When managing for both volatility and stability, leadership becomes a dynamic process that requires continuous learning and the adaptive application of knowledge.
The Agenda

- Flexible Expertise
- Developing Flexible Expertise
- Ethical Leadership
- Unconscious Knowledge and Ethical Leadership
Flexibility – Lay People’s Notions

- ability to handle **different situations in different ways**
- respond **effectively to new** and complex situations
- see things from several **different perspectives**
- tolerate ambiguity and **uncertainty**
- **adapt to change**
- **learn** from mistakes
- solve problems in **new ways**; redefining the problem
- attack problems from **multiple angles** or points of view
- thinking **outside** the box
- go **above and beyond** the bounds of routine and previous exposure
- ability to **dissociate** from a current thinking framework
- ...

...
Cognitive Flexibility – formal definitions

- Garaigordobil (2006): the aptitude for changing from one line of thinking to another
- Chi (1997): the ability to shift across ontological categories containing concepts and situations
- Hund & Plumert (2005): the ability to group items in the same way (i.e., stability) and in different ways (i.e., flexibility) is necessary for adaptive functioning
- Frensch & Sternberg (1989): the ability to change one's mindset to incorporate the demands of a situation to arrive at the best response to a problem
- Kossoswska (1996): ability to switch from one mode of responding to another
- Wand (1958): the ability to devise new methods of solving problems when familiar methods are less appropriate, … to reject an assumption when that assumption does not contribute to solving a problem
- Sternberg et al. (2005): … as the ability to deal with novelty and to establish automatized levels of information-processing plays a critical role in the successful application of information-processing components to adapting to, selecting, and shaping the environment in novel situations.
Expertise and problem solving

**Expertise enables...**
- Near transfer of knowledge (similar problems)
- Analogical problem solving
- Speed and cognitive efficiency
- Accuracy

**Flexible Expertise enables...**
- Near and far transfer of knowledge (different problems)
- Adaptive problem solving
- Creativity
- Novel problem solving
Three faces of differences in problems that require flexible expertise...

- **Salient**
  - things appear to be different / novel ... and they are

- **Deceptive**
  - things appear to be different but they are not
    e.g., right hand vs. left hand traffic

- **Opaque**
  - things appear to be similar but they are not
    e.g., raising children, team leadership
Flexible expertise is more than Gf.

\[ \chi^2 (29) = 32.8 \text{ (.29)} \]
GFI = .96
TLI = .94
RMSEA = .028
Flexibility Measure by Condition

![Bar chart showing flexibility measure by condition. The chart compares flexibility in the control, flexible, and inflexible conditions. The flexible condition shows the highest flexibility, followed by the control condition, and the inflexible condition shows the least flexibility.]
Transfer Performance by Flexibility Condition

Performance (% of estimated time)

Experimental Condition
- Control
- Flexible
- Inflexible

Trial

1 2 3 4 5 6 7 8 9 10
Responsiveness to Task Difficulty

The graph shows the relationship between Task Importance and Conscientiousness for two individuals, Person 1 and Person 2. Person 1's conscientiousness increases as task importance increases, while Person 2's conscientiousness remains relatively constant despite changes in task importance.
Learning Skills for developing flexible expertise*

1. Learning Mindset
   • Believe that ability is developed not natural
   • Set learning goals
   • Frame achievements as gains not losses
   • Focus on strategies not abilities
   • View failure as a learning opportunity

2. Diversity of Experience
   • Recognize diversity in experience
   • See challenges and mistakes as diversity
   • Look for diversity in people - surface and depth
   • Explore and test hypotheses
   • Learn to operate outside your comfort zone

3. Active Reflection
   • Balance conscious & subconscious processes
   • Use tools for deliberative processing
   • Use the Evaluate - Diagnose - Predict cycle
   • Ask questions and listen to answers (5 W’s)
   • Use interactions to reflect (e.g., coaching)

4. Recording Knowledge
   • Know the limits of your working memory
   • Keep a workbook and write stuff down
   • Identify chunks and relationships in knowledge
   • Use tools to organize & record your knowledge

* © Professor Robert Wood
Four steps in leadership development

Developing leadership capability for dynamic and complex roles must go beyond traditional training, Stages 1 & 2, to Stage 3 & 4

1. Understanding
   - Ability to talk about tasks in one’s own terms and explain that knowledge to others

2. Static Problem Solving
   - Ability to use knowledge to solve static problems, such as those that might be presented in a case study, course or textbook.

3. Dynamic Problem Solving
   - Ability to use knowledge in the ongoing management of dynamic problems that include multiple stakeholders, incomplete information, lags and feedback effects over time

4. Leadership
   - Ability to engage and influence others in their understanding, goals and solution of complex, dynamic problems over time though actions and communication skills
   - Ability to use knowledge to influence the design, implementation and ongoing management of structures, systems, processes and culture

Communication is a critical component of stage 4 learning
Leadership Behaviors & Functions

• Coaching
• Team Building
• Performance management
• Problem solving
• Collaboration
• Strategic Thinking
• Empowerment
• Developing Others
• etc
Leadership Behaviors & Functions describe what leaders do…

What leaders do

Leadership Behaviors/Functions
- Coaching
- Team Building
- Performance management
- Problem solving, etc

Behaviors described in competency frameworks and leadership models
A developmental approach to leadership needs to go beyond description of what leaders do...

**Why** do leaders perform certain behaviours?

**Contextual Influences**
- Task demands
- Accountability
- Setting

**Personal Factors**
- Knowledge, including
  - Task knowledge
  - Values and other beliefs
  - Dispositions & Skills

**What** leaders do

**Leadership Behaviors/Functions**
- Coaching
- Team Building
- Performance management
- Problem solving, etc

**How** to make leadership behaviours effective?

**Micro Execution Behaviors**
- Communication
- Thinking
- Self-management
- Flexibility
Ethical Reasoning
- Product of experience, thinking skills and learning processes
- Includes understanding of
  - ethics and their applications to the work
  - problem solving processes

Leadership Capability
- Execution of leadership capability is through skills in
  - Actions - what the leader does as a role model
  - Communications - language and what the leader says
  - Systems and process - to reinforce values & minimize moral hazard
  - Culture - norms and other enablers of the practice of values

Core Values
- Moral compass & guides for how leaders should act
- Influence emotional reactions to events
- Enable consistency in decision making
- The litmus test for decision making and good judgment

Personal Attributes
- Cognitive abilities and personal characteristics
- Provide capacity to act ethically in a personal sense
- Enable engagement and influencing of others
- Contribute to the effectiveness of leadership
Ethical Leadership & Value Alignment

Values

Degrees of alignment

Personal actions & Communications

Systems, processes, culture & other enablers

Internal Alignment

External Alignment
Testing Alignment of Conscious and Unconscious Knowledge and Values

- Simulation Exercises
- Personal Assessments
- GNATs/IATs
Your Unconscious and Conscious Associations of Your Company Values with Your Company…
Testing Alignment of Conscious and Unconscious Knowledge and Values

- Behaviour
  - Simulation Exercises

- Conscious Self Reported Beliefs and Values
  - Personal Assessments

- Unconscious Knowledge, Attitudes & Values
  - GNATs/IATs
Concluding Thoughts

- Flexible Expertise
- Developing Flexible Expertise
- Ethical Leadership
- Unconscious Knowledge and Ethical Leadership