Introducing Leadership Alchemy

“Growing Future Leaders and Ambassadors of Positive Change”

September 2004
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# Leadership Competencies Emphasized

| Relating to Others | • Working to Build Trust, Supportive Relationships and Networks  
| | • Influencing Others  
| | • Demonstrating Generous Listening Skills  
| Leading and Managing Change | • Communicating a Vision for Change  
| | • Planning and Implementing Organizational Change  
| Leading and Managing People | • Promoting Teamwork  
| | • Appreciating the Richness of Diversity and Utilizing the Full Range of Contributions of Others  
| | • Resolving Conflict |
# Participant Demographics from 2002-2004 Programs

<table>
<thead>
<tr>
<th>Skill Group</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (GS 12-15)</td>
<td>37</td>
</tr>
<tr>
<td>• Procurement</td>
<td></td>
</tr>
<tr>
<td>• Human Resources</td>
<td></td>
</tr>
<tr>
<td>• Accountants</td>
<td></td>
</tr>
<tr>
<td>• Resource Management/Budgeting</td>
<td></td>
</tr>
<tr>
<td>Scientists and Engineers (GS 12-15)</td>
<td>21</td>
</tr>
</tbody>
</table>

Note: 2002 Program sponsored by the Office of the Chief Financial Officer for accounting and resource management personnel only. 2003 Program included USDA and DoJ participants. 2004 Program includes 3 NASA HQ participants.
Key Program Promises

At the end of the Leadership Alchemy participants gain an enhanced ability to:

• **Influence others by**
  • Coordinating effective action
  • Implementing and sustaining strategic change
  • Building trust among coworkers
  • Sustaining a positive mood in the organization

• **Declare a compelling vision that engages others by**
  • Being resilient
  • Being present
  • Sustaining lifelong learning
  • Being a forward-thinking leader

• **Build and sustain high-performing teams by**
  • Coaching and enabling other team members
  • Designing leadership conversations
  • Utilizing the full range of others’ diverse contributions
  • Building effective networks
Leadership is a Way of Being

“How we see the world determines the possibilities we identify and the actions we take. If you change the observer that you are, you create more possibilities for action.”

• Leadership and management are distinct
  – A leader’s role is to influence both the context and the mood of the organization
  – Leaders make choices and take responsibility for their own learning and actions
  – Everyone can and should be a leader, as circumstances warrant

• Language is generative
  – Language does more than describe, it creates our reality and our identity
  – Whatever we focus on expands and energy follows attention

• People learn
  – Holistically, through their head, heart, and hands
  – In a community where relationships are built both on trust and the respect for differences
  – In a mood of lightness
## Learning Methodologies Used

<table>
<thead>
<tr>
<th>Type</th>
<th>Est. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5</td>
</tr>
<tr>
<td>Experiential Activities in the Workshops</td>
<td>20</td>
</tr>
<tr>
<td>Individual or Group Coaching</td>
<td>10</td>
</tr>
<tr>
<td>Learning Team Activities</td>
<td>25</td>
</tr>
<tr>
<td>Individual Practices and Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Developmental Assignments or Projects</td>
<td>10</td>
</tr>
</tbody>
</table>
The Leadership Journey

Creating the desired organizational future

Gaining personal insight and leadership mastery

Transforming knowledge and skill into wisdom and action
Leadership Model

- Designs the Future
- Sets Standards
- Cultivates a Network
- Focuses on Priorities
- Mobilizes Diverse Teams
- Builds Commitment
- Coordinates Action

Results
## Program Requirements

| Attend                                      | • All 30 days of leadership workshops in their entirety  
|                                           | • All Center Director’s Colloquia presentations  
|                                           | • Learning Team meetings  
| Prepare                                    | • A Personal Leadership Vision  
|                                           | • A Leadership Action Plan in support of your vision  
|                                           | • Five Learning Reports  
| Establish                                  | • A formal mentor-protégé relationship  
|                                           | • Coaching relationships at individual and team levels  
| Practice                                   | • Five fundamental leadership skills: 1) appreciative inquiry, 2) action learning, 3) building the presence of a leader, 4) emotional intelligence, and 5) reading and reflection  
| Interact                                   | • Shadow a middle or senior manager  
|                                           | • Interview three leaders  

2004 Workshops

• Setting the Context for Learning – 3 days
• Orientation for Coaches, Mentors, & Supervisors and Assessment Feedback – 1 day
• Forming Teams and Enabling Teamwork – 1 day
• Emotional Intelligence and Relationship Building – 2 days
• Initiating the Action Learning Project – 1 day
• Language of Leadership – 4 days
• Wellness and Setting the Emotional Context for the Workplace – 2 days
• Mid-Term Review with Mentors and Supervisors – 1 day
• Narrative and Storytelling – 3 days
• Understanding Organizations, Diversity, Culture, and Organizational Change – 3 days
• Teaming and Leadership – 2 days
• Powerful Conversations for Coaching – 3 days
• Tools Workshop – 1 day
• Summary Workshop and Graduation – 3 days
3 Domains of Learning & Leadership

Linguistic

Emotional

Body

Coherence
Leadership Alchemy Practices

Leadership Presence

Reading and Reflection

Action Learning

Appreciative Inquiry

Emotional Intelligence
## The Value of Emotional Intelligence

from HayGroup Research

<table>
<thead>
<tr>
<th>Job Complexity</th>
<th>Impact of EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Top 1% produce 3 times more output than bottom 1%</td>
</tr>
<tr>
<td>Medium</td>
<td>Top 1% produce 12 times more output than bottom 1%</td>
</tr>
<tr>
<td>High</td>
<td>Added value of top 1% is 127% greater than the average</td>
</tr>
</tbody>
</table>
## Traditional Problem Solving Contrasted with Appreciative Inquiry

<table>
<thead>
<tr>
<th>Traditional Problem Solving</th>
<th>Appreciative Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What problems are you having?</strong></td>
<td><strong>What is working well around here?</strong></td>
</tr>
<tr>
<td>- Define the problem.</td>
<td>- Search for solutions that already exist.</td>
</tr>
<tr>
<td>- Fix what’s broken.</td>
<td>- Amplify what is working.</td>
</tr>
<tr>
<td>- Focus on decay.</td>
<td>- Focus on live giving forces.</td>
</tr>
</tbody>
</table>
Action Cycle

**ACTION**
(your project/your work)

**PLANNING**
(design, invent)

**SYNTHESIS**
(analyze, generalize, make sense of)

**REFLECTION**
(recall, capture, question)
Core Leadership Presence Practices

- **Stretching**: Generates energy and vitality in the body
- **Centering**: Enables one to have more power in stressful situations
- **Attention Training**: Enables one to generate more trust and deeper, more authentic relationships with others
- **Relaxation**: Facilitates sustaining high performance over time
Some Benefits of the Leadership Alchemy Experience

1. Visible improvements in leadership presence and the ability to command the attention of others
2. Ability to choose their mood and set an organizational mood of lightness for others
3. Intensified passion for their work
4. Stronger and more meaningful work relationships
5. An expanded network and related increase in productivity
6. Increased creativity and willingness to take risks
7. Enhanced authenticity – a willingness to bring one’s whole self to work
8. Improved teamwork and team performance
9. Dedicated to sharing knowledge and wisdom with others
10. Ability to ask learner, rather than judge questions
11. Ability to separate the “facts” of an occurrence from their emotional reaction to that occurrence
12. Enhanced ability to effectively deal with stress and balancing multiple priorities
Some Measurements & Feedback

- Significant number with new job responsibilities and/or promotions
- Noteworthy skill improvements based on self-reported data
- Anecdotal input from supervisors, peers, customers, and subordinates notes similar improvements
- Written feedback from supervisors, mentors, coaches, and participants emphasizing the changes and enhanced leadership skills
- Public declarations by the Center Director of the changes he’s noted in many participants
Participant Testimonials

• “Leadership Alchemy was the best training I have ever received (including formal and at work). It truly is a life changing experience. It focuses on the internal aspects of change and makes you aware of how to change your thinking and your perceptions.”

• “I am less stressed and more organized.”

• “I handle pressure much better. I share responsibility on my work team. I am less defensive and although I may disagree with someone, I am able to understand their position.”

• “I am better able to see someone’s point of view without being judgmental.”

• “I realize the importance of creating community with my coworkers. I have a wonderful network of Leadership Alchemy participants to share with and learn from.”

• “I learned the power and importance of asking open-ended questions.”
Supervisor Testimonials

• “…willingness to express opinions and to advocate for change.”
• “It also makes her a stronger leader among her co-workers and a better role model for junior employees.”
• “…expand their influence, to use their strengths for their own good and the good of the organization.”
• “I draw strength from working with such empowered individuals. To the extent that other people feel the same, the organization becomes a synergetic place to work – successes breeding successes.”
• “The workforce becomes a selling point in attracting and retaining good people, building human capital. Goddard needs to keep an eye on programs that have this sort of effect. Leadership Alchemy – Part 2?”
• “I saw two significant changes displayed. I felt she developed confidence in herself. This was displayed in her contributions during meetings and program reviews where she normally sat by quietly. She became an active member in her project’s weekly and performing her duties as the Mission Business Manager to the Project Mission Manager. I also noticed she was learning to work as a team member with peers who had varied personalities. I believed that she learned through LAP to be more understanding and tolerant of the personalities of her team, and to be a successful team member, she needed to adapt to work with all.”
• “Organizational benefit … in the area of cooperation… Greater cooperation has lead to a better work environment for all. Also, she became a greater asset to the project in her willingness to speak out and exchange information amongst team members.”
Mentor/Coach Testimonials

• “I find her to be more fully herself and willing to express her point of view.”
• “She gained tremendous self-confidence that I attribute to all the tools that the program provided her in dealing with situations. I sensed that the biggest contributor to this was her learning to assess information (feedback) in order to determine its validity. I believe that she now posses tools and skills that will enable her to face future problems head-on!”
• “Not only will the graduates of this program possess leadership skills that will result in better job performance, but this program builds a strong network of individuals that can work together to improve processes and resolve problems.”
• “I expect anyone who has gone through this program to be more sensitive to different people and viewpoints (diversity in all regards), to be more effective at communication, to pay more attention to how what they do fits into the overall picture, and to become effective at leadership, whether it is situational or by position.”
• “Learned to listen and respect diversity; energized and supported one another in community; shared knowledge easily; became more vocal and confident over time, solved problems and met complex challenges; renewed their commitment to self-care while tackling stressful workloads; helped one another move into increasingly challenging new careers; worked overtime on their jobs to compensate for time away from jobs; served as a model to others about how you can show up every day and make a difference.”
• “My individual clients gained more self-confidence, became more willing to take on tough organizational assignments, and became more disciplined. They love being in this learning environment and they love coming to work each day.”
• “I work with some of their supervisors who have noted the changes in these participants. Leadership Alchemy leaders are positive, flexible, compassionate, and willing to share knowledge. These leaders desire to give back to Goddard what they have gained — pay it forward. This return on investment is an illustration of the type of positive epidemic noted in Malcolm Gladwell’s The Tipping Point. A small group of people can make a powerful difference in the world.. The word is out that Leadership Alchemy has both personal and organizational benefits unlike any other leadership program offered in the Federal government.
• “They learned that some of the things that have them stuck are cultural discourses/worldviews that they took on in some ways unknowingly this allowed them to make different choices to go for the job or project, to decline offers that they really did not want to do or serve their goals or that of the organization.”
• “The biggest change I saw was the increased level of confidence she has now compared to the beginning of the program. I would’ve never anticipated that she would recognize the power of influence she has on an organization working from the grassroots level. I also believe the bond she’s developed with her cohorts has also contributed significantly to her increasing confidence as a change agent. Having experienced Leadership Alchemy with her peers, she knows she’ll always have peers in her corner.”
• “The Center needs a stronger cadre of grassroots leaders; leaders at that level who recognize the power of influence they have at the Center. It's one thing for management to have great expectations of them, but it's totally another for them to have great expectations of themselves and the difference they can make at the Center. What I see taking place is the development of leaders who don't complain about change, but are driving it because the have the self-confidence to do so and a support group to help them through rejection and disappointment--they know it's coming but have the energy and foresight to see beyond the obstacles.”
Recognition and Awards

• Federal Consulting Group “Best Practice” in 2002
• NASA Chief Financial Officer’s Financial and Resources Management Improvement Award in 2002
• Goddard Exceptional Team Honor Award in 2003
• Partnership for Public Service Case Study in 2003 – see http://www.ourpublicservice.org/solutions/solutions_show.htm?doc_id=197909
For More Information

- NASA Goddard Leadership Alchemy Web Site

- Partnership for Public Service’s Case Study
  http://www.ourpublicservice.org/info-url3904/info-url_topic.htm?attrib_id=7143