
Course Outline: Day One

Introduction

- Program focus, objectives and topics outlined

Topic 1: Inspiring leaders—using dialogue to motivate and bring people on board

- Maximize your social intelligence—your key competency as a leader
- The benefits of persuading others to invest in a relationship with you

Fortinberry Murray precepts informed by, among many others, Richard Boyatzis (2000), Daniel Goleman (2006) and Bjorn Grinde (2002). Bob Murray and Alicia Fortinberry (2004) on relationship-building and emotional health, backed by researchers such as Buunk and Schaufeli (1999). Also, Goleman on how brain function and decision-making is geared to relationship-building; Seligman and Diener (2004) on why people come to work; Sheridan (1992) on retention of high performers; Huselid (1995) on higher productivity in workplaces focusing on valuing people. Fortinberry Murray relationship-focused approach to building allegiance informed by leaders in sales and business development, such as Cathcart (1990).

Topic 2: Troubleshooting leadership dialogue

- Discuss your learning horizon for engaging in persuasive, authoritative and effective dialogue (facilitated discussion)
- Learn the three key subtexts of any dialogue: presenting issue, distal issue and the relationship
- Avoiding the three most common dialogue difficulties and traps: Bear Trap, Tiger Trap, Mouse Trap
- Discern between authentic and dysfunctional power, and learn to take charge in any conversation through “flat,” non-hierarchical dialogue (role-play demonstration)

Bob Murray’s model of dialogue subtexts. Amabile and Kramer (2007) on the subtext of business performance. Bob Murray’s model of dialogue traps informed by Scharmer’s theory of conversational fields and moving past oppositional dialogue (in Isaacs 1999). Chris Argyris (1995) on entrenched defensiveness. Scott (2002) on the dangers of avoiding difficult conversations. Conger (1998) and Lewis (2002) on non-hierarchical dialogue in management. Interactive learning follows adult learning theory.

Topic 3: Leadership dialogue toolkit

- Introducing six proven principles and practical skills for building trusting, supportive and cooperative relationships.

Fortinberry Murray ALLOWS Model™. See sources below.

Topic 4: Deepening questioning and listening skills

- Engendering affiliation, commitment and empathy and using skilled inquiry to surface underlying issues, needs and concerns

- Understanding and bypassing your own and others' bias and habitual reactions.
- Practice advanced questioning and listening techniques. Explore issues and solutions (intensive 60-minute facilitated practice session using case-study or participant difficulty)

Fortinberry Murray concept of the "perceptual filter" informed by developmental psychology, cognitive psychology and systems theory. Isaacs (1999) and Bohm (2004) on focusing on dialogue process v. outcome, moving past limited individual and cultural perceptions, and generating new ideas through open dialogue. Ehrlinger (2005) and Lord (1979) on bias. Argyris (1985), Senge (1994) and Nadler (2006) on erroneous assumptions and the ladder of inference. Nichols and Stevens (1957) on listening. Malhotra and Bazerman (2007) on investigation to uncover underlying issues. Daniel Siegel (1999) on developing mindsight and the mechanisms of empathy. Many thinkers, such as Gabriel and Griffiths (2002) and Shuck (2007) on learning through emotions not cognitions. Adult learning theory.

Topic 5: Catalyzing lasting change through the power of relationships

- Understanding the psychological mechanism of resistance to change
- Overcoming rigid thinking and behaviour in yourself and others and opening the brain to new learning and ideas
- Helping others cope with stress and make better decisions by activating the brain's "safety circuit"

Fortinberry Murray resistance to change model informed by developmental psychology, cognitive psychology, systems theory and change management. Gregory Bateson (1972) and Urie Bronfenbrenner (2006) on development in context. A range of current thinkers on psychological and systemic resistance to change, particularly personal bias as an obstacle to change and the need to transform underlying beliefs and behaviour: Dent and Goldberg (1999); Goss (1996); Strebel (1996), and Biek (1996). Goleman (1995) on amygdala hijack. Rogan (2005) on anxiety and the safety circuit.

Topic 6: Clarifying communication and resolving conflict

- Clearly identifying and communicating your real needs of others to ensure they are more likely to be met
- Eliciting the needs and expectations of others to avoid misunderstanding
- Preparing for successful negotiating by clarifying your priorities
- The discipline of specificity: how clear language removes barriers to relationship
- Practice Needs-based Dialogue. Explore issues and solutions (written exercise and intensive 60-minute facilitated practice session using case-study or participant difficulty)

Fortinberry Murray Needs-based Dialogue™ shares elements in common with Abraham Maslow's hierarchy of human needs. Bjorn Grinde (2002) on activating the reward system in social interactions. Keysay (2007) on misunderstandings made by individuals sharing cultural assumptions. Nisbett and Ross (1980) on conflict resolution through needs-based dialogue. Malhotra and Bazerman (2007) on investigative negotiation. Sull and Spinosa (2007) on gaining buy-in and adherence to leaders' vision through mutual commitment and agreements. Adult learning theory.

Topic 7: Circumventing non-productive dialogue

- Bypassing debate, resolve stalled conversations and move quickly toward solutions
- Practice strategies for preventing and resolving stalled dialogue, explore issues and solutions (intensive 60-minute facilitated practice session using case-study or participant difficulty)

Bob Murray's model of Brick Wall dialogue informed by Scharmer's theory of conversational fields and moving past oppositional dialogue (in Isaacs 1999). Also Argyris and Schön (1974) on double-loop learning, and Argyris (1985) on moving past entrenched defensiveness by emphasizing common goals and checking assumptions in open dialogue.

Learning Review

- Reflect on key learning
- Identify and commit to new behaviours and skills to integrate into your leadership style

Self-directed learning plan based on Richard Boyatzis model of Intentional Change. Aronson (1984) and Patterson (2002) on making public commitments to ensure lasting change. Adult learning theory.

Course Outline: Day Two

Learning Review

- Review key learning and experiences
- Opportunity to discuss your most pressing leadership and communication challenges and identify new ways to achieve positive outcomes using these new skills

Adult learning theory.

Topic 8: Managing performance and assessment dialogue

- Transforming difficult performance discussions into rewarding development opportunities, enabling others to be more innovative and effective
- Delivering hard messages and avoiding criticism, while building trust, commitment and engagement.
- Practice performance management techniques. Explore issues and solutions (intensive 60-minute facilitated practice session using case-study or participant difficulty)

Behavioural neuroscience, particularly around praise, criticism and feedback learning. Murray and Fortinberry (2006) on the three kinds of praise. Baumeister (1994) and Dweck (2002) on the importance of praise. Wagner and Harter (2007) on praise and positive feedback as an essential management tool. Robinson (2006) on engendering commitment and driving performance through praise. Carlson (1994) on physiological processes that underlie behaviour. Adult learning theory.

Topic 9: Heightening self-awareness and identifying obstacles to success

- Learn tools for self-awareness and managing your reactions during challenging dialogues
- Gain understanding of, and empathy for, others' patterns and obstacles
- Identify and explore personal behaviours that might limit communication and leadership effectiveness (written exercise)

Exercise based on Fortinberry-Murray concept of the "perceptual filter" (see topics 4 and 5). Goleman (2002) on self-awareness as an essential leadership capacity. Adult learning theory.

Topic 10: Building agreements and achieving buy-in

- Learn powerful strategies for ensuring your ideas are heard and accepted, reaching agreements and getting buy-in from colleagues, staff, grant providers and others
- Practice a step-by-step method for building agreements. Explore issues and solutions (intensive 60-minute facilitated practice session using case-study or participant difficulty)

Fortinberry Murray's step-by-step framework for agreement-building. Sull and Spinosa (2007) on gaining buy-in and adherence to leaders' vision through mutual commitment and agreements. Fisher (1991) on steps to negotiation. Adult learning theory.

Topic 11: Overcoming obstacles to trust

- Discover key factors that inhibit trust based on peoples' characteristics, situations and perception of you
- Discuss strategies for inspiring trust in others and enhancing your capacity as trusted advisor and leader
- Practice trust-building techniques. Explore issues and solutions (intensive 60-minute facilitated practice session using case-study or participant difficulty)

Clinical and personality psychology. Hurley (2006) on trust and decision-making and lack of trust in managers and leaders. Meister (2000) on characteristics of trusted people. Adult learning theory.

Learning Review

- Reflect on key learning
- Discuss ways to embed learning and create a culture of inspiring leadership within teams, departments and Sydney University (facilitated discussion)
- Identify and commit to new behaviours and skills to integrate into your leadership style

Self-directed learning plan based on Richard Boyatzis model of Intentional Change. Aronson (1984) and Patterson (2002) on making public commitments to ensure lasting change. Generative learning and group envisioned strategies inspired by the work of Donald Schön (1973) and Peter Senge (1990). Adult learning theory.

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