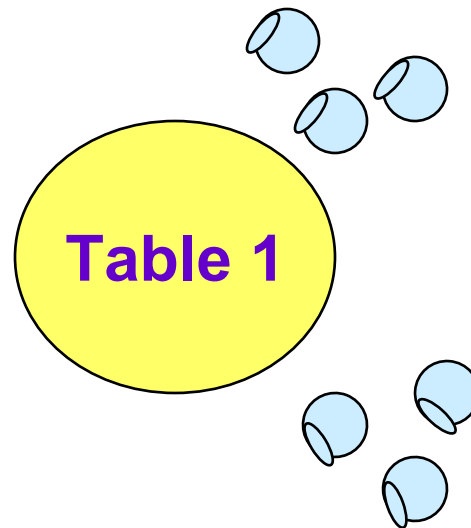
Seating for bargaining game



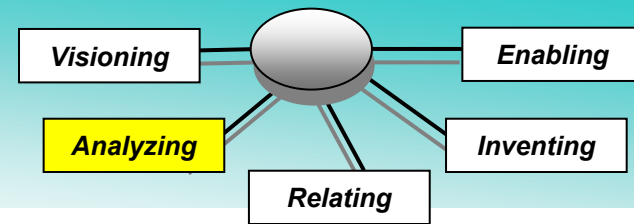
Normal seating



Seating during the game

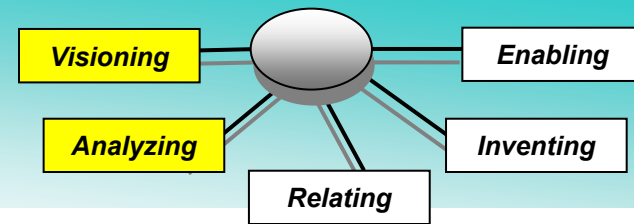


Key lessons from the bargaining game



- Opening moves matter; actions speak louder than words
- Cooperation increases with communication
- Build trust over time -- rebuilding takes even longer
- In interdependent “games,” cooperative strategies yield high, reliable gains
 - ◆ *Attend to the “Rules of the Game”*
 - ◆ *Don’t depend on trust; align incentives to support cooperation*

Conclusion



- What are the implications of the Bargaining Game for Technology Policy Leadership?
- How does this relate to our future vision for Technology Policy Leadership?