80% is Psychology

Deeper Experience - Bigger Impact

Every Wednesday

19:00 Snacks & Drinks
19:30 - 21:00

Each time a new inspirational topic to reflect upon, discuss, and take away.

Ticket: ¥1,500 (Entrance: ¥2,000, six-times card: ¥6000)
INTRODUCTION
Objective and Approach

Multi-disciplinary  Inter-generational  Cross-cultural

80% Psychology (HOW, WHY)

20% ”Mechanics” (WHAT)

LEARNING (Human Behavior)

Biology

Natural, physical conditions

Psychology

Human, mental control

Philosophy

Education

Business Administration

Art
Let’s learn for life!

Learning together
• Please use easy English
• We are a safe learning space
• Please ask anything at any time
• Serve yourself with drinks and snacks
• Break / Toilet
• Let’s learn for life!

Certification
• Certification is possible upon request.

01: The Psychology of Learning & Developing a Growth Mindset
02: Inspiring Others Across Cultures & (Self-) Leadership Psychology
03: Developing Human Capital, Cultural Agility, and Global Talent Management
October 10, 2018 – November 14, 2018
‘The Psychology of Learning & Developing a Growth Mindset’

- Wednesday, October 10, 2018, 19:00
  - #01 1/6 The History and Philosophy of Learning (for Life)
- Wednesday, October 17, 2018, 19:00
  - #02 2/6 Behaviorism, and Animal and Human Learning
- Wednesday, October 24, 2018, 19:00
  - #03 3/6 Social Learning & Developing a Growth Mindset
- Wednesday, October 31, 2018, 19:00
  - #04 4/6 Brain and Memory in Learning
- Wednesday, November 7, 2018, 19:00
  - #05 5/6 Learning and Motivation
- Wednesday, November 14, 2018, 19:00
  - #06 6/6 Learner Profiles and Strategies

November 21, 2018 – January 16, 2019
‘Inspiring Others Across Cultures and (Self-)Leadership Psychology’

- Wednesday, November 21, 2018
  - #07 1/6 Leadership Philosophy
- Wednesday, November 28, 2018
  - #08 2/6 Leaders and Followers & Leadership Strategies
- Wednesday, December 5, 2018
  - #09 3/6 Personality and Leadership Styles
- Wednesday, December 12, 2018
  - #10 4/6 Inspirational Leaders
- Wednesday, January 9, 2019
  - #11 5/6 Leadership, (Cultural) Threats, and Change
- Wednesday, January 16, 2019
  - #12 6/6 Leadership, Power, and Influence

January 23, 2018 – February 27, 2019
‘Developing Human Capital, Cultural Agility, and Global Talent Management’

- Wednesday, January 23, 2019
  - #13 1/6 The Psychology of Talent, Competencies, and Appraisal
- Wednesday, January 30, 2019
  - #14 2/6 Developing Human Capital: Success in Learning
- Wednesday, February 6, 2019
  - #15 3/6 Mobility and Cultural Agility
- Wednesday, February 13, 2019
  - #16 4/6 Global Mindset
- Wednesday, February 20, 2019
  - #17 5/6 Global Talent Management Strategies
- Wednesday, February 27, 2019
  #18 6/6 Developing Cultural Empathy
I’m here because …

I love to support positive change!

Background
- Education Sciences (Bachelor)
- Information Management (Bachelor)
- Business Administration (Executive MBA)
- Psychology (Diploma).

Experience
- High school teacher
- IT programmer, project leader (5 years)
- Trainer Leadership and conflict management (4 years)
- Senior Manager at Ernst & Young / EY Shinnihon (8 yrs)
- Founder Platform Cooperativism Japan (PCJ) Consortium
- Visiting Researcher Tokyo University (current)
- Online school and advisory (current)

www.mathias-sager.com
Today’s session overview

Introduction

Part 1: Leadership and culture
- Layers of culture
- How do leaders shape and influence culture?
- Leadership skills and culture
- How can you “measure” culture?

Part 2: Threats and change
- Theories of change process
- Distributed leadership for social change
- Lewin’s Three Stage Change Process (Practical Steps)
- Creating the need for change leadership
- Personal attributes of a change leader
- Cross-cultural leadership styles
- Resistance to change
- The process of transition
- Positive Change Through Rewarding Virtue vs. Punishing Non-Compliance
- Knowledge management
- Potential Knowledge Network Limitations (Examples, incl. Japan)
- Distributed leadership for social change
YOUR EXPECTATIONS

Reflection

- Name
- Why are you interested in (self-)leadership?
- What do you expect from today/the overall meetup?
Part 1

LEADERSHIP AND CULTURE
Layers of culture

CONSCIOUS
Formal leadership

Supported values
Formal, official mission, vision, strategies

Artefacts
Enacted values, structures, processes, rituals, symbols

Assumptions
Underlying, taken for granted, absorbed beliefs, values, attitudes that constitute true culture and impact on actions (“norms”)

UNCONSCIOUS
Unwritten rules

National, ethnic, religious culture
Influence on perceptions of leadership (e.g., societal history, rituals, symbols, norms, and values

MICRO-/ORGANIZATIONAL CULTURE

MACRO-CULTURE

Laureate, University of Liverpool (2018)
How do leaders shape and influence culture?

Strong, cohesive cultures

• Less leadership is necessary
• Employees are likely to take ownership of goals
• Employees are more motivated to achieve

Weak cultures

• Instability and conflict
• Members are unlikely to agree on values
• Division of people, RESISTANCE TO CHANGE

Culture can become too rigid and inflexible and as a result DOES NOT RESPOND TO NEEDS FOR CHANGE

External (e.g. market, globalization)

Internal (e.g. staff attitudes towards diversity)

Laureate, University of Liverpool (2018)
Leadership skills and culture

Skills needed to lead a culturally diverse group

1. Cultural sensitivity (Awareness, tolerance, appreciation)
2. Cultural intelligence (Ability to notice and interpret unfamiliar behavior)
3. Global leadership skills (e.g., supportive and flexible, mix of leadership styles)

Transformational (Communicate vision, support values)

DuBrin (2013)
How can you “measure” culture?

For example:

- Analysis, Survey, Group Discussion
- Openness
- Facilitation
Part 2

THREATS AND CHANGE
Theories of change process

Goal: Change of the “default way of behaving”
Debate: Linear process from start to finish OR constant and “messy?”
Link: To knowledge management

2 common aspects of change processes

Creating the need for change (Mgr/LEADER skills)
- Realize there is dissatisfaction
- Create a sense of urgency,
- a psychological state of fear, and
- “Survival” anxiety.

Manage change (MGR/Leader skills)
- Clear and compelling vision,
- Set goals,
- Implementation plan, execution, monitoring
- Communication
- How to deal with resistance, and
- Embed new desired behaviors and processes.

Positions: How much to “force” change?

Distributed leadership for social change

Behaviour change can be “coerced” but it may be ineffective for positive changes of attitudes.

<table>
<thead>
<tr>
<th>Follower leadership</th>
<th>Self-leadership, self-awareness</th>
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<tbody>
<tr>
<td>Authoritarian leadership</td>
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<td>Payment not resolving solidarity problem</td>
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<td>Competition</td>
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<td>Definition of roles and responsibilities</td>
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<td>Career plan</td>
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<td>Meanings and collaboration increasing solidarity</td>
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<td>Sense of belonging</td>
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<td>Promotion of accountability</td>
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<td>Self-nomination for leadership</td>
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Lewin’s Three Stage Change Process (Practical Steps)

- How much do people like to change?
- What’s most important for people?

**Unfreeze**
- Determine what needs to change
- **Ensure** there is strong support from management
- Create the need for change
- Manage and understand the doubts and concerns

**Change, Mobilize**
- Communicate often
- Dispel **rumors**
- **Empower** action
- **Involve** people in the process

**Refreeze**
- **Anchor** the change into the culture
- Develop ways to **sustain** the change
- Provide **support** and training
- Celebrate success
Creating the need for change leadership

Leaders’ skills
- Sensitive to their organization's situation
- Use their analysis skills to find the “crisis”
- Create the need for leadership
- Scenario “what if” thinking

SWOT analysis (aligning internal capabilities with external opportunities)
- Where is the URGENCY that can be sold for change?
- After scanning, leaders will create strategic action plans that form the basis of any proposed changes, and plan how to manage those changes.

Analysis of the internal environment
- Impact from:
  - Operational agility
  - Strategic intelligence
  - Aligned processes (mission, values, culture)

Analysis of the external environment
- Impact from:
  - Economy
  - Technology
  - Socio-cultural, and political environment
  - Customers, suppliers, communities
  - Market trends

DuBrin (2014)
Personal attributes of a change leader

1. High cognitive ability
   a. Strategic and creative thinking
   b. Decision-making skills
   c. Able to create and communicate a compelling vision

2. Acting as positive role models
   a. Resilient under pressure
   b. Confident, optimistic, curious, and open to experience
   c. Taking calculated but higher risks
   d. Effective communication skills to listen and inspire, persuade, manage conflict, and support
   e. Building trust by being open and honest

3. Global mindset
   a. International experience
   b. Extensive knowledge of the business in which they operate
   c. Understanding the impact of culture, internal, and external environments

Cross-cultural leadership styles

- **Societal and cultural beliefs** and values influence how followers respond to different types of leadership.
- (Transformational) leadership needs to be fine-tuned according to collectivism/individualism, power distance, and level of context.
- On individual level: **low power distance = higher emotional commitment** to transformational leadership (in contrast: compare also power harassment)

Other variables beyond national culture that influence leadership and employee well-being:
- Politics,
- language,
- feminine/masculine tendencies,
- organizational culture,
- person-job fit

Resistance to change

Reasons for resistance to change

• Leader:
  o Fails to follow the change process
  o Does not sell the need for change
  o Has poor vision o Lack of communication or consultation
  o Does not manage and reinforce positive behavior
  o Does not foster trust
  o Has a lack of personal power or positive commitment

• Follower: Proposed change...
  o Is a threat to self-interest
  o May cause personal loss (to job, security, status, pay, relationships), discomfort (fear or anxiety of unknown consequences), disruption (to alliances, habits, norms)
  o May break agreements (benefits, unwritten psychological contract; e.g. “job for life”)
  o May not understand or believe the change is necessary or will work
  o May conflict with their values and they may have a general low tolerance to change


STRONG ORGANIZATIONAL CULTURES, structures, rules, procedures, = routine way to respond to change, defensive

What’s better? Resistance or apathy?
The process of transition *(Does it reflect your experience?)*

“Change before you have to.”

Jack Welch

Positive Change Through Rewarding Virtue vs. Punishing Non-Compliance

“Men have made millions of laws to punish crimes, and they have not established even one to reward virtue” Dragonetti (1766)

- Focus on rewarding desired behavior
  - Creates **positive feelings**
  - increases **acceptance of change**
  - Higher levels of **cooperation**

\[
\text{Satisfaction} = \text{Perception} - \text{Expectation}
\]

- Not only reward size, but also the **sequence and frequency** of incentivizing are influencing the future expectancy of further rewards in social-change theories
- **Age** may also be a factor for reward-sensitivity
Knowledge management

Knowledge management: “A concerted effort to improve how knowledge is created, delivered and applied.” (DuBrin, 2013)

Organizational CULTURE
Defines how people come together to innovate, share and use their collective knowledge:
- R&D
- Knowledge champions
- Knowledge management system
- Flexible and responding “learning organization”
- Transformational leadership style
- Crisis management experience
- Change related training!

Better network -> more information sharing -> more innovation -> improved performance -> increased profitability.
Potential Knowledge Network Limitations (Examples, incl. Japan)

1) Lack of international cooperation
2) Inter-company rivalry (JP coopetition)
3) Preference for domestic monolingual male workforce
4) Record low-level in foreign academics and engineers
5) Global mindset not an organizational responsibility
6) 9% of JP managers < 40 years old (India: 62%, China: 76%)
7) Fewer students going abroad
8) Traditional gender and family roles
9) Blaming the young generation for being “insular” (uchimuki)
Distributed leadership for social change

Behaviour change can be “coerced” but it may be ineffective for changes of attitudes.

| A. | 98% of Leadership research from the West, majority in corporate context *(Ryu, 2015)* |
| B. | Mystification and celebration of **tactical** top-down leadership |
| 1. | Selected stakeholders |
| 2. | Lack of information sharing |
| 3. | Non-participation of co-leaders |
| 4. | Individual career |
| 5. | Central leader-driven |
| 6. | Elitist education |

| A. | NGO and Coop needs not to forget |
| B. | **Teaming, empowerment, democracy, strategic leadership** |
| 1. | All stakeholders |
| 2. | Participative democratic process |
| 3. | Mutually owned development |
| 4. | Shared network, knowledge |
| 5. | Concerted collective action |
| 6. | Cooperative values education |
**Takeaway from ‘80% is Psychology’**  
*(Session #11: Leadership, (Cultural) Threats, and Change)*

**Strong culture – weak culture**  
A strong organizational culture helps leadership and motivation, but it risks to become too rigid and inflexible. A leader needs to balance the inflexibility of a strong organizational culture with resistance to change from a too weak organizational culture.

**Behavior change**  
Behaviour change can be “coerced” but it may be ineffective for positive changes of attitudes, such as solidarity and accountability.

**Creating the need for change**  
A leader is analyzing and realizing that there is an unsatisfactory situation, then creates and communicates the required sense of urgency.

**Unfreeze, change, refreeze**  
People generally don’t like to unfreeze their accustomed situation. To unfreeze and change, change agents should reassure, involve, empower, support, and celebrate change.

**Solidarity and accountability**  
Payments are not resolving the solidarity problem in a competitive and career dominated environment. Leadership based on self-awareness (e.g., servant leadership) creates a sense of increased meaning, belonging, and promotes accountability and self-leadership.

**Resistance vs. apathy**  
Resistance might be preferable to apathy, as resistance can highlight genuine problems in proposals, and there is an energy that serves as a source of commitment from converted followers.

**Cultural context**  
(Transformational) leadership needs to be fine-tuned according to cultural contexts, such as collectivism/individualism and power distance. For example, on an individual level: low power distance fosters higher emotional commitment to transformational leadership.

“Men have made millions of laws to punish crimes, and they have not established even one to reward virtue”  
*Dragonetti (1766)*

**(Reward)**  
Satisfaction = perception - expectation
Thank you!

Developing Leadership Skills
Leadership Personality, Motivation, and Creativity

On Amazon and Udemy

Next:
Wednesday, Jan. 16, 2019, 19:00
- #12 6/6 Leadership, power, and influence