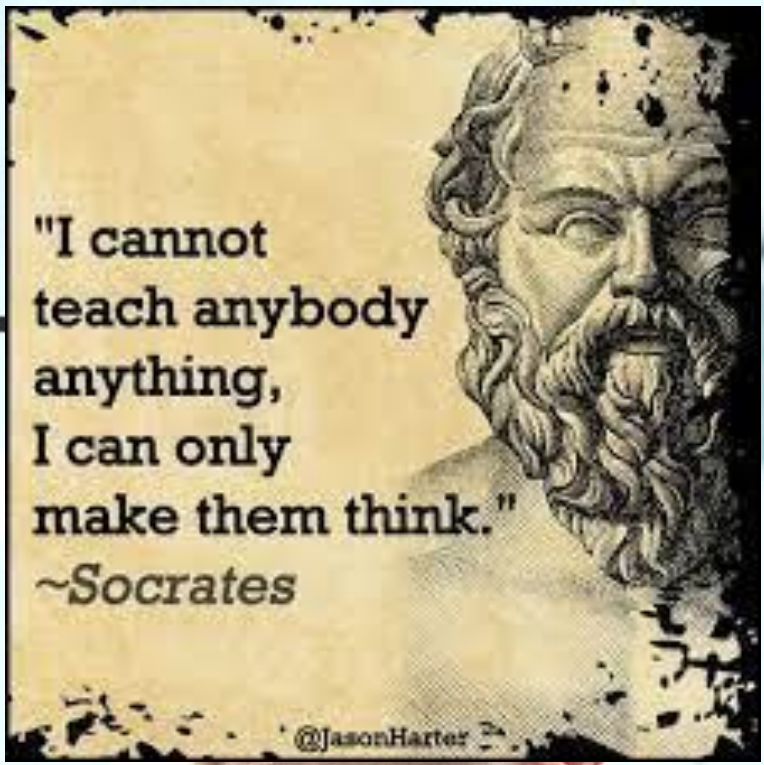
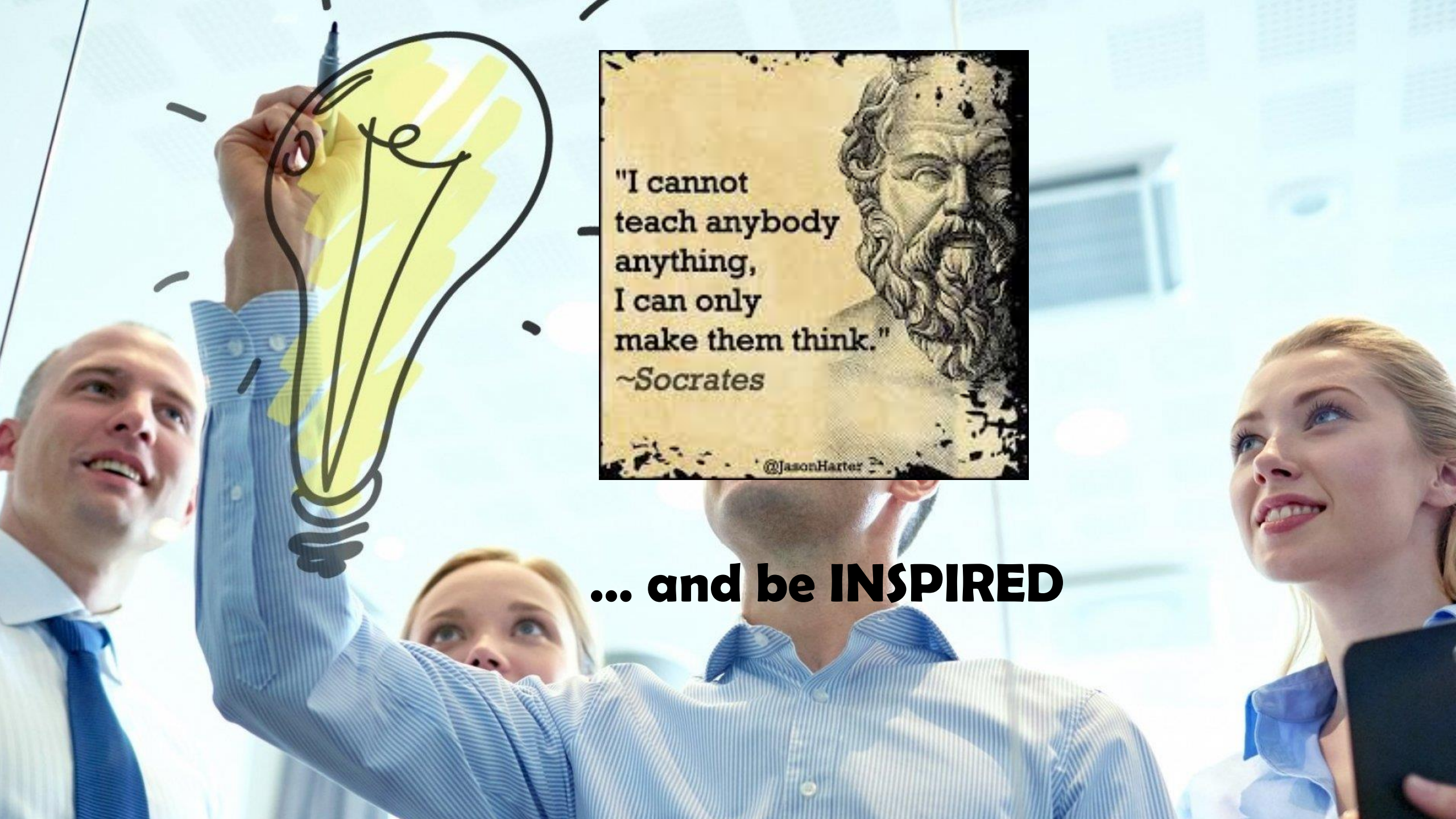


***Leveraging Leadership Best Practices for
a High Performing Organisation***
A Conversation with UPM
25 May 2022





... and be INSPIRED



Think of a good boss that you had before. What makes him a good boss?



Think of a bad boss that you had before. What makes him a bad boss?

A man in a white dress shirt and a red tie is shown from the chest up. He has a distressed expression, with wide, staring eyes and a slightly open mouth. He is covering his eyes with both hands, with his fingers spread against his forehead. He is wearing a brown leather watch on his left wrist. The background is plain white.

Leaders are increasingly inundated with **CHANGES**

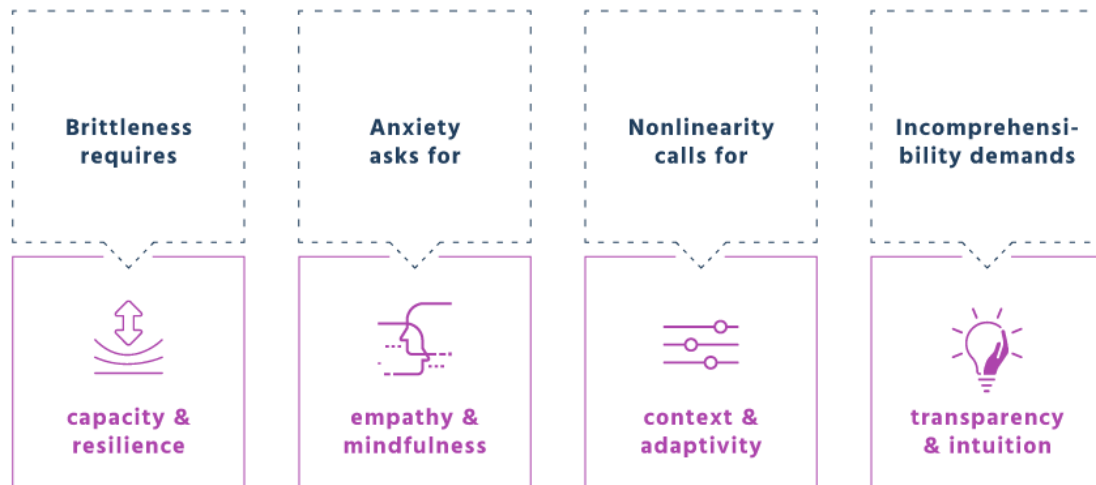
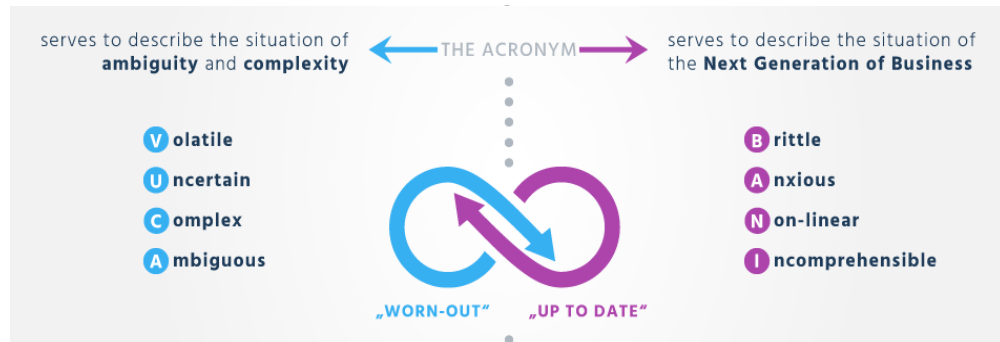
What **CHANGES** are you experiencing in UPM and the tertiary education industry?

VUCA vs. BANI

From the **1980s** shaped by the Cold War



From **2020** shaped by climate and global systemic change



BANI

Foresight or futurism is a very broad and not well-known field of study that is dedicated to identifying trends, defining models and scenarios, and, in general, trying to glimpse where the world is heading.

- B** - **Brittle**
the kind of illusive fortress that seemingly solid systems have but which can easily crumble. Examples of this are countries who are rich due to the exploitation of a natural resource that collapse with price fluctuations
- A** - **Anxious**
the anxiety caused by continuous changes. This anxiety can lead to passivity when you feel that changes are an avalanche and that there is no way to influence them
- N** - **Nonlinear**
the disconnection and disproportion between cause and effect. We may now be seeing the impact on the climate as a result of actions taken 40 years ago; could these consequences have been predicted then?
- I** - **Incomprehensible**
the consequence of excess information and its often counterintuitive nature (like what occurs when AI or Big Data intervenes).

External shifts affecting organisations require different leadership ...

CONSUMER PREFERENCE

SUSTAINABILITY & ENVIRONMENT



COVID 19 PANDEMIC

TECHNOLOGY ADVANCES

EMPLOYEE DEMOGRAPHICS D&I

Our employees have shifted their aspirations and wishes...

I want to be in control of what I perform & do

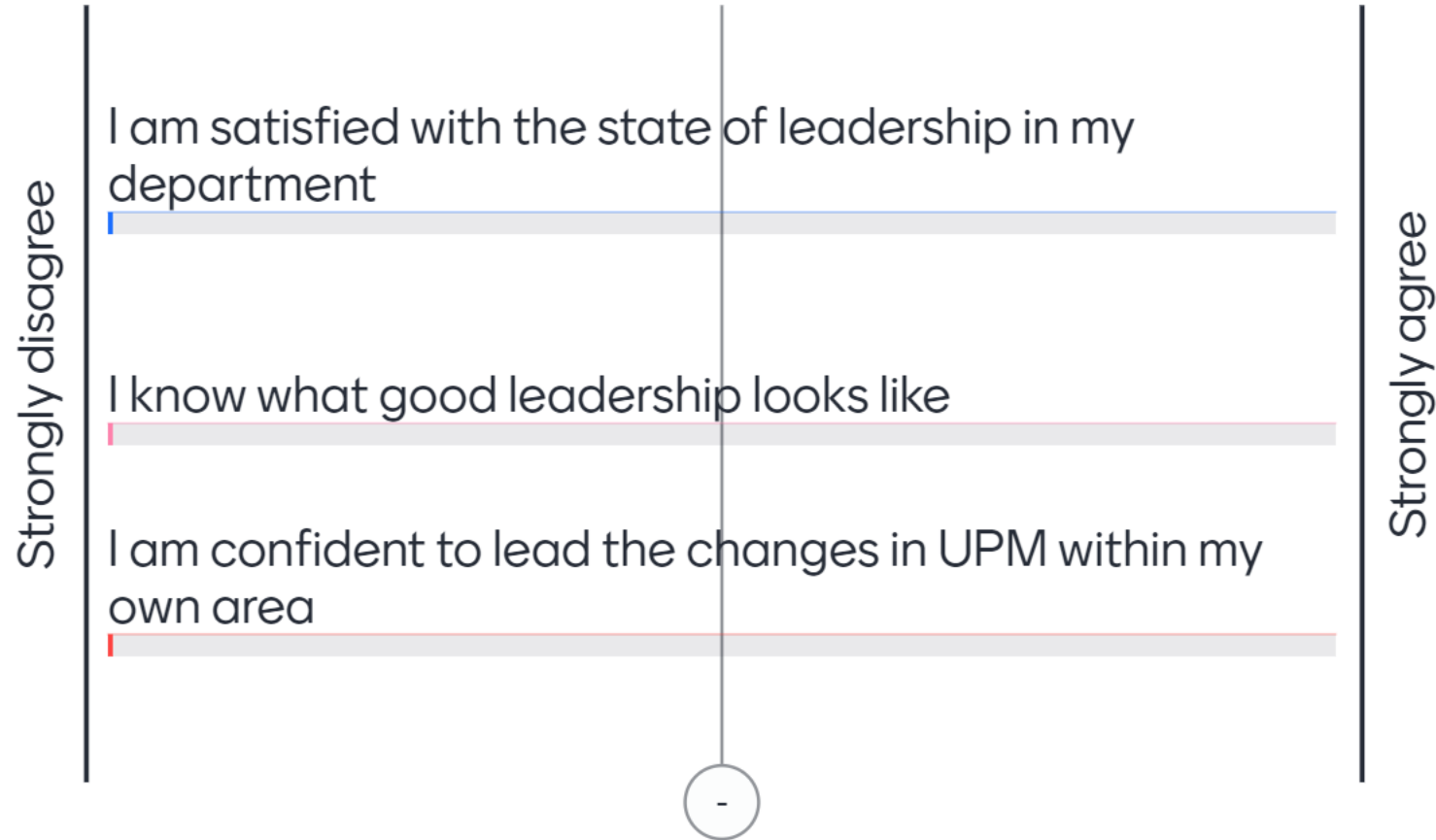
I want my job to be more purposeful and connected to the wider organization

I want more coaching from my boss to perform better



I want to gain new skills that will contribute to my career success

Scales



Successful On-the-Job Performance

Factors EXTERNAL to organisation

Factors outside the control of anyone in the organisation e.g. economic, political and govt regulations

Factors INTERNAL to organisation

Factors within the control of management and the organisation

- Clarity of Roles & Expectations
- Coaching & Reinforcement
- Incentives
- Work Systems & Processes
- Access to information, People, Tools & Job Aids

Factors EXTERNAL to individuals

Factors within individuals that ensure they are capable of performing as needed

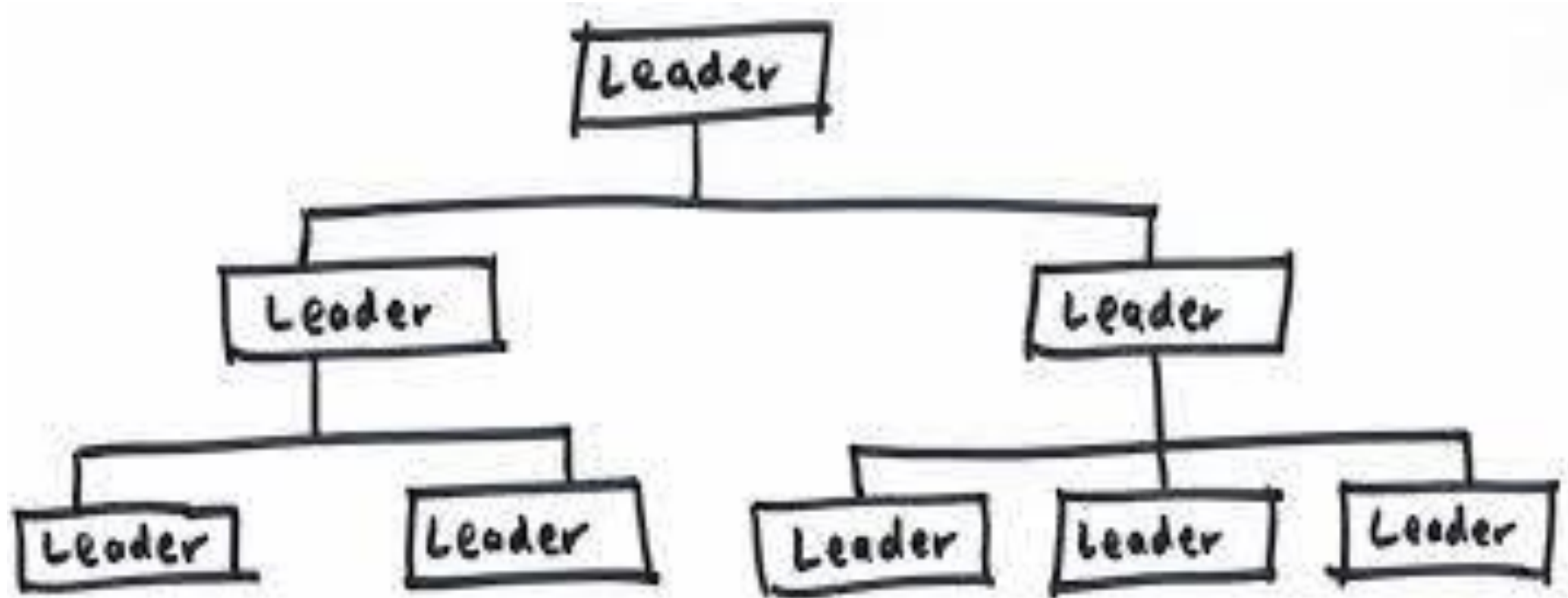
- Skills & Knowledge
- Inherent Capability

A man in a dark suit and glasses stands with his back to the camera, looking towards a modern building at night. The building has large glass windows and columns, with some lights visible inside. The scene is dimly lit, with the primary light source being the building's interior lights and some streetlights. The overall mood is contemplative and professional.

MANAGERS DO
THINGS RIGHT.
LEADERS DO
THE RIGHT THING.

WARREN BENNIS

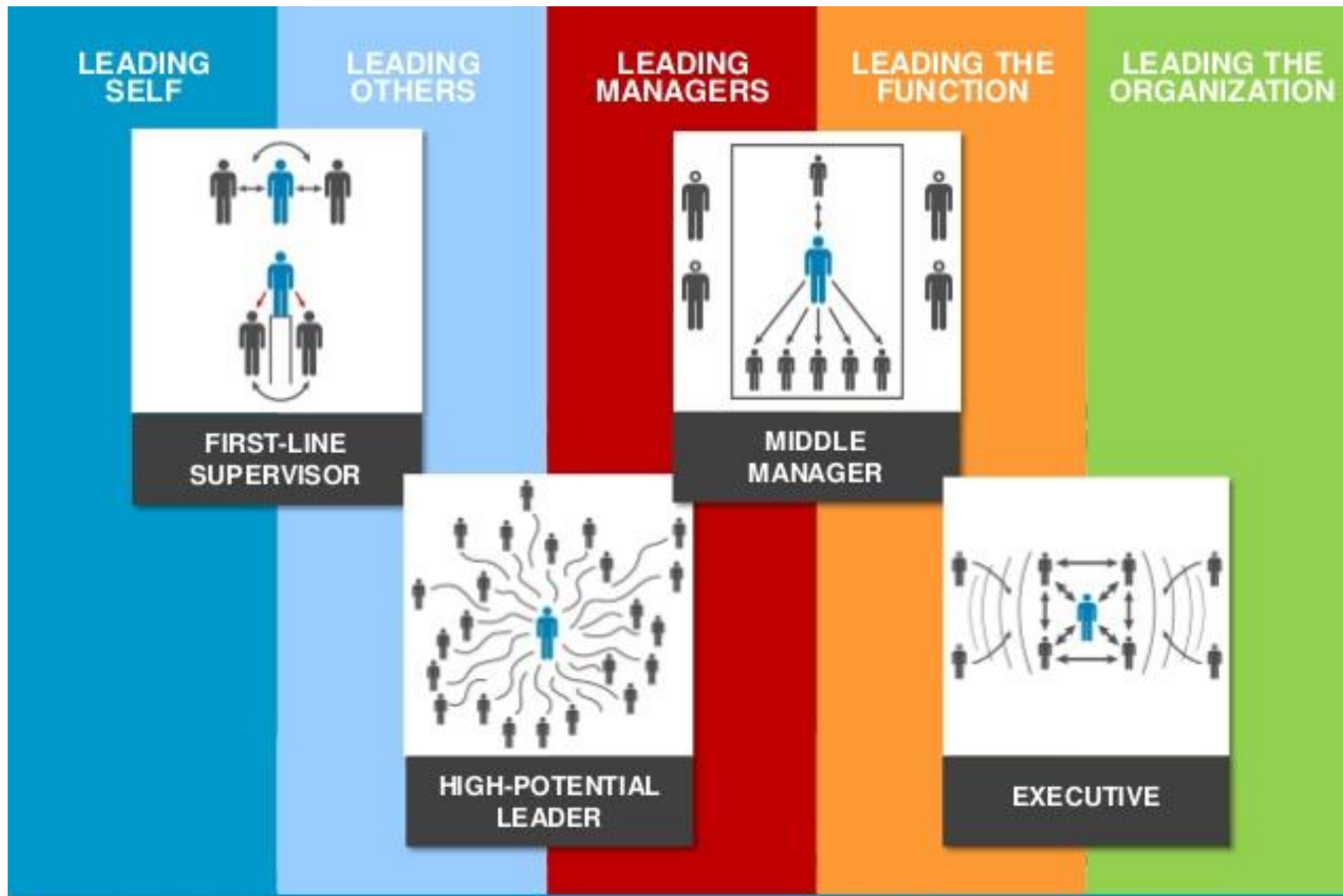
WHO is a Leader?



Everyone can be a leader - in any role or position

It is important to define what leadership means at each level in your organisation



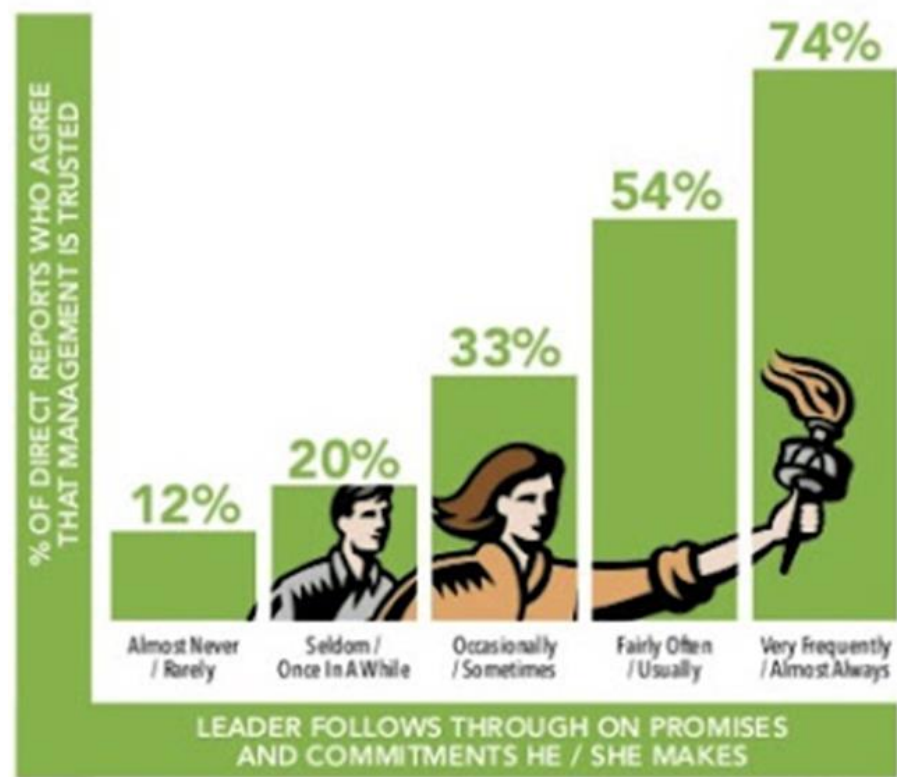


The core of
influence is

TRUST

You cannot lead
without it

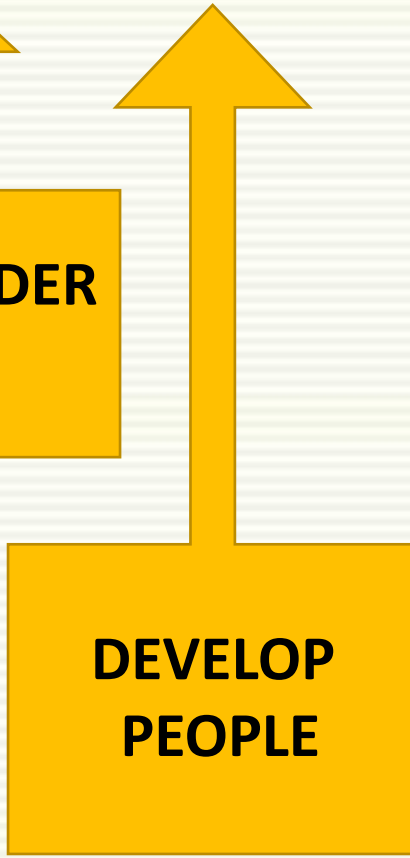
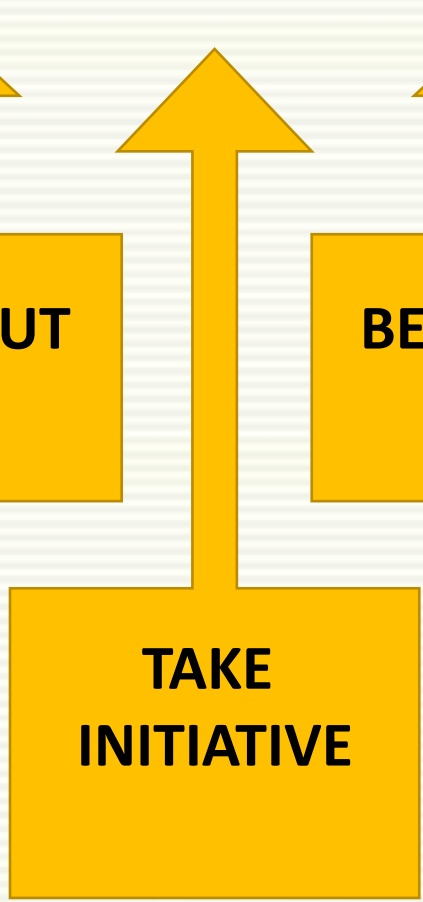
Leaders inspire trust.



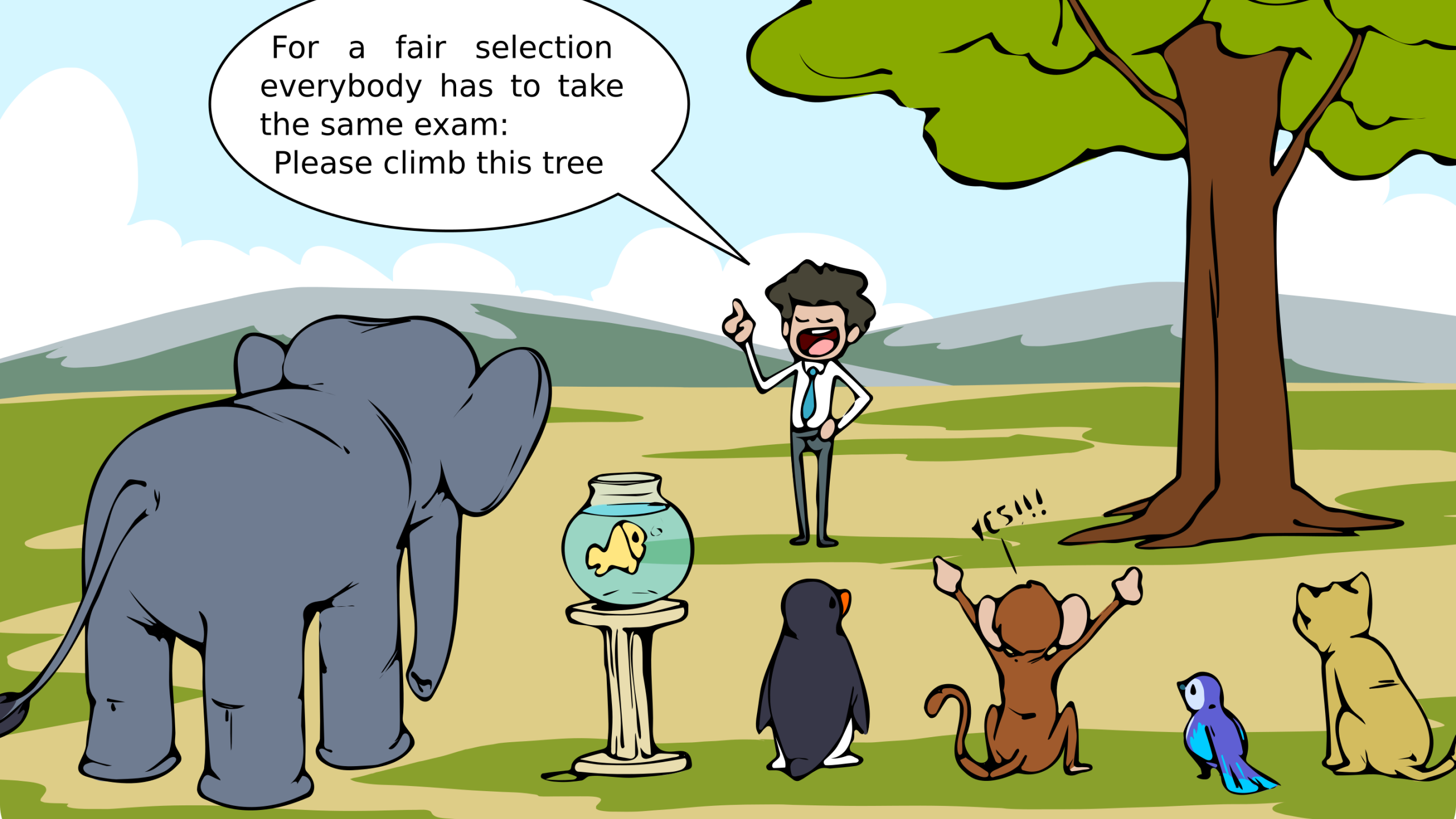
© James M. Kouzes and Barry Z. Posner



RO – TI – BAL - DEP



For a fair selection
everybody has to take
the same exam:
Please climb this tree



High Will



Low Will

GUIDE

Reduce risks, obstacles, constraints
Provide tools, training, guidance,
coaching, feedback up front
Relax control as progress is shown

DELEGATE

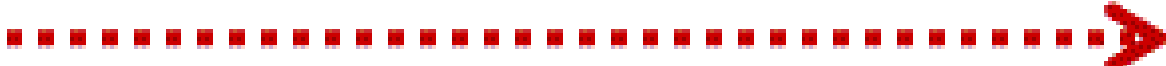
Provide freedom in job methodology
Communicate trust and recognition
Develop stretch goals, broaden
responsibilities, treat as "partner"

DIRECT

Provide clear briefing, identify
motives, develop vision of success
Structure "quick wins," train/coach
patiently, supervise with frequent
feedback and clear expectations

EXCITE

Identify reason for low will
Develop intrinsic motivation,
incentives, value alignment
Monitor and provide recognition to
reinforce positive behaviors

Low Skill  High Skill

Theory X and Theory Y (Douglas McGregor)

Theory X

The assumption that employees dislike work, are lazy, dislike responsibility, and must be coerced to perform.



Theory Y

The assumption that employees like work, are creative, seek responsibility, and can exercise self-direction.



Maslow's Hierarchy of Needs



Self-actualization:
achieving one's full potential,
including creative activities

Esteem needs:
prestige and feeling of accomplishment

Belongingness and love needs:
intimate relationships, friends

Safety needs:
security, safety

Physiological needs:
food, water, warmth, rest

Intrinsic Motivation R.A.M.P

Relatedness

Relatedness is the desire to be socially and emotionally connected to others. In gamification, social status and networks like online communities can satisfy this desire.

Autonomy

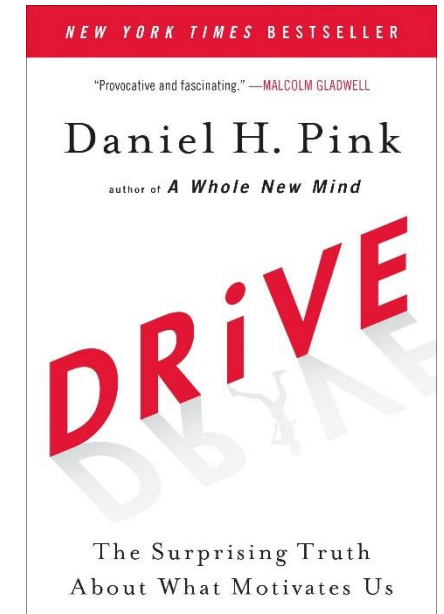
The need for Freedom, agency, self expression and creativity. In gamification this comes from allowing users to make meaningful choices about their experiences and providing tools to allow users to express themselves.

Mastery

Mastery is the process of becoming skilled at an activity. Your solution should provide a path to mastery that includes challenges that are balanced to the users skill level (Flow).

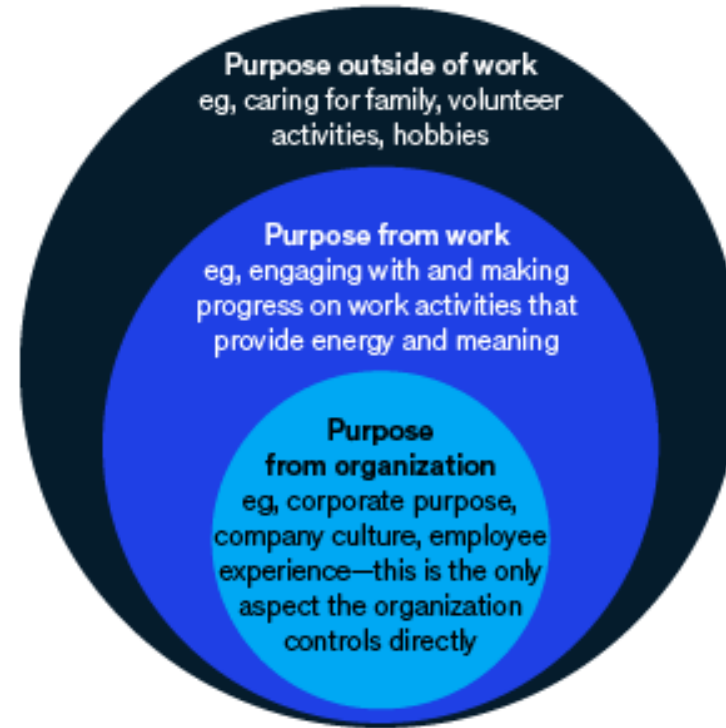
Purpose

Altruistic Purpose: The desire to help others.
Meaningful Purpose: The need to understand **why** what a you does is important.
You should provide a way for users to give back to others as well as educate them about the importance of their role.



Meet employees where they are to help them achieve fulfillment at work.

The relationship between individual purpose and work



Three scenarios

Nicole's purpose from work is aligned with and fulfilled by her company's purpose



Although she's aligned with the company's purpose, **Nancy** isn't feeling fulfilled by it in her work



Katherine's purpose is misaligned with—and unfulfilled by—the company's purpose



Traditional Leaders

A woman with short blonde hair is sitting at a desk, looking towards the right. She is wearing a patterned top. The background is a brick wall. The entire image is overlaid with a semi-transparent red color.

Believe employees support them

Uses power as a tool for inclusion

Measures success through employee output

Speaks

Believes it's about them

Servant Leaders

A woman with long dark hair is sitting at a desk, looking at a tablet. She is wearing a dark top. The background is a brick wall. The entire image is overlaid with a semi-transparent green color.

Supports & serves others

Includes employees to increase engagement

Measures success through employee growth

Listens

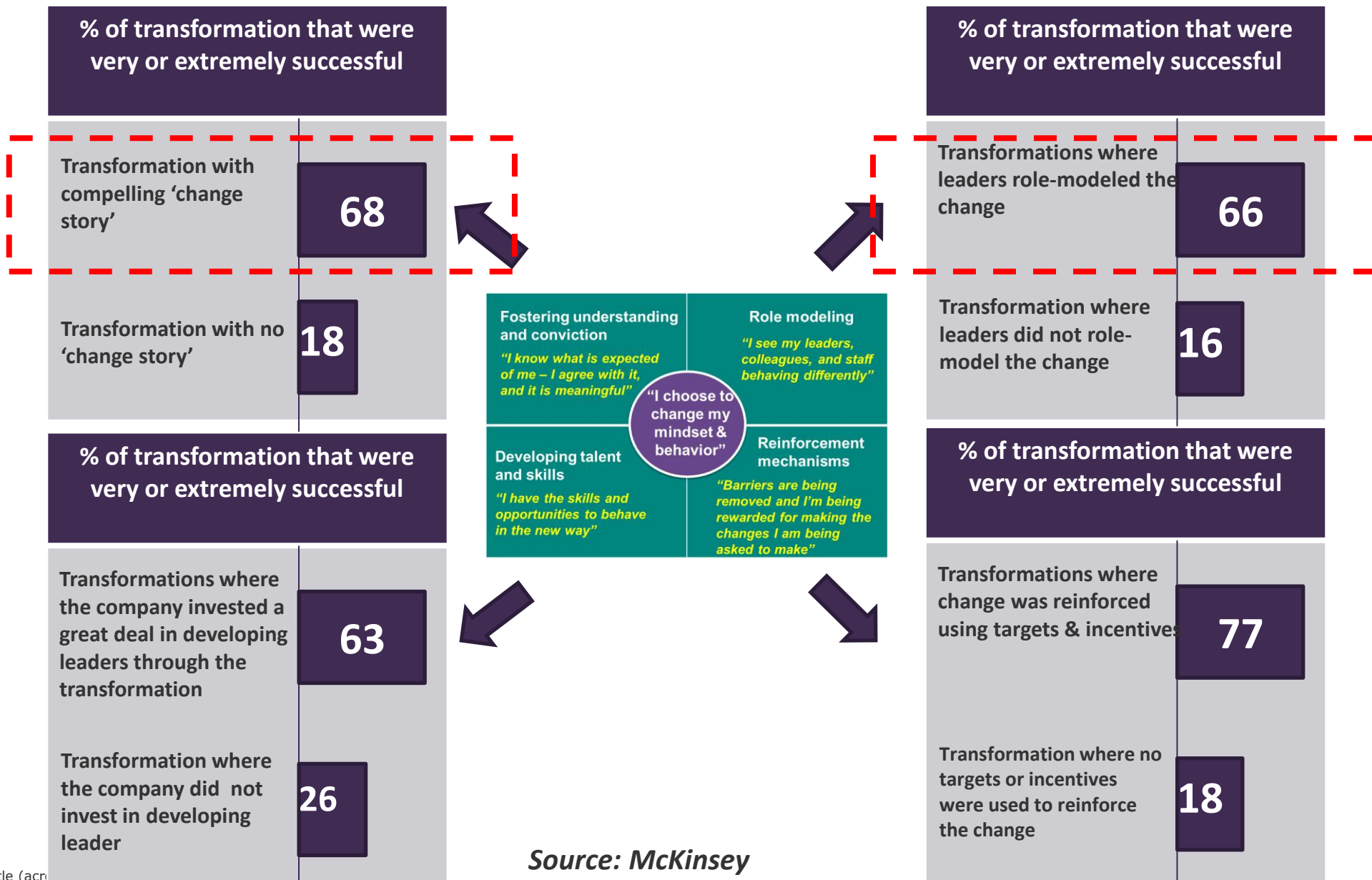
Realizes it is not about them

The Skills to Lead Transformation: The Influence Model



Source: McKinsey

The Influence Model: What the data says



Source: McKinsey



HOW LEADERSHIP HAPPENS

DIRECTION, ALIGNMENT, COMMITMENT (DAC)



DIRECTION

Agreement in the group on overall goals.

ALIGNMENT

Coordinated work within the group.

COMMITMENT

Mutual responsibility for the group.



Stories in a Leadership Point of View...



- Personal experiences
- Personalised point of view / values

- *Raison D'etre*
- Business
- Functional Areas

- Case for change (**Context**)
- Where are we going (**Direction**)

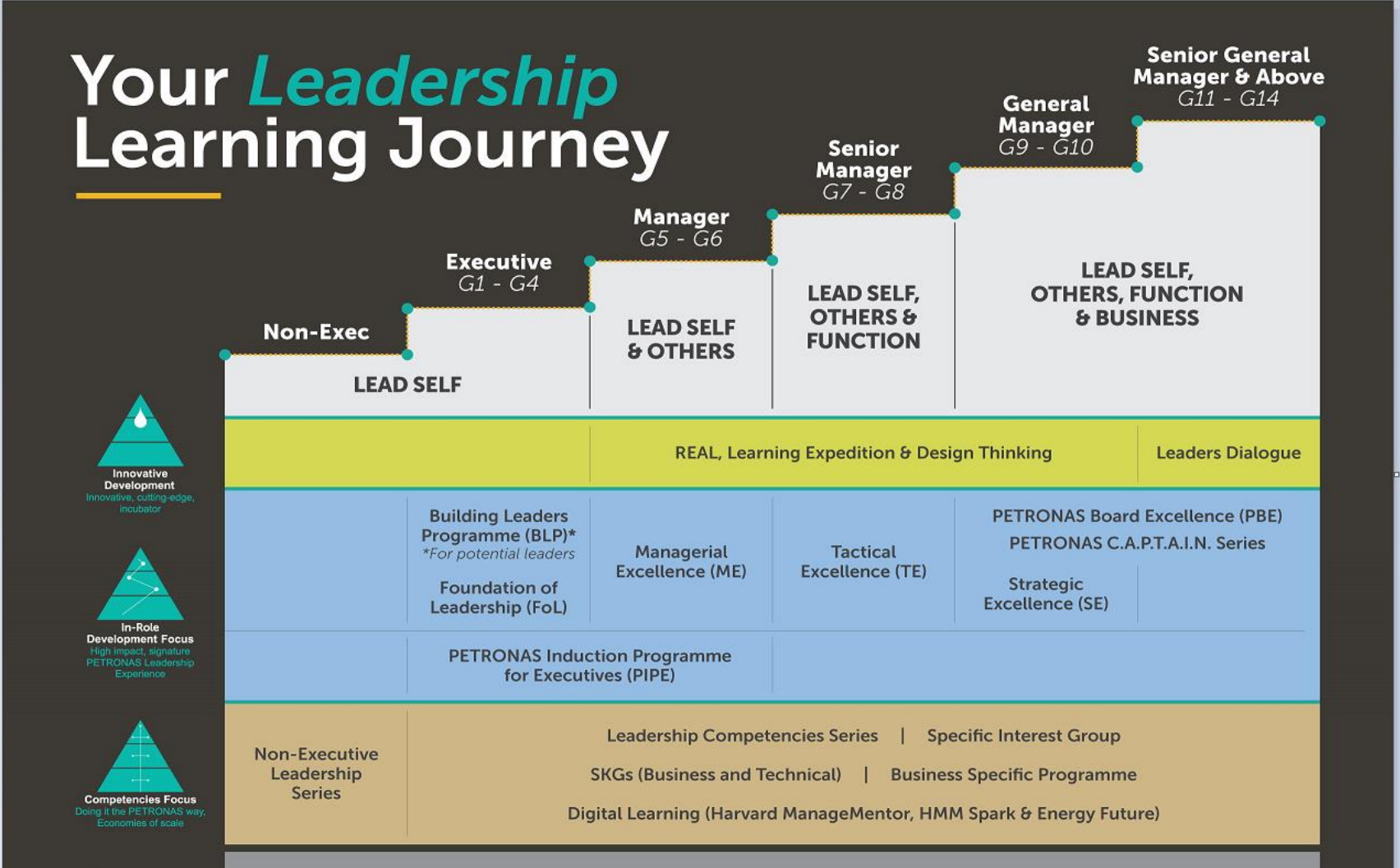
- How will we get there? (**Alignment**)
- How to energize people to win (**Commitment**)

Leadership Point of View Framework

Story	Answers the following questions...
Who am I?	<ul style="list-style-type: none"> • Self-introduction • Stories of work experiences
Who are we?	<ul style="list-style-type: none"> • What is our business? • Why do we exist? (Raison D’etre)
Where are we going?	<u>Context</u> <ul style="list-style-type: none"> • What is the case for change? • What is the current environment we are faced with? • Why do we need to change? • What are the implications if we don’t change?
	<u>Direction</u> <ul style="list-style-type: none"> • How do we grow and sustain our business for today and tomorrow? • What specific strategies are needed?
How do we win?	<u>Alignment</u> <ul style="list-style-type: none"> • What actions will we need to take to get there? • What behaviors do we need to demonstrate?
	<u>Commitment</u> <ul style="list-style-type: none"> • How to foster understanding and conviction? • What benefits will both the employees and the organization be able to reap as a result of achieving the aspired goals? • How do we ensure that everyone is personally invested in the organization success?



PETRONAS Leaders Develop Leaders embed in PLC Leadership Program



PETRONAS Leaders Develop Leaders has been developed from proven research and best practices of top global companies

1. Leaders Develop Leaders is a structured and systematic approach for experienced leaders to develop themselves while they guide, coach and facilitate emerging leaders to achieve business results and thus build a proactive leadership development culture in PETRONAS.

2. Guiding Principles:

- PETRONAS leaders proactively develop self and others.
- Leaders develop others at their own level of confidence and competence.
- Strengthen the foundational behaviors identified in building a high performance culture.
- Learners getting the insight and learn from the leaders' experience.



Sources: (1) PETRONAS Leadership Competencies
(2) Betof, E. (2009) 'Leaders as Teachers'

Five different platforms are available for leaders to develop self while developing others

Leaders Workout

Leaders champion, lead or facilitate cross-functional teams to resolve PETRONAS real business situations or issues and innovate value creations faster

Leaders Facilitate

Leaders develop facilitation skills through accelerating participants' learning by relating their PETRONAS working experiences alongside the conceptual framework of the topics or modules



Leaders Coach

Leaders coach to sharpen their coaching skills and simultaneously guide and motivate their subordinates for performance

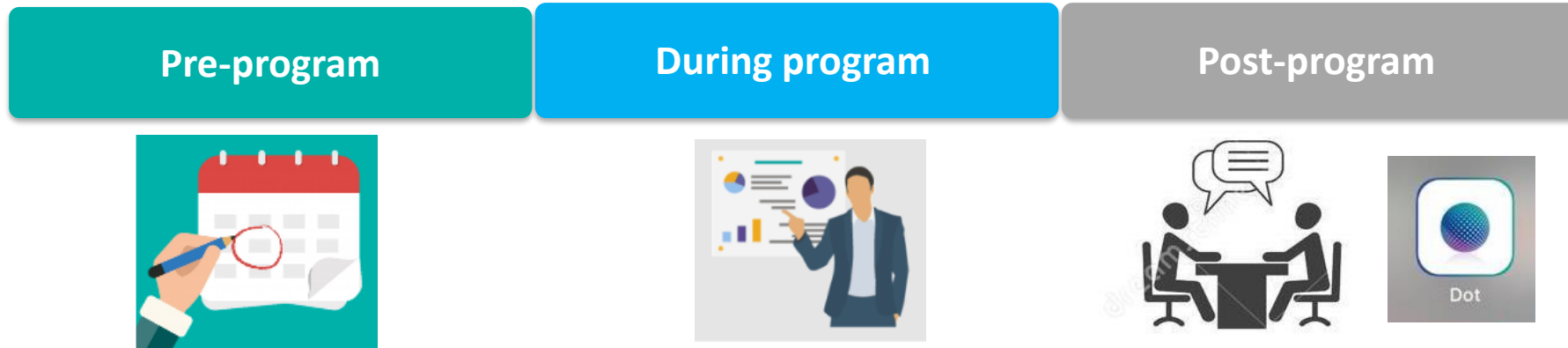
Leaders Presence

Leaders create presence through advocating LDL through their involvement in learning and engagement events to display commitment on their subordinates' development

Leaders Share

Leaders enhance their strategic storytelling skills through inspiring others with their leadership and business experience, lessons learnt and insights.

Leaders experience a consistent 3-step process to inculcate Leaders Develop Leaders practices



1. Leaders enrolment - map and secure leaders to LDL platform.
2. Leaders briefing - brief and share with the leaders on the following:
 - Overview of program
 - Overview of Leaders Develop Leaders (LDL)
 - Overview of the session and leaders roles
3. Observe leaders anchoring on 6 Feedback Dimensions.
4. Observers and participants give feedback to leaders via PETRONAS Dot app by 11.59pm of the same day as the LDL session.
5. Observers give immediate verbal feedback to leaders.
6. Leaders will be able to view the feedback after 7.00am on the next day after the program

Overview of 3-step process for LDL@Business

Pre - program

During program

Post - program



<p>Business HR/Program Owner</p>	<ol style="list-style-type: none"> 1. Business HR submit the LDL@Business plan & schedule to PLC . 2. Business HR/Program Owner brief leaders prior to respective LDL@Business session <ul style="list-style-type: none"> • Program overview • Program expectation, leaders roles and information on participants • Overview of Leaders Develop Leaders (LDL) 	<ol style="list-style-type: none"> 3. Business HR/Program Owner observe leader anchoring on 6 Feedback Dimensions. 4. The Observer and participants give feedback to leaders via PETRONAS Dot app <p>Note: LDL Feedback via Dot app shall be opened until 11.59pm of the same day of the LDL session.</p>	<ol style="list-style-type: none"> 5. Observers give immediate verbal feedback to leaders 6. Leaders will be able to view the feedback after 7.00am on the next day after the program
<p>PETRONAS Leadership Center (PLC)</p>	<ol style="list-style-type: none"> 1. PLC review and confirm LDL@Business plan 2. PLC conduct the upskilling session for Business HR and identified Business Leaders 3. PLC prepare and generate the leader's poll code for respective session. 	<p>Note: LDL team may be invited to observe the Business team in implementing the LDL session in order to ensure consistency of LDL practices at Business.</p>	<ol style="list-style-type: none"> 4. PLC generate and submit quarterly LDL reporting to Business HR <p>Note: LDL and Business HR (Leadership Development team) shall have regular engagement to discuss on the implementation progress of LDL@Business</p>

Leaders will be provided with feedback based on the following areas

Part 1: LDL Rating via PETRONAS Dot app

Question: I observed the leader demonstrating these behaviours...	Distinctive	Effective	Developing	Needs Development	Not Applicable
1. Presence, Engaging and Motivating <ul style="list-style-type: none"> Authentic - true and candid Showed passion, enthusiasm and excitement to PETRONAS, the subject matter and the audience 	0	0	0	0	0
2. Subject Matter Expert <ul style="list-style-type: none"> Contextualised the content and the subject to suit the learning needs and audience expectations Made personal connection to PETRONAS Statement of Purpose, Shared Values, Cultural Beliefs and business context 	0	0	0	0	0
3. Communication <ul style="list-style-type: none"> Communicated logically, structurally and in an inspiring manner Shared stories and gave practical examples 	0	0	0	0	0
4. Build Rapport <ul style="list-style-type: none"> Encouraged involvement in discussion and activities Sought for and provided feedback 	0	0	0	0	0
5. PETRONAS Cultural Belief <ul style="list-style-type: none"> Applied PETRONAS Cultural Beliefs (Results Matter, Own it!, Focused Execution, Nurture Trust, Tell Me, or Shared Success) Applied Focused Feedback, Focused Storytelling, Focused Recognition 	0	0	0	0	0
6. Call for Action <ul style="list-style-type: none"> Provided a safe environment for participants to challenge norm and speak up Encouraged ownership and provided accountability for others to implement ideas 	0	0	0	0	0

Part 2: LDL Verbatim via PETRONAS Dot app

What the leader has done well	What the leader could do more

'Critical Reflection' and 'Rallying for Commitment'



- Do a critical self reflection on what transpired today using the following sequence:
 - **What?** – What’s your observation during the session today?
 - **Now What?** – How does it impact you?
 - **So What?** - What commitment can you personally make after leaving the session?

My parting words....



Don't do unto others what you
don't want others to do unto
you.

~ Confucius

AZ QUOTES

**You reap what you
sow. Be mindful of
your behavior and
how you treat others.**

@StephanSpeaks



THANK YOU