

Mid 2 :

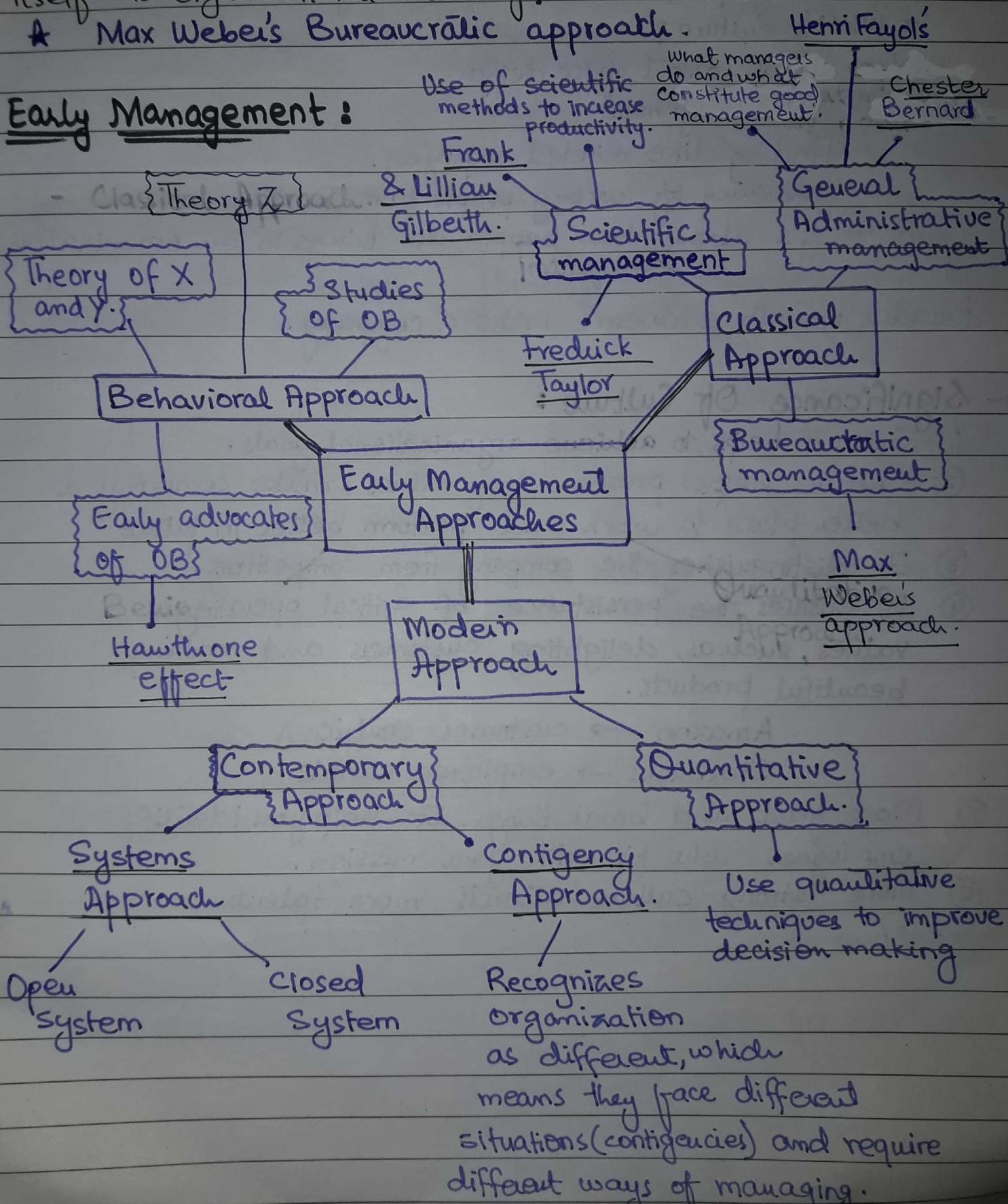
Dated:

Q: Which is the early management approach that lent itself to organizational hierarchy?

\* Max Weber's Bureaucratic approach.

Henri Fayol's

## Early Management :



Dated:

②

MBWA → management by walking around.

## ORGANIZATIONAL CULTURE :

- The way people behave in an organization.
- \* What's culture?
  - It's all about office design.
  - Office alignment.
  - Finding like minded employees.
  - Screening of wrong people from the firm
  - It's about how people do things in an organization

Paradox : Culture doesn't make a company.

### Significance Of Culture :

- ① Culture helps to achieve organizational goals.
- ② Culture helps preserve key values, make company a better place to work and perform better in future
- ③ It distinguishes the company from competitors.
- ④ It ensures the persistence of critical operating values, such as, delighting customers and making beautiful products.

Amazon → customer centric

Starbucks → employee centric.

- ⑤ More fast and break things. It helps you identify employees who fit with your mission.
- ⑥ More strong culture attracts more talent.

Dated:

(3)

### Strong Culture

① Values are widely shared  
i.e.: sincerity, integrity, etc.

### Weak Culture.

Values are shared by a few,  
usually top management.

② Culture conveys consistent  
messages about what's  
important i.e.: punctuality

Culture sends contradictory  
messages about what's important.

③ Most employees can tell  
stories about company's  
history.

Employees possess little knowledge  
about company's history.

④ Employees strongly identify  
with culture.

Employees have little identification  
with culture.

⑤ Strong linkage b/w shared  
values and behaviour.

Little linkage b/w shared values  
and behaviour.

#### \* Omnipotent view of management:

① Internal laws of control

② Managers are directly responsible for success/failure.

#### \* Symbolic View of management:

① External factors are affected to their success and failures

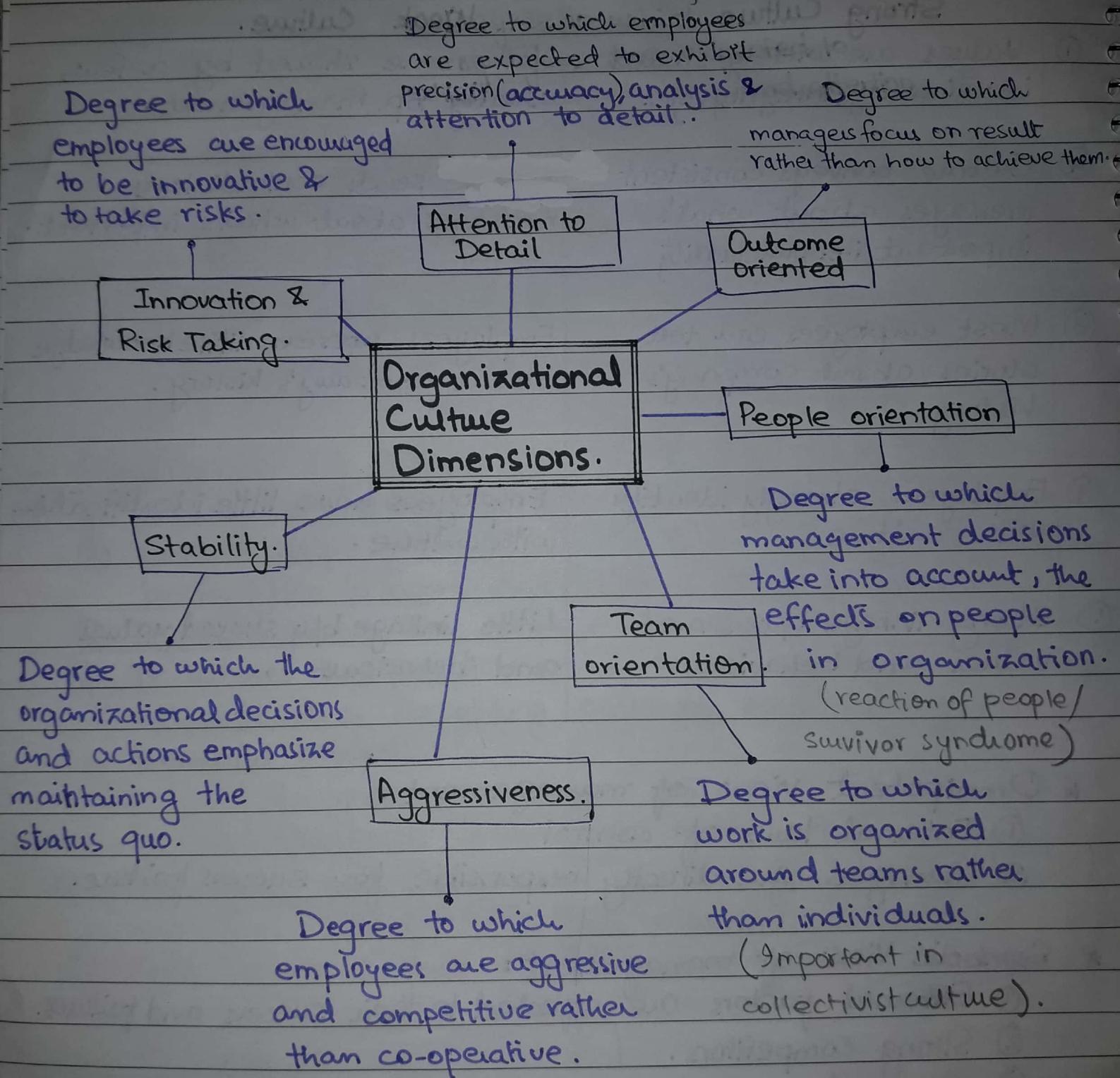
② Strong competitors.

③ Owner/senior managers are responsible for culture.

1

*Dated:*

## (Phone banking)

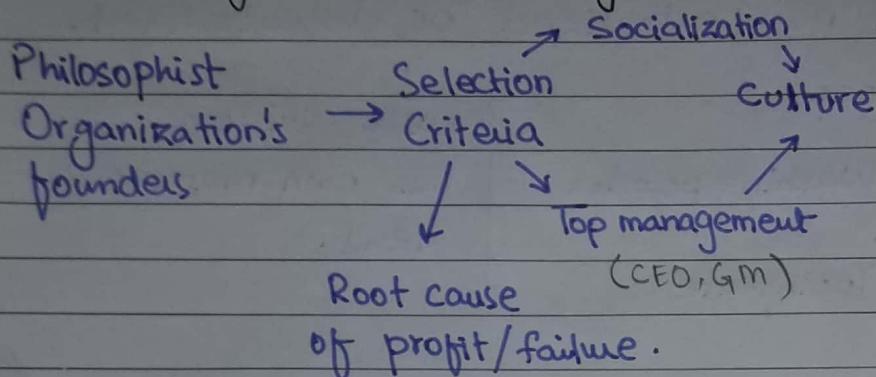


(5)

→ Culture is primary and strategy is secondary.

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Establishing and maintaining Culture :



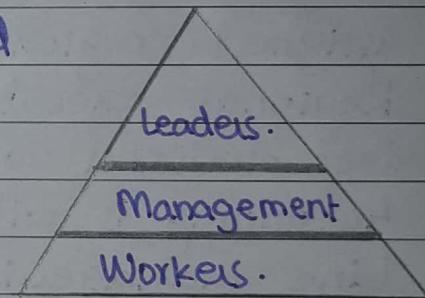
Topics For Mid 2

- Early management hierarchy
- Organizational Culture
  - Strong vs weak
- Organizational Culture dimensions
- Organization's Structure (6 types).
- Fredrick Herzberg motivation
  - X and Y Theory
  - Acquired Needs Theory
  - Equity Theory
  - ERG Theory

## ORGANIZATIONAL STRUCTURE :

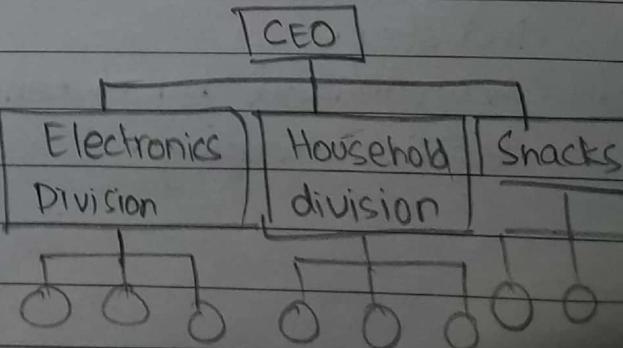
### ① Functional / Hierarchical Organizational Structure :

- It's represented by traditional pyramid shape of organizational chart.
- In this structure communication moves from top down and bottom up.
- More formal and rigid than some other structures.
- Appropriate for business with single product line where specialization is an advantage.
- They are generally very centralized.
- Each functional area reports to CEO.



### ② Product Based Organizational Structure :

- Organized by product line.
- It's appropriate when company has well-defined product lines.

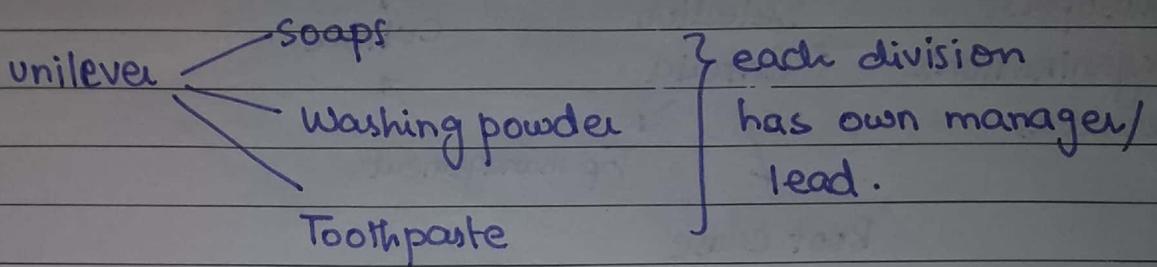


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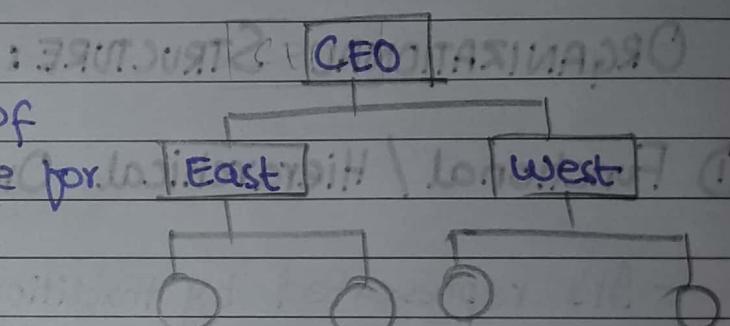
- In it, each product line reports to CEO (rigid).
- It's decisions may be centralized or decentralized.

e.g.:



### ③ Geographic Structure:

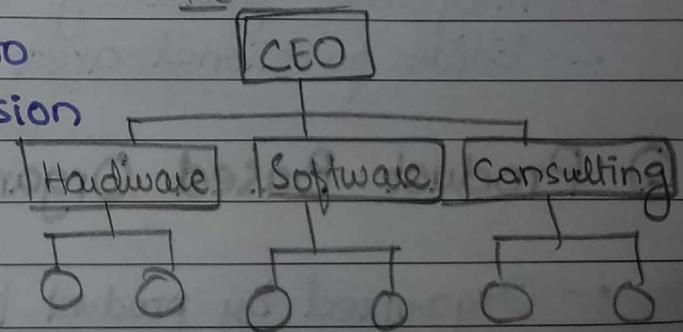
- In this structure, executive of regional areas are responsible for all business functions in their assigned regions.
- Regional executives report to CEO.
- Decentralized with most decisions.
- Autonomy is within the region (made at local level)
- Line manager is responsible for all recruitments.
- Serves distinct needs according to the region.  
(when requirements of two regions are not common)



### ④ Division Structure

- It has characteristics similar to geographical structure but division maybe based on market/industry.
- Characterized by decentralized decision making.

i.e.:

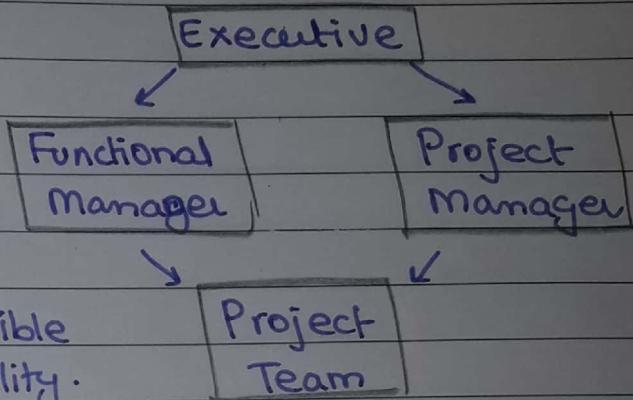


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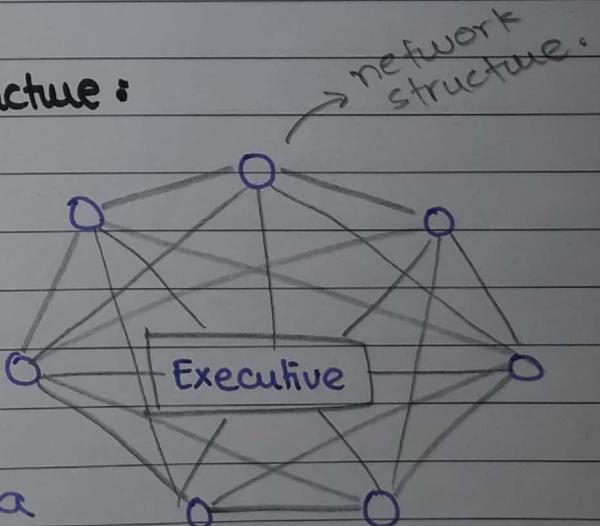
## ⑤ Matrix Organizational Structure:

- In this structure employees report to two managers.
- 2 manager :
  - One manager responsible for product line
  - Second manager responsible for functional responsibility.
- It's advantageous because it encourages the communication and co-operation.
- It requires high level of trust and communication to ensure that contradictory instructions are minimized.



## ⑥ Seamless Organizational Structure:

- In this structure, traditional hierarchy doesn't exist.
- This structure couldn't be possible without technologies that allow employees to connect with each other via email, internet, etc from anywhere in the world.
- It connects co-workers ~~with~~ and people with specialized knowledge without expense of travelling.
- It has no boundaries of connections.
- It enhances communication & creativity.



8

Dated:

Also known as  
Hygiene theory or  
two/dual factor  
theory.

## FREDRICK HERZBERG MOTIVATION: \* (1959)

### Motivation Factors

- Achievement
- Recognition
- Advancement
- Work
- Possibilities of growth.
- Responsibility.

### Hygiene Factors

- Company policy & administration.
- Technical supervision
- Supervisor - relation good/bad
- Peers-relations good/bad.
- Working conditions
- Status
- Personal life..
- Salary
- Sub-ordinates.
- Job security

\* Extrinsic in nature : Transactional.

- It began with study of job attitude that Herzberg conducted in Pittsburgh university.
- In 1950, he began the study believing that cause of job satisfaction would be opposite of causes of job dissatisfaction.
  - e.g: working condition, allowances / rewards / bonuses, culture .
    - Satisfiers → Motivators (motivation factors)
    - Dissatisfiers → Demotivators. (hygiene factors).
- Result of theory was so vague to draw any conclusion.
- This led Herzberg to conduct study in which he asked participants to identify work experiences that resulted in positive and those with negative feelings.

(9)

Dated:

- \* Intrinsic in nature : Transformational
- The satisfaction (motivation) factors motivate by changing nature of work so that people are challenged to develop their talents and fulfill their potential.
- The dissatisfaction (hygiene) practice motivate to the extent that they allow people to avoid unpleasant experiences.

Conclusion :

- ① Improvement in motivation factors increase job satisfaction.
- ② Improvement in hygiene factors decrease job dissatisfaction.

## ② DAVID MCLELLAND ACQUIRED NEEDS THEORY (1961)

This theory manifests that experiences acquired throughout life, motivate people in one of these three areas :

- 1 - Achievement
- 2 - Affiliation
- 3 - Power.

### ① Achievement :

People motivated by achievement, take risks to achieve their goals, respond to frequent feedback and generally prefer to work as sole contributors or with others to achieve goals at same level.

(10)

Mr.

Dated:

② Affiliation :

Individuals who needs affiliation look for acceptance in the work group and need constant interaction with their coworkers and customers.

③ Power :

These individuals are either looking for institutional power or personal power .

\* Institutional power :

power related to position in organization.

\* Personal power :

personal qualities i.e.: intellectual qualities, humour, etc.

→ Those looking for Institutional power are usually effective managers who are motivated by co-ordinating groups.

## DOUGLAS MC GREGOR THEORY OF X & Y : (1960)

\* Managerial style depends upon the manager's theory about man's motivation to work - "



(11)

Dated:

## Theory X Managers

Managers have a view that all employees are :

- Lazy
- Uninterested / unambitious.
- Unable to discipline themselves, need constant directions.

Managers are autocratic, utilising a top-down management style.

Centralized in nature.

They do not want to take responsibility and are not interested in job security.

## Theory Y Managers.

Managers believe that employees are :

- Committed to work
- who seek challenging work.
- who can take additional responsibilities.

These managers invite participation in decision making from their subordinates.

Top-down, down-up approach

Their recruitment procedure is really good and they hire people according to theory y.

## ③ J. STACEY ADAMS EQUITY THEORY (1963)

This theory says :

People are constantly measuring into their work against what they gain from work. If people perceive that it's a fair trade, ~~they~~ continue contributing at same level. If they think it's an imbalance, then they are demotivated.

e.g.: → If a person completes a task but receive no appraisal then he /she gets demotivated.

Dated:

#### (4) VICTOR VROOM EXPECTANCY THEORY: (1964)

Victor uses following terms to explain expectancy theory.

- 1) Expectancy → motivation starts from self assessment of capabilities to achieve an assignment.
- 2) Instrumentality → After believing on your capabilities. They next ask "what's in it for me?" - and "Will their effort be useful?" -
- 3) Valance → This is the result of calculations as to whether the possible reward is worth the effort required to successfully complete the task.

#### (5) ERG THEORY (Existence, Relatedness, Growth)

##### ① Existence:

This relates to Maslow's definition of physiological and safety needs as those are required to maintain basic life needs.

→ This theory is also based on Maslow's work that consists of

- 3 factors i.e.:
  - Basic : food, shelter, water
  - Corporate needs : salary, fund, bonus

##### ② Relatedness :

This is similar to Maslow's definition of social needs, and esteem we find from the others.

→ belongings, friendships, intrinsic motivation, etc

##### ③ Growth :

This is based on self esteem & self-actualization concepts Maslow's described.

→ challenging assignment for extreme learning person.

# OUT WITH MOTIVATION, IN WITH ENGAGEMENT

If their goal is to improve performance, organizational leaders who ask, "What can we do to better motivate our workers?" may be posing the wrong question. Experience and research show that motivation, which relies on manipulation and control, is a flawed concept that does not result in organizational or individual achievement. Engagement, on the other hand, is constructed on self-determination, interest, enjoyment, participation, and challenge. Stressing learning and involvement, it is a more valuable key to eliciting effective and productive work from today's knowledge workers. ©1999 John Wiley & Sons, Inc.

by James W. Marcum

Motivation is a virtual industry, with an army of "motivators" delivering inspirational seminars designed to turn peoples' lives around and make them more focused and effective. The concept lies at the heart of modern parenting, teaching, and stimulating effort on the job.

Interest in motivation is intense and historic. More than 12,500 doctoral dissertations deal with the subject. There are more than 1,200 books on motivation listed in *Books in Print*. Some 10,000 different titles addressing motivation rest on library shelves, according to one estimate. It's obvious that the subject is very popular and extensively studied.

Psychologists have produced much of the research on the issue, but perhaps the greatest interest comes from the worlds of business and education. There are over 500 articles written on the subject in mainline business journals each year and approximately 400 articles annually in mainstream academic journals. The concept of motivation is so prevalent that it has become a paradigm, a model of explanation that is so common that we accept it without question. Yet, it is a way of thinking that essentially amounts to manipulation.

Typically, the image that comes to mind when considering the essence of the concept is some version of the carrot and stick scenario. In this picture, if we can't move the subject with a reward, we resort to a whack to stimulate activity. A central figure in the scene is usually a jackass, or

some comparable dumb beast. Therein lies the problem: Organizations strive to motivate people by treating them like animals. As Harry Levinson noted in a *Harvard Business Review* article more than 25 years ago, the time for that attitude has passed.

## FROM BEHAVIORISM TO COGNITION

There is a good reason for the prevalence of the carrot and stick image. Motivation theory has its roots in the behavioral school that dominated psychological inquiry at the start of the century. The influential work of J. B. Watson and Clark Hull stressed the role of appetites, instincts, and frustrations, inspiring extensive research on these matters. Sigmund Freud worked with an image of humankind that assumed a strong biological essence that evolved from lower animals. The stimulus-response theories of B. F. Skinner, based on studies of rats and pigeons, carried the influence of behaviorism well past the middle of the century. Behaviorism dominated psychology through its formative decades.

Psychologists began to shake off that model of human behavior with the rise of cognition theory in the decades after World War II. Gradually, they came to understand the central role of the mind and the part played by perception, values, social circumstances, and the development of the self in determining behavior. Many of these insights led to

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broad new fields of study and research. Researchers began to isolate certain issues or behaviors—self-determination, for example, or self-efficacy—in order to evaluate human reactions to situations and test the validity of a specific concept. In a few decades, cognition theory overthrew behaviorism as the dominant model for the study of human action. Researchers went on to explore the role of emotions and attitudes with the concept of *affect* attracting interest and experimentation. Gradually, the concept of motivation broadened, encompassing cognition, consciousness, self, emotion, affiliation, achievement, and other lines of inquiry. Still, the behaviorist tradition, with its assumptions of animal-like qualities, remained influential, as the enduring power of the carrot and stick image demonstrates.

*Alphie Kohn makes the case that rewards kill interest. People know instinctively that if they are rewarded for doing something, the action in question is not worth doing on its own merit.*

The application of motivation theory to practice has followed its own, distinctive road. Business people and managers want to motivate employees, while teachers and parents want to motivate students and children. In these arenas of practice, other ideas exert great influence, notably Abraham Maslow's hierarchy of needs, with its pathway wending toward higher levels of self-actualization. Maslow's influence, supplemented by the workplace research of Douglas McGregor, Frederick Herzberg, and others, led to the rapid growth of a more humanistic perspective as a third force in psychology. This approach resulted in a new focus on two aspects of the issue, rewards and participation (rather than punishment). There is much less talk, consequently, of reliance on the stick. The carrot, however, retains its place at central stage in this drama.

## THE PROBLEM WITH MOTIVATION

Despite its widespread popularity, motivation—in both theory and practice—contains basic flaws that render it dysfunctional, especially in an environment of knowledge workers:

- It seeks to cause or stimulate action, assuming there was none prior to the initiative.
- It is, consequently, incidental, not continuous. Therefore, it must be reinitiated as often as action is desired.
- It is founded on a paternalistic assumption—that a protagonist of greater status, experience, intellect,

- or responsibility is seeking to motivate a second party, presumably of lesser status. The relationship between the two parties is unequal, that of parent-child, supervisor-worker, or teacher-student.
- It can be critiqued as too narrow, piecemeal, and mechanistic in its assumptions. (It is here that the legacy from behaviorism is most apparent.)
- It relies too heavily on rewards to achieve objectives.

In *Punished by Rewards*, Alphie Kohn makes the case that rewards *kill interest*. People know instinctively that if they are rewarded for doing something, the action in question is not worth doing on its own merit. Those who desire the reward perform as stimulated. But the desired behavior obviously is being accomplished through manipulation, and everyone knows it. The reward is soon taken for granted, and additional manipulation is necessary to revive participation in the desired behavior, which remains "unworthy," since rewards are necessary for its achievement. Thus, rewards *destroy commitment to the task in question*.

All the components of a flawed concept are in place: the triggering of activity where there was none (or insufficient measure); the incidental nature of the enterprise requiring repeated initiation; the manipulation of one party by another; a focus on narrow, isolated behaviors measurable for purposes of experimentation; and reliance on rewards. Together, these limitations reduce the motivation complex to a control-and-manipulate proposition.

To some extent, these limitations have been acknowledged. A decade ago Rosabeth Moss Kanter proffered a "new motivational toolbox" for management structures whose hierarchy and power had been eroded. The new tools included *mission*, stressing the importance of the work; *agenda control* to allow people greater influence over their work lives; *sharing in value creation*; ongoing *learning* by both the individual and the group; and *reputation*, which is crucial for professionals.

Verification of much of Kanter's approach can be found in Mahen Tamboo's research that personal growth, operational autonomy, and task achievement outranked money in importance for a large sample of knowledge workers. Other remarkable companies like Southwest Airlines, which uses high pay, participation, internal promotion, and employee ownership to develop outstanding service and profitability. Some argue that the only problem with motivation is that it is generally badly managed, and that proper use of equity, visibility, and non-financial (as well as financial) rewards will fix the problem.

But if the very design of motivation is faulty, an organization built on it will not be sturdy enough to survive in the coming century. The carrot and stick concept must be replaced with something more appropriate that escapes the limitations of motivation theory.

## EMERGING DEFINITIONS OF ENGAGEMENT THEORY

The concept of engagement is emerging as a possible replacement to motivation. A number of researchers have made the following observations regarding this concept:

- The link between self-determination and engagement is clearly documented; people choose to be engaged, they are not assigned engagement.
- Engaging activities are interesting and enjoyable.
- The engaging work must reside within the subject's area of competence and expertise.
- Engagement requires direct participation; one does not become engaged through observation, but through direct, tactile experience.
- Engagement is characterized by persistence.
- Engagement involves the selection of challenging tasks; routine work is not engaging.

The two essential elements of engagement theory are learning and involvement. The acquisition and use of more and better knowledge are the drivers in this process. Engagement cannot be static; it is a dynamic process. In engagement, activity is a given. This contrasts with motivation theory, where action is a primary goal. Although much of the research and discussion of engagement can be related to motivation theory, engagement provides a construct that is different enough from motivation to be considered a separate theory.

A working assumption of engagement is continuous activity. Behavior is rightfully considered a process more than a single action or episode. According to action theorists, an activity is a broad concept, containing cognition, motivation, emotion, and process, with various components waxing and waning in intensity over time. Actions are complex and often involve more than one person. From this perspective, it is inappropriate to focus on a specific act as carrying much significance.

In the field of learning theory, some researchers studying reading have matched elements of individual engagement within the context in which the activity occurs, that is the classroom. This theory allows room for peer and social influences on behavior without losing sight of the importance of individual interests and the need for self-direction. The definition of engagement produced by learning theory defines engaged readers as:

- reading for a variety of purposes,
- able to comprehend the material and the context,
- self-determining, choosing to read for their own reasons,
- gaining knowledge,
- interacting with others,
- developing higher-order strategies for learning.

A related line of inquiry within learning theory focuses on the role of the teacher in fostering emotional engagement, as opposed to disaffection. This is accomplished through coaching, modeling, enthusiasm, confidence building, sincere praise, and reinforcement. The positive role that teacher behavior can play in fostering engagement in learning has been confirmed by more than one study. Therefore, coaching, as opposed to instruction, can be considered an appropriate exercise in fostering engagement.

*The positive role that teacher behavior can play in fostering engagement in learning has been confirmed by more than one study.*

An entirely different perspective is introduced by the English business philosopher Michael McMaster. He defines engagement as consisting of the relationships and process of communication that engage the intentions of others in the absence of coercion. Such engagement involves dialogue and a measure of introspection. It cannot occur when a situation is closed or complete, but involves the ability to "presence something before it is well formulated or complete." McMaster insists that the degree of engagement is inversely proportional to the amount of authority being exercised. It is noteworthy that psychologists have overlooked this communication-authority relationship dimension of engagement.

Another applied field, information management, provides a distinctive use of engagement. In his book *Information Ecology*, Thomas Davenport uses a sliding scale of engagement with information, from the passive (seeing and hearing) to discussing, presenting, or teaching, to using in practice. These mechanisms serve as instruments for handling information overload. This insight complements the principles of activity-engagement theory, which stresses that initial purposes for an activity can change over time. According to this approach, persistence in a behavior builds "intrinsic motivation," which is similar to engagement.

The foregoing discussion suggests the following formula for engagement:  $E = L (I + Cp + Ch) \times Inv (A + Co + Cm) \Rightarrow IK/Ef \Rightarrow E$ , which means: Engagement = Learning (Interest + Competence + Challenge)  $\times$  Involvement (Activity + Communication + Commitment) producing Increased Knowledge and Effectiveness which results, typically, in increased Engagement. The process amounts to a dynamic evolving system.

## ENGAGEMENT VS. MOTIVATION

On one level, engagement appears to be a synonym for high motivation. Yet there are crucial differences, primarily in the assumption of participants as independent agents act-

Motivation	Engagement
<p><i>Goal: initiate action</i>  <i>Protagonist assumes responsibility</i>  <i>Activity is incidental, triggered</i>  <i>Assumes biological human "core"</i>  <i>Seeks control, influence</i>  <i>Atomistic, linear, deterministic</i></p>	<p><i>Goal: learning and greater knowledge</i>  <i>Assumes participant equality</i>  <i>Activity is assumed, ongoing, temporal</i>  <i>Participants seek meaning, actualization</i>  <i>Accepts participant self-determination</i>  <i>Holistic, systemic, complex</i></p>

ing with self (agency)-determination in activity selection, and the ongoing (rather than episodic) quality of endeavor. There can be no thought of control here. The engagement is open, freely entered into, and quickly abandoned by the various agents. (The chart above highlights the differences between engagement and motivation.

This means that, regardless of the level of sophistication of the motivational endeavor, it remains manipulative in its essence and is, accordingly, unsuitable for the educated knowledge worker of today's workplace. An engagement mindset offers a more useful model for cultivating mutually beneficial working relationships with staff and colleagues. In short, motivation amounts to manipulation and control; engagement is based on learning and involvement.

Organizational leaders interested in experimenting with engagement theory should:

- Think in terms of partnerships, not employees.
- Scan for *interests* and *competencies*, not past records.
- Focus on *achievements*, not processes or credentials.
- Provide and support *continuous learning*.
- Test people with *challenges* and opportunities for personal growth.
- *Negotiate projects; avoid assignments.*
- Keep in mind that *true engagement provides its own rewards.*

A different model of leadership is required. Whereas the "motivating" boss of the traditional organization thinks in terms of being in control, running a tight ship, and giving directions, the engaging leader is a coach and facilitator scrambling to keep up with the pack. ■

## ADDITIONAL RESOURCES

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LSM  
SKILLS OF LEADERSHIP OVER MANAGEMENT

You have come from either:

- 1 - 'The Structure of Guaranteed Success'
  - or
  - 8 - 'Synchronicity' (Leadership of Self)
- You are on Leadership of Skills - 1 of 7

The world of the traditional manager reminds me of a good sea Captain. His or her life dictated by external factors – the weather, the sea, and the passengers. He can never be in command of these forces, but he can always remain in control of how he reacts, behaves, and leads.

It seems to me that leaders can live an easier life, and take control of their own future, by learning and putting into practice a certain set of skills.

What are these skills, the characteristics of tomorrow's great leader? Combining all of my work to date on leadership, these are the top seven skills offered by delegates ...

- 1 *Wider vision.* The new leader will have in place a compelling future for their people and department. Involving others in its formation, they will keep it shiny, relevant and focused on achievement.

They will have a wide perspective – combining strategic business knowledge with a clear view of, and involvement in, their industry/market and its direction. They will be the first to see strategic opportunities outside their organisation and combine this with an ability to illuminate the most complex of these to their business colleagues, board and CEO.

- 2 *Personal profile.* They will have a very high profile and visibility. Daily walks through their department and regular 'open forum' style meetings will be high on their priorities. They will know everyone's name off by heart, and take a

genuine interest in people's thoughts, concerns and interests.

Successful future leaders will have that mysterious factor often referred to as charisma – combining a friendly nature with positive energy and a dynamic personality. They will hold their heads high and be proud of what they do, while still maintaining great humility, sense of humour and an attitude that brings out the very best in others.

- 3 *Warrior.* One of the main characteristics of a future leader will be his or her ability to make it happen, to take action and lead by example. They will take risks, confident in the results and greater rewards. They will make mistakes and take blame, but will ride this out in the belief and certainty of their overall direction and vision.

The warrior rarely accepts credit – preferring instead to pass such praise on to their people. They are, however, a mover and shaker. They will have the ears of the chief executive and be seen, first and foremost, as a successful businessperson at the heart of the organisation.

They will also play the high stakes game, recognising that politics are rife within each and every company. They enjoy being at the cutting edge of such organisational games – playing to ensure recognition and success for their people and department.

- 4 *Alliances and friendship.* Being a leader can be a lonely existence, and personal and departmental success cannot be achieved by one person alone. The future leader will form powerful alliances with other companies, directors and external groups to achieve mutual aims. Suppliers will be trusted partners, helping the internal department achieve their goals.

Knowing they do not have all the answers, leaders work hard on personal development, combining this with external guidance and advice. They will also have identified, and be close to, the real power players within the organisation, keeping their friends close, their enemies closer.

- 5 *Spirit – higher self.* Successful leaders are at one with themselves and have their lives in balance. They combine an energetic spirit with a sense of priority and perspective, and know how to relax.

- They have a persistence to deliver and succeed, and a deep-rooted self-confidence and self-belief that transcends adversity – taking responsibility for things under their control and for their reactions to events they cannot control.
- 6 *Imagination and mind skills.* Working to develop an already razor sharp mind and, recognising the power of people's ideas and contributions as the most powerful factor in success, ensuring that creativity thrives.

They do not allow their department to get bogged down in company initiatives that have no clear direction. Instead, they ensure that they create an open culture where ideas flourish – the more unusual and bizarre the better.

- 7 *The ability to inspire.* The new leader does not have an office – and earns respect and trust based on who they are, what they do and what they stand for, not from their job title, what they say or their hierarchical position in the organisation. 100% of trust now.

They accept that they are accountable to their people. They will have a leadership promise in place that lists the specifics and spirit of that commitment – what people can expect of him/her, how quickly e-mails will be responded to, etc.

Many refer to these new dimensions as 'personal power' – a combination of attitude, belief and behaviour. It is within all of us to take this path – it may not be the easiest, it will certainly involve leaving comfort zones, but it is the most rewarding.

A leader is a person – a leader is you or I – and if we choose to we can achieve the most powerful benefits and results that anyone could ever imagine. Are you ready?

*Gareth Brown, who understands emotional leadership better than anyone else I know, talks of the acid test of leadership: if you were stripped of your title – the power to punish and reward your people – would you still get results out of them?*

*Would you?*

"out" we naturally become more powerful and therefore more inspirational to others.'

*It is this ability to inspire others that differentiates the great leaders. But how can we become more inspirational? Is it something we can learn? Gareth recalls his own personal experience:*

*'I remember a time early in my career when I was trying to understand what it would take to be more inspirational as a Leader. After reading numerous books, listening to countless tapes, and attending a multitude of seminars I was still at a loss, unable to find any real answers.'*

*'Then, one day, as I was out for an early morning run, the little voice inside my head asked "What inspires you?" "Mountains," I replied, and continued running.'*

*'That evening I was reading a book by Lene Gammelgaard, a Danish mountaineer who had climbed some of the world's highest peaks. She had been one of the survivors of the Everest Tragedy of 1996 in which eight people had been killed.'*

*'Gammelgaard's book contained an afterword that was a tribute to a friend of hers called Anatoli Boukreev. He had also survived the tragedy, only to be killed later in the year whilst climbing in the Himalayas. The following quote by Boukreev resonated with me and reminded me of my earlier internal conversation.'*

*"I would like to believe that the roads we choose depend less on economic problems or political problems or the imperfections of our external world, and more on our internal calling, which compels us to go anew into the mountains, to the heights beyond the clouds, making our way to the summits."*

*"The sparkling summits and the fathomless sky above our heads, with their grandeur and mysterious beauty will always draw humanity, which loves all that is beautiful. This was, is and will be the magnetic strength of the mountains, independent of the worldly trivialities and fusses, beyond which, at times, we*

THE NAKED LEADER

*'It's clear that the mountains inspired Anatoli Boukreev, calling him to look beyond the imperfections of the external world and to see instead the real, the beautiful and the eternal.'*

*'Unlike Boukreev, I realised that the mountains that I climb are not always real in the physical sense; rather they are a metaphor that represents the highs and lows of my life's challenges. Like his mountains however they call me forth, compelling me to reach for new heights that always exist beyond the clouds of self-doubt.'*

*'Inevitably it is this inner calling – the quest to find the real, the beautiful and the eternal in ourselves and others – that serves as the only true source of inspiration.'*

*'I know that when I am in touch with this source I too, like the mountains, seem to possess a magnetic strength that attracts others, inviting them to climb with me in search of another "sparkling summit".'*

*'Nowadays I make a point of climbing real mountains too. They remind me that no matter how steep or difficult the path I have chosen if I just keep moving one step at a time I will eventually arrive at my destination.'*

*'I notice also that as I climb my personal horizon expands and I regain a broader perspective. What seemed difficult or worrying suddenly seems easier and more manageable. And when I reach the top I am once again able to see the breathtaking beauty of the world in all its glory and splendour.'*

*'When I return from my climbs I am left with a sense of connection to something greater. I feel more calm and peaceful. I become more energetic and tackle challenges with enthusiasm and relish. I become more passionate and determined. I feel better able to inspire others because I am myself inspired.'*

*'In his book No Ordinary Moments, author Dan Millman sums up my experience perfectly:*

*"Your path will lead you over some lofty peaks and down into some*

**Skills of Leadership over Management.**

*'on top of the world and closer to God. Down in the shadows of the forest – your own shadows – you'll confront necessary challenges and discover the strength within you. So both the highs and lows are useful in their own ways.'*

*'I believe that as the new generation of Leaders we have many metaphorical mountains to climb. There are many challenges to be faced and no doubt many of us will stray into the dark shadows of the forest.'*

*'It will take enormous personal strength and courage to move through the shadowy times and search once again for the sparkling summits. It will require Leaders with tremendous insight and vision. Leaders who are prepared to serve as an inspiration to others and who are prepared to look for the real, the beautiful and the eternal in everyone they meet and in everything they do.'*

*'Remember ... if you want to become an inspiration to others you have to first become an inspiration to yourself.'*

*If you wish to stay on Skills, go to 'Building Total and Absolute Report' 41  
or*

*If you wish to change Journey, join Leadership of Company, go to 'A Leader's Biggest Timewasters' 4*