
LEADERSHIP HANDBOOK

SAT2: Task 2
12/07/13

Prepared by: Joel Andersen, Dwight Anderson, Marshall Bruderer,
Jamie Caldwell, Aaron Camacho, and Chad Devey

TABLE OF CONTENTS

SECTION	PAGE
1. Joel Andersen	
1.1. Emotional Intelligence	3
1.2. Personality Traits	4
2. Dwight Anderson	
2.1. Leading High-Performance Teams	6
2.2. Interpersonal Skills.....	9
3. Jamie Caldwell	
3.1. Leading Through Effective Communication.....	13
3.2. Time Management.....	15
4. Aaron Camacho	
4.1. Leaders as Motivators.....	18
4.2. Leadership and Managing Conflict Resolution.....	21
5. Marshall Bruderer	
5.1. Moral Leadership and Ethics.....	24
5.2. Leading Culturally Diverse Teams.....	26
6. Chad Devey	
6.1. Leading Intergenerational Groups.....	28
6.2. Leadership vs. Management	30

1.1 Emotional Intelligence



(Humbert, 2011)

There are a lot of important business related aspects that come with having a strong emotional intelligence. Emotional intelligence means that a person will have the ability to understand other peoples feelings, emotions, communicate on a personal level, and regulate there own emotions. When people can connect with other people and understand their emotions there quality of life will be improved (DuBrin, 2013). In a leadership setting if you have the ability to read emotions of your employees, clients, and business partners, you will be able to adjust situations to help individuals get the job done.

Daniel Goleman did some extensive research and found that effective leaders of companies had to have emotional intelligence to effectively manage a company. Goleman stated that a company needs to have people with analytical skills, trained skills, and cognitive skills; however these skills alone don't make a good leader (Goleman, 2004)

There are four key components that help someone to have better emotional intelligence. They are going to be self-awareness, self-management, social awareness, and relationship management. When someone has these skills they are going to be much more likely to understand their own strengths, they are going to be able to control their emotions, they will be more likely to be honest with others, they will have empathy for others, and they will be able to build strong personal bonds with others (DuBrin, 2013).

There are a lot of barriers that a leader may face if they don't have emotional intelligence. They are much more likely to miss communication cues from others. They may end up misinforming others because their emotions may not be matching their words or actions. Most importantly a leader will not be as effective if they cannot interpret the social situations around them. The inability to have emotional intelligence may mean that you are less likely to effectively work with your colleagues, business partners, and customers.

Goleman states that there are plenty of business people that know of a person that was highly skilled, intelligent and that got promoted into leadership but they failed their job due to lack of emotional intelligence. You are more likely to achieve as a manager by having a lot of intellectual abilities even if you only have a few business skills. Many large companies will hire psychologists to help their companies train their employees to get better and be more aware of their emotional intelligence (Goleman, 2004). When you have emotional intelligence being practice on a companywide level your business is much more likely to thrive.

Freedman (2010), states that emotional intelligence is crucial for surviving in the globalized economy. Organizations such as FedEx, HSBC, and the USAF are using emotional intelligence to stay ahead. Most people that started using emotional intelligence did so after Goleman came out with his book in 1995 called *Emotional Intelligence, Why It Can Matter More Than IQ*. Emotional Intelligence is extremely important because it can affect the way employees work as a team, the way they think about safety, and the way they perform. It is also going to affect sales, customer relations, and trust in the company. In a world where business is global and unpredictable it is more important than ever to have emotional intelligence.

1.2 Personality Traits

Many leaders from all different areas in life will have many of the same personality traits. There are two different types of personality traits: general personality traits which are things such as self-confidence and trustworthiness, the other personality trait is task-related traits such as an internal locus of control (DuBrin, 2011).

There are many traits that make a great leader and that help a leader to succeed. Self-confidence, humility, trustworthiness, sense of humor, authenticity, enthusiasm, assertiveness, and practicing extraversion are many of the traits that make up a good leader.

Having the ability to have self-confidence will allow people around you to trust a leader and have trust in their ability to accomplish a task. A leader that has self-confidence is going to show his or her confidence through the way they talk, the posture they maintain, through their actions and through their attitude.

Humility is going to be a trait that will allow the leader to understand the importance of letting others have attention. It will allow the leader to show selflessness and that they are okay with making some mistakes. It's important for a leader to be able to understand that they may make mistakes and that they can learn from those mistakes. It's also important for a leader to find humor in being able to make light of mistakes that they have made and to be able to move forward.

Trustworthiness is a skill that a leader will be able to use as a way to get others to want to be around them. People gravitate around people they trust and alienate from people they don't trust. Honesty is a key that will allow a leader to be able to stay calm because they don't feel guilt or fear of people finding out the truth. Trustworthy leaders will also be able to hold others to the same standard of being trustworthy and honest with them. This creates a mutual respect between leaders and subordinates.

Being assertive is a skill that creates a situation where the leader and their followers are being mutually respected. There are four basic communication styles: aggressive, passive, aggressive, passive, and assertive. Being assertive will allow a person to make his or her needs known while respecting other people's needs, values and positions. Assertive communication style will allow the leader to fully mature and grow as a leader.

Some of the personality traits that effective leaders will have are going to be having the ability to be passionate about the work and the people, they have a strong emotional intelligence, they will have an internal locus of control, and courage (DuBrin, 2011)

It is important for a leader to have pride, compassion, and discipline so that it gets passed on to the employees or members of the team that the leader has control over. When a leader passes on personality traits it will affect the overall compassion, creativity, discipline, and collaborative work of the entire group. When the members of the group or employees of a company can have strong personality traits they will also establish the way that the team, company, or organization is viewed as a whole (Keller & Richey, 2006).

Leaders of businesses today are expected to have good ethics and positive effects on a company or group they are working with. The Five Factor model and ethical leadership from (Kalshoven, 2011) focuses on the importance of a leader to have traits of agreeableness, extraversion, conscientiousness, emotional stability, and open mindedness. Kalshoven's study revealed that when a leader is very likely to have traits of agreeableness and conscientiousness because of its direct relationship with having ethical leadership behaviors.

Leaders will have personality traits that reflect on caring and concern for those around them. They care about the wellbeing of themselves and the people they come into contact with on a daily basis. They understand the importance of being assertive and speaking up when something is not right. They have the ability to listen and understand other people points of view. They are going to be open minded to others ideas and actions. They will act ethical with their own thoughts and actions. They trust in themselves and they have trust from others around them because they are honest and fair. Being a leader is much more than having the ability to make demands and ordering people to get a job done. A great leader is going to have the personality traits that others desire.

2.1 Leading High-Performance Teams



Working in teams is often considered contrary to the American culture. Marvin Weisbord, author and organizational development expert, said, "Teamwork is the quintessential contradiction of a society grounded in individual achievement." (Zmorenski, 2013)

Strong leaders understand the importance of teamwork. When a football team is functioning at the highest level, it is a powerful, yet elegant display of speed, skill, synchronicity and brute force. At its best, a professional team operating at peak performance can make a legend for itself by achieving things that leave fans in awe and shaking their heads in disbelief. Some high-performing teams are required to perform at such elite levels of precision and cooperation that one misstep would be a matter of life and death. The U.S. Navy Blue Angels are one such team. They demonstrate spectacular levels of teamwork every time they fly.



Organizational excellence is not an accident, it requires specific leadership actions to optimize team productivity and output quality. Leadership is also about creating a unique and compelling vision and conceptually, operating from that vision. "Most organizations function on a hub-and-spoke model, with decisions radiating from the a central base of power. They're not built for high performance and speed. A horizontal organization is ruled by high-performance teams with real decision-making clout and accountability for results, rather than by committees that pass decisions up to the next level or toss them over the wall into the nearest silo." (Guttman, 2008).

A good team leader will inspire a vision for the team and work with them to develop a mission statement that drives team behavior. In addition, a good leader will show the way by example, and by setting the standard for work ethic, honesty, accountability and continuing

improvement. Leaders should also set high performance standards for the team and keep them focused on the team vision and mission.

Before a leader can achieve "high-performance" levels of collaboration, interdependency, efficiency and productivity, it is necessary to provide the proper support and structure for the team, starting with putting together the right people. "Team members should be selected with their natural skills in mind. Not every person is capable of doing every job." (Musselwhite, 2007) Strong team support and structure also comes from ensuring that team members have all the resources, training and support necessary to do their jobs. This starts with open and honest communication with the team about needs and barriers to productivity. It can also include coaching and inspirational support. An effective leader will also organize the team's working environment to facilitate team efficiency. For instance, in a manufacturing facility, it would be highly dysfunctional to locate team members working on a common product in an occluded workspace, or too far away from each other, so that time was wasted and team members became frustrated.

A good leader set an environment of trust, and will solicit feedback for each critical element of the team's operations. Consistent feedback is essential to improve productivity. No one knows the front lines like the people actually working on them. Constructive feedback will not only help with team support and decision-making, it should drive every other step in leading high-performance teams. In addition, a leader should communicate expectations for tasks and behavior clearly, and they should work with the team to set goals for performance. When team members reach goals or achieve tasks, they should be given special recognition or praise. Celebrate victories and maintain an atmosphere of positive progress.

Constant communication should also be productive communication. In addition to honest, constructive feedback from team members, and communication of expectations and praise for achievement by the leader, the following "communication" activities should happen on a regular, scheduled basis:

1. Weekly team meetings to discuss what is working and work through problems and roadblocks.
2. Operation "kick-off" meetings to ensure that every new project is clearly defined and explained, and that every team member knows their tasks, timelines, resources and support structure.
3. Periodic "achievement" ceremonies where long-term achievements such as years of service or major accomplishments are praised and rewarded.

A strong leader has the leverage and credibility necessary to deal with poor performance quickly and firmly. However, in order to foster a spirit of fairness or desire for self-improvement, leaders should give underachievers an opportunity to correct their behavior through a discussion of work goals and performance targets, re-affirming expectations and creating timelines and measures for improvement.

Good leaders understand the concept of emotional intelligence, which is how people handle themselves when faced with adversity, stress, anger and relationship issues. They set the tone for how the team views mistakes or problems. A strong leader will help the team see that any opposition is an opportunity for innovation, creativity and problem-solving. Mistakes are a great opportunity to learn, increase skills and become better prepared the next time. And negative thinking is a waste of time and energy. Attitude determines altitude, and separation is in the preparation. A leader should never be afraid to excel, and they should instill the same fearlessness in the team.

A high-performing team is not without times of conflict and disagreement. However, a strong leader will quickly and directly address conflicts between team members through active listening, honest feedback and collaboration. They will also resolve conflicts across the team through team meetings and reaching a consensus on solving the problem. The key to high-performance is *not* that the team will never having adversity, but rather in effectively resolving problems and keeping conflict to a minimum through constant communication, feedback, and emphasizing personal accountability and improvement.

Leaders should encourage pride in being outstanding and applaud achievement. Whenever possible, they should seek a consensus within the team on key decisions in order to empower team members and give them a sense of ownership in their work. Leaders should also share power within the team and delegate important responsibilities to increase the sense of ownership even further. Leaders can also create a fun environment by encouraging competition and the use of jargon (language peculiar to the team, or unique ways of expressing particular things about the team's work). An effective leader will help team members feel good about their jobs and have goodwill towards the company.

Leading high-performance teams encompasses numerous aspects of management skills including understanding operations and business, motivation, relationship building, emotional intelligence, communication and other areas. This section has outlined many of those elements, along with several key actions that leaders should take, and several key attributes leaders should have if they want to build and lead high performance teams.

2.2 Interpersonal Skills



"Leadership is not about titles, positions or flowcharts. It is about one life influencing another...people don't care how much you know until they know how much you care" - John C. Maxwell. (Goodreads, 2013)

The basis of communication is speaking or writing clearly and understandably. However, strong interpersonal skills go well beyond basic communication, they allow us to not only give clear messages, but also to receive exactly what was intended to be communicated to us. They are how we interact with other people as individuals or as groups. In addition, interpersonal skills cultivate relationships, build networks and help us become more successful at work and in life.

"Interpersonal skills are essential ingredients of good communication and social finesse, but they do not come naturally. They are strongly related to the way we were brought up (whether we were expected to be seen and not heard), our inner feelings about ourselves, our level of confidence and degree of interest in others. When such skills are missing in the home, group or office, it can lead to loneliness, frustration, non-cooperation and substandard service. Routine skills are required on three levels: personal, social and occupational. To have them well-developed means you can communicate verbally, physically and in writing with far more confidence and assurance." (Sihera, 2007)

"Well-developed interpersonal skills are essential to productivity in a diverse workplace that increasingly utilizes a team approach to accomplish the complex tasks of the organization. Leaders at every level must understand, motivate and communicate with others. No matter the brilliance of the thought or the approach, convincing others to work to

accomplish it requires well-developed interpersonal skills. Interpersonal skills (empathy, tact, discretion, respect, helpfulness, integrity, openness to and courtesy for the ideas and cultures of others, active listening, effective and sensitive written and oral communication, cognitive flexibility, emotional maturity, understanding the positions of others, etc.) promote an atmosphere of confidence and trust that grows valuable relationships and inspires a group or a team to accomplish the tasks of the organization." (NCTC, 2010)

The following information outlines the benefits of interpersonal skills for leaders and how to develop those skills:

Interpersonal skills are important for establishing rapport with co-workers, creating and maintaining networks, building teams and becoming more effective managers. Development of interpersonal skills begins with self-awareness and progresses through cultivating specific communication skills and then practicing and applying those skills on a regular basis.

One of the first skills to develop is creating and building relationships. It is important to take time to seek out co-workers and get to know them. Show a genuine interest in them, learn something unique about them and remember what you learned. If necessary, keep notes of information about people to help remember your interactions. Always remember, developing interpersonal skills is a contact sport and requires energy and enthusiasm. Avoid isolation, and instead look for opportunities to reach out to others every day.

Another key skill is to learn how to be an active listener. Don't drift or daydream when interacting with someone. Be attentive, smile and make eye contact, and nod in approval or understanding when you agree with something - in other words, give some feedback that you are actively listening. Also listen with empathy, try to at least understand other's point of view even when you don't agree with everything they say. Listen to criticism objectively and not defensively. There is usually very little reason to put up our defenses when we communicate with others unless we are not secure with our own position or our own selves.



When interacting with co-workers, treat them with respect, trust and dignity. Be warm and inviting, and be considerate of the needs and feelings of each individual. Validate other's contributions, even if some contributions are less than others. A good mantra for communicating with others is to give them something to live up to rather than tearing them down.

Interpersonal skills also encompass conflict resolution. It is important to know how to deal with volatile situations and conflict with others. This includes being objective, seeing other's point of view, maintaining self-control and compromising when necessary. Conflict resolution can also mean actively listening to other's problems, negotiating, or solving a problem through group consensus. Although conflict resolution is an entire leadership course in and of itself, it is important to mention here as a skill of communication. The better your conflict resolution skills, the more breadth and depth you add to your interpersonal skills.

Leaders with strong interpersonal skills will lead with decisiveness, but also with a gentle hand. Be firm and persuasive when necessary, but also be inspirational. Look for opportunities to improve yourself. In other words, be humble and always learning, don't be close-minded or stubborn. One sign of self-confidence and humility is delegating authority to others and encouraging and empowering them to success with their responsibilities. Another indication of personal confidence is knowing when to lead from behind and not tooting your own horn at every opportunity. Encourage cooperation and work with others to solve problems. Brainstorm with your team, or with others and energize others with your positive attitude. "None of us is as smart as all of us" - Kenneth H. Blanchard. (Goodreads, 2013)

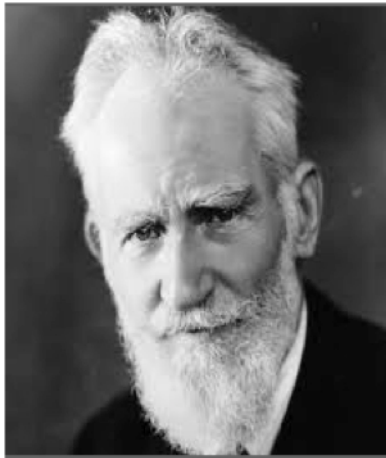
A key trait for social interaction is honesty and trustworthiness. Communicate honestly and be ethical in all your dealings with others. A common business saying is "do no harm." Unfortunately, much harm can be done from gossiping, backbiting or belittling. As was stated earlier, this is the domain of someone who struggles with their own insecurities. There is no place for negative communication in business or life...it's just not necessary and always does more harm than good. To be trusted is more important than to be adored...

One of the most useful products of strong interpersonal skills is networking. Networks expand our spheres of influence, cultivate resources and contacts, and help us gather information about our jobs or our industry. It is important in networking to treat everyone as a potential contact. Seek out people who have a relationship to your career or your interests. Go to trade shows, business functions, social functions and other meetings. Follow up on new contacts with thank-you cards, emails, phone calls or some other personal touch. Give more to your network than you receive, always think "what can I do for you", rather than "what can I get out of you." Serve other's interests, or the interests of the network, and think of ways to help others develop themselves. Small gestures like showing respect, remembering things about a person, being supportive or showing gratitude will enhance relationships and keep the network strong, vibrant and producing.

Interpersonal skills are more than just basic communication. They are critical for sending and receiving clear information, developing relationships and building networks. Successful people are successful communicators, and they know how to do it on a personal level, one person at a time. Interpersonal skills are the basis for every interaction we have with others, in every

aspect of our lives. "As a human being your greatest skill is not your education, erudition, etc., but that wonderful innate sense within you that allows you to act and say just the right thing, no more and no less. That is the beginning of the drive to develop a talent which will put you in good stead with employers, friends, new acquaintances, and yes even your life mate." (Smith, 2009)

3.1 Leading Through Effective Communication



“The single biggest problem in communication is the illusion that it has taken place” – George Bernard Shaw. (Johannsen, 2013)

Effective leaders use many different communication skills. Leaders communicate with large groups, small groups and individuals. Leaders need to articulate their message. Leaders follow up on their message to ensure understanding. Leaders listen. The leader needs to prepare for conflict resolution. These are just a few of the skills needed for effective leadership communication. This section will only provide a starting point for the reader to improve their communication skills.

To communicate well, the leader needs to prepare their message for the audience size. The leader needs to use charisma when in front of a large group. Smaller groups require a different approach. While the individuals require a personal message. In each of these settings, the leader needs to articulate the message they planned to deliver. The leader ensures the group or individuals understand the message. The leader does this by asking questions and listening for feedback. The leader can deliver effective communication by flexing the message for the size of the group.

Leaders use listening skills when communicating. This is one of the most important aspects of communication. People tend to fake listening. This common occurrence happens in all types of situations. Leaders listen for understanding. That means the leaders needs to put away distractions, move away from the keyboard, mouse, or phone and give the speaker their full attention. Many misunderstandings come from someone not fully listening. Leaders needs to watch for verbal and non verbal cues. These cues give important meaning to the conversation. Listening takes practice. A leader who listens effectively communicates.

Leaders often find themselves in the middle of conflict. Whether this is with an individual, group or in a meeting, the leader needs to be prepared to appropriately handle the conflict. Conflict resolution has many facets. The leader needs to stick to the facts when approaching communication in a conflict situation. Many books have been written about this subject such as *Crucial Conversations* and *Leadership and Self Deception*. *Crucial Conversations* teaches leaders how to make the dialog safe for all participants.

“People who are skilled at dialogue do their best to make it safe for everyone to add their meaning to the shared pool--even ideas that at first glance appear controversial, wrong, or at odds with their own beliefs.” (Patterson, Grenny, McMillan, & Switzler, 2002, p. 21).

Leaders need to understand how effective communication can help them succeed in their efforts. Each communication tool has strengths and weaknesses. This comparison includes face to face, phone, physical notes, email, instant messenger, teleconferencing and video conferencing

communication methods. See table 1 for strengths and weaknesses from a study by FX Palo Alto Laboratory, Inc.

Table 1:

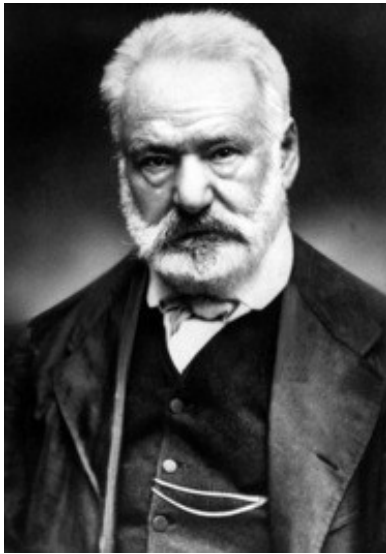
Tool	Strength	Weakness
Face to face	<i>F: Signal capture</i> (10): Non-verbal communication, context and nuances <i>PE: Establishing common ground</i> (9): easy to check understanding, to create a mutual understanding <i>I: Immediacy</i> (7): immediate	<i>PE: Efficiency</i> (11): Time consuming <i>PE: Distance matters</i> (8): need to be in the same place at the same time
Phone	<i>I: Immediacy</i> (14): immediate clarification, feedback and confirmation	<i>SA: Social affect</i> (16): causes interruption <i>F: Signal capture</i> (9): no non-verbal feedback
Physical Notes	<i>PE: Easy to use</i> (7): easy <i>F: Signal ability/exchange</i> (6): visually salient shared artifact <i>F: Record</i> (6): persistent tangible record <i>PE: Effectiveness</i> (6): Good reminder, fallback when other means don't work	<i>PE: Effectiveness</i> (17): limited bandwidth, can be missed, easy to lose
Email	<i>F: Record</i> (10): Persistent record <i>I: Synchronicity</i> (10): asynchronous <i>PE: Efficiency</i> (10): fast, efficient <i>PE: Effectiveness</i> (8): Carefully compose precise message <i>SA: Social affect</i> (7): Non-intrusive, don't cause interruption <i>I: Immediacy</i> (6): no need to respond immediately, can delay	<i>I: Immediacy</i> (10): long delay, no tight-looped discussion
IM	<i>I: Immediacy</i> (9): immediate, instant response <i>Cost</i> (7): lightweight	<i>PE: Establishing common ground</i> (7): poor awareness, hard to coordinate discussion <i>PE: Effectiveness</i> (6): not good for detailed information or large volumes <i>SA: Social affect</i> (6): disruptive, intrusive, distracting
Social Network	<i>PE: Effectiveness</i> (11): Good method for broadcasting, passive observation of friends' activities <i>F: Signal ability</i> (8): connect and keep up with distant friends and family	<i>SA: Privacy</i> (7): weak support for managing privacy
Wiki	<i>F: Record</i> (7): central shared repository <i>F: Signal ability</i> (6): shared open authoring	<i>PE: Ease of use</i> (9): hard to edit, difficult formatting language <i>PE: Effectiveness</i> (7): disorganized, unused information <i>SA: Social affect</i> (7): no one take responsibility for information update
Virtual Worlds	<i>F: Signal ability</i> (6): models the physical world	<i>PE: Ease of use</i> (10): hard to navigate
Blog	<i>PE: Effectiveness</i> (20): find interesting, useful information, trends, niche information	<i>PE: Quality of message</i> (10): unreliable, inaccurate, low quality <i>PE: Effectiveness</i> (6): too many

“The top sub-categories of strengths and weaknesses for each communication tool, with the number of words or phrases coed in the category in parentheses. For each sub-category the top category is labeled with the following acronyms: F: Function, I: Immediacy, PE: Productiveness-Efficiency, SE: Side Effect and SA: Social Aspect.” (Turner, Qvarfordt, Biehl, Golovchinsky, Back, 2010)

Productiveness-Efficiency, SE: Side Effect and SA: Social Aspect.” (Turner, Qvarfordt, Biehl, Golovchinsky, Back, 2010)

Table 1 does not show all possible communication tools, so the leader needs to consider the best communication method for the desired result. When choosing the correct tool the leader should consider what they need to communicate, their audience and the effectiveness of the tool in the situation.

3.2 Time Management



“He who every morning plans the transactions of that day and follows that plan carries a thread that will guide him through the labyrinth of the most busy life.” – Victor Hugo (Goodreads Inc, 2013)

New leaders often find themselves overwhelmed with the tasks required of them. They have to learn how to get it all done. This process can be frustrating and time consuming. Often new leaders find themselves taking work home to work night and weekends. Not only must the leader fit all their into the day week month, the leader must ensure that their team do the same. At some point, the leader needs to decide the time has come to management their time. The first step in time management is recognizing the need to manage time.

The second step for the leader is to create an activity log. An activity log consists of a table with columns for Date/Time, Activity Description, How I feel(optional) or category, Duration, Value. See example one for a sample activity log. Keep the activity leader for a minimum of a week by choosing an average work week. Do not choose a week that includes activities that you do not usually do. The description of these columns follows:

- **Date/Time:** Create a new log sheet for each day. Indicate the date for the sheet. Note the beginning time for the activity. Any time the activity changes start a new line, even if that means adding a new line to complete a previously started task
- **Activity Description:** Add a description of the activity such as reading emails, responding to emails, getting a drink, bathroom break, shooting the breeze, troubleshooting support issues, verifying information, etc, Be specific. Be honest with yourself.
- **How I feel.** Some time management techniques ask that you put down the feeling of the moment. The feeling includes things such as excited, flat, fatigued. This column is optional. Using feeling column, the leader can help determine which activities get them excited about their job.
- **Category:** Categorize the activity. Some people will replace the how I feel column with the category column. Some will find it useful to have both.
- **Duration:** How long did you spend on the activity? Be consistent. Use the same time measurement either minutes or hours.
- **Value:** The leader needs to determine the value of the activity in the context of helping the leader accomplish their goals. Against that context rate the activity as a high, medium, low or none. Be honest with yourself when rating the activity.

Example 1

Activity Log

- For information on Activity Logs, visit www.mindtools.com/rs/ActivityLog.
- To manage your time and maximize your effectiveness, visit www.mindtools.com/rs/MTFS.

Date/Time	Activity Description	How I Feel	Duration	Value (High, Medium, Low, None)

(Mind Tools, 2013)

Analyzing the activity log will help the leader identify problem areas. Focus on reducing or eliminating time wasters such as misjudging time, procrastinating, socializing, failing to delegate, focusing on the wrong tasks. The leader can make changes by identifying areas of concern. The leader can then free up time for the high value activities that accomplish the leaders goals.

The leader needs to understand how body clocks and energy affect time management. Most people can handle the hardest or most complex tasks in the morning. While it is common to have less energy in the afternoon. The leader should understand when to tackle tasks. The leader should use the activity log to arrange tasks for the time of the day they can best use their energy. The leader can efficiently utilize their energy rhythm.

Many have leaders believe that they need to multi-task throughout the day. The last several years many studies have proven the myth of multi-tasking. Multitasking creates a positive emotion. This false emotion tricks the leader. The leader believes that they have been productive when in reality they use time and energy in task switching. Multi-tasking is actually task switching. Each time you task switch, you use energy. First you use energy to stop what you are doing. Second you use energy to change your mindset for the new task making the leader less productive.

Multi-tasking causes stress. When you multi-task the brain stays in a high alert state. This state easily triggers the brains fight or flight reaction. Multi-tasking distracts the brain from observing its surroundings. We have all seen the online videos where we watch a person watch into the fountain, pond or manhole while texting. These people did not observe their surroundings. Multi-taskers easily make mistakes because they do not concentrate on the task at hand. This list includes just a few negatives of multi-tasking.

Recommendations for breaking the multi-tasking cycle:

- At the start of each day, prioritize your tasks into three groups: the tasks that you must do, tasks that you should do and finally those tasks that you would like to do. Focus only on the "musts" -- everything else is icing. (Imbimbo, 2013)
- When urgent matters come up, take a moment to prioritize them. Do not immediately assume that unexpected tasks have a higher priority. Remember your priorities.
- Leave the cell phone alone. Researchers have found that even having your cell phone in the room causes a distraction. The very thought of a potential email, text or call creates concentration loss.
- Turn off the email notifications. Designate certain times in the day where you read and respond to emails. This will allow you to concentrate on tasks without interruption.

- Remember OHIO. The acronym OHIO stands for Only Handle It Once. Multi-taskers tend to revisit tasks multiple times before completing the task. If you work on a task until it is complete, it will normally take less time then gearing up for the tasks again and again.

Remember with time management, you will need to prioritize your daily activities. The important tasks should help you accomplish your business goals and objectives. Although many urgent, unexpected task present themselves each day, the leader needs to learn to prioritize them. The leader will find time to accomplish their goals and objectives by learning these time management techniques.

4.1 Leaders as Motivators

Though leaders come in many shapes and sizes there is one thing that they all share in common; they all have power. Power is “the potential or ability to influence decisions and control resources” (Dubrin, 2013). Such power can be given from an organization or be a personal attribute of the individual. Both types of power can be used to motivate employees with varying degrees of success. Figure 1 below describes four organizational powers and three personal powers.

Types of Power		
Organizational Power	Definition	Example
Legitimate Power	The lawful right to make a decision and expect compliance.	CEO, CFO, COO, Manager, Assistant Manager, President, etc. Power given due to position.
Reward Power	The authority to give employees rewards for compliance.	Cash bonus, Award giving power
Coercive Power	The power to punish for noncompliance; power based on fear.	Demote, fire, suspend, etc.
Information Power	Power stemming from formal control over the information people need to do their work.	Leads, national security, personal information, corporate trade secrets
Personal Power	Definition	Example
Expert Power	the ability to influence others through specialized knowledge, skills, or abilities.	Certified credentials, Demonstration, experience, schooling
Referent Power	the ability to influence others through one's desirable traits and characteristics also known as "Charismatic Power"	Extreme Confidence, physical attractiveness, acute leadership skills, charm, amiability.
Prestige Power	power stemming from one's status and reputation	Successful Business Transactions, Integrity, Excellent Track Record

Figure 1: Types of Power (Dubrin, 2013)

Power whether it be personal or given from an organization can be used to motivate employees. However, not all forms of power create positive motivation. Coercive power for example, grants the leader the ability to obtain compliance through force. “Force is not limited to physical means; social, emotional, political, or economic force is also included” (Petress, 2013). A wise man once said, it is more effective to get a chain to go where you want if you pull verses push. Coercion attempts to push the chain of subordinates into obedience. Such force often leads to “fear, distrust and a lack of positive regard for authority” within an organization

(Petress, 2013). Coercive leadership is not an effective tool for effectively motivating and empowering employees.

In a slightly different example, expert power can be extremely valuable if the common pitfalls can be avoided. Problems occur when too much reliance is placed on, or assumptions are made about, someone's expertise. For example, an expert in antique cars may have little to no expertise in antique motorbikes. Also, expertise is not perpetual. The accountant that does not stay up on tax law may find himself rapidly out of business or dealing with a lawsuit. The moral of the story is power is to be used to lift employees to greater heights not to oppress them into compliance.

Forbes Magazine stated, "an employee's relationship with his or her direct manager is *the* single most important factor influencing engagement" (Lipman, 2013). As a manager the responsibility to improve motivational levels falls to you. Similar to the way power can produce positive or negative results, some motivational tactics can inspire and others can be a source or demotivation. Victor Lipman, from Forbes Magazine, offers five ways managers can motivate employees to achieve positive results and five things a manager should avoid to prevent employee demotivation.

Ways to Motivate

To effectively motivate employees a manager must first "Align individual economic interests with company performance" (Lipman, 2013). Incentive programs that can benefit all levels of employees when the company performs is a natural way to see motivation increase. A regular area where company incentive programs can be seen is within sales personnel positions. Often sales teams are given a mediocre base salary but are incentivized with a sales commission. Hence, the more they sell the more salary they earn. Whether it be commissions, stock options or company and team goals it should be understood that when the company does well so do its employees.

Second, "take a genuine interest in the future path of an employee's career" (Lipman, 2013). It means the world to an employee when a manager cares about where his or her career is headed. Take time to mentor your employees and give them guidance, training, and educational opportunities.

Third, "take a genuine interest in their work-life balance" (Lipman, 2013). Every employee has his or her reason to work. However, often the reason an employee is working is to either support a family or give the funds necessary to support personal goals. Make sure to provide a flexible schedule and be "understanding about family commitments, doctor appointments and so on --- such sensitivity can be greatly appreciated. Small gestures often make a big difference" (Lipman, 2013).

Fourth, listen. People like to be heard. As a manager lending an open ear to an employee's concerns, ideas and lives creates trust and employee loyalty. Remember, lending an open ear does not mean you must listen to every concern, idea, or life drama. Do so can wear you out and render you ineffective. "If someone is a chronic malingerer, and carps for the sake of carping, just tell them to knock it off and get back to work. But if someone is a good employee... well, people appreciate being heard" (Lipman, 2013).

Fifth, the 'Golden Rule', "do unto others as you would have them do unto you" (Lipman, 2013). Treating people as you would want to be treated shows respect to your employees. Such respect is often reciprocated offering you the manager more positive motivational control to influence change within an organization if it is needed.

Things to Avoid

There are many things to avoid but here are just five. (1) Using "your positional power as a manager in a way that shows you don't fully respect your employees as individuals" (i.e. Show up late to meetings, ignore suggestions, don't return phone calls or emails); (2) "Take full credit for a project" that your subordinate did most of the work. (3) Lose your temper; (4) Not backing up your employees during unmerited attacks against the corporation; and, (5) "Being emotionally stingy". Everyone likes to be commended for good work. Make sure to let your employees know they themselves and their work are appreciated.

Conclusion

In the movie "Spiderman" Uncle Ben taught an influential lesson. He said, "with great power comes great responsibility". As a manager we must remember that with that position comes the great responsibility of managing human resources. Good human resource management reduces employee turnover, motivates employees and can ultimately be the result of increase corporation financial success.

The ways employees can be motivated are endless. Therefore it is important to keep in mind the free ideas presented above and understand a listen to the needs of your employees. Remember with great knowledge comes great power. Knowledge of employee needs and the tactics necessary to motivate will lead you as the manger and the corporation to success.

4.2 Leading and Managing Conflict Resolution

Conflict within an organization has been defined as “the ‘ugly underbelly’ of all sizes of companies” (DuBrin, 2013). When upper management or departments fight each other they waste valuable time and resources that could otherwise be used to compete against the competition. Conflict does not allow for an organization to work cohesively together. In fact, in a 2005 a Harvard Business Review said, “Until conflict between or among the groups is resolved, collaboration is unlikely” (Weiss, 2005). Therefore it is critical to understand how you as a manager and leader can effectively manage conflict and find resolution.

Leading and managing conflict is more about finding balance than trying to reach new heights within the organization. There are five major styles of conflict management that a person may assume: Competitive, accommodative, compromising, collaborative, and avoidant.

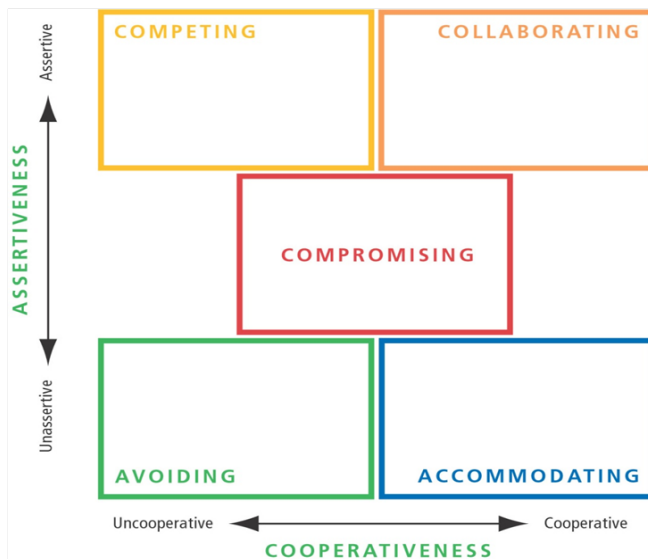


Figure 1: Conflict Resolution Styles (Conley, 2012)

Thomas Kilmann's Model (figure 1) shows each style on an “X” and “Y” axis plane. The “Y” axis is the level of assertiveness displayed by the individual or group and the “X” axis is the level of cooperativeness. Each style is arranged on the axis plane to demonstrate the level of assertiveness/un-assertiveness or cooperation/un-cooperation of each style. Each person tends to lean towards a certain natural style for him or herself. It is important to understand which conflict resolution style you naturally prefer. Take a Conflict Resolution Style Analysis at the following link: **Conflict Resolution Questionnaire** (University of Arizona).

Managers spend about 20 percent of their time resolving conflict (DuBrin, 2013). Therefore, it is important not to only know which style of conflict resolution you naturally prefer but what others will be bringing to the table as well. Below is each resolution style, its level of assertiveness or cooperation, and a helpful defining example.

Styles of Conflict Resolution & Examples

- Competitive: Highly Assertive and does not want to compromise.
 - Example: Even though I value your point of view, I must win. I am sure if I can just get them to see my point of view they will want to go with my idea.
- Accommodative: Highly cooperative and shows no signs of wanting to assert power.
 - Example: Lets just all get along. Our friendship is not worth ruining just to fight over this point. I feel uncomfortable so I will do what ever you think is best.
- Compromising: Slightly cooperative and does not want to be overly assertive

- Example: Lets find something that we can both live with and go with that. If you get something you want and I get something I want we will both be happy and can move on. There is no reason to fight when we can both partially win.
- Collaborative: High level of assertiveness and high level of cooperation
 - Example: Together we can come up with a better idea than either of us could alone. Lets both hear each other's opinion and come up with a win-win situation. Lets figure out the best solution together.
- Avoidant: Low level of assertiveness and low level of cooperation
 - Example: I do not like confrontation. You may have want ever you want just keep me out of it. It is just better to be quite and listen.

When a person is in conflict resolution often they take on more than one style of resolution. For example, a person might start out as avoidant but half way through decide to get his way or the highway; demonstrating a competitive approach. The most effective way to resolve conflict between two parties is to bring them together and “engage in confrontation and problem solving. (*Confrontation* refers to discussing the true problem, and *problem solving* refers to finding a way to resolve the conflict)” (DuBrin, 2013). The manger should be present but the two parties should be talking to each other not to the manger. Having the parties talk to each other is preferred to having each party talk to the manger alone. Often the “Alone” approach leads to each party trying to convince the manger that he or she is correct.

Negotiating & Bargaining

Conflict resolution is not only useful when dealing with internal disagreements but can also be valuable when negotiating and bargaining. Mangers and leaders must be effective negotiators. Michael Watkins said, “it is not enough for leaders to be visionaries; they also need to be capable negotiators. One reason is that younger people are less prone to accept power and authority. Another reason is that the trend toward flatter organizations and the use of matrix structures require leaders to be negotiating continuously. (A matrix structure is a project team superimposed on a functional structure.) People often accept orders only after negotiation” (DuBrin, 2013).

Conflict can be found in just about every avenue. For example, negotiating a salary. If you are the employee you want to get paid as much as possible. However, if you are the employer you want to pay as little as possible for as much expertise as you can get. The man goal and best result of negotiation and bargaining is a win-win situation where both parties have been satisfied. At first, a party's thirst at negotiations may seem unquenchable. Nevertheless, with a few strategies, conflicts can become much easier to resolve.

Strategy number one is simple, “listen first to investigate what the other side wants” (DuBrin, 2013). Get as much information as possible. Knowledge and understanding of what the other party wants gives you negotiating power. A potential employee may come in to the negotiation trying to get the highest salary possible. However, what the potential employee may really be worried about is having large enough salary to purchase quality health insurance. Knowing this the negotiator can make an offer that includes a benefits package on the company's group plan. Ultimately the end result can be better for the company and potential employee.

Strategy number two is “begin with a plausible demand or offer” (DuBrin, 2013). It is often misunderstood that one must start with a high or outrageous offer to ultimately end up with what one wants. “But a plausible demand is better because it reflects good-faith bargaining. Also, if a third party has to resolve the conflict, a plausible demand or offer will receive more sympathy than an implausible one” (DuBrin, 2013).

Strategy number three is, “search for value in Differences between the two sides” (DuBrin, 2013). In negotiation we often seek to find a win-win scenario by finding common ground. However, there can be much value in differing opinions. For example, two people both want an large pizza. They both agree they want cheese but cannot come to an agreement on the other toppings. One wants pepperoni and sausage and the other wants Canadian bacon and pineapple. When discussing the options they discovered that the second person just did not want the different toppings to intermingle. So instead of just getting an large pizza with half pepperoni and sausage and half Canadian bacon and pineapple they got two medium pizzas. In the end the two medium pizzas ended up being more pizza for less money.

Lastly, “be sensitive to international differences in negotiating style” (DuBrin, 2013). With many cultures come many different cultural norms. For example, Americans may think it is a sign of a lack of confidence or shiftiness if someone avoids eye contact. However, in China it is considered and sign of respect and is reflected as rude if a younger person looks an older person in the eyes while conversing. To be an effective negotiator and bargainer a leader must understand cultural differences. Otherwise, a misconception may turn into an unsuccessful negotiation.

5.1 Moral Leadership and Ethics

“Ethical leadership is knowing your core values and having the courage to live them in all parts of your life in service of the common good” (Ethical Leadership 2013). This is a great definition for ethical and moral leadership because it covers three important steps in providing effective leadership. The three steps to ethical and moral leadership are to first embrace and commit to your own integrity and values, then you must live them in all the aspects of your life, and last you must use those values to do good. These three important parts of leadership will be covered in further detail in this section.

A. Know your own integrity and core values.

Core values could have been rooted in you from your upbringing, or they could be something that you acquire and collect through your life experiences. How you acquire your core values and morals is not important, establishing virtuous values that allow you to do what is right and good is what is important. If your values are based on integrity, virtue, and honesty then your values will develop into characteristics and traits that will make you effective leaders. The following five traits/characteristics will make you effective and ethical leaders:

1. **Dignity and respectfulness**- An ethical leader must respect their follower's values, feelings, and beliefs.
2. **Serve others**-Place their follower's interests ahead of their own.
3. **Justice**-Must treat all followers equally. Must be fair and just.
4. **Team builder**-Considers the purpose of the team more than his own.
5. **Honesty**-Is both loyal and honest. Presents the facts and circumstances truly and completely no matter how critical and harmful the facts may be (Leadership Ethics 2013).

B. Live your Values

It is not enough to have solid morals and values. You must live these values in your everyday life. “Leaders must tell a compelling and morally rich story, but they must also embody and live it” (Freeman, 2013). As a leader you will always be on public display and your values must be consistent with your actions in all that you do.

If your decisions at work are always based on solid values and beliefs that do not waiver, then your employees will trust and respect your decisions. As a leader you are going to be placed into tough scenarios that have the potential to impact yourself, your employees, your company, your customers, and the public. You cannot afford to be inconsistent in your values and morals. If you have virtuous values and morals then you will make ethical decisions that will be the right decisions. Establish solid internal core values and then live them.

C. Use your Values for a Good Cause.

Leaders must lead by example so that a culture is created that will allow you and your employees to get through difficult situations. Establishing solid values will allow you to make ethical decisions that will become infectious. As an ethical leader you will have the opportunity to set the example for your employees to follow. You will have the opportunity to show your employees that it is simple to withstand temptation and do the right thing.

As an ethical leader you should be the role model for the company. You should be the person that your employees look to in difficult situations. By having open communication you will be able to show them that the core values, vision, and purpose of the company are shared by you and that they should be held to the same expectation. The goals of the company can only be achieved by having employees that are willing to buy into the values, morals, and ethical stance of the company. As an ethical leader you should want the company to succeed and you should do anything in your power to ensure that happens, but you cannot compromise the values of the company to achieve that goal. Place your company and your employees at the front of your priority list and then make decisions based on strong values and you will be a successful ethical leader.

“Instead of seeing ethical leadership as preventing people from doing the wrong thing, we need to view it as enabling people to do the right thing” (Freeman, 2013). Give your employees the tools and training to make ethical decisions and then allow them to make those decisions.

5.2 Leading Culturally Diverse Teams

Leading a diverse team is an every day occurrence for a manager of a large organization. We as a company certainly encourage and foster a cultural diverse workforce, but it is important for you as a leader to foster conditions that make cultural diversity an asset rather than a liability. To establish an environment in which cultural diversity benefits the company and helps us to achieve our goals is not an easy task but can be accomplished with the right tools and principles.

Diversity is important because without a wide cross-section of participants, innovation is hard to achieve and change without innovation is impossible (Ely, 2006). We need change to keep up with our competitors and we need diversity and innovation to achieve that constant change and improvement, so it is important that you as a leader learn and foster ways to use our diversity for the benefit of our organization. The following principles will help you a leader to ensure the diversity in our organization allows us to reach our goals and beyond.

1. Communication

Communication is one of the most important aspects of creating a successful culturally diverse organization. It is very important that you are able to communicate in a common language. This may require you to hire someone that can interpret the language barriers that exist. Ensuring that you are going to be able to communicate in a language that all employees can understand will not be as difficult as trying to understand the cultural differences that may influence how your employees participate, interact, and communicate. Employees from different cultures may respond differently in each situation they are presented with. For example, “people from different cultures vary in how they relate to bad news. People from some Asian cultures are reluctant to give supervisors bad news-while those from other cultures may exaggerate it” (Alpert, 2013).

Learning to understand how different cultures participate, interact, and communicate in different situations will allow you to communicate with your whole workforce more efficiently. Another way to ensure the diversity in the workforce is being used to its full potential would be to establish a diversity communications team that would meet regularly to discuss ways the company could improve or what areas they are excelling in. Ensure that as a manager you always have an open door policy that would allow your employees to feel comfortable to approach you with any idea or concern.

2. Listen

As a successful leader it is imperative that you listen with the intent to understand. Your employees will make you successful as a leader, but they will not approach you with ideas and concerns if they do not feel that you listen. “10 percent of culture is above the surface-easily identifiable and enjoyed by external participants. The remaining 90 percent is beneath the surface-deep-seated beliefs, philosophies, and behaviors engrained from early childhood. These cultural factors beneath the surface

include values, time consciousness, rules of conduct, practices, notions of leadership, courtesy, sense of self, and personal space. In general, these cultural factors explain both what motivates employees who originate from various global locations, and what rewards they perceive as valuable” (Lewars, 2010).

Your employees will tell you what motivates them. They will tell you how they feel but you must be willing to listen. Watch you employees, observe them, and study their culture and then listen to them with the intent of trying to understand where they are coming from. See their idea or concern from their eyes.

3. Team Building

To build a solid team with a hard working diverse group that shares the same united goal of making our company the best it can be is of utmost importance. If we can accomplish this task then we have no doubt that we will excel and reach new heights. Establishing this solid diverse team will be dependent on the ability of our leaders to foster a friendly team environment that encourages cultural diversity amongst its employees.

In order to establish this team unity, leaders must earn the trust of each one their followers. In order for your employees to feel comfortable, they must trust that you as a leader will always tell the truth and that you will allow them to overcome their fears to interact and participate. They may have the greatest idea from their cultural upbringing that could be of great value to our company but they will not share it if they do not have trust in you. Along with trust, they must feel accepted by you. They must feel that their cultural differences are not going to hold them back from being successful in the organization. It is also important that they feel that their cultural differences could be of use to the company and they should be cultivated.

Besides being trustworthy and accepting, you could develop a strong team by having team building exercises, team training, and cultural communication teams that would identify ways to improve the team diversity of our organization.

6.1 Leading Intergenerational Groups

What does intergenerational group leadership mean? It means that you work with or manage groups of people that are in different age groups. There will be three different topics we will cover in this section of the handbook. First we will categorize the age groups of each group. Second we cover the strengths and weaknesses of each group. Third we will talk about how these teams can help a company.

Intergenerational Groups

Silent Generation is described as the oldest working group. They are generally born between the years 1925 and 1945. Izzy Gesell described the traits for each group. He explained the Silent Generation “values hard work, conformity, dedication, sacrifice, and patience.

Baby Boomers have normally been the largest group in the work environment. They are born between 1946-1964 and “place a high value on their work ethic while also seeking personal gratification and growth.

A much smaller group is known as **Generation X**. They are born between 1965 and 1980. “They are self-reliant, global thinkers who value balance, fun, and informality.

Finally we have the **Millennials**. They are the youngest crowd born from 1981 and 2000. They have also become the largest working group. They show “confidence, optimism, civic duty, sociability, street smarts, inclusivity, collaboration and open-mindedness. They are also goal oriented.

Strengths and Weaknesses

By understanding the strengths and weakness of each group one will be able to manage each group in a more effective way. The list below, are possible strengths of each group.

- Older members may share a strong work ethic.
- Younger members want to learn from older members.
- Some members prefer to work independently
- Younger members may be asked to teach technical skills.

Baby Boomers/ Silent Generation

- **PROS:** Baby Boomers ranked the highest when it comes to being a productive part of their organizations, "hardworking," a "team player"
- **CONS:** On the other hand, Boomers ranked the lowest when it comes to being adaptable and collaborative.

Generation X

- **PROS:** Most of the respondents in the study believed that Gen X are the most effective managers compared to managers from the Boomer or Millennial generation. Members of Gen X scored the highest when it comes to being a "revenue generator", possessing traits of "adaptability", "problem-solving" and "collaboration".
- **CONS:** Gen X-ers scored the lowest compared to other generations when it comes to displaying executive presence and being cost effective

Millennials:

- **PROS:** Members of Gen Y are believed to be the most tech-savvy who know how to use [social media](#) to leverage opportunities. These younger workers are also regarded as being the most "enthusiastic" (68% of respondents agree) about their jobs.
- **CONS:** Gen Y-ers scored the lowest on being a "team player" "hardworking" and "a productive part of my organization"

(Vivian, 2013)

Intergenerational Teams

Six benefits of having an intergenerational team are listed below.

1. The team can attract and retain talented people of all ages.
2. The team is more flexible.
3. The team can gain and maintain greater market share because its members reflect a multigeneration market.
4. Decisions are stronger because they're broad-based with multiple perspectives.
5. The team is more innovative and creative.
6. The team can meet the needs of a diverse
7. public and can relate more effectively.

(Murphy, 2007)

As you can see intergenerational teams can be a huge benefit to a company. Many companies don't understand how to use this teamwork to their benefit. By putting in the effort to help train and the employees and team to work together a company will see great dividends.

6.2 Leadership vs. Management

The main goal of any leader or manager of the company is to make the company more successful. Both leaders and managers will play a vital role in making people do what they need to do. They will do it in different ways and with different strategies, which we will discuss below. We will first talk about leaders and the traits and behaviors they will need to have in order to be influential. Next we will talk about the same things with managers. Finally we will discuss the pros and cons of being a leader or manager. We will see what it takes to make major changes in huge companies and make large profits for companies.

Leadership

Leadership can be defined in many ways. According to Dubrin, it is defined as “Interpersonal influence, directed through communication toward goal attainment.” (DuBrin, A. 2013)

Both managers and leaders are required in companies. Not every leader can be a good manager and every company should plan accordingly. To help illustrate the differences between leaders and managers we will talk about the personality traits and behaviors of each.

Leaders tend to be more creative and inspiring to their peers. Leaders can lead even if they are not in any sort of a management type role. The newest employee may not understand the processes and strategies of the company but they can be still be a great leader. According to the book it states, A leader cares more about respect than anything else. An effective leader should be able to walk through the room, small talk with everyone in the office and be able to get more work done in that one walk-through than a manager gets done all day. Brown, J. (2010)

Management

Managers on the other hand tend to be organized and structured. They must follow policies and follow the rules. Below is a list of a few more behaviors.

LEADER	MANAGER
Visionary	Rational
Passionate	Business-like
Creative	Persistent
Inspiring	Tough-minded
Innovative	Analytical
Courageous	Structured
Imaginative	Deliberative
Experimental	Authoritative
Independent	Stabilizing
Shares knowledge	Centralizes knowledge

Next we will discuss the keys to be a good leader/manager. First off a person must have a good relationship with their employees/peers. If people don't respect you or if they have been treated poorly then they will be less likely to follow in the words of popular leadership theorist Ken Blanchard, "Leadership isn't something you do to people. It's something you do with them." DuBrin, A. (2013).

Also a good leader/manager must have different traits such as a good spokesman, negotiator, and a good team builder. Leaders/managers will have strengths in different areas mentioned above but they will all need some part of each of the areas in order to be successful.

Pros of being a successful Leader/Manager

1. A feeling of power and prestige
2. A chance to help others grow and develop
3. High income
4. Good opportunities for advancement
5. A feeling of "being in on" things

Cons of being a successful Leader/Manager

- 1. Too much uncompensated overtime**
- 2. Too many “headaches”**
- 3. Facing a perform-or-perish mentality**
- 4. Not enough authority to carry out responsibility**
- 5. Too many problems involving people**

The differences between great leaders and managers have been outlined above. We have reviewed the behaviors of each. We know companies need to plan for both leadership roles and management roles. Next we reviewed the attributes of successful leaders and managers. Finally we have seen the pros and cons of being a successful leader/manager. All of these things will help companies improve and be the best they can be.

References

- Alpert, Ph.D., Dr. Richard T.. "Diversity Resources | Home LPO." *Diversity Resources | Home LPO*. N.p., n.d. Web. 2 Dec. 2013. <<http://www.diversityresources.com>>.
- Conley, R. (2012, October 7). *Five Ways to Manage Conflict Before It Manages You*. Retrieved December 7, 2013, from Leading with Trust: <http://leadingwithtrust.com/2012/10/07/five-ways-to-manage-conflict-before-it-manages-you/>
- DuBrin, A. J. (2013). *Leadership: Research Findings, Practice , and Skills* (6 ed.). cenage.
- DuBrin, A. (2013). *Leadership* (6th ed). South-Western. Retrieved from <http://online.vitalsource.com/books/9781133614197/id/ch7lev1sec1>
- DuBrin, A. (2011). *Leadership : research findings, practice, and skills*. Mason, OH: South-Western Cengage Learning.
- Ely, Robin J. "Leading Culturally Diverse Teams." Harvard Business School Module Note 406-097, May 2006.
- "Ethical Leadership." — *Center for*. N.p., n.d. Web. 24 Nov. 2013. <<http://ethicalleadership.org/about-us/philosophies-definitions/ethical-leadership>>.
- Freedman , J. (2010). *The Business Case for Emotional Intelligence*. sixseconds.
- Freeman, R. Edward, and Lisa Stewart. "About the Institute." *Business Roundtable Institute for Corporate Ethics About Comments*. N.p., n.d. Web. 24 Nov. 2013. <<http://www.corporate-ethics.org/about/>>.
- Goleman, D. (2004, January). What Makes a Leader? *Harvard Business Review* .
- Goodreads (2013). Kenneth H. Blanchard Quotes. Retrieved December 3, 2013, from <http://www.goodreads.com/quotes/56863-none-of-us-is-as-smart-as-all-of-us>
- Goodreads (2013). John C. Maxwell Quotes. Retrieved December 3, 2013, from http://www.goodreads.com/author/quotes/68.John_C_Maxwell
- Goodreads, Inc, (2013). Quotes About Time Management. Retrieved November 30, 2013, from <https://www.goodreads.com/quotes/tag/time-management>
- Guttman, H. (2008). Leading High-Performance Teams. Retrieved November 24, 2013, from <http://search.proquest.com.wguproxy.egloballibrary.com/docview/212119584>
- Humbert, T. (Webstite). (2011, August 19). Emotional Intelligence [Print Photo]. Retrieved from <http://comerecommended.com/2011/08/emotional-intelligence-the-new-aspect-in-hiring/>
- Imbimbo, V. (2013). Is Multitasking Actually a Myth. Retrieved November 30, 2013, from http://www.huffingtonpost.com/victor-imbimbo/multitasking-myth_b_4224667.html
- Johannsen, M. (2013). Twelve Essential Communication Skills Necessary For Leaders. Retrieved November 23, 2013, from https://legaceeprime.wildapricot.org/Leadership_Skills/Individual_Leader_Skills/Communication-Skill-Sets.html
- Kalshoven, K. (2011). Ethical Leader Behavior and Big Five Factors of Personality. *Journal Of Business Ethics*, 100(2), 349-366.
- Keller, L. K., & Richey , K. (2006, April 22). The importance of corporate brand personality traits to a successful 21st century business. *Journal of Brand Management*, 78-81. Retrieved December 1, 2013, from <http://www.palgravejournals.com/bm/journal/v14/n1/abs/2550055a.html>
- Leading multigenerational workforce. In Retrieved from http://assets.aarp.org/www.aarp.org/_cs/misc/leading_a_multigenerational_workforce.pdf
- Leadership (6th ed). South-Western. Retrieved from <http://online.vitalsource.com/books/9781133614197/id/ch1tab1>

- Leadership vs. management. Supply House Times, 52(11), 118-121. Retrieved from <http://search.proquest.com/docview/220039341?accountid=42542>
- Lewars, Tacita. "Managing a Culturally Diverse Workplace-a Balancing Act." *MOBILITY Magazine* Jan. 2010: n. pag. *Worldwide ERC*. Web. 27 Nov. 2013.
- Mind Tools, (2013). Activity Log. Retrieved November 30, 2013, from <http://www.mindtools.com/pages/article/worksheets/ActivityLog.pdf>
- Murphy, S. (2007). Building and Leading High Performance Teams. Retrieved November 24, 2013, from <http://www.inc.com/resources/leadership/articles/20070101/musselwhite.html>
- "Leadership Ethics-Traits of an Ethical Leader". *Strategic Management - A Complete Study Guide*. N.p., n.d. Web. 24 Nov. 2013. <<http://managementstudyguide.com/strategic-management.htm>>.
- Lipman, V. (2013, March 18). *Forbes*. Retrieved December 6, 2013, from 5 Easy Ways To Motivate - And Demotivate - Employees: <http://www.forbes.com/sites/victorlipman/2013/03/18/5-easy-ways-to-motivate-and-demotivate-employees/>
- NCTC (2010). Foundational Leader Competencies. Retrieved December 3, 2012 from <http://training.fws.gov/LED/competencymodel/Foundational/interpersonal.html>
- Patterson, K., & Grenny, J., & McMillan, R., & Switzler, A. (2002). *Crucial Conversations: Tools for Talking When Stakes Are High*. New York, New York: McGraw-Hill.
- Petress, D. K. (2013). *Power: Definition, Typology, Description, Examples, and Implications*. Retrieved November 26, 2013, from UT Health Science Center: <http://www.uthscsa.edu/gme/documents/PowerDefinitionsTypologyExamples.pdf>
- Sihera, E. (2007). The Importance of Interpersonal Skills. Retrieved December 3, 2013, from <http://www.relatings360.com/index.php/the-importance-of-interpersonal-skills-45329/>
- Smith, M. (2009). The Importance of Interpersonal Skills. Retrieved December 3, 2013, from <http://voices.yahoo.com/the-importance-interpersonal-skills-2456116.html>
- Turner, T., & Qvarfordt, P., & Biehl, J. T., & Golovchinsky, G., & Back, M. (2010). Exploring the Workplace Communication Ecology. Retrieved November 23, 2013, from <http://www.fxpall.com/publications/FXPAL-PR-10-548.pdf>
- University of Arizona. (n.d.). *Conflict Resolution Questionnaire*. Retrieved December 7, 2013, from Academic: <http://academic.engr.arizona.edu/vjohnson/ConflictManagementQuestionnaire/ConflictManagementQuestionnaire.asp>
- Unknown. (2013). Making cross-generational teams work [Web]. Retrieved from http://library.skillport.com/courseware//content/LEAD0235B.htm?Aicc_sid=cdevey-XIV9MT0DY-@0-&aicc_url=pvsp71fbe.skillport.com/skillportbe/spwgu/AICC.rbe&cblaunch=LEAD023500000000X000001&RESMODE=8&use508=0&COURSEINFO=/skins/option3_35bs4_PC&SIGNED_APPLET=true&DYNAMIC_SKIN_URL=http://pvsp71fbe.skillport.com:80/skillportbe/spwgu/Cmd.be
- Vivian, G. (2013, September 9). *Here are the strengths and weaknesses of millennials, gen x, and boomers*. Retrieved from <http://www.businessinsider.com/how-millennials-gen-x-and-boomers-shape-the-workplace-2013-9>
- Watkins, M. (December 11, 2006). "Questions for Michael Watkins," *Workforce*, p. 11
- Weiss, J. and Hughes J., "Want Collaboration? Accept—and Actively Manage— Conflict," *Harvard Business Review*, March 2005, pp. 92–101.
- Zmorenski, D. (2013). Tips on Creating and Leading High-Performance Teams. Retrieved November 24, 2013, from <http://www.reliableplant.com/Read/27377/Creating-leading-high-performing-teams>