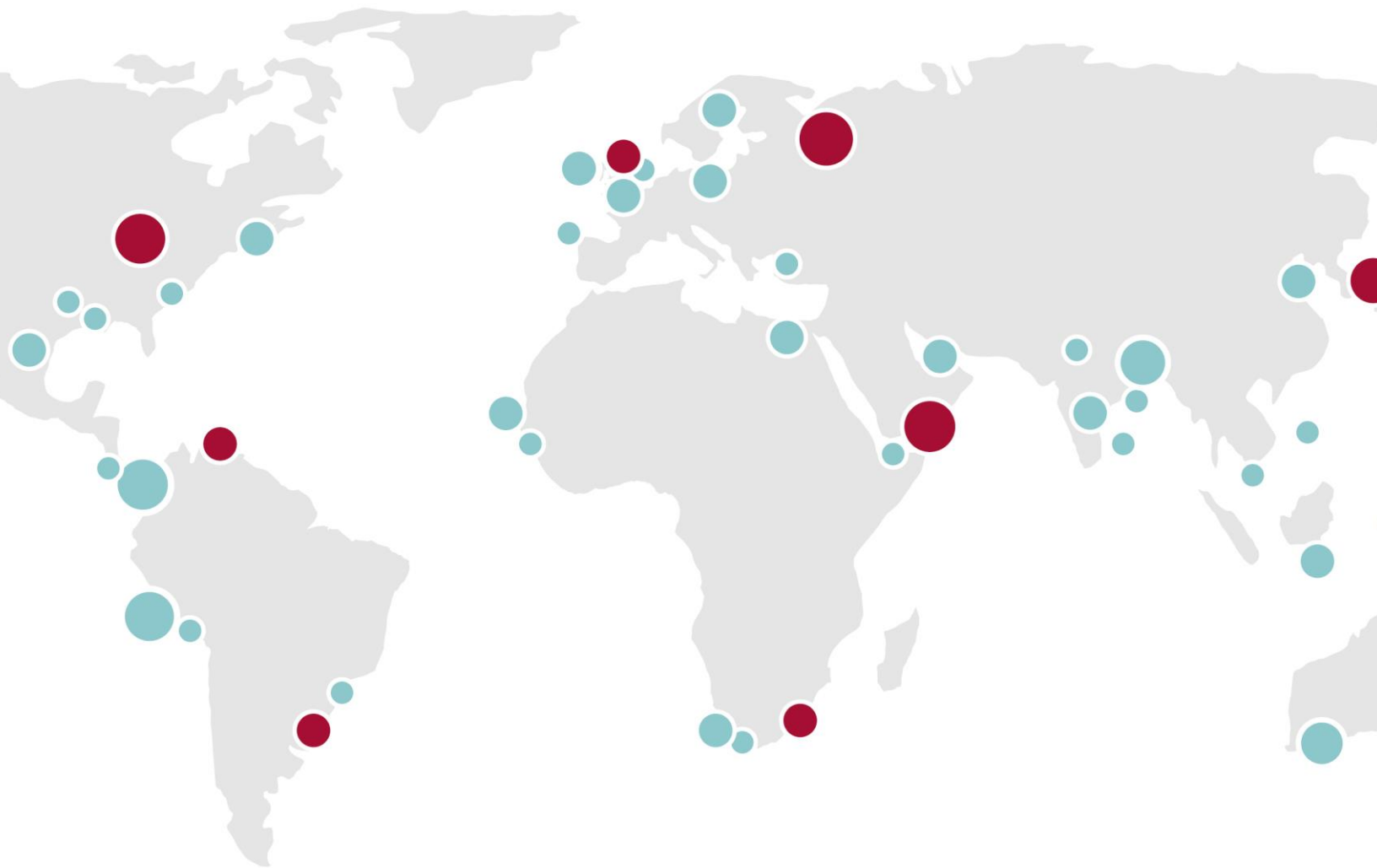**Harvard Business School** Online

Leadership Principles

Professors Joshua Margolis & Anthony Mayo | Course Summary

Module 1: Taking Charge

Stepping into a New Leadership Role

Leadership is about enabling those you are leading to arrive at the intended destination. The **work of leadership** includes focusing people on a compelling objective, enhancing and deploying their talent, igniting and coordinating their efforts, and developing yourself to be able to do this work.

The starting point for leadership is clarity and purpose in every situation about what you are setting out to accomplish with your actions and how you want others to experience your leadership.

The Work of Leadership is Different

Stepping into a leadership role requires a shift away from being the expert and doing the technical tasks yourself. Your new role is more complex, and involves:

- ► Fostering mutual learning
- ► Engaging people interpersonally
- ► Encouraging collaboration to get technical tasks done
- ► Helping diverse groups maximize their productivity

Leadership also requires a shift in how you see yourself. Your identity as a leader is less about your individual accomplishments and more about the collective work of the group. This requires you to derive value and personal satisfaction from enabling the work of others, rather than directly accomplishing things yourself.

There are five different tools you can use as an emerging leader.

- ► **Direction**: Providing people with a vivid and engaging vision of the destination where the team is headed, along with a clear sense of purpose.
- ► **Relationships**: Meeting people, establishing connections, and opening lines of exchange. This will allow you to remove obstacles and gather resources so your team can complete its work.
- ► **Design**: Establishing the systems, structures, and practices to enable performing units to function well.
- ► **Process**: Setting expectations for how people interact to get their work done. Examples of this include: how you run meetings, how you share information, and how you walk people through plans and feedback.
- ► **Self**: Using yourself as an instrument for developing your people and for mobilizing them to get things done.

How you allocate time as leader should be different from the way you allocated your time as an individual contributor.

Leadership is less about **compliance** (making sure people do what they are told) and more about fostering **commitment**, so people develop their own internal desire to do the work and do it well.

There are two common stumbling blocks for new leaders:

▶ The urge to do the work of an individual contributor yourself.
▶ The urge to focus on compliance and not commitment.

The Necessary Change

Self-awareness is imperative in leadership contexts.

▶ You need to see yourself as a leader and grasp that your role has more to do with mobilizing others to action.
▶ You need to be thoughtful about the experience that you want people to have of you as a leader.

A key tenet of leadership is the capability for growth and learning.

▶ It is likely that you will encounter situations as a leader that require you to learn and grow at the very moment others expect you to be an authority.
▶ You will inevitably make mistakes in your introduction to leadership. Do not be embarrassed to do what it takes to learn the role.

Stepping into a new leadership role requires a process of adaptation through which you move away from familiar activities that previously drove your success, but are no longer the center of your role as you bring out the best work in others. Moving from doing the right thing well to the right thing poorly can be an uncomfortable but critical transition for individuals who are new to leadership.

As a leader you will also ask others to follow this learning path. The two central dimensions of psychological support and instrumental guidance, which are what you will need in order to move through the path, are also what others will need from you.

▶ **Psychological support** includes patience, tolerance for mistakes, encouragement of risk-taking, and willingness to share experiences.
▶ **Instrumental guidance** is helpful, instructional input on how to do things better.

Adopting a learning orientation enhances your self-awareness so you understand who you are and how others perceive you.

You can build your **credibility** as a leader through the three following activities:

▶ Taking time to understand what you have inherited.
  • What context are you stepping into?
  • What is the culture of the organization or team?
  • How does the culture influence the way work gets done?
▶ Balancing your own diagnosis of the context with the reality of where the people in the organization are.
  • Ask questions and listen to appreciate the situation. You may have already arrived at your own conclusions, but it is most important to understand the perspectives of those you are leading in order to round out your own perspective and meet these individuals where they are.
▶ Identify, build, and draw upon key relationships and sources of support.

Building Self-Awareness

**Emotional intelligence** is critical to your success in leadership.

▶ Daniel Goleman defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in ourselves and others."

The **Emotional and Social Competence Inventory (ESCI)** is a competency-based assessment that provides insight into four major facets of emotional intelligence. There are 12 specific competencies within the four major facets of emotional intelligence.

▶ **Self-Awareness**: Self-awareness, the heart of the model, is your ability to understand your emotions, your drives, your strengths and your weaknesses. It enables you to sustain your emotionally and socially intelligent behavior over time, despite setbacks.
▶ **Social Awareness:** The social awareness quadrant contains the competencies of empathy (your ability to sense others' feelings and perspectives) and organizational awareness (your ability to understand the power relationships within your organization).
▶ **Self-Management:** Self-management includes four competencies, referred to as the "fire and brakes." The first two (achievement orientation and positive outlook) are the fire—they drive your motivation and provide momentum. The last two (emotional self-control and adaptability)

are the brakes—they hold back destructive or counterproductive responses to change or pressure.

▶ **Relationship Management:** This quadrant includes the five competencies that are most visible to others: coach and mentor, conflict management, influence, inspirational leadership, and teamwork. Relationship management is how you take awareness of yourself and others and channel it into how you interact with others.
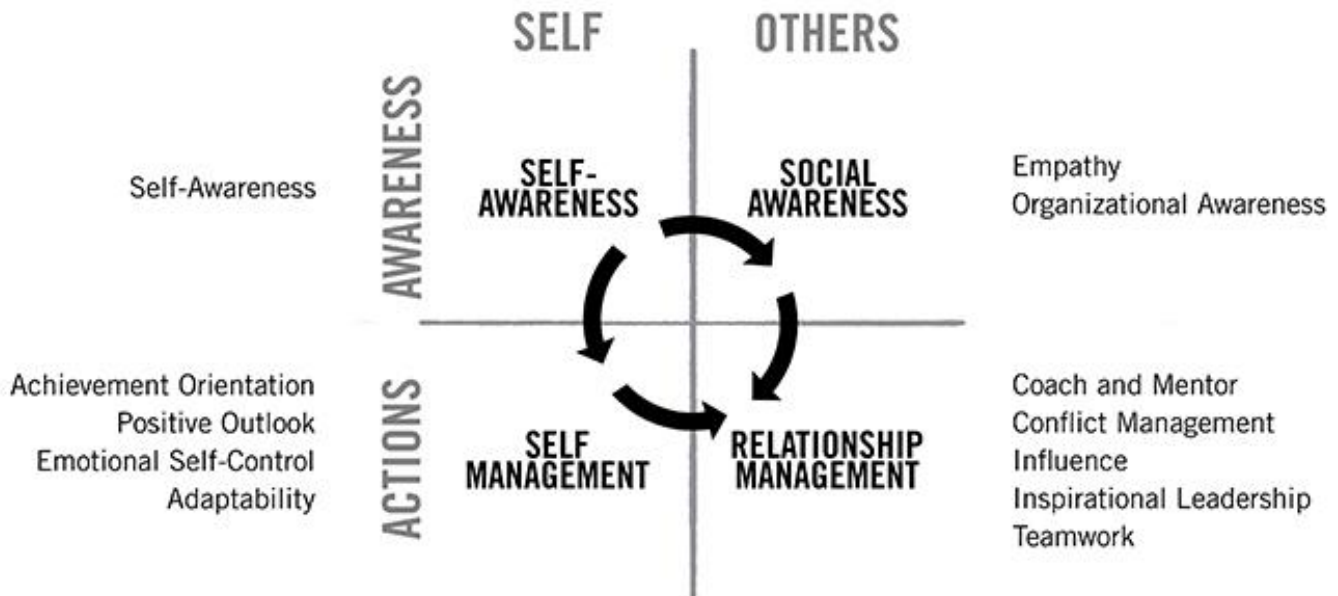
Social awareness and self-management are key levers in relationship management. To be effective with others, you need to have a handle on your emotions and be able to channel them in an effective way.

Module 2: Leading Your Team

Setting Up Your Team for Success

Teams that work well are characterized by:

- ▶ Commitment to an engaging, common purpose;
- ▶ Active and fair participation from all members;
- ▶ Healthy and productive debate;
- ▶ Openness to take risks and share ideas and perspectives without fear of judgment; and
- ▶ A set of shared norms that govern the way they operate, especially in regards to decision-making and information sharing.

Teams work best when they are well suited to the situation. Specifically, teams work better than individuals do under the following conditions:

- ▶ When the task is so complex that no one person has the expertise or time to figure it all out and get it all done;
- ▶ When diverse views, knowledge, and functional experience are necessary in completing the task, and when those inputs build on one another in reciprocal ways to deliver insight and application;
- ▶ When buy-in from multiple constituencies is necessary.

Teams also serve common functions:

- ▶ Exchanging ideas, perspectives, and best practices;
- ▶ Ideating and innovating potential new approaches, applications, or options;
- ▶ Identifying core issues and problem solving;
- ▶ Making recommendations from various options;
- ▶ Implementing solutions or team recommendations;
- ▶ Executing a multi-faceted plan.

Model of Team Effectiveness

When managing a team, you can apply three criteria of effectiveness, or indicators, called the **Dashboard of Effectiveness**.
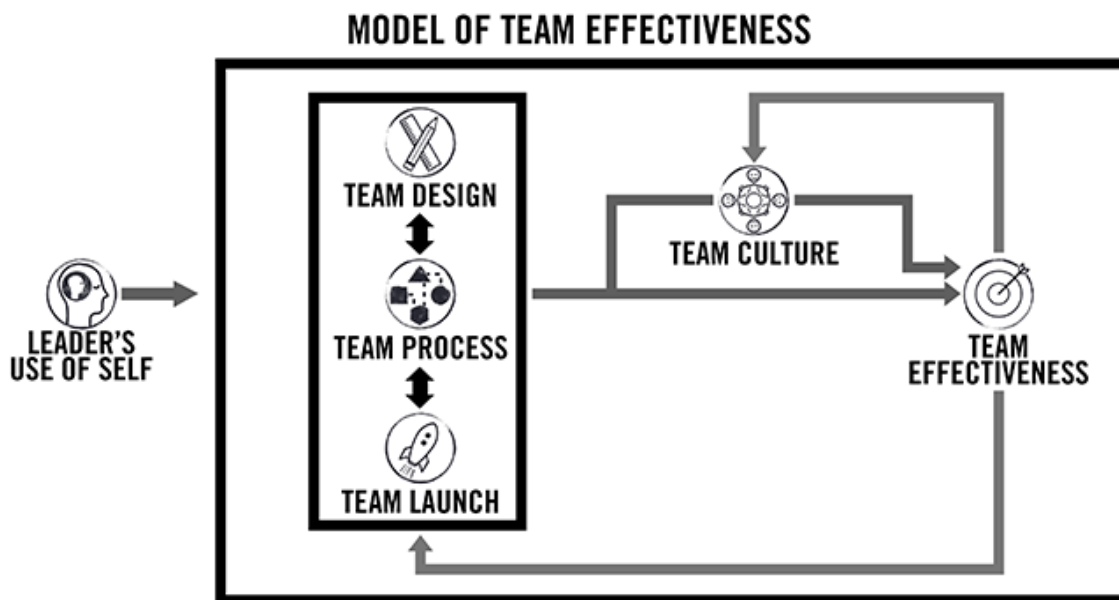
- ▶ **Performance or Results:** The team successfully delivers in a manner that satisfies relevant audiences (such as bosses, customers, and/or investors).
- ▶ **Team Strength and Flexibility**: The team gets better at what it already does together (strength) and builds capacity to take on new work and respond to unexpected challenges (flexibility, sometimes referred to as adaptability).

▶ **Individual Learning:** Individual team members learn and grow, so they are equipped to work in new ways and take on new tasks and responsibilities.

DASHBOARD OF EFFECTIVENESS

PERFORMANCE | TEAM STRENGTH AND FLEXIBILITY | INDIVIDUAL LEARNING

You can create high performing teams by using five levers to design and run teams that meet all three criteria on the Dashboard of Effectiveness.

MODEL OF TEAM EFFECTIVENESS

LEADER'S USE OF SELF

TEAM DESIGN

TEAM PROCESS

TEAM LAUNCH

TEAM CULTURE

TEAM EFFECTIVENESS

These five levers make up the **Model of Team Effectiveness** and include:

▶ **Culture:** The definite do's and don'ts about how the team works together that everyone on the team knows implicitly, and how the team solves problems and addresses challenges.
▶ **Process:** The practices you establish for how people interact to get their work done—for example, how you run meetings, how you share information, and how you lead people through plans and feedback. As you think about your own team or department's process, you can map two dimensions of process:

- **Decision Making**: Decision making refers to the way decisions are made by the leader and the team. With a **consensus**-based approach, all members of the team are comfortable with the decision and feel that they can adequately support it. In a **top-down** approach, the decision rests with the leader.
- **Information Flow**: Information flow refers to the manner in which information is disseminated across the team. In a **centrally orchestrated** format, the leader curates the information available before presenting it to the team. In the **distributed** process, individual members of the team continually adjust their sense of who else needs the information or who else they need information from, and that information flows freely among team members.

DECISION-MAKING

TOP DOWN

| INFORMATION FLOW | CENTRALIZED ORCHESTRATION ———— DISTRIBUTED ADAPTATION |

CONSENSUAL
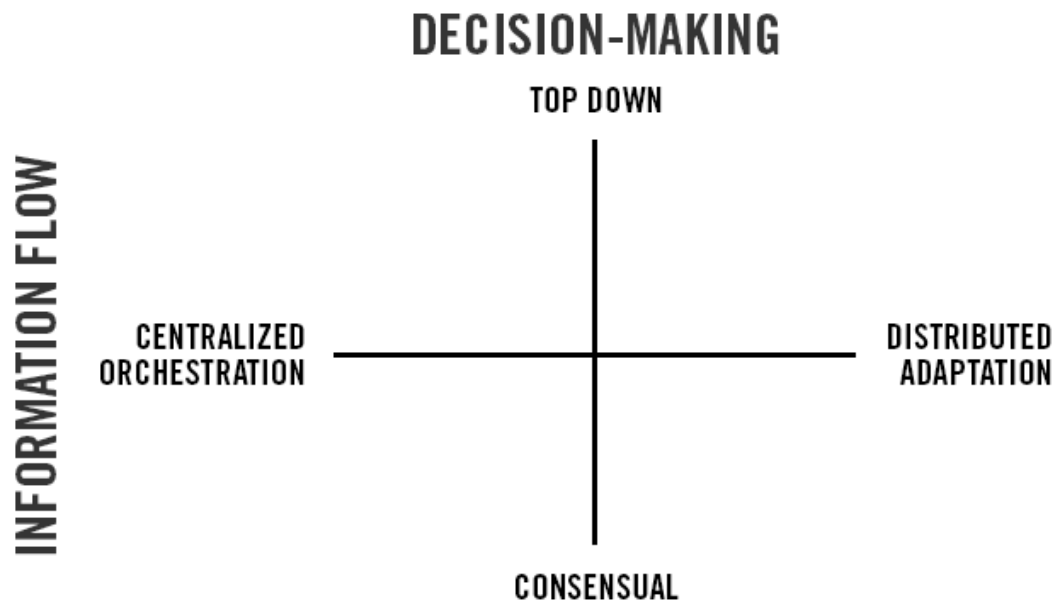
- ▶ **Design:** The systems, structures, and practices you establish that enable performing units to function well. The lever of design includes:
  - Establishing a compelling team **purpose** that explains what the team is trying to achieve and why;
  - Considering the team **composition** and building the team in a way that focuses on hiring for individual members and the team as a whole;
  - Defining **systems** and structures that foster collaboration and allow the team to deliver on its purpose.
- ▶ **Launch:** The beginning or starting point of a team, which a leader facilitates deliberately as an opportunity to discuss how the team will operate, including the team's purpose, objectives, and norms. Five aspects that make up a successful launch include:
  - Shared understanding of purpose;
  - Awareness and appreciation for the team's resources, knowledge, and expertise;
  - Norms governing collaboration;
  - Strategy for performance;
  - Perspective on leadership.
- ▶ **Leadership Style:** Your patterns of behavior that are consistent across situations and your interactions with others, discussed in detail in Module 3.

The strongest predictors of team performance are **social sensitivity**—that is, the ability to read the emotions of others—and **turn taking,** or the extent to which each team member speaks.

Key Challenges to Teams

One of the most common challenges teams face is **conflict**.

- ▶ Teams need healthy conflict and disagreement. The work of leadership is to enable the team to draw on different perspectives, learn from conflict, and devise solutions that reflect contributions of the team's individual members.
- ▶ As a leader, you can monitor the amount and type of conflict.
  - **Too little conflict** can be a sign people do not feel safe sharing their authentic views or that the team does not have sufficient diversity of perspectives. **Too much conflict** can distract a team, and suggests the team has lost track of its collective mission or that people see more at stake than the issue at hand.
  - **Type of conflict** refers to *how* people disagree and *what* they disagree about. You want teams to focus their disagreement on the work to be done—the tasks, problems, challenges, opportunities, questions, and decisions facing the team—rather than focus on the people or personalities on the team.

You should strive to manage your team in a way that reaps the benefits of intellectual disagreements while also ensuring team members are learning from the disagreement and growing closer and more trusting of each other.

Diversity is an essential component of team composition. The effectiveness of a team should outstrip the sum of its parts, and hinges on making the most of the differences within a team. You can increase the potential impact of diversity by thinking of the **4 E's of Diversity**:

- ▶ **Enhancement**: Teams get more from their differences if they share a common belief that the differences within the team enhance the team and its capacity to deliver.
- ▶ **Empathy**: You can help your team develop the habits of first understanding others' perspectives, truly understanding those perspectives, and putting themselves in others' shoes.
- ▶ **Exploration**: The practice of inquiring into different perspectives and backgrounds, even taking the initiative to tap into the differences on the team when they are not voiced or before they arise.
- ▶ **Esteem**: Ensure that everyone on the team feels appreciated for what she or he distinctively brings to the team, rather than feeling discounted, sheepish, or apologetic for being different. Truly making sure that every member of the team knows their differences are valued and crucial for team success is the work of the leader and is essential in making the most of a team's diversity.

Dispersed or distributed teams require heightened roles and responsibilities of the team leader.

- ▶ As a general guideline, you will tend to feel you are communicating enough whereas your team is likely to feel they are getting insufficient communication. As such, you need to feel like you are over-communicating.

- ▶ You must ensure ongoing communication, reinforce team norms, encourage collaboration, and actively solicit the input and perspectives of everyone on the team, especially those that are not co-located.

You must foster **psychological safety,** which is a team climate in which everyone on the team feels the team is safe for risk taking. In this type of team climate, there is a high level of trust and respect within the team, and individuals feel comfortable speaking up and challenging opinions. To foster psychological safety, you can:

- ▶ Frame the work of the team as a learning process, so that people realize their ideas and others' ideas are valid and worth sharing, even if they are incomplete.
- ▶ Foster in everyone a sense of humility, so that each person feels that their knowledge, expertise, and experience are essential but not comprehensive.
- ▶ Model careful listening and be vulnerable about your own gaps in knowledge and your own mistakes.

Module 3: Unleashing Potential in Yourself and Others

The most significant tool at a leader's disposal is the way in which you use yourself, often called your personal style. **Leadership style** refers to the patterns of behavior that are consistent across situations and across your interactions with others. You can examine leadership style through three frameworks: Leadership **Imprint, Functions, and Motivations**.

Developing Your Leadership Imprint

Your leadership imprint is how you are experienced by those you are leading and working with and can be mapped along seven dimensions:

- ▶ **Authenticity**: the quality of being true to oneself and genuine in interactions with others;
- ▶ **Competence**: the capacity to do the work of leadership and take the team where it needs to go;
- ▶ **Humility**: making space for and acknowledging others' contributions, and recognizing your own areas of limitation;
- ▶ **Resolve**: a steadfast commitment to see things through to completion;
- ▶ **Warmth**: likeability and caring about team members as individuals;
- ▶ **Elevation**: understanding how to set high expectations that others feel energized to pursue;
- ▶ **Faith**: creating a sense of possibility and confidence in what can be achieved.

The seven dimensions of leadership imprint form three composite groups, or **Master Dimensions**, that are essential to effective leadership but require careful balance and interplay:

- ▶ **Approachability** is the combination of authenticity and warmth, which are the behaviors and expressive tendencies that help build rapport with others.
- ▶ **Credibility** is the composite of competence, humility, and resolve, which together convey know-how and authority. Being perceived as credible means you are trusted to set a direction and guide others to follow that direction.
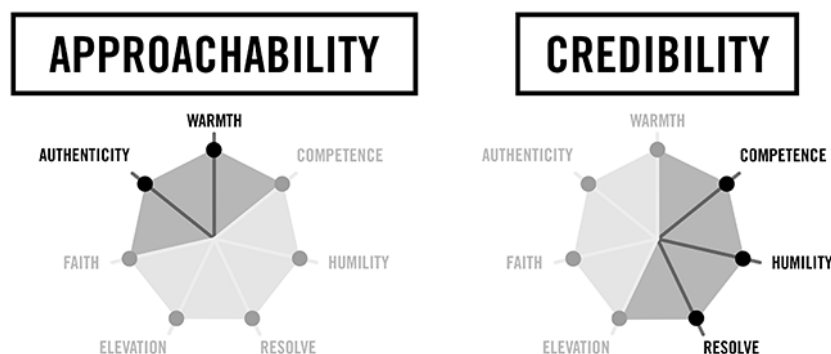
- The approachability/credibility matrix highlights the risks of emphasizing one of these composites over the other.

APPROACHABLE

▶ **Aspiration** combines the elements of elevation and faith. It enables you to create in others a sense of high expectations, a desire to achieve those expectations, and a belief that together those you are leading can meet or even surpass those expectations.
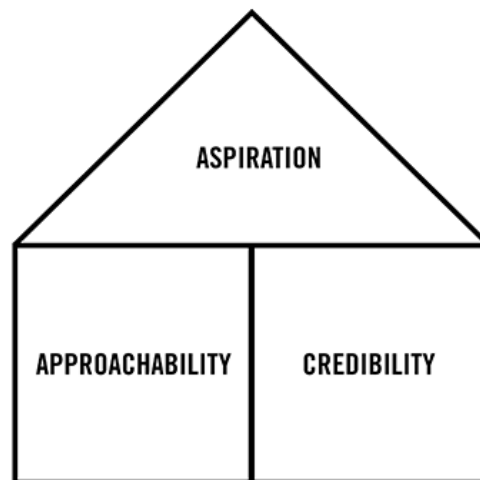

Research indicates that certain attributes of a leader can cause those they are leading to interpret their behavior in a distorted or biased way, or to hold expectations for the leader that reflect unconscious and unfair biases. In these instances, it is important for you to pay attention to context so that you can effectively navigate the way to present yourself.

Core Functions of Your Leadership Style

Leveraging yourself as a leader is also about the practices you use to enable people to get things done. There are two sets of practices that leaders draw upon to mobilize others, also referred to as the **functions** of leadership style:

- **Structure and direction:** A pattern of behavior you employ to mobilize others to get things done by communicating with them a clear sense of what to do;
- **Support and development:** A pattern of behavior you employ to mobilize others to get things done by providing a psychological boost and instructional guidance to get the work done.

LEADERSHIP FUNCTIONS
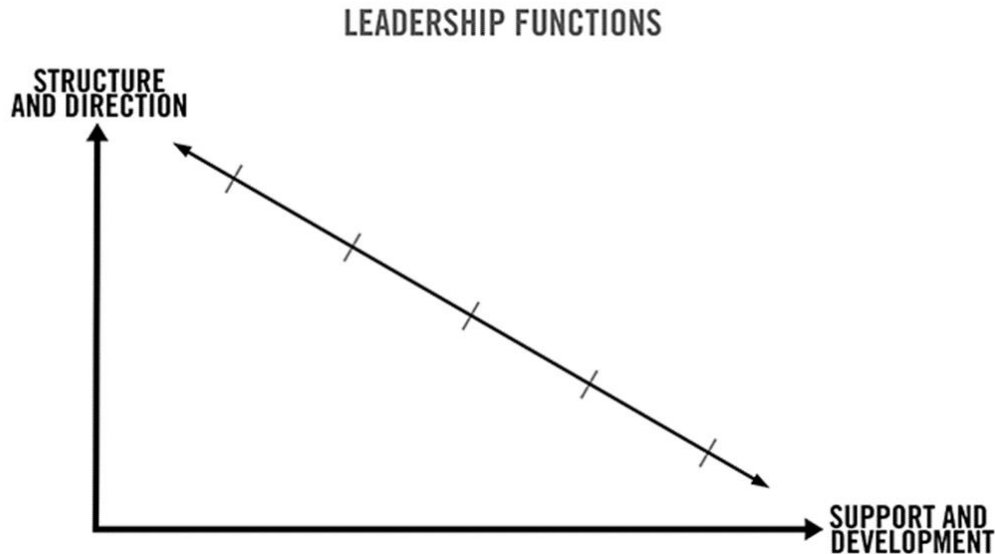
Learning Frontier refers to how you stretch your range, that is, your potential for movement along the spectrum of leadership functions based on where you want and need to be as a leader.

Motivations as a Leader

Motivation is the third framework to look at one's leadership style. It is the desire, stimulus, or incentive to pursue a particular course of action. As a leader, you must work to understand not only your own drives and motivations, but also those of the people on your team. Motivation takes two forms:

- **External rewards** are tangible markers of success including salary, bonuses, status, recognition, or perks.
- **Intangible forms of motivation** are the experience to stretch oneself by taking on new challenges or learning new content, the opportunity to work independently, be part of something meaningful or important, or to feel a sense of belonging to a team or organization.

The **Personal Values Questionnaire (PVQ)** is one assessment that offers you a perspective on the underlying basis for your motivations. The assessment measures three core needs we all have:

- **Achievement**: Individuals with a high need for achievement are task focused, and prefer to spend time and energy getting things done on their own.
- **Affiliation**: Those who have a high need for affiliation derive energy and satisfaction from building and cultivating relationships.
- **Power**: Individuals with a high need for socialized power are driven by influence, persuasion, and having an impact on others.

Motivating Individuals and Unleashing Capability

As a leader, you must work to **motivate** and **equip** your team members in order for them to succeed in the work they do individually and collectively.

Inquiry is when leaders take the time to ask questions in order to grasp team members' perspectives. It is key to fostering relationships, managing your emotions, and providing insights.

Advocacy is when leaders advance their own perspective directly and firmly.

Leadership requires relying on both inquiry and advocacy equally, and realizing that asking questions and listening are not a passive activities.

▶ **Aggressive listening** is locking in on what people are saying, making sure you are grasping what they say and signaling your attentiveness through body language. It also means that you ask for clarification where you need it, and at times, paraphrase back what you heard to confirm you understand correctly, permitting the other party to clarify and elaborate if necessary.

Mobilizing your team requires you to address your team's three distinct needs through three actions called engaging the **head, hand,** and **heart:**

▶ **Head:** Orient the team's beliefs about themselves and the challenge and opportunity in front of them.
▶ **Hand:** Equip your team with the practices and habits to take on the challenges and opportunities that will allow them to arrive at the desired destination.
▶ **Heart:** Ignite team members' emotions so that the drive to learn and to deliver comes from within.

There are **three broad categories of motivators** to engage your people.

▶ **Visibility** means illuminating the unseen effects of a team member's work, effort, or accomplishments, and, by making them evident, fuel motivation. Within this category, there are three unique levers leaders can use:
  • **Recognition** refers to how you as a leader acknowledge and express appreciation for something a team member or colleague has done. This can include something as simple as a one-on-one communication recognizing the exemplary performance of your team member.
  • **Impact** involves connecting your team directly to the effects their work is having on others, who are either within the organization, or, most powerfully, outside the organization.
  • **Progress** is a motivational tool that makes visible to those you are leading the ground they have covered so far. This will help them appreciate the distance they have traveled. Showing team members their progress connects to the "progress principle," a desire people have to make steady advances every day.

- ► **Structure of the work** refers to the role a leader plays in the way a team member will go about their work. To explore the aspects of how you structure and shape the work your team does, consider three psychological needs:
  - **Competence,** or structuring jobs and tasks to provide team members with opportunities to learn, to grow, to build their capabilities, and to feel like they are on the path to mastery;
  - **Autonomy**, or providing team members a sufficient amount of freedom to make decisions, especially about how to get from point A to point B;
  - **Relatedness,** or creating the opportunity for engagement with others so that members of your team feel like part of a whole.
- ► **Common purpose** is a clear, unifying direction allowing individuals to experience the camaraderie of working together to achieve objectives. It also allows individuals to generate consequences they care about and that they know others care about.

Module 4: Your Network

Your Network

A key tenet of **networking** is the **"law of reciprocity,"** or that people feel a sense of obligation to repay in the future what another person has done for them in the present.

Base the effectiveness of your network on the closeness and diversity of relationships within it, not the sheer size.

It is most important that your network provides access to new information or resources and that the relationships are strong enough that there is a willingness to help one another.

A robust network includes three core subnetworks:

- ▶ Your **strategic network** includes those who help you keep abreast of priorities, constraints, or capabilities in your organization.
- ▶ Your **operational network** represents the individuals on whom you rely to provide you and your team with key advice, information, support, or resources pertaining to your current job.
- ▶ Your **developmental network** involves the individuals you rely on for coaching, exposure to new opportunities, protection from adverse situations, and social support.

A robust network of effective work relationships provides you with the resources and a source of learning to drive your personal and professional development and your capacity to get things done.

In building your network, keep in mind the following:

- ▶ The foundation of building relationships is your genuine interest in the other person. Learn about them, find areas of common interest, and discover how you differ and how that can be a source of learning.
- ▶ It helps to tell yourself that building and sustaining networks is less for you and more for the people you are leading.
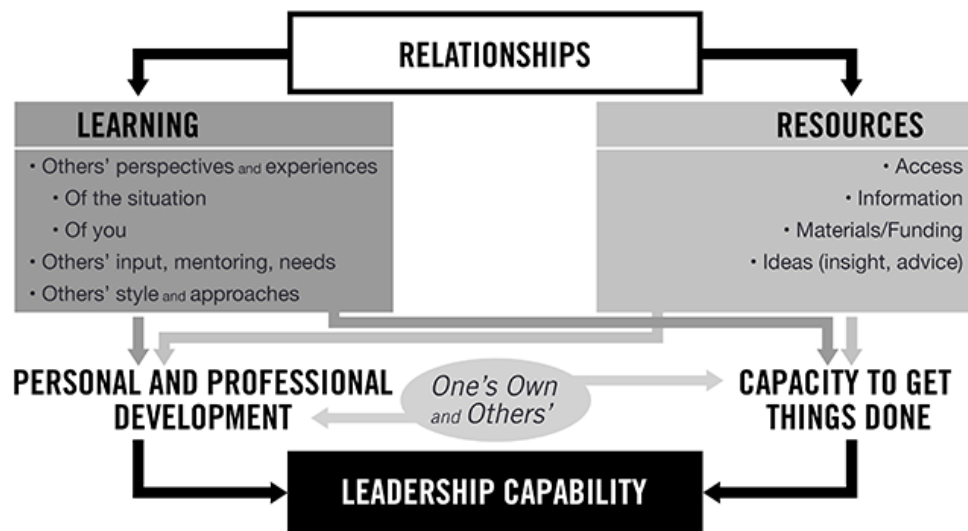
Managing Up

When **managing up**, you position yourself to support your boss if you take the time to understand their context (the pressures and challenges they face), the ways in which they like to consume information and make decisions, and their overall strengths and weaknesses, including their potential blind spots.

Managing Your Direct Reports (Coaching)

Empathy is key when coaching and providing feedback, so that your message and efforts to help the recipient have the effect you want them to have, and effectively register and reshape behavior.
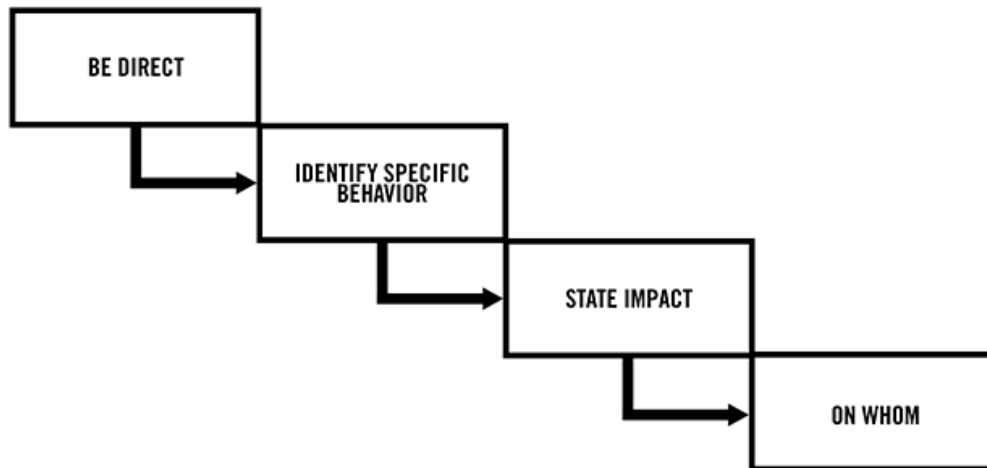
When delivering feedback or engaging in a coaching conversation, think carefully through the following:

- ▶ The **content** of what you want to say;
- ▶ The **process** you will follow in delivering the feedback, and;
- ▶ The **tone** you want to adopt in conveying the message.

Here is a simple, straightforward process you can follow for delivering feedback, which is designed to make the development of the feedback recipient the focal point of your efforts:

- ▶ **Be direct**, speaking directly to the recipient about the exact issue you want to coach them on.
- ▶ **Identify the specific behavior**, resisting the urge to speak in generalities and instead pointing to specific behavior that is problematic and needs correction.
- ▶ **State impact**, connecting the problematic behavior to the consequence of that behavior.
- ▶ **Be specific** about who is affected, and what the impact of the problematic behavior is on others and even on the feedback recipient.
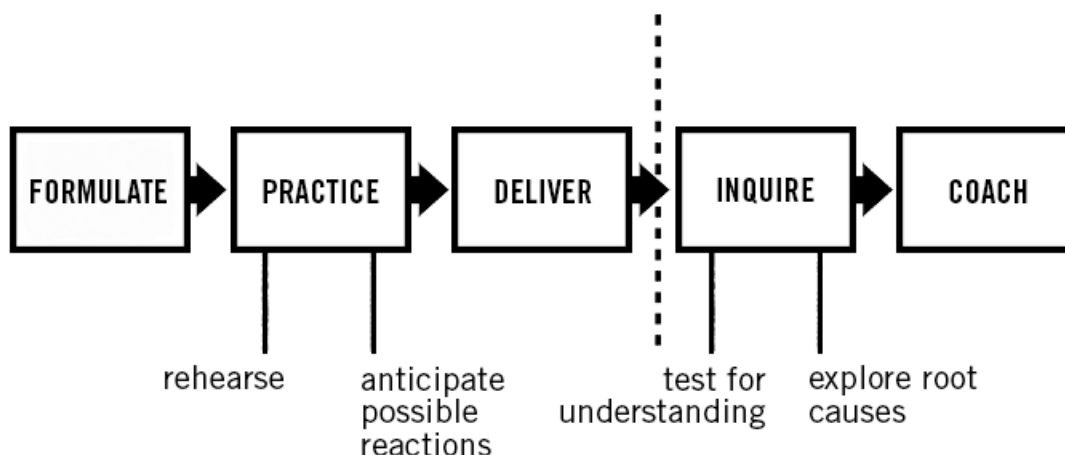
CORE CONTENT OF FEEDBACK

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┌─────────────┐
│  BE DIRECT  │
└──────┬──────┘
       │   ┌──────────────────────┐
       └──▶│  IDENTIFY SPECIFIC   │
           │      BEHAVIOR        │
           └──────────┬───────────┘
                      │   ┌──────────────────┐
                      └──▶│   STATE IMPACT   │
                          └────────┬─────────┘
                                   │   ┌──────────────┐
                                   └──▶│   ON WHOM    │
                                       └──────────────┘
```

There are five steps in the process of feedback and coaching:

- ▶ **Formulate** what you intend to say, thinking about the content in terms of behavior, impact, and parties affected.
- ▶ **Practice** or rehearse what you will say multiple times, taking time to imagine possible reactions you might hear in response and how you will respond.
- ▶ **Deliver** your feedback at the right time and in a quiet location that allows both you and the recipient to speak confidentially and be vulnerable.
- ▶ Engage in **inquiry**, either at the beginning of the feedback conversation or after delivering the feedback.
- ▶ Join as a partner with the feedback recipient to help **coach** them to make changes in their behavior.

FEEDBACK PROCESS

```
┌───────────┐   ┌──────────┐   ┌─────────┐ ┊ ┌─────────┐   ┌────────┐
│ FORMULATE │▶ │ PRACTICE │▶ │ DELIVER │▶┊▶│ INQUIRE │▶ │ COACH  │
└───────────┘   └────┬─────┘   └─────────┘ ┊ └────┬────┘   └────────┘
                     │            │        ┊      │    │
                  rehearse     anticipate  ┊   test for  explore root
                               possible    ┊ understanding causes
                               reactions   ┊
```

To be an effective coach, hone in on developing the following skills, qualities, and practices:

- ▶ Patience and empathy;
- ▶ Analysis of where an individual can improve;
- ▶ Clear communication;
- ▶ A leadership imprint that conveys faith and elevation.

After the discussion of the problematic behavior, coaching will require you to do the following:

- ▶ Provide psychological support through listening, reassurance, and offering your own experiences for perspective;
- ▶ Offer instrumental guidance through collaborative instruction aimed at improving the recipient's future performance.

Managerial coaching requires establishing a constructive coaching relationship in which the following conditions, based on the work of psychologist Carl Roger, are met:

- ▶ Mutual perception that each person in the coaching interaction is important;
- ▶ The coach is genuine;
- ▶ The coach has empathy for what the person being coached is experiencing;
- ▶ The person being coached experiences the coach as empathic and understanding.

When coaching a peer or friend, it may be helpful to begin with inquiry, then discuss and establish a workable solution.

Adversity and Stress

When faced with the inevitable setbacks of leadership, it is important for you to stay positive and avoid the common reflexes of blaming others, jumping to conclusions, and deciding future actions in a state of raw emotion.

Re-framing setbacks is a key feature of **resilience**, which is the ability to confront crises quickly and constructively.

When you encounter a setback, engage in thoughtful deliberation about the underlying causes and the scope of the adversity, and shift gears to think about what actions you can take to address the adverse events effectively.

Pay attention to your reaction and response when faced with a stressful occurrence. A **reaction**, your reflexive emotions and thoughts in the moment, should not govern your **response**. Before responding, hit the pause button, breathe, collect yourself, and first do what it takes to manage yourself so that you can move to more resourceful action in response to stress and adversity.

Pulling the Plug on Emotion, a tool developed by Bruce Cryer, Rollin McCraty, and Doc Childre, refers to steps you can take when faced with adversity or an overwhelming wave of negative emotion:

▶ **Name the emotion**, hit the pause button, and give yourself a timeout.
▶ **Breathe through your heart** for at least 30 seconds.
▶ **Invoke a positive feeling** that will effectively bring to mind experiences that have positive associations for you.
▶ Engage in constructive thinking around **action steps** to take moving forward. Take a moment to write down the challenges and your thinking around them.

"**CORE**", a set of questions formulated by Paul Stoltz of PEAK Learning, encapsulates four dimensions of human reaction to adversity. These questions can be used to discover your reflexive reactions to an adverse situation:

▶ Control: To what extent can I influence the situation? How much control do I perceive I have?
▶ Ownership: To what extent do I hold myself responsible for improving this situation? To what extent am I playing a role in making it better?
▶ Reach: How far does the fallout of this situation reach into other areas of my work or life? How big am I letting this become?
▶ Endurance: How long will the adversity endure?

A second set of questions can help you move toward resilience. Ask them explicitly or use them to coach someone who seeks your guidance in handling adversity in their own lives:

▶ **Questions to Enhance a Sense of Control:**
  • Do: What are the facets of the situation you can potentially influence?
  • Visualize: How would the person you emulate and admire act?
▶ **Questions to Enhance a Sense of Ownership:**
  • Do: What can you do to address the potential downside? What can you do to maximize the potential upside—by even 10 percent?
  • Visualize: What strengths and resources can you and/or your team develop by addressing the adversity?
▶ **Questions to Reduce the Reach of the Adversity:**
  • Do: How can you step up to make the most immediate, positive impact on this situation?
  • Visualize: What impact will your efforts have on those around you?
▶ **Questions to Reduce the Endurance of the Adversity:**
  • Visualize (first this time): What do you want the situation to look like on the other side of this adversity?
  • Do: What can you do in the next few hours to move in that direction?