

# How to Lead

**Lead Your People to Success**



# How to Lead: Discover the Leader Within You

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# Module 1: The Meaning of Leadership

Life is not easy for any of us. But, what of that? We must have perseverance and, above all, confidence in ourselves. We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained.

*– Marie Curie, discoverer of Radium and double Nobel Prize winner*

## 1.1. A Portrait of a Leader

At the age of seven, a young boy and his family were forced out of their home. The boy had to work to support his family. At the age of nine, his mother passed away. When he grew up, the young man was keen to go to law school, but had no education.

At 22, he lost his job as a store clerk. At 23, he ran for state legislature and lost. The same year, he went into business. It failed, leaving him with debt that took him 17 years to repay. At 27, he had a nervous breakdown.

Two years later, he tried for the post of speaker in his state legislature. He lost. At 31, he was defeated in his attempt to become an elector. By 35, he had been defeated twice while running for Congress. Finally, he did manage to secure a brief term in Congress, but at 39 he lost his re-election bid.

At 41, his four-year-old son died. At 42, he was rejected as a prospective land officer. At 45, he ran for the Senate and lost. Two years later, he lost the vice presidential nomination. At 49, he ran for Senate and lost again.

At 51, he was elected the President of the United States of America. The man in question: Abraham Lincoln.

*– Author Unknown*

Many of us are acquainted with this eloquent example of persistence in achieving victory. We read it, stop for a moment and then sigh and say, "Wow! That's the stuff real leaders are made of."

And in saying this, it's all too easy for us to think about leaders like Lincoln as "mythical creatures," separate from the rest of humanity and empowered by some mysterious quality that smoothes their path towards inevitable success. This is the view of leadership that many people have traditionally taken: that leaders

are marked out for leadership from early on in their lives, and that if you're not a leader, there's little that you can do to become one.

However, that's not the way we see it now. The modern view is that through patience, persistence and hard work, you can acquire the qualities of an effective leader. And then, just as long as you make the effort needed, you can lead successfully.

This workbook helps you find and develop these leadership qualities within yourself. It shows you how to look inside yourself and understand your own leadership strengths and weaknesses. It helps you build the passion, drive, will, and vision that others find so inspiring, and it then teaches you the essential skills needed to turn this vision into reality.

And this module starts this process:

- First, we look at the foundation of the modern view of leadership, on which we'll build in later modules.
- Next, we explain the framework we'll use to help you realize your leadership potential.
- And then, we map out the structure of the rest of this workbook. This shows you how the modules work together to build your leadership skills.

## Leaders Don't Wait for an Appointment Letter

Now, I ask you to take another moment of reflection. When we said "That's the stuff real leaders are made of," just what is this "stuff" we attributed to former U.S. President Lincoln? What made him prevail against all odds to emerge as a great leader? It amounts to sheer determination and a desire to lead, doesn't it?

This leads us to the most basic truth of leadership:

**Leadership is a decision, not a position.**

### Action:



Look around your workplace and your community. Have you seen situations where the person in charge, the boss, did not actually lead? And haven't you come across instances where a person without any defined authority has casually slipped into the leadership role?

Using the worksheet on the next page, list these examples. Note down why you think the boss didn't function as an effective leader. And why was the person without any formal authority able to take over the role?

A Boss Who Does Not Lead	A Leader Who isn't the Boss
Name, Position:	Name, Position:
Situation, Context:	Situation, Context:
Reasons:	Reasons:

You might have listed a variety of reasons for the situation. Now consider:

- If the boss really wanted to lead, could he or she not have been the leader?
- If the leader did not want to lead, could she have actually assumed leadership?

The answer is simple in most cases, which brings us to the conclusion that:

**"The desire to lead is the most necessary pre-condition to becoming a leader."**

Once you decide you want to lead, you don't have to wait for anyone else to come along and appoint you leader. You just have to go out there and accept the leadership challenge.

This is not to say that desire alone is enough to convert you into a leader. You need to develop and enhance specific skills, and you'll need a lot of discipline and focus. It's not easy.

However, if you want it badly enough and are prepared to work hard, you can become a highly effective leader.

**Yes, you might not be in charge, you might not have any formal authority, you might be fettered by a dozen limitations, but yet if you really want to lead, you can.**

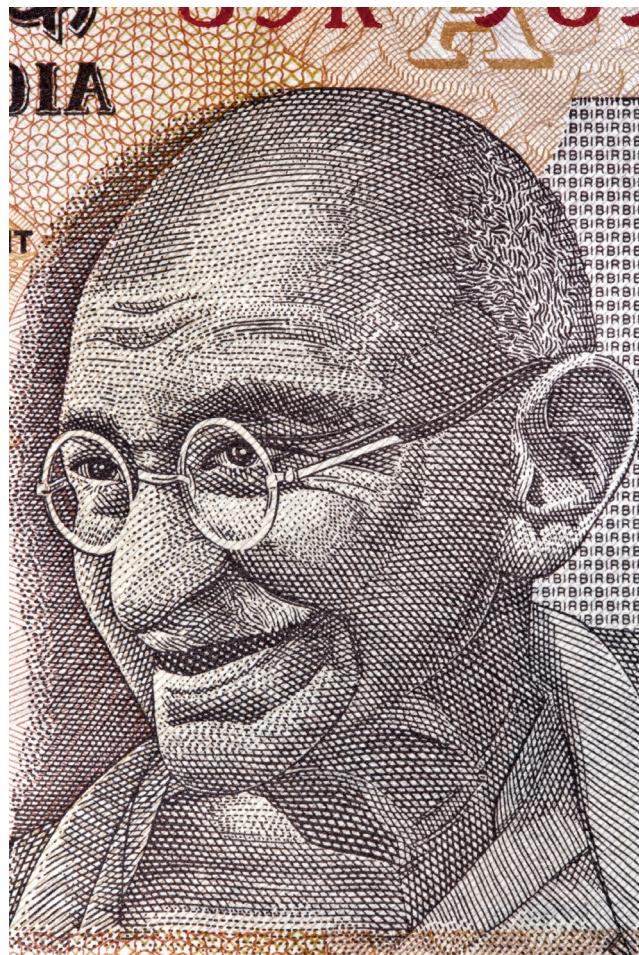
Do you want to become a leader? If your answer is "yes," then congratulations! You have already taken the first step on the road to leadership. And our course will provide you with the detailed road map needed to complete the rest of the journey. Use it, and soon – with hard work – you too will have met the leadership challenge.

But if, deep down, you don't want to lead, then it's time for some soul searching. It's time to understand what's holding you back, and it's time to challenge and overcome these issues. If you don't, you'll struggle to be an effective leader.

## 1.2. Leaders: Born or Made?

Like a musical instrument, genes do not determine what music is played. Genes simply define the range of what can possibly be played.

– Warren Blank, Leadership Author



Mahatma Gandhi. No one "appointed" this man "leader." He didn't hold any formal authority, yet he led an entire nation.

© iStockPhoto/robynmac.

"Sure I want to become a leader, but I just don't have it in me!" This self-doubt holds many of us back from embarking on the leadership journey.

Ditch the doubt! Leadership is not the province of a select few; it is a learnable process. And if you truly want to, you can learn to become an effective leader.

Asking "*Are leaders born or made?*" is like asking whether athletes are born or made. There is no single answer. We all know that both inherent talent and hard training are required to build an exceptional athlete (and even athletes with few natural advantages can achieve tremendous things with hard practice and common sense). The real question is: "*Can leadership be learned?*"

And the answer to this question is a clear, definitive "Yes." As we've said, the general perception is that leadership is a blend of special, mysterious qualities. Furthermore, we take it for granted that you are either born with this elusive "right stuff" or not. This is a myth; there is nothing mysterious about most of the ingredients that go into the leadership cocktail. And rest assured that most of these essential elements already lie within your reach.

You already possess some leadership skills and behaviors, you just need to learn to tap into them fully. Some of them may be unfamiliar to you now, but with perseverance and application, you can learn to cultivate them.

## Charisma and Genius

Traits such as charisma and genius fall mainly in the "born" category and can only be developed a certain amount. But we usually attach far more importance to them than they actually deserve. No doubt such traits are a major advantage, yet they are neither sufficient nor necessary to become a successful leader. In fact:

- If you have them and don't complement them with other important skills, they may not amount to much.
- If you don't have them, but compensate for this by strengthening other skills, you can still become a successful leader.

Management guru Peter Drucker uses Former U.S. President Harry Truman as a case study to underline this point: "*Harry Truman did not have an ounce of charisma, yet he was among the most effective chief executives in U.S. history.*"

**Becoming an effective leader, you see, is not about becoming a master of all leadership skills. Rather, it is about recognizing your strengths and weaknesses and then finding ways to nurture the former and overcome the latter.**

It's important to learn to recognize the tools and opportunities you have access to, and then use them effectively to carry you forward in your leadership journey. This course helps you in this identification and development process.

### 1.3. What Makes a Leader?

*A strange thing happened in March 1999. The stock price of a large, profitable computer company fell unexpectedly. "So what!" you might say. Stock prices of computer companies are known to fall a lot. But this was March 1999, long before the late 1990s Internet bubble burst. At that time, the stocks of all technology companies were on the up-and-up. Yet, the stock price of one of the most admired companies, the Dell Computer Company®, fell.*

*This was considered quite strange because Dell was the exemplar of an innovative, high-performing technology company. It had invented the direct delivery model and executed it admirably. Its sales and profits were the envy of the industry. Yet, its stock price suddenly dropped sharply. Why?*

*An analyst with the Wall Street Journal offered an unusual explanation for the drop in stock price, but given the circumstances, perhaps the only plausible one. You see, Michael Dell's biography had just been released. In reading it, investors realized that Michael Dell was just an ordinary sort of guy, readily likened to "the fellow next door." This was no tough-talking Bill Gates, nor steely-eyed Jack Welch. Instead, Dell was just an easy-sounding, pleasant-looking guy; thus, the stock market had an unnerving realization...*

*"What sort of a leader was this? Could he be expected to lead a company through tough times?" Such thoughts seemed to be crossing the minds of investors in Dell, according to this analyst...*

*– In Shaping the Future by Arun Maira,  
reprinted with the permission of Arun Maira  
and Kate Myhre of BCG ([www.bcg.com](http://www.bcg.com))*

The stereotypical view of a leader is the "hero-leader," a person who is simply bigger than life. However, years of research indicate that this isn't necessarily accurate. This is one type of leader but various others exist. In fact, today, after the failure of Lehman Brothers and the financial crisis, other types of leadership occupy center stage.

It's important to understand is that there is no one "correct" leadership style. And, leadership is much better defined as a process rather than a list of qualities.

An effective leader:

- Identifies the right job that needs to be done.
- Influences the right people, at the right time, to do the job.
- Gets the job done right, in the right ways.

When it comes to the qualities that help the leader achieve this process, there is no single shared view. While there are some traits and behaviors that do seem to be associated with leaders, it is difficult to pinpoint what matters most.

### **Tip:**

There's a difference between being a leader and being a manager. This is well expressed in the Warren G. Bennis quote that "Managers do things right, while leaders do the right thing."

Leadership usually focuses on effecting change and being people-focused, while management is often about bringing stability and being systems-focused.

We're not necessarily saying that managers and leaders are different people; what we are saying is that leadership and management are different processes.

The main school of thought emerging now is that leadership is a holistic sum of personality traits, thought processes, skills, attitudes, and behaviors.

Each leader has a different weight placed on a different attribute. What matters is that, in totality, the leader is able to deliver in the context required.

### **The Leadership Cocktail**

#### **Ingredients:**

Personality traits, thought processes, behaviors, skills, and attitudes.

#### **Process:**

Blend all ingredients together in the proportion desired. You just have to ensure that it packs a good punch.

Proportions have to be adjusted to the setting it's being served in.



### **1.3.1. The Leadership Process**

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### **Tip:**

We're about to look at some fundamental leadership theories. This activity is useful because it will help you clear up much of the confusion surrounding leadership.

However, different people have different ways of learning. Some need to know the underlying theory if they are to have confidence in their knowledge, while others just want to try the tools out and dip into theory later, if they're interested.

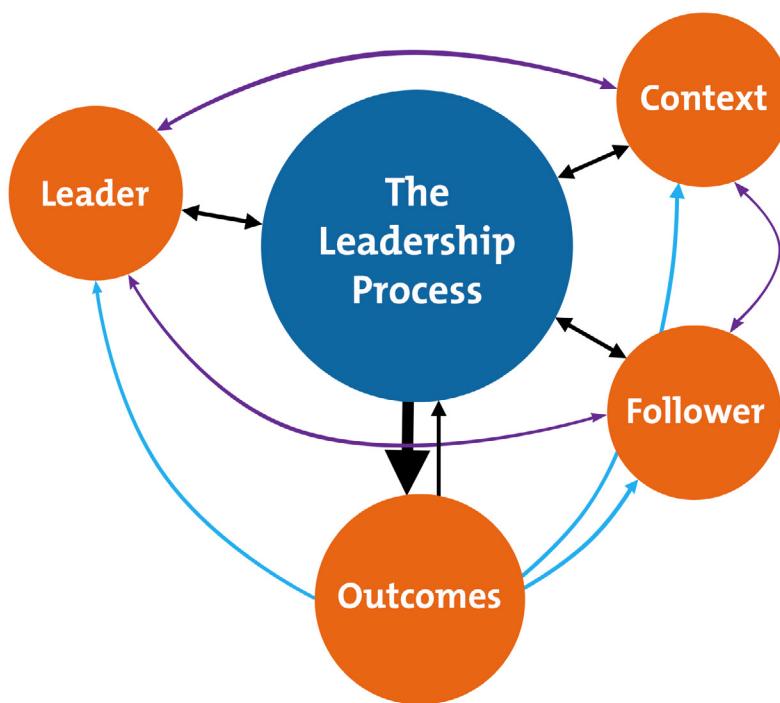
If you don't like theory, don't get too bogged down in these next few pages; just skim them and start reading in detail again when you reach Section 1.3.3.

Figure 1 (below) shows how the components of the leadership process fit together.

Here, the **Leader** is the person who steers an activity, the **Follower** is the person who performs the activity, and the **Context** is the situation within which this happens. Figure 1 shows how the Outcomes are dependent on the leader, the follower and the context.

However, you can also see how the **Outcomes** feed back to the **Leader**, the **Follower** and the **Context**. For example, where the outcome is successful and both the leader and follower have been effective, the leader and follower learn to trust one another more, and the context becomes more favorable.

### Figure 1 – Dunham and Pierce's Leadership Process Model



(Based on: Dunham R.B. and Pierce J.L. (1989) *Managing*, Glenview IL: Scott Foresman, p.556.)

Note that the quality of the leadership process is shaped by all components within the system: the **Leader**, the **Follower**, the **Context**, and the **Outcome**.

Leadership, therefore, is a dynamic, interactive process involving all four components. It is a **working relationship**, built up over time, that involves active exchange. The most obvious interplay is that of leaders influencing followers, but followers do also influence leaders.

And, of course, both are influenced by the context in which the exchange is taking place. The outcomes of the leader/follower exchange can cause changes in the context/followers/leaders, which will then influence future outcomes...

This interaction and feedback is vitally important because it shows the ongoing importance for the leader of investing in the relationship with the follower and in improving the context. Only then can the best outcomes be achieved.

### 1.3.2. Approaches to Leadership

In learning to lead, it's important to know how our understanding of leadership has developed. By appreciating the evolution of leadership ideas, you can make sense of the many different views that we are bombarded with, and see them in their proper context.

Focused scientific research on leadership actually began in the early 20th century. Since then, four types of basic approach have emerged. These are:

- Trait.
- Behavior.
- Contingency.
- Power and influence.

Below, we draw upon all of these approaches to give you the tools you need to become a more effective leader. Understand the basis underlying these theories, and you will understand the rationale behind the tools we'll give you later in this workbook.

You'll also understand where a lot of the confusion surrounding leadership comes from: while the theory has developed over the last hundred years, often the advice we receive has not.

Approach	Focus
Trait	Who is the leader?
Behavior	What does the leader do?
Contingency	What is the situation surrounding the leadership process?
Power and Influence	What is the leader's power/influence base?

#### Trait Theories:

The trait approaches tend to define the leader in terms of who he or she is. These approaches focus on the different traits leaders are said to possess. While the current approaches see these traits as personality- and intellectually-based abilities, in earlier theories, physical and demographic characteristics were also thought to play an important role.

Early trait theories claimed that leaders were born not made. Leadership qualities were inherited, especially from people in the "upper class." However, it is now recognized that leadership skills and abilities are learnable. We discuss just what these are and how they can be cultivated in Module 3.

## **Behavioral Approaches:**

While initial leadership research concentrated on what leaders were, from the 1950s onward, the focus shifted to what leaders did, or were perceived to do by followers and peers. Behavioral approaches were used to define leadership – these centered on the premise that effective leaders behaved in a certain way.

Leaders' behavior is generally categorized as either "task-centric" (focused on doing the job) or "people-centric" (focused on team members). The question most behavioral approaches tried to answer was: "Which leader is more effective – the task-centric leader or the people-centric leader?" As the theories evolved, researchers argued that leaders who scored high in both departments were the most effective leaders.

In the 1960s-70s, academics tried to define leadership style in terms of participation. The theories revolved around the fact that leadership styles could vary from extremely authoritarian to extremely democratic.

The next question, obviously, was: "Which leadership style is the best?" Can you guess the answer? The answer is that no one leadership style is appropriate for all circumstances: the style depends on the situation. And this brings us to the next group of theories – the "contingency" approaches.

### **Tip:**

"Contingency" is an unhelpful word that serves to obscure this useful set of theories. If it helps, substitute "depends on the situation."

## **"Contingency" Approaches:**

The contingency approaches revolve around the situation – the "context" factor in the leadership process we looked at in Figure 1. They tell us that there is no one clear answer to the question: "Which leadership behavior is the most effective?" The leadership behavior required is contingent (dependent) upon the context (situation).

There are many contingency theories. Examples include the Vroom-Yetton-Jago Model, which addresses the question of how much leaders should involve followers in decision-making, and Robert House's Path-Goal Model, which prescribes when a leader should practice directive, supportive or participative leadership. (We'll briefly look at this in Module 6.)

In essence, however, all contingency approaches try to predict when one leadership style will be more successful than the other.

## **Power and Influence Approaches:**

The power and influence approaches come at leadership from a different direction. Power and influence can be described as the capacity to change the opinion or behavior of others. And leaders generally possess this capacity.

There are many bases of power. Sometimes, positions give power. At other times, personal attributes give power. In Module 5, we discuss in detail the different

power bases, the ones that are most effective and the ones you should seek to capture.

### 1.3.3. Today's Leader

So many theories, so many models; so let us start narrowing down the field a bit. First, we are looking at leadership primarily from the business point of view. Second, we are looking at a leader in the context of the democratic, flexible, fast-changing organizations that seem to adapt best to today's complex, rapidly globalizing and constantly shifting business world.

#### Our Working Definition

In such a situation, an effective leader remains someone whose sum total of skills is enough to ensure that he or she:

- Can create a vision that benefits the group.
- Can influence members of the group to commit to this vision.
- Can motivate and enable members of the group to actually achieve the vision.
- Plays the role of a coach, teacher, cheerleader and, when the job of leadership is done, contributor to the team's output.

This gives us our working definition of what a leader must do.

So what are the ways and the skills our leader needs to do this? While studies differ on the specific answer to this question, there is a general consensus that, on the whole, a "**Transformational Leader**" is required to lead effectively in today's circumstances.

#### The Transformational Leader

Who is a transformational leader? Bernard Bass, a respected leadership researcher, describes this leader as someone who:

- Is a model of integrity and fairness.
- Sets clear goals.
- Has high expectations.
- Encourages.
- Provides support and recognition.
- Stirs the emotions of people.
- Gets people to look beyond their self-interest.
- Inspires people to reach for the improbable.

As Bass says, transformational leaders inspire trust, loyalty and respect.

Other research identifies transformational leaders on the basis of six behaviors:

- Articulating a vision.
- Providing an appropriate model.
- Fostering acceptance of group goals.
- Setting high performance expectations.
- Providing individual support.
- Providing intellectual stimulation.

## **Our Take on This...**

Our take is that while an effective leader today needs to practice primarily the transformation style of leadership, at times, he or she needs to practice other leadership styles, too. With this in mind, our workbook not only helps you gain the skills of a transformational leader, but it also helps you to identify situations where you need to practice other leadership styles as well.

### **1.4. This Course: A Way to Develop an Effective, Authentic Leadership Style**

This workbook gives you the tools you need to develop a leadership style that is effective, authentic and sustainable in today's times. We identify the five basic characteristics needed to become an effective leader, and we show you how to acquire them. If you work through this workbook and apply its exercises, by its end, you will be well on your way to building these characteristics within yourself.

#### **1. Self-Awareness**

*An effective leader knows him- or herself and uses this knowledge to perform better.*

Our course recognizes that you are an individual. We therefore don't sell a one-size-fits-all solution. Rather, we encourage you to understand yourself. We give you a range of different ways to assess your leadership profile so you can use your strengths to offset your weak points.

#### **2. The Burn to Lead**

*Effective leaders are self-motivated, self-confident people. They want to lead. Drive and energy identify them.*

We give you the tools to build this passion, persistence and confidence within yourself. We help you instill the will to lead within yourself.

#### **3. The Ability to Create Vision**

*Effective leaders, although not necessarily geniuses, are characterized by strong technical and conceptual skills. This gives them the edge in generating ideas and building visions.*

Our course shows you how to gain knowledge and stay on top of change. We discuss techniques that help you diagnose and analyze shifting, complex situations so you become a proactive person, one who stays at least one step ahead of change. We teach you to make the move from generating solutions to generating new ideas and building vision.

#### **4. People Skills**

*Effective leaders must carry people with them. They can inspire people and get them to achieve their goals.*

We teach you how to understand, communicate with and motivate other people, both individually and in groups. We equip you with the necessary tools to help you get the job done. We also look at ways to coach and develop the people who follow you.

## **5. The Edge**

*Hard to define, this is the ability that makes the difference between the ordinary and the extraordinary.*

Our course gives you tips for dealing with tricky issues such as taking risks, implementing drastic change, making difficult decisions, handling hostility and working across boundaries.

We don't expect you to master all the skills outlined in the course, although, with practice and perseverance, you should be able to become proficient in most. The idea is that you learn enough to perform as a highly effective leader.

Similarly, we do not promise that you will turn into CEO material by the end of this course. However, you will definitely be able to harness your full leadership potential, which in all likelihood is a lot more than you realize.

### **1.5. The Structure of the Workbook**

The workbook is divided into the eight modules shown in figure 1.5. (next page). These are:

#### **Module 1: Introduction: the Meaning of Leadership**

This module, the opening module, is devoted to understanding the meaning of leadership. It emphasizes that if you want to become a leader, you can. It explains the theories behind leadership and helps you learn what you need to become an effective leader in today's world.

#### **Module 2: Get to Know Yourself**

Module 2 is a self-awareness building module. First, it discusses the attributes and behaviors of an effective leader. Then, it gives you a set of self-assessment tools to evaluate your own leadership strengths and weaknesses. This gives you self-confidence in the areas where you're strong and alerts you to areas of weakness, so you can mark them out as areas for future development.

#### **Module 3: Get "The Right Stuff"**

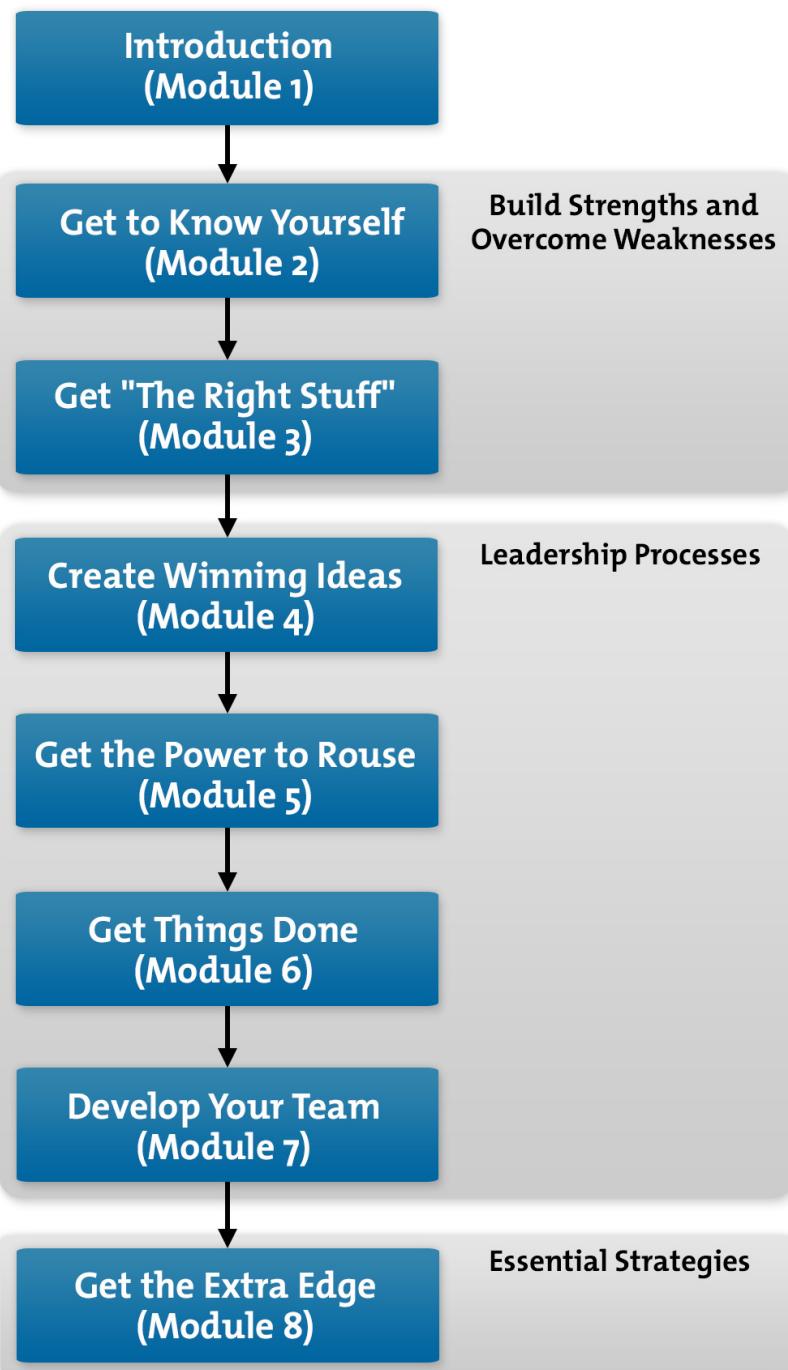
Effective leaders are characterized by a burning desire to lead. They possess drive and self-confidence. They are positive and exhibit good self-control. They can connect well to people. This module shows you how to acquire these abilities.

#### **Module 4: Create Winning Ideas**

To lead, you've got to know the best place to go. This is called "vision" and takes a lot of hard work to achieve. Good leaders have excellent conceptual abilities. They are proactive. They have winning ideas. They possess the ability to read trends and are ready for change before it actually happens.

But what if you aren't exactly brimming over with ideas? If so, you have to go out and chase them, and this module shows you how to embark on the chase. Use the tools provided here to gather information, read situations and evaluate trends. You will soon find yourself becoming more proactive and more able to construct winning ideas.

**Figure 1.5. – The Structure of This Course**



### **Module 5: Get the Power to Rouse**

Effective leaders can motivate people to perform. They know how to translate the winning idea into a shared vision. They wield the "right" kind of power and use the "right" influence tactics to inspire their people. This module gives you concrete ways to build the right power base and influence people.

## **Module 6: Get Things Done**

Leadership, vision and motivation are empty if you lack “execution” skills – the skills that help you translate vision into reality. This module teaches the key execution skills needed to be an effective leader.

## **Module 7: Develop Your People**

The coaching, training and developing of people is an intrinsic part of effective leadership. This module gives you tools that help you play the part of cheerleader, trainer and mentor. We help you appraise people, assess their training needs, provide coaching and empower them.

## **Module 8: Get the Extra Edge**

Finally, in Module 8, we give you the extras that catapult you into a different, higher league. Here we show you how to:

- Implement difficult change.
- Take calculated risks.
- Network.
- Use diversity to your advantage.
- Cut your losses.

## **1.6. Module Structure**

Each module typically opens by explaining the background theory that underpins it. Once you are clear on the theory, you will understand just how and why the leadership development techniques described in the module work.

### **Tip 1:**

As we said earlier, some people just don’t like theory. If this describes you, just skim the first section of each module and then start reading in detail at the “Introducing the Tools” section. While you’ll miss some of the context this way, you can go straight to the tools.

### **Tip 2:**

As you work through this course, try using Mind Maps to make notes and remember information. Mind Maps help you record and show information in a condensed, visual format that’s easy to create, use and review. (For more on Mind Maps, see this [article](#).)

Next, we look at the tools and techniques you will need to handle the particular aspect of leadership development covered by the module. We explain each tool and, to cement understanding, follow this explanation with an example of how the tool is used.

We then help you apply these tools to your life. We guide you through using the tools practically to give you a feel for the way they work, so that you can draw upon them when you need them. **We insist that you WORK THROUGH ALL THE EXERCISES.** It is tempting to just read through the exercises without actually practicing them, but if you do so, you lose much of the value of your investment in this course.

Finally, we give further information on our sources of information for the modules. We give you the links and additional information you need to further follow up with your areas of interest.

Work though each module one by one. Take your time to assimilate the information given in each module. Then, reap the dividends of your hard work by applying this knowledge to your daily life.

Make a strong start by working through the exercise below. And enjoy the rest of this course!

## 1.7. Exercise

### Action:



Make a list of at least 10 benefits you will receive by improving your leadership skills (i.e., by using this course).

#### How I Will Benefit From Improved Leadership Skills:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

# Module 2:

## Get to Know Yourself

### Understand Your Leadership Strengths and Weaknesses

#### Interest

This module helps you assess your leadership profile. Developing this self-awareness is a necessary start on your leadership journey, for only if you can achieve mastery over yourself can you earn the respect of, and hope to lead, others.

#### Need

This module provides a set of assessments to help you evaluate your leadership strengths and weaknesses. Once you understand yourself, you will be better able to build upon your potential. Also, you will be able to identify the specific sections in the next six modules that you need to focus on.

#### Timing

2½ hours.

#### Range

The tools in this module help you assess your:

- Leadership motivation.
- Self-confidence.
- Disposition.
- Emotional intelligence.
- Transformational leadership qualities.

#### Objective

At the end of this module, you will have clear, specific knowledge of:

- Your leadership profile.
- The strengths you can build upon.
- The weaknesses you need to manage or overcome.

## 2.1. Introduction

We start this module with an exercise.

### Action:



Do a quick inventory of the people you have known in leadership roles. Try to include a variety of people – your boss, the captain of your sports team, the community worker, your friend or anyone else who takes the lead in organizing group activities. The idea is to list people who have constructive plans and are good at influencing others in the group to achieve these plans.

From this list, pick the five you feel are the most effective leaders you know. List them.

### The Most Effective Leaders I Know:

1.

2.

3.

4.

5.

### Action:



List the qualities that you feel make these individuals effective leaders, below.

### Leadership Qualities:

1.

2.

3.

4.

5.

**6.**

**7.**

**8.**

**9.**

**10.**

Now consider:

*GLOBE, a project to study the extent to which there are universally shared leadership expectations among managers in 62 nations, indicates that people around the world perceive a specific bundle of characteristics to be important for effective leadership.*

These characteristics can be grouped under two heads: "Transformational/Visionary Leadership" and "Team-Oriented Leadership."

Under "Transformational/Visionary Leadership" fall characteristics such as possesses integrity, has foresight, plans ahead, encourages positive behavior, is dynamic, builds confidence and motivates effectively; and under "Team-Oriented Leadership" fall traits such as is communicative and informed, coordinates well, and builds teams effectively.

Also, refer back to the characteristics of an effective leader we profiled in the last module (see 1.3.3.). How many of the qualities that figure on your list are the same as those on the GLOBE list? And how many are on the list in the previous module? You might have expressed yourself differently, but if the basic concept is the same, consider the quality the same.

- Less than three?
- Less than five?
- Less than seven?

The purpose behind this exercise is to illustrate that almost all of us instinctively realize, at least to some extent, the qualities that constitute effective leadership. The problem is that many of us are not aware that some of these qualities lie latent within us.

We just have to harness our own leadership potential.

Too often, we make the mistake of focusing on qualities we don't possess. The trick is to change this tendency so we focus on the qualities we do possess and use them to overcome our weak points. Of course, you have to address your problem areas, but you also have to make the most of your strong points.

And to do so, first you have to gain complete understanding of your own leadership strengths and weaknesses. This module helps you build the self-awareness required to achieve precisely this understanding.

**Figure 2 – The Game Plan**



### The Salesman Who Became a General

*Arthur Currie, a realtor and an insurance salesman with a quiet temperament, lived in British Columbia. His friends knew him as a trusting, over-sensitive man, who was a little too fussy about details. Most people would not associate adjectives such as visionary and inspired with him.*

*While Currie was also an amateur soldier (he had enlisted with the militia), he did not by any stretch of imagination fit the personality profile of a "born" military leader. Yet the Canadian distinguished himself as a spectacularly successful General in World War I.*

*He led Canada's four divisions in an unbroken string of successes, defeating 64 enemy divisions. Currie never lost an inch of ground, never lost a single artillery piece and never failed in any assignment.*

*What led to Currie's success? Analysts feel Currie scored because he followed the simple principle of using his strengths to his advantage and found effective substitutes to overcome his weaknesses:*

- *Currie wasn't a visionary, so he employed scientists and engineers to generate ideas, from which he selected the best.*
- *Although he was arrogant (the troops nicknamed him Guts and Gaiter), he valued the lives of the people who served under him and demonstrated this respect appropriately.*
- *He built a team with high trust levels.*
- *He trained his people well, provided the tools they needed, gave them specific goals and delegated authority appropriately.*

The Currie example, sketched in the above box, underlines that while the gene code we are born with defines our basic personality, we can find ways to compensate for our weaknesses by making the most of our strengths.

So stop thinking of your DNA and starting point in life as a limitation; instead, accept it as the basic framework you are going to build upon. Like any sensible craftsman, the first thing you have to do is achieve complete understanding of this framework. Maybe you have been ignoring your own hidden strengths, or, perhaps, you are not realizing the damage being inflicted by some of your own subtle flaws.

Only when you achieve complete mastery over yourself can you hope to lead others. Use the tools provided in this module to understand your own leadership profile. Once you have this knowledge, you can use the next six modules to develop your own authentic, sustainable and effective leadership style.

## 2.2. Introduction to Tools

The tools given in this module help you understand your leadership strengths and weaknesses. Each tool relates to a particular leadership attribute. Along with each tool, we offer you a self-assessment exercise to help you evaluate your own ranking for that attribute.

The attributes discussed here are those considered essential to lead effectively in today's world. The course recognizes that organizations today employ a multicultural workforce and address a multicultural customer base. It also factors in the constant, accelerating force of change that is reshaping your environment daily. Thus, the skills outlined here are prescribed precisely for leading under such circumstances.

The self-assessments are divided into two sets:

1. The first set deals with the personality characteristics of an effective leader. In this set, we look at leadership motivation, self-confidence, disposition and emotional intelligence.
2. The second set (a group of one, comprising the transformational leader questionnaire) evaluates your transformational leadership skills. As we discussed in the last module, the transformational leadership style is recognized as the most effective leadership style in many situations. Our assessment here deals with the six primary things that transformational leaders do – articulate vision, provide an appropriate model, foster acceptance of goals, set high-performance expectations, give individual support, and provide intellectual stimulation.

While these assessments do not cover each and every leadership skill discussed in this course, together they are enough to give you a fair idea of your own competency levels.

And once you have this knowledge, you can use the next six modules to develop your own authentic, sustainable and effective leadership style.

### **Tip:**

Take care to answer these questions as you actually are, not as you would like to be. No one else has to see your answers, so it's best to be scrupulously honest with yourself. Only in this way can you get a reliable reading from the questionnaires.

And remember that you can print these pages as often as you like (just as long as it's for your own use only). This means you can duplicate the pages, write on them and destroy them (if you want), while still retaining a fair copy for future use.

## **Personality Characteristic Assessments**

In this section, we look at leadership motivation, self-confidence, disposition and emotional intelligence.

### **2.2.1. Leadership Motivation Assessment**

As we said in Module 1, the first and most basic prerequisite for leadership is the desire to lead. Are you motivated to lead? This assessment gives you the answer.

There are two easy ways to use this assessment. Either:

1. Work through Figure 2.2.1. on the next page on paper and calculate the values manually.
2. Or download our Microsoft Excel® spreadsheet and fill values in electronically. (Download this [here](#).) This spreadsheet will automatically calculate your scores for you.

To work through the assessment on paper, use the table and scoring instructions provided on the next page.

### **Action:**



Show the extent to which you agree with each of the following statements on a scale running from 1 (strongly disagree) to 5 (strongly agree).

## Figure 2.2.1. – Leadership Motivation Assessment

1. I am energized when people count on me for ideas.	
2. As a practice, I ask people challenging questions when we are working on projects together.	
3. I take delight in complimenting people I work with when progress is made.	
4. I find it easy to be the cheerleader for others, when times are good and when times are bad.	
5. Team accomplishment is more important to me than my own personal accomplishments.	
6. People often take my ideas and run with them.	
7. When involved in group projects, building team cohesiveness is important to me.	
8. When involved in group projects, coaching others is an activity I gravitate toward.	
9. I find pleasure in recognizing and celebrating the accomplishments of others.	
10. When involved in group projects, my team members' problems are my problems.	
11. Resolving interpersonal conflict is an activity I enjoy.	
12. When involved in group projects, I frequently find myself to be an "idea generator."	
13. When involved in group projects, I am inclined to let my ideas be known.	
14. I find pleasure in being a convincing person.	

### Scoring and Interpretation

Sum your responses to the 14 questions and then divide that number by 14. Your score should fall between a low of 1 and a high of 5.

My leadership motivation (readiness) score is: \_\_\_\_\_.

A tentative interpretation of your scoring is as follows:

- **4 and greater:** implies a high motivation for leadership.
- **2 to 4:** implies some uncertainty about your motivation for leadership.
- **2 and less:** implies a low motivation for leadership.

### Action:



Now, update Figure 2.3. at the end of this module with your leadership motivation score. (You might want to print out Figure 2.3. and keep it by you, marking it up as you work through the rest of this module.)

### Taking Action

We'll look at ways of increasing your motivation to lead in the next module (see 3.2.1.).

*(Source: this set of questions was constructed specifically for this self-assessment and is for illustrative purposes only. No prior validation work has been conducted that enables us to address the construct validity of this assessment. This self-assessment was patterned after that of A.J. Dubrin in "Leadership: research Findings, Practice and Skills (2nd edition) (Boston: Houghton Mifflin Co., 1989) Boston. Permission for reprint granted by Houghton Mifflin College Division.)*

### 2.2.2. Self-Confidence Assessment

Simply put, self-confidence is a reflection of the way you feel about yourself. If you believe in yourself and your abilities, you have self-confidence, which is an essential attribute for a leader. Test your own self-confidence.

Again, there are two easy ways to use this assessment. Either:

1. Work through Figure 2.2.2. on the next page on paper and calculate values manually.
2. Or download our Microsoft Excel spreadsheet and fill values in electronically. (Download this [here](#). This spreadsheet will automatically calculate your scores for you.)

To work through the assessment on paper, use the table and scoring instructions provided on the next page.

### Action:



For each of the following statements, select the number that most closely reflects the extent to which you agree with the statement.

**Figure 2.2.2. – Self-Confidence Assessment**

	<b>Not at all</b>	<b>Moderately</b>			<b>Very Much</b>
<b>1.</b> Once I'm started on something, I keep on going until I'm finished.	1	2	3	4	5
<b>2.</b> I find working with other people difficult.	1	2	3	4	5
<b>3.</b> I am good at setting goals and taking them through to a successful conclusion.	1	2	3	4	5
<b>4.</b> Even when jobs are frustrating, I complete them successfully.	1	2	3	4	5
<b>5.</b> If I don't like a job, I find it hard to get started.	1	2	3	4	5
<b>6.</b> I struggle to make plans that I can carry through to completion.	1	2	3	4	5
<b>7.</b> I sometimes doubt my ability to succeed.	1	2	3	4	5
<b>8.</b> I am good at adapting and keeping going even when unexpected events occur.	1	2	3	4	5
<b>9.</b> I sometimes don't do things because I'm worried about what might happen.	1	2	3	4	5
<b>10.</b> I am rarely intimidated by difficulties.	1	2	3	4	5
<b>11.</b> I am often discouraged when my plans go awry.	1	2	3	4	5
<b>12.</b> I am a successful, self-confident person.	1	2	3	4	5
<b>13.</b> I often struggle to bring things through to a successful conclusion.	1	2	3	4	5
<b>14.</b> I can usually get on well with other people.	1	2	3	4	5

## Scoring

### Action:



Firstly, we'll adjust some of these scores so that all scores work in the same direction.<sup>1</sup> Subtract each of your scores to questions 2, 5, 6, 7, 9, 11, and 13 from 6. Next, employing your adjusted scores, sum your score for each of the questions, divide by 14, and enter your score here.

My self-confidence score is: \_\_\_\_\_.

Now update Figure 2.3. at the end of this module with your self-confidence score.

## Interpretation

The higher your score, the stronger your expressed sense of generalized self-efficacy – this is the belief that you have the capacity to succeed when confronted with achievement situations in general. The lower your score, the weaker your assessment of your generalized self-efficacy.

A score greater than 4 reflects a strong sense of self-efficacy. A score of 2 or less suggests a weak sense of self-efficacy – a general level of doubt as to your capacity to succeed when confronted with achievement situations.

## Taking Action

We look at ways of building self-confidence in Module 3 (see 3.2.2.).

**Source:** *this set of questions was constructed specifically for this self-assessment and is for illustrative purposes only. No prior validation work has been conducted that enables us to address the construct validity of this assessment. This self-assessment was patterned after M. Sherer, J.E. Maddux, B. Mercadante, S. Prentice-Dunn, B. Jacobs, and R.W. Rogers, "The Self-Efficacy Scale: Construction and Validation," Psychological Reports 53 (1982), pp. 899-902.*

### 2.2.3. Disposition Assessment

Effective leaders generally have a positive disposition. They are also individuals who believe that they control what happens to them. Their “locus of control,” the degree to which they believe they are masters of their own fate, is internal. Such people are more motivated to achieve. They also make a greater attempt to control their environment.

This self-assessment helps you assess your general disposition. To use this assessment, work through Figure 2.2.3. on page 28 on paper and calculate

<sup>1</sup> Don't worry too much about this. In some of these tests, the positive or negative sense of the question switches around from one question to the next. This helps you think about each question carefully. (Without it, it's far too easy to get set into a subconscious pattern of selecting a particular answer as you work through the test.) However, if we're to use the answers effectively, we have to reverse this effect out, and that's what we're doing here.

values manually. (For copyright reasons, we cannot provide an online version of this assessment).

**Tip:**

Mood at work, as assessed here, is a “state-based condition” – i.e., the moods people report having experienced over the week often depend on the mood they experienced when they completed the questionnaire. For example, if you were in a particularly bad mood when you completed the questionnaire, you’re likely to take quite a negative view of the previous week.

You’ll need to be careful of this tendency when you answer, and when you think about your answers.

**Action:**

For each of the following items, circle the number that most closely indicates how you felt at work during the past week.



**Figure 2.2.3. – Disposition Assessment**

	Not at all	Moderately			Very Much
		1	2	3	
1. Active	1	2	3	4	5
2. Calm	1	2	3	4	5
3. Distressed	1	2	3	4	5
4. Sleepy	1	2	3	4	5
5. Strong	1	2	3	4	5
6. Excited	1	2	3	4	5
7. Scornful	1	2	3	4	5
8. Hostile	1	2	3	4	5
9. Enthusiastic	1	2	3	4	5
10. Dull	1	2	3	4	5
11. Fearful	1	2	3	4	5
12. Relaxed	1	2	3	4	5
13. Docile	1	2	3	4	5
14. At rest	1	2	3	4	5
15. Nervous	1	2	3	4	5
16. Drowsy	1	2	3	4	5
17. Elated	1	2	3	4	5
18. Placid	1	2	3	4	5
19. Agitated	1	2	3	4	5
20. Sluggish	1	2	3	4	5

## Scoring

### Tip:

This scoring is quite laborious. Stick with it, and you'll hopefully learn something useful!

### Action:



Firstly, adjust your scores so they go in the same direction. Do this by subtracting your response to each of the following items from 6: 2 (calm), 4 (sleepy), 10 (dull), 12 (relaxed), 13 (docile), 14 (at rest), 16 (drowsy), 18 (placid) and 20 (sluggish). This subtraction gives you the adjusted scores you'll use to identify the different types of affect explained below.

Secondly, calculate "**General Positive Affect**" (we'll explain what this is below). Using your adjusted scores where appropriate, sum your scores to the following items: 1, 4, 5, 6, 9, 10, 13, 16, 17 and 20; divide by 10 and enter that score here \_\_\_\_\_.

Thirdly, calculate "**General Negative Affect**." Using your adjusted scores where appropriate, sum your response scores to the following items: 2, 3, 7, 8, 11, 12, 14, 15, 18 and 19; divide by 10 and enter that score here \_\_\_\_\_.

Now update Figure 2.3. at the end of this module with your General Positive Affect and General Negative Affect scores. (Note that the Negative Affect scale runs from 5 to 1, and that we record the scores separately.)

## Interpretation

This test is designed to measure "mood at work" – that is, how you felt at work during the past week.

When we look at the types of "affect" below, a high score (4 and greater) implies a high level of affect (of whatever type – i.e., positive or negative). A low score (2 or less) implies a low level of affect.

The emotions someone experiences essentially reflect his or her pervasive mood. This disposition tends to remain stable across time. Some people naturally have a "sunny" disposition – seeing the glass as half full as opposed to half empty. Others nearly always appear gloomy.

This is where the test is useful. If you show high levels of "General Negative Affect," then you probably feel in a negative mood while at work. You may seem distressed, scornful, hostile, fearful, nervous and jittery. Your team will see this negativity, and may be depressed and demotivated by it.

If you show high levels of "General Positive Affect," then you probably feel in a good mood. You feel active, excited, enthusiastic, peppy and strong. The people you lead will see this and draw strength from it.

Leaders with strong positive affect have an air of confidence, competency and optimism. They energize their teams and are seen as leaders of cohesive, productive work groups.

### Taking Action

Section 3.2.3. in Module 3 gives you ways of improving your pervasive mood at work.

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### 2.2.4. Emotional Intelligence Assessment

Good leaders are able to connect with people. They score high on "emotional IQ." In order to be able to manage the mood and emotions of others, a leader must be able to appraise and express emotions, use emotions effectively and be knowledgeable about emotions.

Check your own emotional IQ. Either:

1. Work through Figure 2.2.4. on the next page on paper and calculate values manually.
2. Or download our Microsoft Excel spreadsheet and fill in values electronically. ([Download here.](#)) This spreadsheet will automatically calculate your scores for you.

To work through the exercise on paper, use the table and scoring instructions provided on the next page.

#### Action:



Show the extent to which you agree with each of the statements on the next page, using the following scale:

1. = Never like me.
2. = Occasionally like me.
3. = Sometimes like me.
4. = Frequently like me.
5. = Always like me.

## Figure 2.2.4. – Emotional Intelligence Assessment

1. I sympathize with other people when they have problems.	
2. I go out of my way to help someone in need.	
3. Most people feel comfortable talking to me about their personal feelings.	
4. People enjoy spending time with me.	
5. It is easy for me to openly express warm and loving feelings toward others.	
6. When someone is annoying me, I stop to think about the other person's situation rather than losing my temper.	
7. In most cases, I give people a second chance.	
8. I think about how I can improve my relationship with those people with whom I don't get along.	
9. I think about why I don't like a person.	
10. When someone makes me uncomfortable, I think about why I am uncomfortable.	
11. I can be assertive and forceful in situations where others are trying to take advantage of me.	
12. I can delay gratification in pursuit of my goals.	
13. When I am anxious about a challenge, I still can prepare for it.	
14. I am able to stay motivated when things do not go well.	
15. I keep myself focused on my goals.	
16. Overt human suffering makes me feel uncomfortable.	
17. Criticism is difficult for me to accept.	
18. Having car trouble makes me feel stressed.	
19. I get upset when I do not win in a sporting contest.	
20. Traffic jams cause me to lose control.	

## Scoring

### Action:



Sum your scores for questions 1-5 and divide by 5. This gives you your score for "perception, appraisal and expression of emotions." Write this here:

\_\_\_\_\_.

Sum your scores for questions 6-10 and divide by 5. This is your score for "understanding and analyzing emotions and employing emotional knowledge." Write this here: \_\_\_\_\_.

Next, sum your scores for 11-15 and divide by 5. This gives you your score for "self-discipline." Write this here: \_\_\_\_\_.

For questions 16-20, reverse score each item by subtracting your score from 6. Next, sum your new scores for these four questions, add in your score to question 16, and then divide by 5. This gives you your score for "reflective regulation of emotions": \_\_\_\_\_.

Finally, sum your four scores together and divide by 4. This gives you your overall (global) emotional intelligence score: \_\_\_\_\_.

Update Figure 2.3. at the end of this module with your Emotional Intelligence score.

## Interpretation

As early as 1920, a researcher called Edward Thorndike provided an intelligence framework that identified three types of intelligence: social, concrete and abstract. This framework underpins our current ideas of Emotional Intelligence (EI).

EI *"involves the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively to promote emotional and intellectual growth"* (Martha Tapia). This definition links intelligence and emotion and suggests, firstly, that one can think intelligently about emotions and, secondly, that thinking can be made more intelligent if emotion is taken into account.

According to Tapia, your first score reflects your ability to appraise emotions in yourself and correctly interpret other people's emotions ("empathy").

The second score deals with emotions and the extent to which you are able to take account of your own and other people's emotions in decision-making.

Your third score deals with "self-discipline."

Your fourth score concerns your ability to stay open to feelings (both those that are pleasant and those that are unpleasant).

And overall, the global scale for emotional intelligence assesses your ability to perceive, assimilate, understand and manage emotion.

A high score on each of the four dimensions shows a high level of emotional intelligence on that particular scale. Moreover, a score equal to or greater

than 4 on each dimension and on the global assessment shows a high level of emotional intelligence.

By contrast, a score of less than or equal to 2 on each dimension and on the global assessment suggests that you need to identify emotional intelligence as an area needing personal development.

### Taking Action

Module 3, Section 3.2.5., gives you the tools you need to raise your sensitivity to your own emotion and the emotions of others.

**Source:** reproduced with permission of author and publisher from: M. Tapia. *Measuring Emotional Intelligence. Psychological Reports, 88* (2001) pp. 353-364. © Psychological Reports 2001. These 20 items reflect a subset of the Tapia (2001) and Tapia & Burry-Stock (1998) instrument for the measurement of emotional intelligence and are shown here to illustrate the measure and to highlight the construct's meaning. Tapia and Burry Stock's 41-item measure can be found in: M Tapia & J. Burry-Stock. 1998. *Emotional Intelligence Inventory, Tuscaloosa, AL: The University of Alabama.*

### 2.2.5. Transformational Leader Assessment

As we said in the introduction to this module, the "Transformational Leader" leadership style is now considered to be the most effective one in many situations. This final assessment helps you understand the extent to which you show the traits of a transformational leader. This is important, because it highlights strengths on which you can draw, just as it shows you where you need to work harder.

As before, there are two ways to use this assessment. Either:

1. Work through Figure 2.2.5. on the next page on paper and calculate values manually.
2. Or download our Microsoft Excel spreadsheet and fill values in electronically. (Download this [here](#).)

To work through the exercise on paper, use the table and scoring instructions on the next page.

#### Action:



Think about your leadership role now, or about a situation in which you either assumed or were given a leadership role in the past. Think about your own behaviors within this context. To what extent does each of the following statements characterize the way you work?

For each behavior, circle the number that most closely reflects or reflected your situation.

**Figure 2.2.5. – Transformational Leader Assessment**

	<b>Very Little</b>						<b>Very Much</b>
1. I have a clear understanding of where we are going.	1	2	3	4	5	6	7
2. I paint an interesting picture of the future for my group.	1	2	3	4	5	6	7
3. I am always seeking new opportunities for the organization/group.	1	2	3	4	5	6	7
4. I inspire others with my plans for the future.	1	2	3	4	5	6	7
5. I am able to get others to be committed to my dreams.	1	2	3	4	5	6	7
6. I lead by "doing" rather than simply by "telling."	1	2	3	4	5	6	7
7. I provide a good model for others to follow.	1	2	3	4	5	6	7
8. I lead by example.	1	2	3	4	5	6	7
9. I foster collaboration among group members.	1	2	3	4	5	6	7
10. I encourage employees to be "team players."	1	2	3	4	5	6	7
11. I get the group to work together toward the same goal.	1	2	3	4	5	6	7
12. I develop a team attitude and spirit among employees.	1	2	3	4	5	6	7
13. I show that I expect a lot from others.	1	2	3	4	5	6	7
14. I insist on only the best performance.	1	2	3	4	5	6	7
15. I will not settle for second best.	1	2	3	4	5	6	7
16. I act without considering the feelings of others.	1	2	3	4	5	6	7
17. I show respect for the personal feelings of others.	1	2	3	4	5	6	7

	<b>Very Little</b>						<b>Very Much</b>
<b>18.</b> I behave in a manner that is thoughtful of the personal needs of others.	1	2	3	4	5	6	7
<b>19.</b> I treat others without considering their personal feelings.	1	2	3	4	5	6	7
<b>20.</b> I challenge others to think about old problems in new ways.	1	2	3	4	5	6	7
<b>21.</b> I ask questions that prompt others to think.	1	2	3	4	5	6	7
<b>22.</b> I stimulate others to rethink the way they do things.	1	2	3	4	5	6	7
<b>23.</b> I have ideas that challenge others to reexamine some of their basic assumptions about work.	1	2	3	4	5	6	7
<b>24.</b> I always give positive feedback when others perform well.	1	2	3	4	5	6	7
<b>25.</b> I give special recognition when others' work is very good.	1	2	3	4	5	6	7
<b>26.</b> I commend others when they do a better-than-average job.	1	2	3	4	5	6	7
<b>27.</b> I personally compliment others when they do outstanding work.	1	2	3	4	5	6	7
<b>28.</b> I frequently do not acknowledge the good performance of others.	1	2	3	4	5	6	7

## Scoring

### Action:



Firstly, subtract your responses to questions 16, 19 and 28 from 8, and then use these corrected figures in the calculations that follow.

Next, work out the scores for each of the following seven dimensions:

*Articulate vision:* sum your responses to questions 1 through 5 and divide by 5, then write the result here: \_\_\_\_\_.

*Provide appropriate model:* sum your responses to questions 6 through 8 and divide by 3, then write the result here: \_\_\_\_\_.

*Foster acceptance of goals:* sum your responses to questions 9 through 12 and divide by 4, then write the result here: \_\_\_\_\_.

*Set high-performance expectations:* sum your responses to questions 13 through 15 and divide by 3, then write the result here: \_\_\_\_\_.

*Provide individual support:* sum your responses to questions 16 through 19 and divide by 4, then write the result here: \_\_\_\_\_.

*Provide intellectual stimulation:* sum your responses to questions 20 through 23 and divide by 4, then write the result here: \_\_\_\_\_, and

*Transactional leader behaviors:* sum your responses to questions 24 through 28 and divide by 5, then write the result here: \_\_\_\_\_.

Finally, update Figure 2.3. at the end of this module with your scores for these dimensions.

## Interpretation

The six basic dimensions of the transformational leader are profiled by this self-assessment: "articulate vision," "provide appropriate model," "foster acceptance of goals," "set high-performance expectations," "provide individual support" and "provide intellectual stimulation." A high score (6 and greater) reflects a high behavioral orientation to engage in each of these behaviors.

The seventh leadership dimension profiled here reflects your tendency to engage in behaviors that are characteristic of the **transactional** leader. A high score (6 and greater) reflects a strong behavioral orientation to give something to your followers in exchange for their giving something to you that, as a leader, you want or expect. Rewarding people with praise is important to get the best from them, and it's something most of us like and respond well to.

### Tip:

Note that we use the word "transactional" above (in bold), not "transformational."

The transactional leadership style is not something we look at in any detail in this course, other than to link it (positively) with Expectancy Theory and (negatively) with the "Carrot-and-Stick Combine," both of which we discuss in 5.1.

While it is obviously important to reward people if you're going to get the best out of them, this approach quickly breaks down if you rely on it too much. We therefore recommend that, in most cases, you exercise transformational leadership and supplement it only where appropriate with transactional leadership.

## Taking Action

Different actions are needed for the different dimensions of the Transformational Leadership Assessment.

**Articulating Vision:** this dimension combines the creation of a winning vision of the future with the presentation of this vision in a way that others find compelling and inspirational.

To improve your ability to articulate vision, focus on Modules 4 ("Create Winning Ideas") and 5 ("Get the Power to Rouse"). Also, make sure that you routinely take the time to keep your team briefed on the vision. A good way of doing this is to diarize regular team update meetings.

**Foster Acceptance of Goals:** as with articulating vision, this dimension has strong elements of the creation and communication of a compelling vision. It also brings in aspects of power and influence, as well as communication, goal-setting and delegation.

To improve your abilities here, focus on:

- 4.2.6. – Crafting a Compelling Story.
- 4.2.7. – Bringing Out Values People Can Believe In.
- All of Module 5 ("Get the Power to Rouse").
- All of Module 6 ("Getting Things Done").
- 7.2.3. – Delegation Strategies.

**Set High Performance Expectations:** this dimension is part inspiration and part setting of and maintaining high standards.

To improve your abilities here, study Modules 5 ("Get the Power to Rouse") and 6 ("Getting Things Done"). In particular, focus on 6.2.3., "Standard Definition."

**Provide Appropriate Model:** partly, this dimension involves developing the personality traits of an effective leader, as we explain in Module 3 ("Get 'The Right Stuff"), and partly, it involves learning the motivational skills explained in Module 5 ("Get the Power to Rouse").

In particular, focus on 5.2.4. ("Expert Power Sources") and 5.2.5. ("Referent Power Sources"). The skills explained in these articles will help you go a long way in becoming an effective model for your team.

**Provide Individual Support:** Module 7 ("Develop Your People") helps you develop your support skills. It also helps you understand the support that individuals need and then explains the approaches you can use to give people the support they need.

**Provide Intellectual Stimulation:** this dimension contains elements of both providing a vision people can buy into and motivation. It also contains a large amount of knowledge of the individual team member's interests, needs and aspirations.

Modules 4 ("Create Winning Ideas") and 5 ("Get the Power to Rouse") help with vision and motivation. And Module 7 ("Develop Your People") helps you understand people's needs and motivations, so you can give them the stimulation they need.

**Transactional Leader Behaviors:** make sure you understand and apply Herzberg's motivational theories (see 3.2.1.1. and 3.2.1.2.) and Expectancy Theory (explained in the introduction to Module 5).

Also make sure you get into the habit of praising and recognizing hard work and good performance.

Above all, for all these actions, make sure you allow plenty of time in your schedule to perform the activities needed to score well on these dimensions.

**Source:** Leadership Quarterly, Vol. 1, No. 2, P.M. Podsakoff, S.B. MacKenzie, R.H. Moorman and R. Fetter, "Transformational Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors," pp 107-142, 1990, reprinted with permission from Elsevier.

### 2.3. Apply This to Your Life

#### Action:



Make sure you have completed these assessments.

Then, if you haven't already done so, mark your scores on each scale in Figure 2.3. below. (Note that scales for scores are slightly different from one another. This figure brings everything onto a similar scale.)

**Figure 2.3. – Leadership Assessment Scores**

	Score						
<b>Leadership Motivation</b>	1	2	3	4	5		
<b>Self-Confidence</b>	1	2	3	4	5		
<b>Positive Affect/Disposition</b>	1	2	3	4	5		
<b>Negative Affect/Disposition</b>	1	2	3	4	5		
<b>Emotional IQ</b>	1	2	3	4	5		

<b>TL Behavior: Vision Articulation</b>	1	2	3	4	5	6	7	
<b>TL Behavior: Role Modelling</b>	1	2	3	4	5	6	7	
<b>TL Behavior: Goal Acceptance</b>	1	2	3	4	5	6	7	
<b>TL Behavior: Performance Mgmt</b>	1	2	3	4	5	6	7	
<b>TL Behavior: Providing Support</b>	1	2	3	4	5	6	7	
<b>TL Behavior: Provide Stimulation</b>	1	2	3	4	5	6	7	
<b>Transactional Leader</b>	1	2	3	4	5	6	7	

## Action:



Now look at the results you've marked on Figure 2.3. What are your strong points? Highlight them.

And what are your weaknesses, the areas where there is scope for improvement? Highlight them with a different color.

Choose the three most important improvement areas. (These are likely to be the three left-most scores you've marked on Figure 2.3.) Go back to Module 1, Section 1.5., and the course Contents table. Which of the next six modules, do you think will most help you improve yourself in this area?

Make sure you pay particular attention to these modules as you work through the course.

Similarly, having recognized your strengths, identify the modules relating to them. As you work through the course, think about how you can use these strengths to your advantage.

# Module 3: Get “The Right Stuff”

## Become a Well-Balanced Leader

### Interest

Now that you know your strengths and weaknesses, it is time to move to the second level of the leadership game: becoming the leader you want to be. This module helps you do this.

### Need

How you react in situations, use your strengths to your advantage and overcome limiting weaknesses determines how successful and effective you will be in any given situation. By following the tools in this course, you can hone a winning leadership style.

### Timing

2-4 hours.

### Range

This module discusses the importance of “personality” in leadership as well as the core personality characteristics of an effective leader.

It then gives you five sets of tools that help you develop these characteristics within yourself:

- Motivation builders.
- Positive attitude enhancers.
- Confidence boosters.
- Communication effectors.
- Emotional intelligence sensitizers.

### Objective

At the end of this module, you will be equipped with the tools you need to be a leader who is:

- Self-motivated.
- Positive.
- Confident.
- A good communicator.
- Emotionally intelligent.

### 3.1. Introduction

In the last module, we helped you uncover your leadership strengths. We also helped you identify the areas you most need to improve, so you can develop the rounded personality needed to be an effective leader.

So, how crucial a role does personality play in determining effective leadership?

To understand this, we have to first understand what "personality" means.

**"Personality" is "the pattern of relatively enduring ways in which a person feels, thinks and behaves."**

Your personality is defined by both nature and nurture. Nature decides the DNA you are born with: your biological heritage. Nurture relates to the environment and life experiences you have experienced. This too has a crucial role in shaping your attitudes, abilities and behavior. The "traits" that come about by nurture and nature are a function of what is "in" the person and the situations in which they're expressed.

In the early 20th century, scholars believed that leaders were "great men," **born** with personality traits, capacity and behavioral patterns that marked them out for leadership positions.

Gradually, there was a shift in this perception. Leadership became recognized as a working relationship between a leader, his or her team members and the situation. The role of personality traits in determining leadership therefore took something of a backseat.

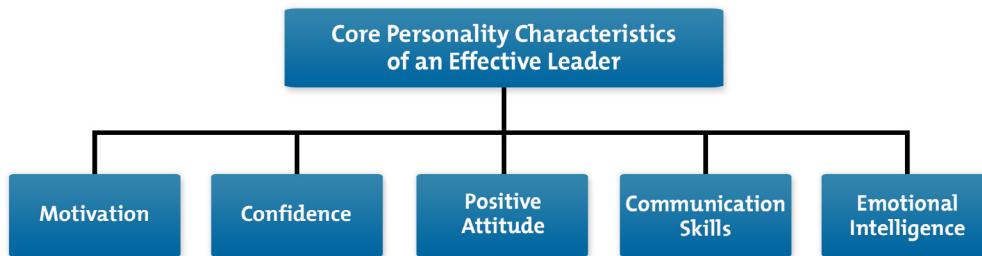
However, the trait theory has made a comeback more recently. Researchers now acknowledge that some core personality characteristics contribute significantly to leadership. There are, however, some significant differences between current and earlier theories:

- Firstly, the list of personality characteristics considered necessary for leadership has changed.
- Secondly, the majority of these core characteristics are now thought to be learnable. And even if you don't have them, you can develop the phenomena related to them. For example, while as an adult you cannot alter your IQ (this trait is naturally given and influenced by early childhood and adolescence), education and training can help you use your natural intelligence more effectively.
- Thirdly, it is now accepted that personality alone is not enough to create a leader; for people to demonstrate effective leadership, they must be successful and effective in the way they act.

So, what are these core characteristics that define the personality of an effective leader? We listed some of them in the last module. Now, we go a step further. We etch out the personality profile of an effective leader in greater detail. More importantly, **we teach you how to build these characteristics within yourself**, using our tools.

The core personality characteristics of a leader can be grouped under the five heads on the next page.

## Figure 3.1. – Personality Characteristics of an Effective Leader



### Tip:

Don't worry if, at this stage, you feel you're lacking in some of these areas. We'll show you how to build these characteristics as we go through this course.

We look at each of these characteristics below:

- **Motivation** – effective leaders are self-motivated. They have a strong desire to lead. They have drive defined by ambition, achievement, energy, initiative and persistence. Motivated leaders have a definite goal. As self-starters, they energize themselves and passionately target their objectives.
- **Confidence** – effective leaders are self-confident. They have to solve problems, make decisions and ensure others follow them. A person riddled with self-doubt cannot do this.
- **Positive Attitude** – a positive approach indicates a healthy body and mind. It helps the leader be realistic, take periodic stock, be flexible and stay open to change. It helps him or her manage stress. He or she can balance different aspects of his or her life without creating overlaps or discordant notes. And, when the going gets tough, it ensures he or she can stay calm and collected enough to seek appropriate solutions.
- **Communication Skills** – leaders who want to make the greatest positive impact on their environment, their teams and their associates must be persuasive communicators. They need to get their messages across without distortion. On the other hand, they must be receptive to what others are saying. Listening skills, powerful oratory and appropriate body language are the hallmarks of a good communicator.
- **Emotional Intelligence (EI)** – today's leader is under pressure. His or her basic intelligence and technical prowess must be complemented with emotional intelligence. Complete leaders are emotionally mature. They have fortitude, patience, resilience and empathy. To grasp and deal with dynamic situations, they must be a good judge of people and smart enough to maximize their potential. Emotionally intelligent leaders do not discount emotions; rather, they use EI to harness both their own and other people's feelings to achieve goals.

To acquire these attributes, you have to first identify the missing links in your own profile and then develop those hidden parts of your persona that have been lying dormant or under-used.

By doing the exercises detailed in Module 2, you have already completed the first part of this process. This module helps you capitalize on this knowledge by giving you specific tools that will help you build the personality characteristics you need to become an effective leader.

## 3.2. Introducing the Tools

The biggest takeaway from Module 2 is an awareness of your personality profile. Now we give you tools to shape your own personality into that of an effective leader. We teach you techniques that will help you develop new personality characteristics and fine-tune existing ones to your advantage.

The tools are grouped under five categories:

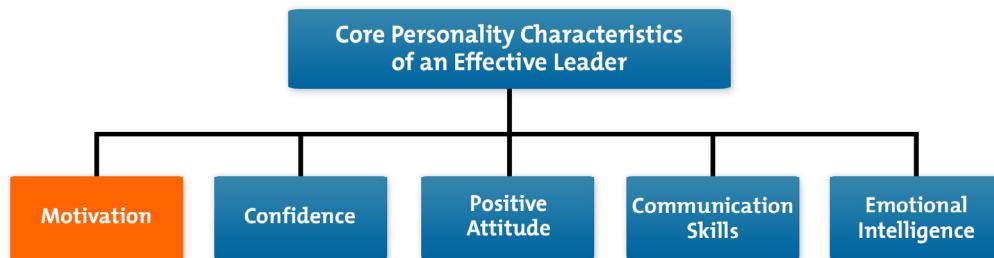
1. Motivation builders.
2. Confidence boosters.
3. Positive attitude enhancers.
4. Communication effectors.
5. Emotional intelligence sensitizers.

### Tip:

This module contains many tools. You will take a very long time to work through it if you read through all of them in detail. Instead, flip through this module and concentrate on the techniques that address the weaknesses you identified in Module 2.

### 3.2.1. Motivation Builders

The first of the characteristics we're going to look at is Motivation.



Self-Motivation is a tricky trait; you have to work at it constantly. While situations and people around us provide motivation at different levels, ultimately, a leader has to learn the art of self-motivation. We give you four tools to become self-motivated.

### 3.2.1.1. Demotivator Demolisher – Kill the Killjoy

Demotivator  
Demolisher  
(3.2.1.1.)

Need-Effort  
Bridge  
(3.2.2.2.)

Passion  
Propulsion  
(3.2.2.3.)

Pick-Me-Ups  
(3.2.2.4.)

The first step in building motivation is to identify what demotivates you and then tackle the problem head on.

Now here, we're looking at demotivation on two levels. On one level we're looking at the fundamental motivation to lead, as we discussed in Section 2.2.1. At a second level, we're looking at the day-to-day irritations that frustrate you and distract you from doing a good job.

First, we look at motivation to lead.

In 2.2.1., we asked you to complete the Leadership Motivation Assessment. This was a way of getting you to ask yourself whether, deep down, you want the responsibility as well as the rewards of leadership.

Some of the benefits of leadership are obvious. But what if you find that something is holding you back? What if you find that, deep down, you're not that sure you want to lead a team?

*Rashid Khan wasn't happy. He had just been promoted to lead a product development team in a different department of the engineering company at which he worked.*

*He felt that he had been promoted because of his expertise and the quality of his work. And he was proud that he'd been chosen.*

*However, he felt profoundly uncomfortable in his new role. He was confused about what was expected from him, he had had little experience with leadership before, and he felt out of his depth in dealing with the people issues he was now expected to handle. What was worse was that he instinctively felt the team was expecting things of him that he didn't know how to give. All in all, he was questioning whether he'd made the right move, and whether he should return to his previous job.*

*Fortunately, Rashid had enough insight to recognize the importance of these issues and to identify the detailed issues he was experiencing. And when he listed the points out, it all became clear: what he needed was training in basic supervisory skills and help in applying them.*

*He approached his boss and put forth a persuasive case for a particular training course. He also made sure he got regular coaching on the issues he faced, which helped put the theory he learned into practice.*

The second level of demotivation comes from the day-to-day irritations that distract you from doing a good job. Consider the case of Juanita Mitchell, outlined below:

*Juanita, a marketing executive, had just joined a new firm. She had set a target for herself: within a year she would take over as the team leader. She knew she had the capability and was prepared to work hard enough to achieve her goal.*

*She would be the first to volunteer for a new assignment and the initial weeks saw her excitedly working late hours. But a couple of months later, she started losing steam. She was distracted, would tire easily and somehow just couldn't come up with great ideas.*

*Juanita knew she would fail in her ambition if things went on this way. So, she made a conscious decision to tackle the problem. First, she acknowledged that she had lost motivation. Then, she tried to analyze why. She came up with three reasons: uncooperative team members; boredom; and her office being positioned right next to the pantry.*

*Juanita figured she could tackle at least one problem immediately: the office placement. She asked the boss for a move to another office space and got it. The other two issues she is still grappling with, but at least she knows they exist and is consciously trying to fix them.*

If you too suffer from either of these motivational issues, take a leaf out of Rashid's and Juanita's book.

### Action:



First, set aside 15 minutes to note down the things that steal your motivation, whether these are things that undermine your motivation to lead or are general irritants that are undermining your self-motivation. List them under the demotivator column in the table below.

Demotivator	Cause		Solution
	Circumstantial	Habitual	

Done with the list? Now you are ready to take on the challenge of tackling the killjoys.

Start by considering whether the "demotivation attacks" are occasional, one-off things, triggered by **circumstantial factors** (the visit of an irritating client or being under the weather). Or, are they **habitual**, typifying your working style (leaving tasks unfinished or saying yes to everything, irrespective of whether you can do it)? Mark the cause, circumstantial or habitual, in your table.

Next comes the solution column. If circumstantial factors bother you, then get a grip on exactly what is it that "switches you off" and try to neutralize the cause. *For Juanita, it was being next to the kitchen. She "just didn't feel like working" and was distracted by who was having how many cups of coffee. Once the demotivator was identified, she pushed her boss to allot her another workspace.* Her work then improved. You may not be able to run out and fix the problem immediately, but at least list the solution.

However, if the demotivator is a recurring habit, you have to acknowledge it as a serious handicap, which may undermine all the good work you want to accomplish. You need to make a concerted effort to bring motivation and passion to the activity. Our next tools will show you how to achieve this. Zero in on the correct tools and list them in your solution column.

### Background:

One of the key figures in the development of the theory of motivation was Frederick Herzberg, who closely studied the sources of employee motivation in the 1950s and 1960s. What he discovered was that the things that demotivate people are different from the things that motivate them.

Herzberg's "Hygiene Factors" (the things that made people unhappy and demotivated) were obstructive company policy, unhelpful administration, intrusive supervision, bad working relationships, poor conditions, uncompetitive salaries, low status and job insecurity.

And just as these things demotivated the people Herzberg studied, they may also be the things that demotivate you and your team. Take them seriously!

### 3.2.1.2. The Need-Effort Bridge – Link Action to Motive



Establishing a clear motive for the actions you undertake is one of the best ways to create motivation. Remember the old "What's In It For Me?" principle? You can apply it to yourself to create motivation.

Once you have figured out that the effort you make fulfills a need you have, the effort will automatically become much more worthwhile.

The need-effort bridge can work at several levels.

At one level, the very basic level, you make an effort at your job because it fetches you money and helps you fulfill your material needs. At another level, you make an effort at your job because you feel that by performing it well, you are helping your company achieve a better goal and this makes you feel good about yourself.

### **Background:**

Remember Frederick Herzberg above? The things he discovered that motivated people were quite different from the things he found that demotivated people.

Herzberg's motivators were achievement, recognition for that achievement, an enjoyable job, responsibility, growth and advancement.

Now, Herzberg didn't particularly believe in the power of money as a motivator. Whether you do or not depends on the way you think (and may be cultural). Pick the motivators that most motivate you!

### **Tip:**

Herzberg saw the removal of job dissatisfaction and the creation of job satisfaction as different things.

If you want to move from medium satisfaction to high satisfaction, motivators are likely to be most useful. However, if your starting point is extreme dissatisfaction, you'll most likely have to deal with Hygiene Factors first; motivators are unlikely to have any lasting effect until these factors are dealt with.

Now, let us go back to the demotivator list you drew up earlier. Let us say that after identifying the demotivators, you realize that you cannot do anything much about the majority of them. Then it is time to figure out why you are putting up with these demotivators. Is it because you have established a very strong, meaningful need for your effort, or is it inertia?

If you are not sure about the answer, try to conduct the need-effort establishment exercise:

## Action:



Take a paper and divide it in two halves. Head up one section "Needs" and the other "Effort." List the needs you have – these could be anything from owning the new BMW® to finding spiritual balance. Material rewards, professional standards, or personal targets are good thinking points to identify your needs. Next, list the efforts you are making toward achieving these needs – on your job, in your community or whatever.

Then, link the effort to the need it serves. For instance, the effort you are making on the new job could link up to the need for buying the new BMW. With a bit of luck, the extra effort will translate into a bonus, which would serve as the down payment on the BMW.

Just remember that the more meaningful the need you are seeking to satisfy, the more motivated you will feel.

Hopefully, after conducting the exercise, you can find strong motivation to justify your efforts. You may have to spend energy grappling with the killjoys, but you know the effort is worth it.

However, if you cannot find this motivation, then may be it's time you contemplated channeling your efforts in a different direction. What should this different direction be? Our next tool, Passion Propulsion, helps you arrive at an answer to this question.

### 3.2.1.3. Passion Propulsion – Find Your Passion. Use It to Inspire and Enthuse.

**Demotivator  
Demolisher**  
**(3.2.1.1.)**

**Need-Effort  
Bridge**  
**(3.2.2.2.)**

**Passion  
Propulsion**  
**(3.2.2.3.)**

**Pick-Me-Ups**  
**(3.2.2.4.)**

"Nothing great is ever achieved without passion."

*Ralph Waldo Emerson*

Passion is a great motivator. It is what gives the ultimate meaning to your actions. Being fiercely passionate about goals and targets helps give you an edge and helps you inch closer to your leadership position.

However, passion has to be handled with precision. You don't want to fritter away the energy it gives you – instead, you need to use it with laser-sharp focus to achieve your goals.

This tool helps you do this. It operates at two levels: firstly, it helps you identify goals that you are passionate about; and secondly, it shows you how to direct your passion energy.

### **Step 1 – Define Your Passion**

What “fires you up”? For some people, the answer to this question is very obvious. For others, it is a little more difficult.

If you are facing difficulty in giving a definite answer, set aside 30 minutes to answer three questions:

- What would I want to have done in by the time I am 60?
- What do I want to have accomplished 5 years from now?
- What are the three things I would want to do if I only had 6 months to live?

Each question will have several answers. Choose the top three answers for each question.

Now out of the nine goals you have identified, identify the three that look most important to you. Obviously, these three goals are things that you care about a lot. You should naturally be passionate about achieving them. If not, you may need to set goals that are on a grander or more beneficial scale!

### **Step 2 – Harness Passion Energy**

Once you have set inspirational goals, work out what you need to do to achieve them.

Identify the key information and training you need to achieve them effectively, and think through the tools you'll require and the people you'll need support from on your way.

Make a professional, rational, well thought-through plan, and then use this plan to turn your goals into reality.

#### **Tip:**

For more information on goal setting, see our [Personal Goal Setting](#) article.

### **3.2.1.4. Using "Pick-Me-Ups" – The Little Things That Help You Stay the Course**

**Demotivator  
Demolisher  
(3.2.1.1.)**

**Need-Effort  
Bridge  
(3.2.2.2.)**

**Passion  
Propulsion  
(3.2.2.3.)**

**Pick-Me-Ups  
(3.2.2.4.)**

All of us suffer from “the blues” occasionally. We all have off days, where we struggle to find focus and lose our sense of purpose. Despite working on a project that we are passionate about, despite knowing precisely how our needs link up with our effort, we can sometimes be plagued by doubts. “Should I continue?”, “Is it worth it?”, “Can I really do this?”

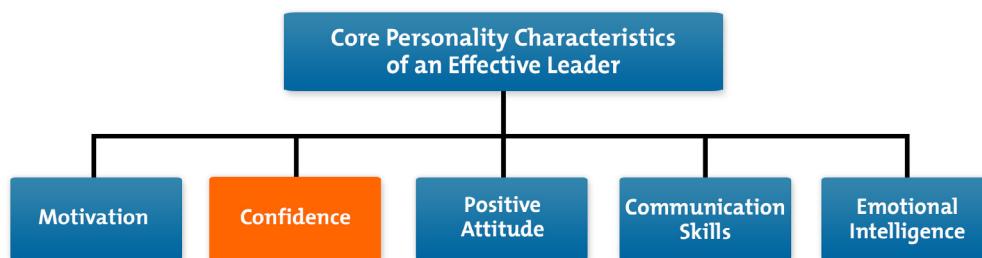
At times like these, use “pick-me-ups” to help you stay the course. Run through these tips and use the ones that are suited to the occasion:

- **Deploy visualization techniques:** create mental pictures of what you want and where you want to be. Use them to remind yourself of what you want to achieve. (See our article on [Imagery](#) for more on this.)
- **Use autosuggestion:** use autosuggestion to reinforce your resolve and to increase your energy and enthusiasm. *“I will stand up to Frankin if he tries to bully me.”* (Read our article, [Thought Awareness, Rational Thinking, and Positive Thinking](#) for more on autosuggestion.)
- **Take breaks:** intersperse repetitive tasks with interesting breaks, or move back and forth between jobs, juggling tasks of varying nature.
- **Dip into the past for inspiration:** recount situations to yourself where you have emerged a winner. Dwell on the moments where perseverance has paid off. Remember the times you have wished “if only I had hung on a little longer.”

The more you practice these techniques, the more you will benefit from them.

### 3.2.2. Confidence Boosters

Having looked at motivation-building tools, the next set of techniques help you build the second characteristic of an effective leader: confidence.



Confidence can be described at four levels:

The first level of confidence comes from **knowing that you do something well**; for instance, you know you are endowed with an excellent voice.

The second level comes when you consciously **add value to that attribute**; for instance, when the good voice is enhanced by modulation and speech control.

The third level is reached when you **pick up related attributes** to bolster confidence; for example, you pepper conversation with wit and repartee to match that super voice.

The fourth and final level is when the confidence you have gained from mastering one trait empowers you to stride out of your comfort zone and **pick up a new attribute**.

**Figure 3.2.2. – Four Levels of Confidence**



Now what's important here is that this becomes a continuous process: as you continue extending your abilities, developing new competences and experiencing success in new areas, your self-confidence will build. And as your self-confidence builds, you'll increasingly enjoy exploring new areas and developing new competences. And the more you work on this and the more you allow these two effects to reinforce one another, the more your confidence and sense of self-efficacy will build.

The three confidence boosters below will help you start this journey toward self-confidence:

### **3.2.2.1. Self Knowledge – Know Your Strengths and Weaknesses**

You completed a series of self-assessment exercises in the last module. Also, at some point in time or another, you may have taken some personality assessment tests. Haven't the results of the tests or exercises surprised you, at least some of the time?

Many of us don't know ourselves as well as we should. Only if we are fully acquainted with ourselves will we know our true strengths and weaknesses. And, we need to know what our true strengths are to have true confidence in ourselves.

The Myers-Briggs Type Indicator (also referred to as the "MBTI® Instrument") is a popular tool for describing people's personalities by looking at their preferences on four scales (extraversion vs. introversion, sensing vs. intuition, thinking vs.

feeling and judging vs. perceiving). Used together, these four scales give 16 different personality type combinations.

This personality typing is helpful because people with a particular MBTI personality type often have similar strengths and weaknesses. For example, people with an "INTJ" profile (**I**ntroverted, **I**ntuitive, **T**hinking, **J**udging) can be excellent planners and strategists, but they can be weaker, for example, at skills requiring high levels of emotional intelligence. By contrast, someone with an "ESFP" profile (**E**xteroverted, **S**ensing, **F**eeling, **P**erceiving) can be a great "people person" but may not enjoy careful analytical work.

A good starting point for understanding your own strengths and weaknesses is to find out your own profile and compare it with the strengths and weaknesses of the group to which you belong.

Now, the MBTI Instrument is a commercial product, and it costs money to use. If you're happy to pay, you can use it by visiting, for example, [Know Your Type](#). If you don't want to pay, you can find a similar test [here](#).

### Tip:

Be careful with this; it's not good enough just to say, "Of course I'm no good at planning; I'm an ENFP!" As a leader, you have to do the things a leader needs to do, and your Myers Briggs profile is not an excuse not to do them.

However, your MBTI type does give you a pointer (and no more than that) toward the things that are likely to be your strengths, and it will probably give you an insight into your weaknesses as well.

There are many other self-evaluation tests available (one specifically strengths-focused test comes with the book *Now, Discover Your Strengths* by Marcus Buckingham and Donald O. Clifton, which can be ordered from Amazon.com). Take some of them. Get to know what your strong points are – everyone has some.

Use these strengths as your basic blocks for building confidence, and seek out situations that require your skills and identify related skills.

*Wella, an interiors solution provider, knew she didn't have very strong communication skills. She could draw fantastic designs but somehow floundered when making the presentation to the client in a meeting.*

*Wella worked out a way to beat the problem. She figured that if instead of meeting clients directly she could first send them the design with a written brief, then they would understand her proposal better and she would have to explain herself less in the subsequent meetings.*

*Wella was already confident in her designs. She also knew she could express herself well through writing. However, she decided to take a business-writing course to brush up on her skills.*

*The plan worked. Today, Wella meets clients only after they have studied her written brief, confident with the knowledge that she has outlined a good design.*

Incidentally, the Wella example also illustrates that, just like it is good to be confident about what you can do, it is equally important to be confident in knowing what you cannot. It's acceptable (and, indeed, professional) to say, "I am sorry; I am not equipped to handle this."

And remember what we said above when we looked at the Confidence Ladder: as you identify strengths, build on them and enjoy the sense of efficacy and self-confidence that comes with this process. Then, use these strengths to develop competence and confidence in adjoining areas. If you keep on doing this, and in turn keep on extending your competence and confidence, you'll quickly get into a self-reinforcing upward spiral of competence and confidence.

A word of caution: confidence, once acquired, needs to be handled with care. It creates "comfort zones." It can also give you "attitude," making you over-confident. This over-confidence can make you complacent, can distance you from team members and can create misunderstandings.

### **3.2.2.2. Environment Awareness – Develop "Knowing" and "Doing" Confidence**

It's all very well to understand and develop your existing strengths to their full potential; however, as you develop your role and progress in your career, you'll need to develop new ones as you go. The classic example of this is when you make the transition from being a functional specialist to a team leader. If you are to be successful here, you need to develop a whole new set of strengths and skills.

Venturing out of the comfort zone of your existing confidence is not easy, but it has to be done if you want to expand your potential. And only by doing this regularly will you become confident that if there is something you need to learn, you will be able to get out there and learn it.

From the self-assessment tests you did in Module 2, you already have self-knowledge. Now, find out what competencies, knowledge and skills are needed to function effectively in your environment. Understand what is required: what kind of skills do you need in order to do a great job? What does your boss expect? And what are your colleagues and team members looking for?

Once you have identified what is required, you will have the confidence of "knowing" what needs to be done. Now, develop the confidence of "doing" it. Set out to try to acquire at least some of the competencies you have identified.

*Chun Hing, a senior physiotherapist, had started feeling a little inadequate. Youngsters, armed with knowledge about the latest techniques, had been recently recruited by the hospital he worked for. Chun felt out-of-date. He headed the unit but felt forced into being defensive. His wife suggested that he sign up for a few refresher conferences. Post-conference, Chun felt much more up-to-date with new techniques and, consequently, much more confident overall.*

The best part of this process is that every time you learn a new skill, it will make you more confident about trying something else. Of course, you might not meet with success every time you try your hand at a new project. The trick is not to get bogged down by the failures (more on this in the Positive Attitude Enhancing Tools section).

### 3.2.2.3. "What-Else Knowledge" – Moving From "What If" to "What Else"

Lulu Stewart is a production manager, and an extremely competent one. Lulu enjoys her work, possesses all required capabilities and performs well. She enjoys a good rapport with her team. One would assume then that she would be an extremely confident manager. But she isn't.

Lulu's problem is that she is perpetually affected by the "What if?" syndrome. She has just presented a delivery report at a team meeting, but the boss isn't looking too happy. Lulu knows she has met all the targets, well above expectations, but can't help feeling: "What if the boss wanted more?"

Many of us suffer from a similar problem. We know we are good, but we keep feeling that others expect more from us and therefore we lose our confidence. Often, the trick here is to switch into the "What else?" mode.

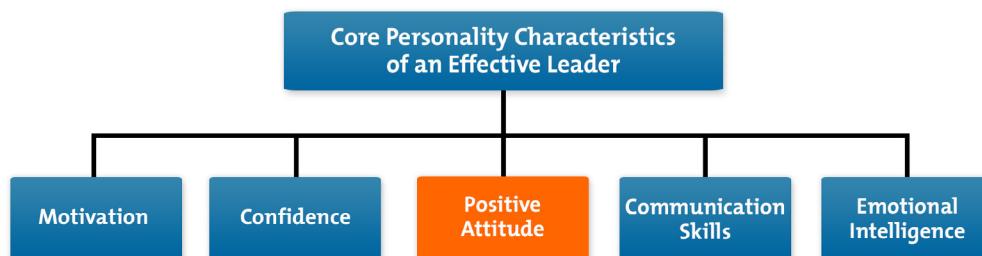
It's important to remember that your work is only one of the many things other people think about. If they seem moody, perhaps they are thinking about something else altogether. Lulu, for instance, needs to switch her thinking and self-talk from "What if the boss wanted more?" to "What else could be bothering the boss?"

What she should also do is ask her boss to confirm directly whether she's happy with the report. If her boss does have any issues with her work, then these need to be brought out into the open quickly so they can be dealt with. If, on the other hand, her boss is happy, then Lulu needs to know this as well.

Do not let issues fester or automatically assume the worst. These self-doubts can severely undermine your confidence.

### 3.2.3. Positive Attitude Enhancers

We now move onto the third characteristic we talked about at the start of this module: developing a positive attitude.



As we said earlier, a positive approach indicates a healthy body and mind. It helps the leader be realistic, take periodic stock, be flexible and remain open to change. He or she can balance different aspects of his or her life without creating overlaps or discordant notes. And when the going gets tough, it ensures he or she can stay calm and collected enough to seek appropriate solutions.

And, just as important, a leader with a positive attitude can be inspirational to the people he or she leads.

Good stress management is an essential part of maintaining a positive attitude, as is a positive focus on the opportunities that the future presents (we look at this issue in the next module). Even more than this, good leaders make the very best use of their time, making sure they have time to focus on family, friends and non-work activities of personal interest. This gives them a sense of balance, which enhances their positive attitude.

For more on stress management, visit our [Stress Management](#) section. This page gives you more than 50 ways that you can manage job-related stress.

And for information on managing a busy workload, visit our [Time Management](#) section.

However, here we provide some basic pointers that will help you develop a positive attitude:

### **3.2.3.1. Manage Stress – Strike the Ideal Work-Life Balance**

We all recognize that some amount of pressure is good. It provokes thought, prompts action and "keeps us on our toes," thereby enabling us to deliver our best performance.

However, nothing strips a positive attitude faster than when pressure turns into stress – when we realize that we're out of control of events, and start thinking that what's being asked of us is way in excess of what we feel we can deliver.

Now, there are many different things that cause stress, and different sources of stress need different solutions. (This is why we teach more than 50 techniques on our stress site.)

However, these pointers may help you:

#### **1. Manage Work Overload Using Time Management Strategies:**

- Make To-Do Lists, and use Action Programs. Break tasks up into small doable parts.
- Prioritize tasks on the basis of importance and urgency.
- Schedule tasks. Decide on timeframes in the context of your overall schedule, and allow contingency time in case jobs overrun.
- See our [Time Management](#) section for more on this.

#### **2. Step up Physical Exercise:**

Non-competitive activities like jogging, aerobics, walking and swimming are great stress busters. They divert the mind, purge your body of stress hormones and help you "let off steam."

#### **3. Use Relaxation Techniques:**

Meditation and yoga help you relax and experience temporary detachment from your physical surroundings. They rejuvenate, refresh and help you cope better.

See our Relaxation and Sleep resources within our [Stress Management](#) section for more on these and other relaxation techniques.

#### **4. Expand Your Social Support Network:**

Time spent with friends and family can often reduce tension. And talking with a trusted friend can help you emerge from low periods faster, with fewer scars.

#### **5. Simplify Your Life:**

- Use the KISS credo (Keep It Simple & Straightforward) – make “less is more” a way of life – simple food, fewer clothes, clear lines in physical spaces.
- Learn to say “No” – if something is going to overload you, either say “no” or negotiate to drop something else.
- Use the GIGO principle (Garbage In, Garbage Out) – de-clutter cupboards, clear in- and out-trays, and give away or sell stuff you don’t need.

#### **6. Keep the Big Picture in Focus:**

- Keeping your big picture in your mind helps you retain a positive outlook. Instead of getting bogged down by the minor irritants, you will see them as what they are. You’ll also quickly see which activities are relevant to your goals, and which are distractions.
- Remember to set goals, not just short-term ones, but long-term ones as well. If you’re feeling overloaded, review your To-Do List or Action Program, and see whether your actions are in sync with your goals. For more on this topic, see our article on [Personal Goal Setting](#).
- Do an informal [Cost/Benefit Analysis](#) to see whether you’re working in the correct level of detail. While “perfection” is appropriate in some circumstances (who wants to be operated on by a slapdash surgeon?), in other circumstances benefits do not justify the “over-engineering” that often comes with a perfectionist approach.
- Every time you are forced to do something you dislike, try to conduct the need-effort bridge (see 3.2.1.2.). As the need becomes apparent, the effort will become more palatable.

#### **Warning:**

Stress can cause severe health problems and, in extreme cases, can cause death. While stress management techniques have been shown to have a positive effect on reducing stress, they are for guidance only, and readers should seek the advice of suitably qualified health professionals if they have any concerns over stress-related illnesses or if stress is causing significant or persistent unhappiness. Health professionals should also be consulted before any major change in diet or levels of exercise.

#### **3.2.3.2. Get the "Happy Habit" – You Choose to Be Happy**

Being positive means being happy. Joy and sorrow, happiness and unhappiness, grousing and not grousing can often be habits. Here we list some “party poopers” and remedies to fix them.

## Pulls of the Past – Let Bygones Be Bygones

A bad annual performance evaluation or a publicized skirmish with a colleague – most of us carry with us graphic mental images of the times we have slipped up. Often, these memories refuse to be banished! They keep bothering you, acting as stumbling blocks in your work and work relationships.

Overcome the pull of the past by having a clear sense of purpose. Accept that what is gone is gone.

## Learn to Think Positively

We can also be unduly negative about past situations, being harsh with ourselves in a way that we would never be with other people. And, in the grip of negative thinking, we can easily say things to ourselves that are unfair and untrue.

This self-negativity quickly saps happiness.

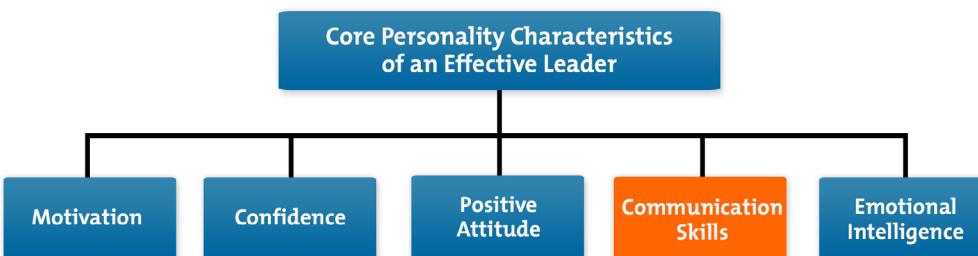
See the Perceptions-Based Strategies resources section within our [Stress Management](#) section if this is an issue for you. Here, we have a range of useful techniques that can help you learn to turn negative self-talk into positive, energizing self-motivation.

### Warning:

These techniques help with “normal” negative thinking. If you are experiencing significant or persistent unhappiness, then you should talk to an appropriate health professional.

### 3.2.4. Communication Effectors

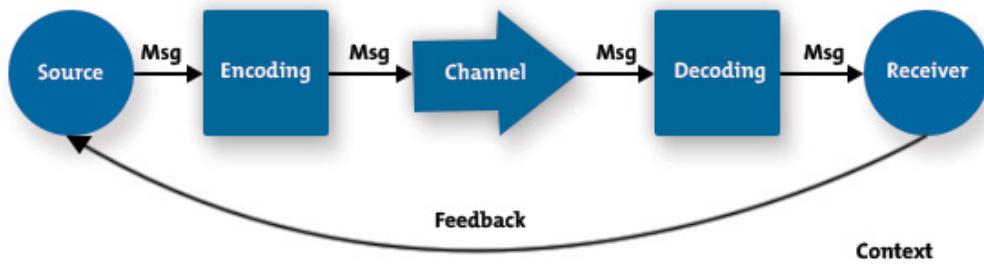
The fourth key personality characteristic of an effective leader is possession of good communication skills. In this section, we show you how you can improve these skills.



Communication is the process through which a message is transmitted from one person to another.

Stephen P. Robbins, in his book, "Organizational Behavior", uses a six-part model to show how meaning is passed from one person to another:

**Figure 3.2.4. – The Communications Process**



At one end stands the **Source**, the person from whom the message originates; at the other end, the **Receiver** is the person who receives the message. **Encoding** is the process of converting your message into a symbolic form, for example, a statement, a memo or a presentation. The **Channel** is the medium through which the message travels, perhaps as an interview, by mail or in a meeting. **Decoding** is the process the Receiver uses to understand the sender's communication. And the **Feedback** loop is the final link in the communication process; this is the check used to confirm that the message has been understood correctly.

Barriers to communication can arise at any of these stages. An effective leader has to safeguard his communication and work to ensure that it doesn't get distorted at any stage. The importance of good communication becomes apparent in later modules.

Here, we provide you with tools to help you communicate more effectively.

### 3.2.4.1. Clarity Confirmation – Making Sure You've Communicated Clearly

*Every time you "Assume" you make an "Ass" out of "U" and "Me."*

Communication can fail for many reasons. Perhaps we rely on the receiver having more fundamental knowledge than he or she actually has. Maybe we miss out on key information without realizing it, or we present our communication in a way that is difficult, unattractive or in some way unsuitable for the recipient. Perhaps the channel is in some way defective, or the receiver does not pay sufficient attention to our message.

All of these faults can usually be corrected, just as long as we know that communication has failed.

But this is where much communication breaks down. That is, communicators assume that their communication has been received correctly, and recipients assume that they have a full grasp of the information communicated. And neither checks with the other to make sure they are correct.

If you are facing repeated problems in getting your message across to others, or are often confronted with situations that find you saying, "But I meant..." chances are you have a communication problem. In such a situation, it becomes even more

important that you double-check to ensure that you have sent out or received the message clearly.

And if you are accused of not listening, or find that people are often frustrated with you for not completing a task in the way they want, then you may have a problem with listening.

Even if neither of these situations is familiar, use the following tips to make sure you are communicating effectively.

### **When You Send Out a Message:**

- Ensure that what you say or write is in line with what you think. Think through the purpose of the communication and the information that will be needed by the receiver. Make sure your communication is accurate and comprehensive, while not deluging the reader with unnecessary information.
- Think about what will happen if the communication fails. If the loss resulting from a failed communication is likely to be high, make sure you put an appropriate level of effort into making sure the communication succeeds.
- Present the message in language that will be familiar to the receiver and is in keeping with the message. You might be a rocket scientist, but if you use technical jargon when you communicate with children, your communication will fail.
- Make sure the message is directed to the right person.
- Once you've communicated, ask the recipient to repeat the message in his or her own words.
- Reassure the person that he or she can get back to you to clarify, if need be.
- Be open to expressing the message in another way if you feel it has not been understood.

### **When You Receive a Message:**

- Paraphrase the message to confirm that you have received the information correctly: "If I understand correctly, what you are saying is..."
- If speech is unclear, clarify: "I am afraid I didn't understand. Can you please repeat..."
- If you are short on time when you receive the message, mull over it and revert with pointed questions later.
- If the message's sender is not immediately accessible, enlist the help of someone who is familiar with him or her and see if he or she can fill in the gaps. Then, confirm your understanding as soon as possible.

#### **3.2.4.2. Listening Tips – Learn to Love Others' Voices**

Most of us don't listen as carefully as we talk. Good listeners will vouch for how much simpler the process of communication becomes once you acquire this trait.

*Sita, a language editor, was visiting her sister, a software engineer. Having nothing in common with the crowd, she was uncomfortable accompanying her sister to an*

official dinner. Post dinner, Sita was beaming. The boss had complimented her for being one of the most interesting and knowledgeable people he had met.

Intrigued as to what they talked about, Sita explained, "I only listened to his plans, made exclamatory responses, asked leading questions and found what he talked about interesting!" Not only had the boss enjoyed the tête-à-tête, but he had also made her an offer to take over as editor for a journal his company would soon launch.

Sita was an intuitively good listener because she:

- **Listened, not heard.**
- **Did not succumb to external barriers** like noise and engaging in over-the- shoulder conversations.
- **Physically and mentally** flowed with him.
- **Did not "over-talk" by** jumping to hasty conclusions, insisting on having her say and completing his statements.
- **Maintained continuity** by storing key words and ideas and using them as conversational links.
- **Paraphrased** by restating what he said in her own words: "Did you mean to say that...?"
- **Was polite and courteous** – made attentive facial expressions, affirmative head nods and eye contact.
- **Concentrated on the message, not its delivery.** She ignored the slight stammer and tried hard to listen and understand.
- **Listened to feelings** and made smooth transitions, alternating between speaking and listening.

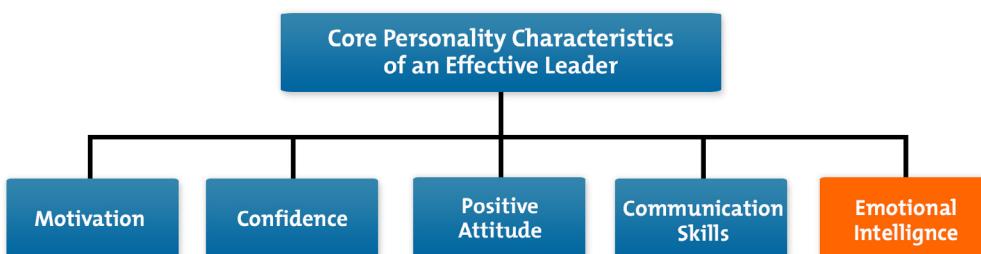
Use these tips. Move from simply hearing to really listening. Don't just "notice sounds." Train yourself to pay attention and really listen to the person you're talking to.

#### Tip:

For detailed information on improving communication skills, go to our [Communications Skills](#) section. And see our article on [Active Listening](#) for more on this.

### 3.2.5. Emotional Intelligence Sensitizers

Emotional Intelligence is the fifth key personality characteristic of an effective leader. In this section, we help you make the most of your emotional intelligence.



Early ideas of management celebrated the "rational" manager (and, by implication, leader), someone who could set aside emotions and make decisions based on hard fact.

Today's requirement is different. We need leaders who are still rational, but who do not discount emotions; rather they understand emotions and use them to make better decisions. Today's leaders need to be able to manage their own emotions and those of their team members, thereby helping all to survive the rigors of working life and motivating all toward the successful achievement of important goals.

We touched on this subject earlier when talking about positive attitude (see 3.2.3.) And in Modules 5, 6, 7 and 8, we'll give you more tools that will sensitize you to other people's emotions.

However, here, we outline techniques that help you understand and manage your own emotions better.

### Tip 1:

If you need a "rational" reason why it's important to manage people's emotions (including your own), just consider the costs of losing key members of your team because you haven't been able to keep them happy.

In pure, monetary terms this is expensive – for example, in the web development industry, recruitment fees can be 20+ percent of annual salary.

But what's worse is the length of time it takes to bring new team members "up to speed." Not only do you have to consider the time needed to find your new team member and training time, he or she will also take time to learn his or her new job. All in all, when you lose an experienced team member, you know that your team will be underperforming for, say, the next six months.

This is where keeping people happy and motivated is so important. On one extreme, happy, well motivated people can "move mountains." On the other, if you're continually losing key people, your business will stop growing and you can go into a hard-to-stop decline.

### Tip 2:

You can find a good introduction to this subject in Emotional Intelligence: Why it Can Matter More Than IQ by Daniel Goleman. This book is well worth a read to find out more.

## 3.2.5.1. Self-Awareness – Get to Know Yourself

The first and most basic tool for developing your emotional intelligence is to get better acquainted with yourself. Partly, this has to do with maintaining your own positive attitude. However, it's also important because a good starting point for understanding how team members will feel about something is to ask yourself how you'd feel about it.

### **Tip:**

However, remember that different people think in different ways about different things. Never assume you know what someone else is going to think!

The tools outlined in Module 2 have, to a large part, already addressed this need. Use them to understand what makes you tick, what turns you off and what empowers you.

Once you have this knowledge, make it work to your advantage.

#### **3.2.5.2. Manage Anger**

Let's say that you want to control anger, but you fail to convert this resolve into firm and consistent actions. Depending on what the habit is, ask yourself what forces are dragging you down.

If anger is a problem, study its pattern:

- Do you tend to "fly off the handle" when you're in a bad mood?
- Does other people's incompetence "get your goat"?
- Do you feel bad when you can't get something right? Does indiscipline lead to a tongue-lashing?

Very occasionally, anger has its place in shocking people out of a complacent position or in reinforcing a point. It can also have a role in motivating us to overcome great difficulties. However, what's certain is that if you're frequently angry with other people, you're damaging the relationships that are essential to successful leadership. What's worse is that, in many cultures, an angry, bullying style can provoke resistance and sabotage.

Maybe you are impatient. Or maybe you get provoked easily, or you don't really listen to what others have to say. Help yourself by:

- Thinking about each incident.
- Writing down why you had an outburst.
- Seeing if it was justified or whether you were excessive in your reaction.
- Learning to count from 1 to 10 and doing deep breathing.

Also, it's worth understanding your anger in more detail. Sometimes it can reflect a subconscious perception of threat, or it can be a reaction to frustration with your goals. Visit our [Stress Management](#) section to understand more about your emotions.

#### **3.2.5.3. Emotional Journey Lines – Learning From the Past**

This technique helps you draw strength and seek direction from past emotional experiences.

**Action:**

Travel down memory lane, recalling moments when you felt a surge of positive emotions and when you felt really good about something. What did you feel? What caused that feeling? How did you react? How did the feel-good factor translate into concrete benefits?

Now repeat this process for the times you felt negative (bored, stressed out, upset, angry).

Pin down the moments and the feelings connected with each, and then think through their underlying causes. Also, think about the way in which people around you reacted to you at that time.

**Event****Positive Moments:****Negative Moments:**

This exercise helps you to learn from the past. Take the time to understand what contributed to the positive situations, and learn how to recreate these situations to inject enthusiasm, passion and energy into your present endeavors.

Also, discover what caused the negative situations, and learn to avoid future negative situations wherever you possibly can.

### **3.2.5.4. Emotional Re-Engagement – Strengthen Your Motivators**

We all know the importance of persistence and stamina. It's hard to achieve anything of real worth without them.

However, sometimes when you are feeling tired and drained of energy, it can be a bad idea to persevere. Sometimes, you need to take some time out to re-engage with yourself emotionally. Other times, you just need a break if you're to return to work with renewed energy.

This is particularly important when you're in a leadership role. We've already seen the importance of energy and positive attitude in a leader. We know the extent to which your morale will rub off on your team. And we know the importance of good morale for motivation and performance.

This knowledge just reinforces the importance of sorting out issues that are grinding you down. If you're long-term tired, then take a break as soon as you can and re-energize. If you're overwhelmed with trivial details and energy-sapping tasks, then review your time management and get rid of lower priority tasks.

Review your goals, and make sure they are sufficiently energizing. And re-acquaint yourself with the people, places and ideas that most inspire you.

This process will bring you back on track with greater vigor and clarity.

#### **Tip:**

If you're feeling seriously tired, unappreciated and disillusioned, and have been for a while, then take our [Burnout Self-Test](#) and check yourself for burnout.

This page also tells you what to do about the situation if you're in danger of burnout, or if you've already experienced it.

### **3.2.5.5. Failure as a Growth Tool – Learn From Your Experiences**

You may use all of the tools in this module and still recall a situation where you have failed and failed miserably.

In some situations, failure can have devastating consequences. It can result in loss of life or some severe reversal that blights the lives of many, many people.

However, most failures aren't like this. Most failures can be viewed in such a way that some grain of good can be reaped from them. Many provide us with the stepping stones to a better future.

Many of us can think of situations where we have failed in the past, and where that failure moved us onto a path that was, in the long view, more appropriate to our temperament or skills. Perhaps failure brought us “back down to earth” and, in humbling us, taught us to work harder and made us tougher and more able to withstand adversity.

Perhaps it provoked us to learn new skills, opened up new opportunities or gave us the wisdom that allowed us to take advantage of opportunities we would otherwise have never seen.

An emotionally intelligent leader treats all but the worst failures as feedback. He or she uses it to understand where improvement is needed, what to do and where to be careful.

Emotionally intelligent leaders also recognize that most good opportunities have an element of risk associated with them, and that where there is risk, there is also sometimes failure. In many situations, if you haven’t experienced failure in some form, then you may not have been trying hard enough.

### Action:



Now, use this tool to draw feedback from failure: go over a significant episode where you think you failed. Use the table on the next page to think through:

- The failure: what happened?
- The trigger: what was the critical factor that led to the failure?
- Your role: could you have avoided it?
- Extraneous factors: what or who else played a role in it?
- Learning: what did you learn from it, and how will you make sure this sort of situation does not recur?
- Opportunities: what opportunities or positive things emerged from it?

Remember as you do this exercise that no one has to see this; you don’t have to justify yourself to anyone. And as you perform it, try to be fair, both to yourself and other people. Try to take a balanced, objective view of what might have been a pain-filled situation.

Event
<b>The Failure:</b> <i>How did you fail?</i>
<b>The Trigger:</b> <i>What critical factor led to the failure?</i>
<b>Your Role:</b> <i>How could you have avoided the failure?</i>
<b>Extraneous Factors:</b> <i>Who or what else played a role in the failure?</i>
<b>What Have You Learned:</b> <i>What did you learn from the situation? What did/are you going to do to make sure it does not recur?</i>
<b>Opportunities:</b> <i>What opportunities arose from the failure? What positive things emerged?</i>

Complete this exercise for all the major failures in your life. The chances are that recounting these incidents and thinking them through will bring tremendous clarity to your mind.

### 3.3. Apply This to Your Life

Now that you have these tools, use them in your daily life to develop the personality of an effective leader.

Module 2 has already shown you the areas that you need to develop. Target them and use our tools to build them. Once you manage to master these skills, you will be able to apply the tools in the later modules much more effectively. For instance, you need good communication skills to both generate good ideas and motivate people. Emotional Intelligence is something you will need to develop to be able to motivate, delegate to and coach others.

A good way of making these tools part of your life is to identify those you want to use and make a note of them on your To-Do List or Action Program. Review them each time you review the To-Do List/Action Program, and make sure you're using the techniques routinely.

Also, schedule periodic reviews. In each review, work through the self-assessments in Module 2 again, and modify your use of these techniques depending on what you learn.

# Module 4:

## Create Winning Ideas

### How to Build Vision

#### Interest

As you'll see in the modules that follow, you need to build a persuasive vision of the future if you're going to become a truly effective leader. After all, if you're going to lead people, you need to offer a compelling vision of where you want them to go.

#### Need

One of the most important duties of a leader is to make sure the direction he or she is setting is "correct," and that by moving in this direction, the team will achieve the best possible outcome based on information known. This module starts you thinking about this requirement.

#### Timing

2 hours.

#### Range

This module introduces vision creation as a leadership activity. It gives you a range of tools that help you think about the direction you want your team to take:

- Information gathering.
- Change monitoring.
- Stealing inspiration.
- Scenario thinking.
- Creating a vision.
- Crafting a compelling story.

We also point you toward the huge topics of decision-making, business strategy and business planning, which are outside the scope of this course.

#### Objective

At the end of this module, you will know where to start in creating the vision that will inspire your team. You will also understand something of what you need to do to make sure these visions are the right ideas.

## 4.1. Introduction

Vision is the underpinning for all enterprise. Whether you are the CEO or the head of a small group in an organization, you need vision to succeed. Vision helps you improve your products and services so they are the best they can be. It helps you shape your products and services so they offer real value to a particular group of customers. And it helps you find new ways of delivering your product or service so you can make a fair profit while simultaneously offering great value.

Vision is also the underpinning of leadership. After all, if you're going to persuade people to follow you, you need to offer them a compelling picture of where you want to go.

Information gathering and idea generation are the starting points for building this vision.

Since idea generation is such a vital function, good leaders cannot afford to sit back and just wait for inspiration to strike. That is leaving things to chance, and an effective leader leaves as little as practically possible to chance. Instead, he or she does all he or she can to generate a rich flow of ideas. This module helps you do this.

### Important:

Here we're focusing on ideas. In more junior leadership positions, idea generation is often the key element. At this level, it is usually self-evident whether ideas are good, and people can usually see intuitively whether they are worth pursuing. This makes the journey from idea to vision a quick and relatively easy one.

Be careful, though. As you ascend the corporate ladder, problems become larger and more complex. Idea creation, evaluation and planning for implementation also become the highly-developed disciplines of corporate strategy, corporate finance and business and project planning.

This is where the process of crafting a compelling and accurate vision of where you want to go becomes both time-consuming and highly important. After all, the bigger the vision, the bigger the consequences of success and failure.

To make the most of the tools outlined here, you first need to understand four basic constructs:

### Idea Generation Needs Active Work:

Often, we make the mistake of assuming that if we are intelligent, good ideas will automatically strike us. This is not necessarily the case. Of course, the Newtonian apples do drop on our heads once in a while. But, more often than not, you have to actively chase ideas if you're going to create a strong enough supply of them.

Even if things are fine the way they are, you cannot afford to rest easy with the status quo. **Effective leaders are constantly on the lookout for ideas as to how things could be better still.**

## "Inspiration" Can Often Be Spelled "Information"

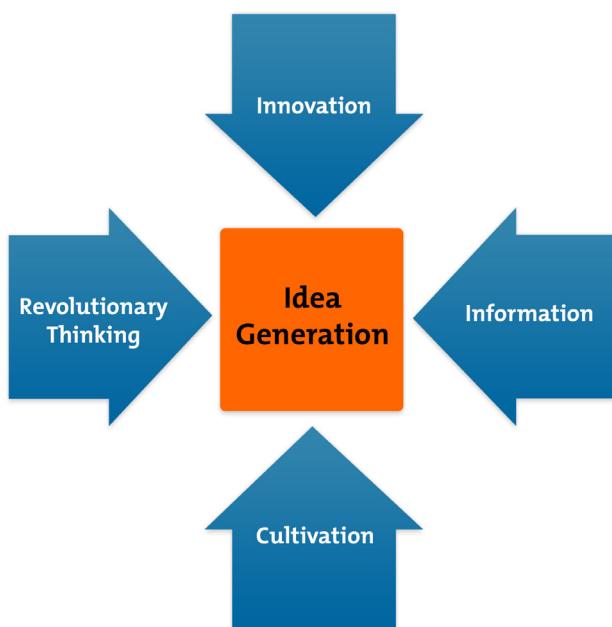
Ideas cannot be conjured up out of nothing. Yes, we often get our best ideas when we are doing nothing, but that is typically because we have enough material stored that is just waiting to be processed at a moment of leisure.

Information and ideas surround all of us. Most of us just skim the surface of this sea. **Effective leaders dive deeper, and are constantly on the lookout for information that can help their enterprises.**

## Cultivation Is as Important as Generation

Any leader, however effective, cannot generate all of the ideas, all of the time. His or her role is often to encourage, spot and seize a good idea. Often, revolutionary, direction-setting ideas are generated by the top leaders, and evolutionary, small-change ideas by their team members. **But, at times, the order is reversed. An effective leader is one who is open to this role-reversal.**

**Figure 4.1. – Idea Generation**



Lew Platt, former CEO of Hewlett-Packard, described himself as "not the most likely person to come up with a good idea.... Give me a blank sheet of paper and tell me to write down fifteen approaches to something, and I might be lucky to get five, whereas other people would produce twenty-five in that period of time." But, he says, he does "have some skill at sorting out the good from the bad." So he surrounds himself "with a lot of people who are good at generating ideas" and picks out the best.

From 'The Leadership Engine', by Noel M. Tichy.  
(Tichy, Noel. *The Leadership Engine*. New York: HarperCollins Publishers, Inc. 2002.)

## The Sum of Evolutionary Is Not Necessarily Revolutionary: Evolutionary + Evolutionary + Evolutionary... < Revolutionary

Often, we make the mistake of assuming that if we come up with enough evolutionary ideas, we will be able to achieve the impact of a revolutionary idea. This is not necessarily the case. While evolutionary ideas are essential for the growth of the organization, they sometimes trap us within their confines.

**An effective leader does not confuse evolutionary with revolutionary and is consciously on the lookout for the latter.**

The constructs established, now it is time to move on to the mechanics of generating a winning idea.

### 4.2. Introduction to Tools

The tools provided in this module can be brought together under three heads:

#### Information Gathering

The famous acronym GIGO – “Garbage In, Garbage Out” – says it all. The quality of ideas you generate depends on the quality of inputs. Whether you are engaging in vertical thinking or lateral thinking, you need a broad perspective based on good quality information to develop winning ideas.

The better the quality of inputs you have, the better you will be able to diagnose the situation at hand and spot the solutions available.

In this section, we look at the following tools:

- Information Gathering – building your knowledge base.
- Monitoring Change – staying ahead of events.
- Stealing Inspiration – getting good ideas from elsewhere.
- Scenario Analysis – building pictures of possible futures.

#### Building Vision

Having gathered information, the next step is to bring it together to create your view of the future and of what needs to be done.

Here, we then point you toward some of the resources you can use to generate and evaluate ideas. We do it this way partly because this topic is moving into the domains of business strategy (a subject in its own right) and partly because there's so much to this topic that we'd lose the flow of this course if we went into it in too much detail.

Suffice it to say that in many situations, solutions are obvious once you have the right information. This is particularly true at more junior levels in the organization.

#### Creating a Compelling Story

Once you know what needs to be done, the next step is to understand how to communicate it in a way people find truly compelling. In this final section of the module, we look at techniques that help you do this.

The first of these groups of tools are information-gathering techniques:

#### **4.2.1. Information Gathering – Information Is Inspiration**

Effective information gathering is the most basic perspective-widening tool an effective leader requires. Good quality information marks out the context in which the leader operates, creates the informational patterns from which ideas emerge and provides the criteria by which ideas are screened and assessed.

Effective leaders gather two main types of information:

- Background data.
- Task-related data.

Leaders gather background data to build their view of the world in which they operate. This information is made up of the countless facts, trends and opinions they encounter and the observations they make on a daily basis. The higher the quality of background data they gather and the more effectively they prioritize it, the more accurate their view of the world will be, and the better their judgment and “common sense” will be.

In contrast to the steady, slow gathering of background data, task-related information is gathered for a specific purpose. Perhaps you’re preparing a five-year business plan and you want a reliable growth forecast from your country’s central bank. Maybe you want specific information about the number and disposable incomes of a certain group of consumers. Or perhaps you need to know projected labor market trends for people with a key skill on which you depend.

#### **Gathering Background Information**

What is certain, however, is that task-related information, on its own, is not enough. While arguments created with it can be persuasive, they are “brittle” and can often be knocked down with previously unknown facts that just don’t fit. This stage in the process is where ideas need to be tested with the common sense that comes along with diligently acquired background information.

There are a number of things you can do to build background information:

- Read a newspaper or news website that is respected for the quality and accuracy of its journalism (for example, *The Economist*).
- Talk to your customers and get a deep understanding of what they want and don’t want from you, and what they’re getting or not getting from you and your competitors.
- Read industry magazines and newsletters for both your own and your customers’ industries, keeping an eye on customers, competitors, suppliers, industry associations, activist groups, new technologies and so on.
- Talk to experts in the fields in which you operate and knowledgeable people within your organization, and understand their perspectives on the key trends and features of interest.
- Read brochures and talk to product teams to make sure you understand your organization’s products and services, their strengths and weaknesses and what your customers like or dislike about them.
- Have a good understanding of company or business unit strategy (i.e., what your company says it wants to do, who it wants its customers to be and how it plans to serve them).

- Take the time to “tune in” to what’s going on in your organization through both the formal and informal “grapevines.”

What is necessary here is to take the time to gather this information. It’s all too easy for these activities to be lost under the pressures of a hectic schedule.

## Gathering Task-Related Information

It’s much easier to justify the time spent gathering task-related information. Information-gathering actions are clearly identified steps in the projects you undertake.

There are three key factors here:

1. Understanding how much research you should do.
2. Making sure you ask the right questions.
3. Gathering the information you need.

The amount of research you undertake depends on the scale of the decision, the time available and the consequences of getting it wrong. If it’s a small decision, or the consequences of getting it wrong are small, then don’t waste too much time on it. On the other hand, if the consequences are severe, take time to make a good decision, and make sure you make an appropriate risk management plan in case things don’t work out.

Making sure you ask the right questions is of key importance. Start by brainstorming these questions, ideally with your boss or client or with experts in the field or within your organization. Then, make sure you draw on any predefined frameworks you can find where people have tried to make a system or process for solving this type of problem. For example, if you’re gathering information as part of researching a business plan, then buy a book on business planning from Amazon.com and adapt the framework it proposes for your own use.

Finally, make a plan for gathering the key information needed, and think about how much you’re prepared to spend to get it.

A lot of information is relatively freely available within your organization, online, or in good business, academic or institutional libraries. Some information is packaged and for sale (for example, detailed competitor reports). Other information you may need to gather yourself (for example, by interviewing clients or by conducting market research surveys). And in other cases (for example, in taking legal advice), it makes sense to pay a qualified expert to answer your questions.

At the end of all this research, make sure you take a step back and look at the answers you’ve gained through the filter of common sense. Ask yourself if any information seems to be missing, or if anything you’ve uncovered jars with your instincts and experience.

Finally, while information gathering is an essential skill for an effective leader, bear in mind that the information is not an end in itself. It is useful because it serves as an input toward generating ideas and building vision. Later on in this section, we’ll look at how to process information to build this vision.

## 4.2.2. Change Monitoring – Staying Ahead of Events

### It's When You Can't See What's Coming That Trouble Arrives

Change can be a big turbulent force. It disrupts routines, produces opportunities and challenges and creates the need for leadership. An effective leader knows how to harness the opportunities and manage the challenges thrown up by change.

So, how do you monitor change and spot trends?

First, get into the habit of monitoring your environment. As you come across relevant new information, make sure you ask yourself questions like these:

- What “pressure” for change could it create?
- Does the information fit with any meaningful pattern or trend?
- How would this pattern affect you and your organization?
- What opportunities may be opened up, and what threats may be posed?
- Are the changes building up into a real movement that deserves attention?

And just as with the previous tool, it’s easiest to look at change on two levels. On the “macro” level, we can look at the major changes taking place in the world, over which we realistically have very little control. On the “micro” level, we’re looking at smaller-scale changes, which we have some opportunity to influence.

An easy way of getting a handle on macro level change is to use a tool like [PEST Analysis](#). (PEST stands for Political, Economic, Socio-Cultural and Technological.) This is a useful technique for taking a high-level view of the macro-level forces of change that are operating in your environment. The headings used within it give you a good starting point for ongoing monitoring of change.

Change, on a micro level, is more dependent on the environment in which you, or your company, operate, and this is where you need to work out the things that are important.

The starting point is to identify the forces that are driving change in your company or industry. These may be forces like technological change, globalization or industry consolidation; or they could be factors like evolution of customer needs, changes in competition, variations in raw material supply, or regulatory change.

Once you’ve identified the drivers of change, this is where you need to “plug in” to the information networks that will help you monitor change. This process may involve reading the trade press and reputable newspapers; attending conventions, conferences or seminars; talking to customers, industry opinion-formers and associations; and so on.

But be careful to remain focused during your information gathering. On one hand, it’s far too easy to waste time on things that are only tangentially important. On the other, information gathering can be one of the first things to go when you’re overloaded. While in the very short term this may not matter too much, in the long term, it can mean that you miss critical changes in your environment.

### 4.2.3. “Stealing” Inspiration – 1+1 = 4

Nowhere does it say that a winning idea has to be an original idea, and effective leaders know this. In fact, some of the world’s biggest successes are based on “stolen” ideas.

You too might want to borrow ideas once in a while. Here, we give you the four “S” tips to practice this borrowing systematically:

#### Scout

Be on the lookout for winning ideas. Sift through the information you have gathered. Can you spot winning ideas? Seek inspiration from both similar and different industries. What are they doing right? Can their concept be applied to your venture, too?

While most of us are good at copying the moves of those who are engaged in similar operations, the real trick lies in culling ideas from a totally different field.

#### Substitute

Be open to improvisation. Every situation is different. So, even though you might find an idea great, often you won’t be able to replicate it in totality. Don’t let this put you off. Instead, try to find a substitute for whatever is lacking. Then, adapt the idea to your specific situation.

*When Savannah Holland, an web designer, set up her website, she did not have much money left over for an ad campaign. This put her in quite a fix, for she had learned from fellow entrepreneurs that however good the product, publicity was needed to draw customers in.*

*Savannah was disheartened. How was she going to get publicity? Then, her husband made a suggestion. Sure, Savannah didn’t have the resources for an ad blitz, but she did have a long client list. Why not make it work? Savannah followed the suggestion. She called up all her clients and asked them to visit her site and to recommend it to a friend. The plan worked. Savannah gained immense word-of-mouth publicity.*

#### Supplement

An idea might be great but maybe you could make it even better by supplementing it with an add-on. This strategy works especially well with competitors, so look at what they do well, and see what extra value you can add.

*Consider a smartphone today. Telephony is only one of the many functions it performs. You can use it take pictures, access mail, play games, enter and process information and perform a whole gamut of other app-based actions. The combinations these phones offer have made them virtually indispensable.*

#### Scale

Make your idea bigger, or make your idea smaller. Either way, make it count.

*Alejandro recently quit his job with a large multinational corporation to start up his own unit. At the multinational, Alejandro had found that the monthly office parties were a great way to build rapport with his unit people. The parties were lavish, people were relaxed and the company footed the bill.*

*Alejandro knew there was no way he could afford to spend so much on office parties himself. Yet, he wanted to replicate the same rapport-building platform in his venture. So, he decided to take out his team members for a couple of drinks every once in a while. Even though the outlay was much less, he achieved the result he wanted.*

## Shuffle

*Famous French director Jean-Luc Godard once was asked a question by an influential mainstream film critic, and this question was: "Mr. Godard, don't you think a movie must have a beginning, a middle and an end?" To this question, Godard reportedly replied with a smile: "I agree with you. A movie must have all those, but not necessarily in that order."*

If it doesn't fit, change the order. Break ideas into pieces and arrange them in a different form.

### Tip 1:

In particular, make sure you don't fall prey to the "not invented here" syndrome. This is a peculiar fault that has lead to the downfall of many a self-confident, market-leading design team, where ideas are unthinkingly rejected because they are created by outsiders.

Often, these are outsiders whom people in the team have beaten in the past, and whom they therefore do not respect. But things change, and an inward-looking team can quickly find itself out of touch with its market.

### Tip 2:

An obvious point: some ideas are protected by patent law, and much of the expression of ideas is protected by copyright law.

But outside these, don't hold back. In this context, another word for "borrowing" is "learning."

## 4.2.4. Scenario Thinking – Understanding Different Futures

No one has a foolproof vision of the future. And while we may have strong instincts as to how things may develop, any single projection of the future is clearly vulnerable to disruption by a range of different factors.

Scenario thinking helps leaders manage this uncertainty. It helps them make decisions in the context of the different futures that may come to pass.

The act of creating scenarios forces leaders to challenge their assumptions about the future. By shaping their plans and decisions based on the most likely scenarios, leaders ensure their decisions are sound even if circumstances change.

Scenarios are stories about the way the world might turn out if certain trends continue and if certain conditions are met.

We offer a simple five-phase scenario analysis process:

1. **Define the Problem:** decide what you want to achieve, and think about the time horizon you want to look at. This will be driven by the scale of the plans you want to test.

Barry Holtz was starting to plan a new business that focused on helping corporate clients implement a popular online financial management software package. He wanted the business to grow to a reasonable size over the next five years. With this in mind, he decided to use scenario thinking to look at what the future might hold in five years' time.

2. **Gather Data:** based on the change monitoring we looked at in 4.2.2., identify the key factors, trends and uncertainties that may affect the plan. Next, identify the key assumptions on which the plan depends.

*Among others, Barry identified the following factors as important:*

- *The state of the economy (people don't buy much new software in a recession).*
- *The ongoing importance of the new software in increasing clients' productivity.*
- *Whether the software would maintain its market position.*
- *Whether he could recruit enough skilled implementation consultants.*

3. **Separate Certainties From Uncertainties:** you may be confident in some of your assumptions, and you may be sure that certain trends will work through in a certain way. After challenging them appropriately, adopt these trends as your "certainties."

Separate these from the "uncertainties" – trends that may or may not be important, and underlying factors that may or may not change.

List these uncertainties in priority order, with the largest, most significant uncertainties at the top of the list.

Based on analysis of recent vacancy rates, Barry was confident that, provided he paid attention to recruitment, he could find a reasonable number of new employees. And seeing the new technologies shortly to be deployed by the software vendor, he was confident that clients would reap considerable efficiency gains by implementing the next versions of the software.

He was anxious, however, that a global software giant might enter the market and displace the current vendor. Furthermore, he'd seen plenty of implementation companies go bust in the previous recession.

4. **Develop Scenarios:** starting with your top uncertainty, take a moderately good outcome and a moderately bad outcome, and develop a story of the future around each that fuses your certainties with the outcome you've chosen.

Then, do the same for your second most serious uncertainty. (Don't do too many scenarios, or you may find yourself quickly hitting "diminishing returns.")

Barry decided to prepare the following scenarios:

- "All's going well": the economy grows steadily over the five-year period with only minor slowdowns, and he's "backed the right horse." The software vendor consolidates itself in the market and moves into a position of market leadership.
- "Economic slowdown": toward the end of the period, an economic crisis pushes the economy into mild recession. While some new software implementations do go ahead, many clients decide to defer implementation until things pick up.
- "Intensifying competition": the global giant enters the market. While it takes time to get its products established, toward the end of the period, it is starting to squeeze the current supplier.

5. **Use the Scenarios in Your Planning:** having looked at the scenarios, Barry's aware that there's some risk to the business in the medium term.

In his business planning, he decides to gear the business to use a mix of full-time staff and short-term contractors so he can scale his business quickly, depending on the circumstances.

And he notes that he's going to have to monitor the activities of software companies entering the market so he can cross-train personnel if a new entrant starts to threaten the existing supplier.

### Tip 1:

In identifying trends, be careful to base your assessment on evidence rather than supposition. And make sure that trends are built on secure foundations. If it helps, remember the wild claims made during the dot-com boom at the end of the 20th century!

Also, remember that trends tend to be damped down by other factors. No revolution is instantaneous!

### Tip 2:

Peter Schwartz, one of the fathers of scenario thinking, mentions the following as plots of common scenarios:

- **Evolution:** *all trends continue as expected. Things gently move toward a predictable end point.*
- **Revolution:** *a new factor fundamentally changes the situation.*
- **Cycles:** *what goes around comes around. Boom follows bust follows boom follows bust.*
- **Infinite Expansion:** *exciting trends continue. Think of the computer industry in the 1950s.*
- **Lone Ranger:** *the triumph of the lone hero against the forces of inertia.*
- **My Generation:** *changes in culture and demographics affect the situation.*

#### 4.2.5. Generating and Testing Your Vision

Now, this is where we're going to declare a major area that falls out of the scope of this leadership course. Here, we're not going to deal explicitly with problem analysis, creative solution generation and selection of the best courses of action. Nor, as we said in the introduction to this module, are we going to tackle formal disciplines like business planning, corporate strategy and corporate finance, which form a major part of what is taught in most business schools.

That's firstly because these are complex, sophisticated areas that deserve entire courses in their own right. It's secondly because these areas only really become important at more senior levels within a business unit, and at these levels, if you're to perform effectively, you need to understand them in depth. Thirdly, these are analytical skillsets, which do not fit with the people-oriented focus of this course.

That said, once you have gathered information as we described in 4.2.1., 4.2.2. and 4.2.3. and have created future scenarios as we described in 4.2.4., you should have a strong intuitive grasp of the issues you face. In many cases, this may be all you need, and the way forward may be obvious.

This is also where four online sections of the MindTools.com website can help you out:

- If you are struggling to disentangle complex problems, or need a clearer view of a situation, visit our [Problem-Solving](#) section.
- If you need to generate creative solutions to the problems you face, visit our [Creativity](#) section. In particular, pay attention to the article on the Simplex process, which explains a useful, industrial-strength creativity process.
- To choose between complex alternatives and to evaluate whether your ideas are worth pursuing, visit the Mind Tools' [Decision Making](#) section.
- Visit our [Project Management](#) section to see how to plan the details of an implementation.

##### Tip 1:

The amount of effort you need to put into detailed building and analysis of your vision is mainly determined by the consequences of getting the decision right or wrong. If consequences are small and if corrections can be made quickly, then you may not need to spend too much time on analysis.

If, on the other hand, consequences are significant, then it's worth putting a lot of effort (and therefore time) into creating, testing and refining your vision. Only by doing this can you be confident that you are leading your team to success – as opposed to disaster.

## **Tip 2:**

Remember to involve appropriate stakeholders in the creation and testing of your vision. Team members are much more likely to support a vision they have contributed to. Your boss will most likely be happier with a vision he or she has helped to shape than one just presented to him or her. And other supporters will be much more resilient in their support if they have a good understanding of how the vision was arrived at, and if they feel like they have influenced its development. See our articles on [Stakeholder Analysis](#) and [Stakeholder Management](#).

### **4.2.6. Crafting a Compelling Story**

However diligently you have gathered information, identified the key trends operating within your market, explored valid scenarios of the future and conducted careful analysis to construct and test your view of the future, all this groundwork may not be enough. Presented as is, this information will most likely be sterile and lacking in impact.

What's needed is the final step, which translates your technical analysis into an easy-to-understand vision that inspires your team and gives your team members the passion they need to do their best.

And provided you've done the analytical groundwork we've explained in this module, this phase need not be difficult or time-consuming.

#### **Find Meaning**

The first thing to do is to find the human meaning in what you want to do.

This is important because, deep down, most of us want to do work that has lasting value. We want to know that what we do really makes a difference to other people. And jobs that don't offer this satisfaction seem mercenary, or lacking in some way.

Almost all honest businesses have meaning for their customers, in some way or form and either directly or indirectly. The thing you have to do is find that meaning, shape it with your vision and express it clearly and passionately.

*From a technical perspective, Mind Tools is an online producer of career-development-related products and services. Stating our corporate vision like this has no emotional content or motivational impact.*

*However, we can look at it from another perspective and say "Mind Tools helps learners enjoy happy, successful careers and contribute positively to the success of their organizations. We do this by providing the best researched, most accessible and most effective career training available."*

*At Mind Tools, we find this statement of meaning inspirational and highly motivational.*

Most successful businesses have real meaning in some shape or form. For example, at the most basic level, clothes shops help their customers stay warm, and at a more sophisticated level, they can help their customers feel good about

themselves and make them more attractive to other people. Software developers create apps that make their users' lives easier, and empower them to do things that were never before possible. And garbage collectors keep the environment clean and help people stay healthy and disease-free.

All of these jobs have real, motivating meaning to a greater or lesser extent.

### Tip 1:

Some people find that this becomes clearest and most immediate when expressed as a simple story about a person they identify with, who has overcome problems by using their products or services.

*"Erick Fernandez was struggling. For the last two years, he'd created and managed the growth of the company's financial services department. And he'd seen his vision start to pay off as financial services became a major contributor to the company's bottom line.*

*"But he now knew that things weren't going well. His team was struggling with a number of different systems, some of which were starting to 'buckle under the load' of business being processed. Mistakes were being made, deadlines were being missed, and the CEO was piling on the pressure for problems to be solved.*

*"Then Erick talked to us. Working with him and his team, we did a thorough review of his processes and needs and we identified an appropriate integrated solution. We then managed the implementation of the system and trained the team to use it effectively.*

*"Within five months, things were back under control. Problems behind him, Erick and his team were able to grow their business even more aggressively, supported by the efficiency improvements they gained from their new system."*

### Tip 2:

In some cases, you may need to "wake people up" by mixing in a bit of fear as well as inspiration. This emotion-combining is particularly necessary in instances where people seem complacent, or they don't see the need to buy in to your vision. Often, this stage will be where people feel successful and have taken their eyes off the needs of the customer.

Usually, all that is needed is to point out the negative consequences of not adopting your vision. This may involve pointing out uncomfortable trends or facts that conflict with the comfortable view of reality.

*"Members of the delivery team of a small office products company were aware that they weren't always able to deliver on schedule. However, they made a great effort to be friendly and positive with customers. Their approach was that 'we might not always be perfect, but we're nice people to work with.'*

*"A new manager came in and was profoundly uncomfortable with this approach.*

*He commissioned a small independent market research study to find out what customers thought.*

*"Comments coming back included:*

- 'When they don't deliver on time, it means we can't deliver to our customers on time. We hate letting our customers down.'*
- 'Very nice, but we need a supplier we can rely on.'*
- 'We're not a customer. We're an ex-customer. Our new provider is much more efficient.'*

*"These comments were not enthusiastically received by the team. However, the research showed them that things had to change. After a year's hard work, 97 percent of products were delivered when agreed, and the company's revenue doubled."*

#### **4.2.7. Bring Out Values People Can Believe in**

The next part of the vision explains the organization's values. These are the guiding principles and beliefs about how things should be done that shape how individuals approach their jobs and find meaning in their day-to-day work. The organization's values should reflect the characteristics customers most respect about the organization, and they should be the things that team members are most proud of.

*In the example above, we stated that "Mind Tools helps learners enjoy happy, successful careers and contribute positively to the success of their organizations. We do this by providing the best-researched, most accessible and most effective career training available."*

*This corporate vision implies values of quality and accuracy of delivery, thoroughness of research, usefulness of techniques, simplicity of expression, accessibility, and positivity of approach.*

Values are important as a co-coordinating force; correctly chosen, they help you guard and transmit the things that are important about your business. They also provide standards against which individuals and the team can measure themselves and others, and they provide the measures needed to monitor this. What's more, they provide a framework within which people can work effectively without detailed supervision.

We'll look at more on motivation in our next module, "Get the Power to Rouse."

#### **4.3. Apply This to Your Life**

To apply the tools provided in this module:

- Think about the background information you need to build your "common sense" view of your job. Subscribe to appropriate news sources. Make sure you take the time to talk to knowledgeable people in the field. If appropriate, book yourself in to seminars. And learn to keep a lively eye on what's going on, both in your industry and in the world at large.*

- Lay the foundation of your monitoring of “macro” change by conducting a PEST Analysis. Identify the drivers of “micro” change in your company or industry, and work out how you can monitor these drivers. Then, “plug in” to the networks you need to monitor change.
- Look around you at people who do things that are similar to what you do. Learn what you can from them.
- Based on information you’ve gathered and the trends you’ve identified, create relevant scenarios of the future. Learn what you can from them.
- Identify the key things you need to do (obviously, this may involve a lot of work that is outside the scope of this course).
- Get into the habit of explaining your plans in a way that brings real, human meaning to them.

# Module 5: Get the Power to Rouse

## How to Inspire Your Team

### Interest

The one quality that really sets a leader apart is his or her ability to influence and motivate others. This module provides you with positive, sustainable ways of doing this. It helps you gain commitment and shows you how to build intrinsic motivation within your team.

### Need

Once you have come up with a winning vision, the next step is to convert this vision into a strong motivating force. This module gives you tools to generate motivation within your team, helping you inspire team members to translate vision into a shared reality.

### Timing

2 hours.

### Range

This module explains the principles underlying motivation:

- Intrinsic vs. extrinsic motivation.
- Expectancy Theory.
- Sources of power.
- Influence tactics.
- The transformational combine.

It then provides the tools that harness these principles:

- Vision/mission articulation.
- Ownership creation strategies.
- Aspiration alignment techniques.
- Expert power building tips.
- Referent power building tools.
- Effective communication.

### Objective

The objective of this module is to help you master the Transformational Leadership Approach. Consistent application of this approach will help you:

- Positively shape followers' attitudes and values.
- Inspire and harness their "higher order" motives.
- Stimulate them give their very best to achieve group goals.

## 5.1. Introduction

In Section 1.4., we talked about the five key characteristics of an effective leader. These were:

- Self-awareness.
- The burn to lead.
- The ability to create vision.
- People skills.
- The edge.

After working through the last three modules, you should have expanded your self-awareness, and know the things you have to concentrate on in the future to be an effective leader. You should understand how to look within yourself to find the passion and enthusiasm to lead. And you should have laid the foundations of idea generation that will help you build your vision of the future.

In this module and the next two, we're going to look at the next key characteristic: people skills.

In Module 1, we broadly defined people skills as the *ability to engage with people, inspire them, and get them to achieve goals*. Now, we get more specific and divide people skills into three sub-sets, including:

1. Motivation Skills – the ability to inspire and influence people.
2. Execution Skills – the ability to take plans through to a successful conclusion.
3. Development Skills – the ability to build a highly effective team.

The focus of this module is the first sub-set, motivation skills – these are key determinants of a leader's effectiveness.

### Tip:

There's a heavy dose of theory coming up. Stick with it; you need to understand these things!

### What Is Motivation?

Motivation is the driving force that pushes people to perform.

There are two types of motivation: "intrinsic" and "extrinsic." Motivation is intrinsic when the desire to perform is triggered by the individual's internal needs. It is extrinsic when the pressure that drives him or her comes from the outside.

Since intrinsic motivation is driven by a person's own interests, it is much more effective and sustainable than extrinsic pressure. Successful leaders recognize this fact. They try to tune in to their team members' needs and provide incentives that are aligned with these needs, thereby maximizing intrinsic motivation.

**Action:**

So, what do you think your team members' needs are? List them below:

#	Need
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

**Tip:**

OK, so this is a bit of a trick question. Different team members will have different needs. However, let's stick to generalities for now.

While making this list, many of us tend to fall into a trap. We assume that people are only seeking financial rewards, promotions and authority.

Often, this is not the case. Reflect for a moment on what motivates you. Sure, it's essential that you're paid fairly for the work you do, but is that all? Aren't you more motivated by doing a good job that makes a positive difference? And isn't it satisfying when you're recognized for the quality of the work you're doing?

And however much you're paid, isn't it demotivating when your work is sabotaged by organizational politics, stupidity and unfairness?

Just as this applies to you, it also applies to other people.

The following needs are among those that need to be met to build intrinsic motivation:

- **Significance** – the need for one's job to be significant and of value to other people.
- **Identity** – the need for an individual to see how his or her work contributes to the team's goals.
- **Responsibility**.
- **Respect**.
- **Recognition**.
- **Feedback**.
- **Intellectual Stimulation**.
- **Organizational Justice**.
- **Fairness**.

Effective leaders know this. They see how best can they meet these needs, they focus on benefits, they accept that some needs may not be met, and they ask team members what else matters to them.

## How Do Leaders Build Motivation?

One of the key ideas in motivation is "Expectancy Theory":

### Expectancy Theory

Expectancy Theory is the basis of many of the strategies that effective leaders use to motivate their teams. According to this theory, the strength of a team member's motivation depends on how much he or she expects that hard work will result in a positive and appealing outcome.

It says that by nurturing two separate-but-connected linkages (between intense effort and high performance, and between high performance and positive outcomes), a leader can create a virtuous situation in which team members associate hard work with positive outcomes.

To do this, the leader needs to do three things:

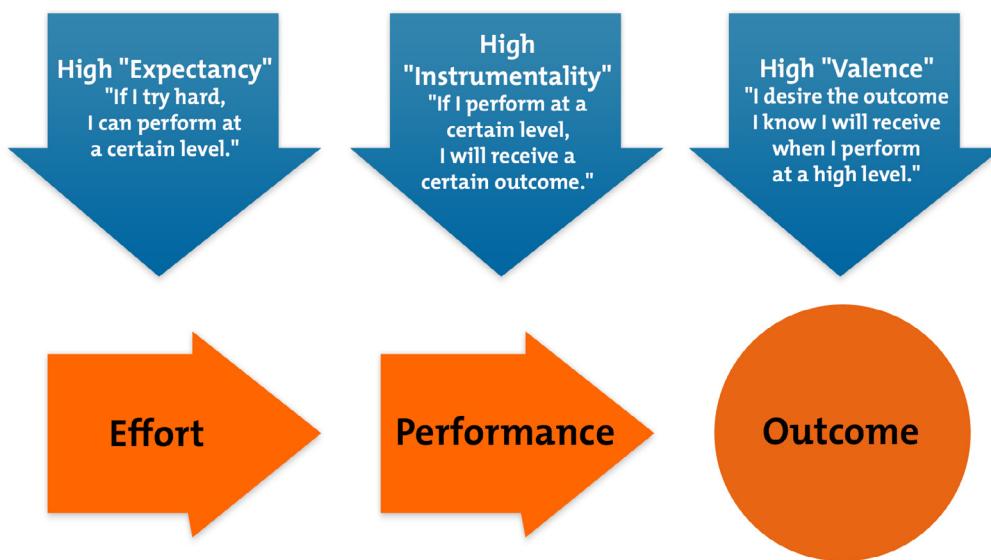
1. The leader must convince the team member that hard work will result in good performance (called "expectancy" in the literature).
2. The leader must show how successful performance of an action results in the positive outcome (called "instrumentality").
3. The leader must make sure that the desired outcomes are attractive (called "valence").

A good leader makes sure that outcomes are attractive, that high performance produces successful outcomes and that hard work results in good performance.

And by doing this, the leader motivates his or her team to work hard.

This Expectancy Theory is summarized in Figure 5.1.1. below:

**Figure 5.1.1. – Expectancy Theory**



Now, we know that in reality the world does not always permit this type of motivation-building. Bad things can happen that break these linkages (for example, a competing team may have better resources or technologies, chance accidents can happen that undo hard work, or individuals' skills can let them down).

But this is where the feedback the leader gives is important. When something breaks the link between high performance and successful outcomes, the leader can explain this breakdown (if it's not likely to be repeated) or he or she can substitute alternative positive outcomes. When a positive outcome results without hard work, the leader can explain this tendency as luck and can wonder how much better the outcome could have been had people really worked. And when someone's skills have let him or her down, the leader can recognize his or her hard work and arrange for appropriate training.

If we stop for another moment and reflect, we can see how motivating this approach can be. Deep down, most people want the certainty of knowing that if they work hard, things will turn out well. It's important for leaders to do what they can to make sure this assumption holds true.

Leaders build motivation by using the power that is available to them to influence people and to provide incentives. To build high intrinsic motivation, leaders do what they can to boost the expectancy, instrumentality and valence of the group goals, using the power and influence tactics available to them.

## Power

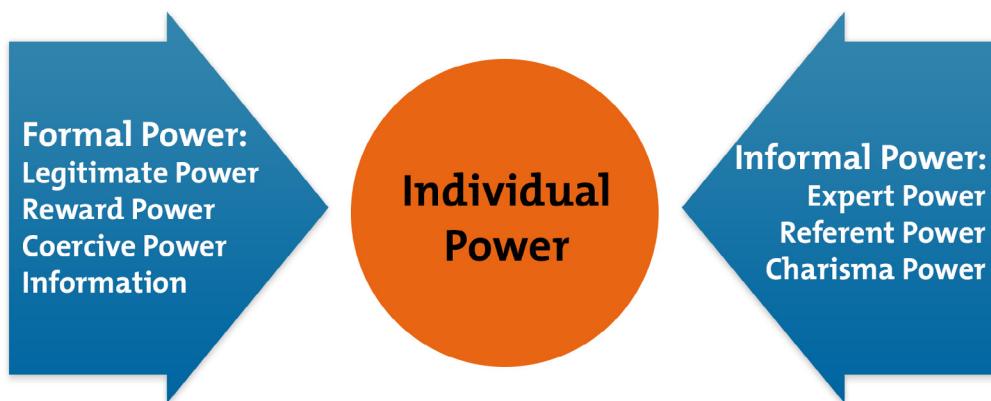
In many societies, “power” is almost a dirty word. It smacks of an autocratic and dictatorial approach to leadership that is out of keeping with the complex, multi-skilled, necessarily interdependent workplace we share. Talking of using power brings images of abuse of power: of bullying and intimidation.

The trouble is that people’s instinctive focus is on unhealthy uses of power: people mainly notice it when it’s misused, not when it’s used effectively to the common benefit. Positive use of power is usually called “good leadership.”

As a leader, you hold power and exert influence. It’s up to you whether you use it well or badly, and your success will most likely depend on how you use it.

The power you hold can come from both formal and informal bases. We show these in Figure 5.1.2.:

**Figure 5.1.2. – Sources of Power**



Most people assume that a leader can only be effective and influence people if he or she has access to formal power:

- **Legitimate Power:** the power that comes from the position the leader holds. He or she has the right to ask the follower to do something.
- **Reward Power:** the power that comes from a person’s authority to give rewards.
- **Coercive Power:** the power that comes from a person’s authority to punish.
- **Information Power:** the power that comes from access to exclusive information.

This assumption – that you can only lead if you have formal power – is a myth. While legitimate power and reward/coercive power definitely do help a leader influence people, they can backfire badly if used as the sole basis for exerting influence. And people without access to these formal “levers of power” often exert huge influence.

Most of us also believe in the efficacy of:

- **Charismatic Power:** the follower does something because he or she is attracted to the leader’s charisma.

But beyond making sure we're well dressed and groomed, this power base is quite tricky to capture.

The power bases that an effective leader really needs to target are:

- **Expert Power:** the follower does something because he or she believes that the leader has special knowledge and expertise and knows what is necessary.
- **Referent Power:** the follower does something because he or she admires the leader, wants to receive the leader's approval and desires to be more like the leader.

Only when a leader is able to exert expert and referent power can he or she truly motivate his or her people to give their best performances.

Reflect again on your own experience. Isn't it true that the people who've brought out the best in you have been people whose knowledge, experience and judgment you've trusted? Haven't they been people you've admired and wanted to please? And haven't you been happy to follow their lead without them having to rely on their formal levels of power?

And doesn't it seem rational that people should want to follow a leader they think will lead them well, rather than one who is seen just as a political player?

Later on in this module, we'll show you how you can build the expert and referent power on which positive leadership is built.

### Influence Tactics

Just as they use different types of powers, leaders also use different ways of influencing people. Gary Yukl and J. Bruce Tracey, leadership scholars, have identified nine different methods (good and bad) people use to influence others. Figure 5.1.3. shows their findings:

**Figure 5.1.3. – Nine Ways (Good and Bad) of Influencing Others**

Tactic	Definition
Rational Persuasion	The person uses logical arguments and factual evidence to persuade you that a proposal or request is viable and likely to result in the attainment of task objectives.
Inspirational Appeal	The person makes a request or proposal that arouses your enthusiasm by appealing to your values, ideals and aspirations, or by increasing your confidence that you can succeed.
Consultation	The person seeks your participation in planning a strategy, activity or change for which your support and assistance are desired, or the person is willing to modify a proposal to deal with your concerns and suggestions.

Tactic	Definition
Ingratiation	The person seeks to get you in a good mood or to think favorably of him or her before asking you to do something.
Exchange	The person offers an exchange of favors, indicates willingness to reciprocate at a later time or promises you a share of the benefits if you help accomplish a task.
Personal Appeal	The person appeals to your feelings of loyalty and friendship toward him or her before asking you to do something.
Coalition	The person seeks the aid of others to persuade you to do something or uses the support of others as a reason for you to agree also.
Legitimation	The person seeks to establish the legitimacy of a request by claiming the authority or right to make it, or by showing that it is consistent with organizational policies, rules, practices or traditions.
Pressure	The person uses demands, threats or persistent reminders to influence you to do what he or she wants.

Of these, rational persuasion, consultation and inspirational appeal are the tactics that are most favored by effective leaders.

On the other hand, tactics such as pressure, coalition, legitimating, ingratiation, exchange and personal appeal fall in the negative category, often leaving the people influenced with a feeling that they have been manipulated or that something isn't quite right.

### The Right "Power-Influence Combine"

As an effective leader, your mission is to find the power-influence combination that will motivate your team to perform at its best. While many combinations exist, there are three basic approaches you need to know about:

**The Autocratic Combine:** this one is a definite "no-no." Leaders who use this approach rely primarily on coercive and legitimate power. Even when they use expert and referent power, the purpose remains domination.

This approach just isn't appropriate in the 21st century workplace. The modern business environment is just too complex and fast-moving for any one individual to have all the answers, all the time. Success demands the collaboration of many intelligent, highly skilled individuals – individuals who, if they're good at what they do, have the self-confidence to demand fair treatment and respect.

Negative tactics such as pressure, coalition and legitimization are the primary weapons in the arsenal of the autocratic leader. This approach often boomerangs: initiative and creativity are stifled, output suffers, motivation is extrinsic and people rebel, often subtly and destructively undermining the autocratic leader while his or her back is turned.

**The Carrot-and-Stick Combine:** occasionally useful, this approach is practiced by leaders with access to legitimate, coercive or reward power. They use both exchange and, to an extent, pressure tactics.

Stand cautioned that this approach is not a long-term, effective strategy. People's needs may be quickly satisfied, and they will only accept "the stick" for so long.

**The Transformational Combine:** this is, by far, the most effective approach in building motivation. Fueled by expert and referent power, transformational leaders habitually use the positive influence approaches of consultation, inspirational appeal and rational persuasion. The six transformational leadership behaviors – vision articulation, setting of a good example, fostering of group goals, setting of high performance expectations, provision of individual support and intellectual stimulation – are used by the leader to uplift and build the skills and self-confidence of his or her team members.

As an aspiring effective leader, your goal should be, in most cases, to construct the transformational combine. Here, we provide you with the tools to achieve this goal.

## 5.2. Introduction to Tools

Earlier in this module, we established that as an effective leader your ultimate aim is to create intrinsic motivation within your team. Only by doing this can you tap the full initiative and enthusiasm they can bring. We looked at the importance of convincing your people that hard work results in good performance and that good performance brings about outcomes that benefit themselves and the team.

Also, we identified the transformational combine as the "preferred" power-influence combine – one that can bring out the best in your team.

Now, we give you the detailed blueprint to weld this transformational combine so you can exercise power and influence in a truly positive way.

We start with "Direction Setting" – showing you how you can communicate your vision in a way that will fire the enthusiasm of your team. We'll move on with the "Ownership Invitation" tool, giving you strategies for bringing your team into the decision-making process, so team members can develop a real sense of ownership of the team's goals and show real initiative in translating your vision into reality.

Next, with "WII-FM?" ("What's In It – For Me?"), we show you how you can build a picture of an outcome that is attractive to each of your team members – something we know is important for high intrinsic motivation.

We then look at how you can build the expert and referent power that is so essential for successful leadership. Finally, we finish with tips that you can use to pep up your communication and inspire your team.

We start with direction setting.

### 5.2.1. Direction Setting – Using Vision to Fire Inspiration

Direction setting is one of the most important activities a leader performs. By articulating a clear vision of the team's future direction, leaders focus their team members on the activities that are most important, and they give their team members the information they need to use their initiative to full effect.

Not only does a clearly set direction give people the comfort of knowing where they're going, but it also helps them establish and test priorities. In addition, it provides a framework within which they can co-ordinate their work, and it helps avoid the destructive confusion that arises when well-meaning people work against one another because they have different visions of the future.

Direction is often set using vision statements and mission statements. And the boundaries of a team's activities can be clearly established using a team charter. We look at these here.

### **Mission Statements and Vision Statements**

By using mission statements and vision statements well, you can ensure that direction is set clearly, and just as important, you can express direction in terms of the values it represents. This helps team members understand the real human worth of what they're doing. It also assists them in seeing how the values of the team contribute towards it (see 4.2.6.).

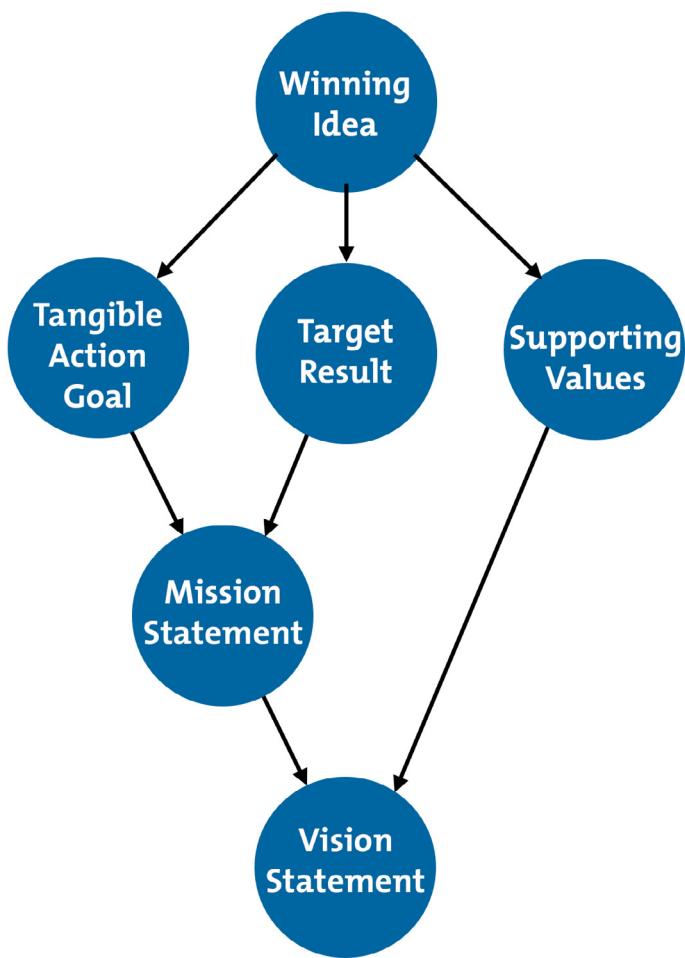
And when you think about what we said about Expectancy Theory at the start of this module, you can see how important this is: a vision statement that is rich in values significantly increases the attractiveness of the outcome (the "valence" of the goal according to Expectancy Theory). After all, most of us are highly motivated if we think that what we do gives real value to other people.

The starting point for any mission is a winning idea. (Use the tools in Module 4 to start uncovering this idea, and make sure you've tested the value of it properly.) Then, you have to take your winning idea and convert it into a mission for your team. This is shown in Figure 5.2.1., on the next page.

Begin by translating your winning idea into a tangible action goal. *Take Domino's Pizza®, for instance. Their winning idea was actually "fast delivery of pizza." It got converted into a tangible goal by spelling out the famous 30-minute timeframe.*

But don't make the mistake of making the action goal the mission statement by itself. A leader also has to clearly articulate the end result he wants to achieve through the action plan to complete the mission statement. This end result could be anything – *95 percent satisfied customers, No. 1 position, 10 percent growth.*

**Figure 5.2.1. – Ideas, Missions and Visions**



Fusing the action goal with the result gives the Mission Statement: *to achieve market leadership (by revenue) of the North American machine tools market by delivering high quality machine tools with a 50 percent longer life than those of our competitors.*

Now, to convert the mission into a vision, add values to the package. While most effective leaders use business ideas to craft their mission statements, exceptional ones use values, too. In such a scenario, the mission statement doesn't just spell out the results the company wants and the action plan it proposes to use to attain those results. It articulates the values, too.

*To keep our city clean and disease-free by clearing refuse thoroughly and discreetly and to a timetable that our customers understand and can co-operate with. To achieve full clearance within 2 hours of the timetabled collection time, 95 percent of the time.*

Values state what is expected from team members in terms of behavior when interacting both with each other and the outside world. Values and ideas need to be properly aligned, for only when ideas, goals, desired results and values support and reinforce one another can mission and vision statements be truly effective.

## **Tip 1:**

Keep vision and mission statements as short and simple as possible.

Research has shown that people can only keep a maximum of six to eight pieces of information in their minds at any one time. So, if your mission or vision statement contains more information than this, people will most likely only focus on the parts they most understand or like. The rest will be ignored.

People can hold a short, well-expressed statement in their minds as an inspiring message. Messages like this can be remembered, referred to and used as guiding principles in the hurly-burly of everyday life.

By contrast, people who issue a long mission statement can be certain that it will only serve as a one-off basis for further planning. Its sheer length means that it cannot be correctly remembered, in turn meaning that it can have little motivational or day-to-day guidance value. This is where many committee-/consensus-built visions fail.

## **Tip 2:**

Mission statements and vision statements are great in setting direction. However, what they don't do is tell the team what it can and can't do in the context in which it operates. This vagueness can result in teams overstepping boundaries in some areas and failing to use valid resources in others.

This is where it can be useful to create a team charter when a team is set up or when new direction is set. The charter is a formal document that defines:

- *The team's mission.*
- *The context in which the team is operating: what else is going on around the team, and how does the team's mission fit in with the 'big picture'?*
- *The product expected from the team and the timetable to which delivery is expected.*
- *The business case under which the team is operating (this guides the team as to the level of effort that is worthwhile to achieve its objective).*
- *Boundaries: what the team can do, and what it cannot do.*
- *The composition of the team: who is involved in the team's work, how much of their time is allocated and how can they be contacted?*
- *Resources available to the team (financial, personnel, coaching, assistance, etc.).*
- *Stakeholders and sponsors: people who are interested in the team's product, and who can help the team reach its objectives.*

See our article on [Team Charters](#) for more on this.

## 5.2.2. Ownership Invitation – Harness the Power of Partnership

People take better care of things they own. Effective leaders don't just acknowledge this truth; they make it work to their advantage. Elevate your team members into owners and you can be assured that they will be automatically motivated to deliver more.

All right, we know that you can't just casually hand out Employee Stock Ownership Plans (although the idea may have some virtue), but there are other ways of making people feel that they own the business.

"Consultation" and "Power-Sharing" are the two most important ways of sparking the spirit of ownership:

### Consultation

An important way of ensuring that you achieve ownership is by consulting with and involving co-workers in the decision-making process. If a person is involved in making a decision, he or she identifies with it and often becomes strongly committed to its successful implementation.

To involve your team in your decisions:

- **Involve Them in Strategy:** a good starting point for involving your team members is to allow them to take part in planning. Where possible, tell your team what problems you're thinking through and then encourage views and suggestions. If people are not forthcoming, reach out and ask them specifically what they feel.
- **Invite Inputs:** encourage people to contribute their ideas. This doesn't just mean hearing out the vocal go-getter on the team. It means actually going out there and coaxing out information from the most reticent team members as well. Use the techniques provided in the last module to conduct this exercise.
- **Create Communication Channels:** create an atmosphere where people don't wait to be asked for their opinion. If something is important, make sure they have forums to share their views freely. Short end-of-day meetings, weekly team lunches, even a standing invitation to walk in during a certain time slot serves the purpose.
- **Find Feedback:** you need to actively solicit feedback. Opinion polls, suggestion boxes, interviews – empower your team with all possible feedback devices. And once you receive feedback, acknowledge it. If you are too rushed to give the other person a detailed answer, then just a plain "I'm swamped now, will get back later" will do. And when you make such a promise then make sure you follow through.
- **Be Attentive:** when people offer their ideas, make it a point to be attentive. Sounding impatient or looking distracted kills the other person's desire to share inputs. If you are busy, set a later time for the discussion.
- **Construct a Collective Vision:** the point of seeking all these inputs is that you actually use them. Paying mere lip service to your team's contributions will get you nowhere. If a contribution is worthwhile, use it. Only if people see their inputs reflected in plans will they feel a sense of ownership. This will also spur them to be more involved with team efforts in the future.

### Tip:

A common-sense point: only consult with people if you're prepared to accept at least part of what they eventually say. People will quickly get cynical (or even angry) if you set up a consultation and then ignore its results.

## Power-Sharing

Power is a funny thing. Often, the more of it you share, the more you get. A secure, confident leader realizes this. To empower your people you need to:

- **Share Information:** information is power and the more you keep people in the loop, the more empowered they will feel. You don't have to share all your secrets, but rise above the mentality of "telling them only as much as they need to know." The "need to know" bit is open to interpretation and effective leaders tend to interpret it quite broadly. As mentioned earlier, outline your strategy and goals. Explain the hows and whys. Also, be open to sharing organizational data.
- **Grant Autonomy:** entrust your people not just with responsibility, but also with autonomy; they may well surprise you. Once you put someone in charge, he or she automatically assumes ownership and is motivated to perform better. Delegation techniques are dealt with in detail in the next two modules.

### 5.2.3. Frame Alignment – Answer the WII-FM question

**What's In It – For Me? (WII-FM?)** – when assigned a task, every team member wants an answer to this question. And if the leader can provide the right answer, he or she can rest assured that the team member will be motivated to put in his or her best effort; after all, in many cases, self-interest is the best interest. (*Again, we're increasing the "valence" of the goal here, according to Expectancy Theory.*)

So, how do you provide the right answer?

#### Understand and Arouse Your Team Members' Individual Aspirations

Tune in to your team members' needs as individuals. Try to look beyond the obvious. Yes, people do want promotions, authority and money, but they also seek recognition, stimulation, autonomy and significance.

Don't make the mistake of focusing on the first set alone. (In reality, you probably won't have much "room to maneuver" here.) Attach equal if not more weight to the second set of aspirations. Effective leaders make it a point to work with these and other higher-level needs, such as better self-worth.

How do you rouse these higher-level needs? To an extent, you have already done the exercise by articulating your group's mission, vision statements and values. This increases the intrinsic value of behavior and goal accomplishment. Once a person is told that the team attaches value to certain behaviors and goals, those behaviors and goals should automatically become desirable objects.

You share inspirational appeals so that the team members become driven by higher-level needs. Techniques to do so are discussed later in this module.

And don't make the mistake of assuming that what motivates you will necessarily work for each and every member of your team. Different people in different circumstances and at different stages of their lives are motivated by different things. Find out what motivates each member of your team as an individual.

### Design a Strategy That Has Built-in Incentives

Use all of the opportunities open to you to make sure that attaining the collective goal also satisfies individual aspirations. Don't limit yourself to the "hard" incentives (raises and promotions), which, as we said above, you are often not in a position to provide. Instead, work hard to provide "soft" incentives (for example, significance, autonomy, recognition and intellectual stimulation).

For instance, if you provide employees with a clear idea of the big picture and where their effort fits in, they will better realize the significance of their role and will attach more value to their job.

Recognition is another incentive that is within your control.

You will often find that if you can show a team member how he or she can find a task intellectually stimulating (or even plain different), the chances are he or she will be motivated to take it on.

Figure 5.2.3. shows some of the soft incentives that can motivate different groups of people (but remember that your team members may be different!):

### Figure 5.2.3. – The "Softer" Incentives

*While each individual is different and it can often be unreliable to generalize, here are some of the things that can motivate different groups of workers:*

#### Professionals

- Job challenges, support, autonomy, recognition and educational opportunities.

#### Temporary Workers

- The perception of the job as a training opportunity, or as something that will develop saleable skills once they have completed the job.

#### Diversified Workforce (Parents, Senior Citizens, Disabled, Immigrants)

- Flexibility in schedules and working patterns, an attractive place of work, good benefits, etc.

#### Workers Performing Repetitive Jobs

- An attractive workplace, frequent breaks, opportunities for interaction, empathetic supervisors and so on.

## Align Individual Aspirations With the Collective Vision

Show people how their individual aspirations will be met by serving the collective goal. Often, the connections aren't very clear. In such cases, you will have to use rational persuasion skills to convince people of the alignment.

*A leading airline decided it wanted some of its pilots to take up managerial functions in addition to flying. The plan was that the selected pilots would fly three days a week and spend two days each week in the office. Only a minor salary hike was offered. When the proposal was circulated, it turned out to be a flop. No pilot was willing to take up the offer. The two non-flying days represented a loss of flying hours – a loss they felt would cost them dearly in the job market.*

*The chief pilot of the company, a manager himself, was then roped in for fire-fighting operations. He approached a few select pilots and talked the situation through with them. Once he understood their concerns, he was able to point out that the offer represented a great lateral growth opportunity. He stressed that the managerial capabilities would actually enhance their employability; they would be able to apply for chief pilot positions. The plan then took off.*

### 5.2.4. Expert Power Sources – Lead From the Front

In Section 5.1., we pointed out that there are two power bases an effective leader needs to capture:

- Expert power.
- Referent power.

This tool chalks out a strategy for you to establish expert power, and the next tool offers you insights into referent power.

Expert power is essential because, as a leader, your team looks to you for direction and guidance. Team members need to believe in your ability to set a worthwhile direction, give sound guidance and co-ordinate a good result.

If your team perceives you as a true expert, they will be much more receptive when you try to exercise influence tactics such as rational persuasion and inspirational appeal.

And thinking back to Expectancy Theory (see 5.1.), if your team sees you as an expert, you will find it much easier to create the linkages necessary for high motivation:

- **The “Expectancy” Linkage** (the belief that if team members work hard, they'll perform well): with expertise and time spent in coaching, you can show people how to deliver particularly strong results.
- **The “Instrumentality” Linkage** (the belief that if team members perform well, they'll get good results): here, team members need to believe that you have the knowledge to make the most of their hard work.
- **“Valence”**: if they can see your expertise, team members are more likely to believe that you have the wisdom to direct their efforts towards a goal that is genuinely worthwhile.

Taken together, if your team sees you as an expert, you will find it much easier to motivate them to perform at their best.

So how do you build expert power?

- **Gain expertise:** the first step is fairly obvious (albeit time-consuming): gain expertise. And if you are applying the tools recommended in Module 3, the chances are that you have already progressed well ahead in this direction.

But just being an expert isn't enough; it is also necessary for your team members to recognize your expertise and to see you as a credible source of information and advice. Gary A. Yukl, in his book *Leadership in Organizations*, details some steps to build expert power. A summary of these steps follows:

- **Promote an image of expertise.** Since perceived expertise in many occupations is associated with a person's education and experience, a leader should (subtly) make sure that subordinates, peers and superiors are aware of his or her formal education, relevant work experience and significant accomplishments. One common tactic to make this information known is to display diplomas, licenses, awards and other evidence of expertise in a prominent location in one's office – after all, if you've worked hard to gain knowledge, so it's only fair you get credit for it. Another tactic is to make subtle references to prior education or experience (e.g., "When I was a chief engineer at GE, we had a problem similar to this one"). Be aware, however, that this tactic can easily be overdone.
- **Maintain credibility.** Once established, one's image of expertise should be carefully protected. The leader should avoid making careless comments about subjects on which he or she is poorly informed, and should avoid being associated with projects with a low likelihood of success.
- **Act confidently and decisively in a crisis.** In a crisis or emergency, subordinates prefer a "take charge" leader who appears to know how to direct the group in coping with the problem. In this kind of situation, subordinates tend to associate confident, firm leadership with expert knowledge. Even if the leader is not sure of the best way to deal with a crisis, to express doubts or appear confused risks the loss of influence over subordinates.
- **Keep informed.** Expert power is exercised through rational persuasion and demonstration of expertise. Rational persuasion depends on a firm grasp of up-to-date facts. It is therefore essential for a leader to keep well-informed of developments within the team, within the organization and within the outside world.
- **Recognize subordinate concerns.** Use of rational persuasion should not be seen as a form of one-way communication from the leader to subordinates. Effective leaders listen carefully to the concerns and uncertainties of their team members and make sure they address these concerns in making a persuasive appeal.
- **Avoid threatening the self-esteem of subordinates.** Expert power is based on a knowledge differential between leader and team members. Unfortunately, the very existence of such a differential can cause problems if the leader is not careful about the way he or she exercises expert power.

Team members can dislike unfavorable status comparisons where the gap is very large and obvious. They are likely to be upset by a leader who acts in a superior way, and arrogantly flaunts his or her greater expertise.

In the process of presenting rational arguments, some leaders lecture their team members in a condescending manner and convey the impression that the other team members are “ignorant.” Guard against this type of behavior.

### 5.2.5. Referent Power Sources – Energize, Enthuse, Infuse

The second power base an effective leader can draw on is “referent power.” This type of power comes from the feelings of personal affection, loyalty, admiration and trust that team members feel for their leader. This is the base a leader utilizes to make inspirational appeals.

This is also the power leaders use to push team members to rise above immediate self-interests and focus on the collective goal. In so doing, the leader forges a connection between the team goals and higher-level individual needs, such as the need for a feeling of self-worth.

If leaders have high referent power, their team members will want to identify with them, imitate their behavior and emulate their beliefs.

And just as expert power strengthens the “expectancy,” “instrumentality” and “valence” we learned about when we looked at Expectancy Theory, so does referent power. This makes its use a powerful part of the motivational mix.

So, how do you build referent power?

Charisma is a great source of referent power, but even if you are not an intrinsically charismatic leader, consistent practice of the principles detailed below will help you build referent power:

- **Practice what you preach.** Effective leaders live their values. Demonstrate your commitment to the collective goal by being a role model for the behavior you expect from the team. *Gandhi is an outstanding example of role modeling. He lived his values of non-violence, self-sacrifice and brotherly love.*
- **Be honest.** While honesty and integrity are virtues in all individuals, in leaders, they have special significance. Integrity is the correspondence between word and deed, and honesty refers to being truthful or non-deceitful. The two qualities form the foundation of a trusting relationship between leader and followers. When a leader breaks his or her word or acts in a deceitful manner, it undermines everything he or she stands for.
- **Earn trust.** Trust in a leader allows team members to suspend their questions, doubts and personal motives, and, instead, throw themselves into working towards team goals. It also means that they can devote effort toward team goals that would otherwise be wasted in “watching their backs.” While honesty and integrity are the basic behaviors required to build trust, a leader should also consciously:
  - Champion and shield team members
  - Share credit for wins
  - Accept accountability for losses
  - Take responsibility for mission
  - Show respect for others

- **Remember “perception.”** As we noted in the last tool, perception plays a vital role in leadership. Not only do you need to exhibit the behaviors mentioned above, you have to ensure that you build credit for them within the team. While it’s a mistake to “lay this on too thick,” make sure your team members know that you’re looking after them.
- **Celebrate wins.** To build positive energy within the team, make it a point to celebrate wins, whether they’re big or small. Doing so provides recognition, creates bonding and fuels enthusiasm.

### 5.2.6. Communication – Make Inspirational Appeals

Good communication is essential. Even if you use all of the tools above, you will not be an effective leader until you learn how to communicate. You may have a lofty vision, a fantastic strategy and great ownership creation moves, but they will not inspire your team if they are not communicated effectively.

We gave you some tips on communication in Modules 3 and 4. Here, we provide a few more. The thrust of these communication techniques is building motivation.

- **Use stories.** Story-telling is a powerful technique that is used by effective leaders to motivate team members. Stories grip people's imaginations, and they can provide the team with a sense of identity, instill values and cover the need for change. While creating your story, keep in mind that:
  - It should be a tool to interpret the present or shape the future.
  - It should reflect direction or identity: where we are going, how we will get there, who we are.
  - It can be about either self or the group.
  - It should appeal to both reason and emotion.
  - The most compelling stories are the ones with a human element.

*“We faced this situation on the Marchbank Global project – Michael Morris, the Marchbank manager, was being pushed by his board to get us to deliver much earlier than we possibly could. Their old system was falling apart, and they needed our solution urgently.*

*“What we did was sit down with him and his CEO, explain the consequences of rushing the work, help them think through how to keep things running, and agree to a more realistic timetable. We then ‘worked like stink’ to deliver a good quality solution before their old system collapsed.*

*“That’s what we’re going to do now. I’m going to go in and get as much extra time as I possibly can, but we’re all going to need to work extremely hard to deliver a solution we can be proud of.”*

- **Stay in focus.** Identify your key message and stay with it. Don’t digress; you don’t want your main key theme to get diluted.
- **Punch your message home.** Statistics, symbols, visuals, metaphors – use whatever it takes to drive the message home. Be precise with your language. You’ll lose your audience if you ramble, and you can’t afford to lose credibility with sloppy language or poorly researched facts.
- **Speak the right language.** Phrase your message in a way that will suit the audience’s way of thinking. If you are talking to the accounts department,

you'll want to bombard them with facts and figures; but if you're trying to enlist sales support, you'll need a much more customer-focused approach.

- **Be passionate.** Present feelings and passion in your communication. Show your confidence, conviction and enthusiasm.

### 5.3. Apply This to Your Life

Now's the time to make these tools part of your life:

- Firstly, think about the way in which you related to people during the past week, and consider the types of power and influencing tactics you used. Is there anything you need to learn from this? If so, create a new section on your Action Plan or To-Do List as a reminder of the new behaviors you want to use.
- Next, think about the big picture you've explained to your team. Have you expressed a clear mission for them? Have you and your team thought through the values that are important? And do you have a clearly expressed vision statement that brings this all together? If not, this could be what's needed to bring meaning to team members' work.
- Have you fully briefed your team on the context within which they're operating, the resources they can draw on and the limits of their power? If not, think about whether a team charter would be useful. A charter can clear up confusion and give people the information they need to use their initiative.
- Think through the actions you can take to increase "expectancy," "instrumentality" and "valence" (and therefore motivation) within your team (see 5.1.). Take those actions.
- Make a list of the decisions you are required to make in the near future. Run all items on the list through the three-question test:
  - Does this decision affect team members?
  - Can team members contribute to the decision?
  - Can I create enough time to involve the team in the decision?

If the answer for a decision is yes for all three questions, consult with your team on it.

- Consider this: what powers do you have as a leader and which ones can you sensibly share with your team members? Although you must not compromise your situation, typically you can share a lot more than you think.
- Talk to your team members, and understand their individual aspirations. Think about the soft incentives you can offer them to meet their individual needs.
- Use the communication techniques listed here to sell your vision to people.
- Think about how you can build your expert power. Take action.
- Think about how you can build your referent power. Take action.

# Module 6:

## Getting Things Done

### The Art of Successful Delivery

#### Interest

A leader is ultimately judged on the basis of work done and results achieved. This module helps you develop and sharpen your ability to get things done. It gives you the tools you need to execute your plans successfully.

#### Need

In today's global, 24-7 environment, time is a precious commodity. Diverse workforces, lean teams and multi-skilled people characterize the workplace. In this environment, it is essential for an effective leader to get things done in the right way, at the right time and by the right people. The tools outlined here help you do precisely that.

#### Timing

2½ hours.

#### Range

This module explains the concepts of:

- Strategy-execution gap.
- Path-goal theory.
- A two-pronged strategy that provides both structure and support.

It gives tools that provide structure and support for execution. These are:

- Role allocation.
- Goal-setting.
- Standard definition.
- Establishing communication.
- Personal involvement.
- Follow-through.
- Team building.

#### Objective

The objective of this module is to help you become a leader who can:

- Clearly define the job at hand.
- Pick the right people to perform the job.
- Set goals.
- Provide a supportive work environment.

## 6.1. Introduction

Why is it that so many good, at times even brilliant, business strategies fail? Often, it is for lack of effective execution.

We tend to believe that doing automatically flows from strategizing. But, unfortunately, this is not the case. A huge gap can exist between strategy and execution. This module helps you bridge the strategy-execution gap.

Leaders often make the mistake of focusing on strategy alone. They make a plan and expect it will be implemented. This approach, however, usually doesn't work. Leaders actually have to roll up their sleeves and wade in to ensure that strategy gets executed.

No, we are not asking you to become a micromanager. But, at the same time, you mustn't think that you can just give a vision and strategy to your group and then rest easy. You have to translate the vision into individual tasks. You have to set individual goals and assign specific roles. You also have to set up systems and standards that support your vision.

We briefly referred to **Path-Goal Theory** in Module 1. The underlying idea of this approach is that a leader's role is to clarify and set goals with subordinates, help them find the best path for achieving these goals and then help them remove the obstacles hindering performance.

By setting goals, the leader expects to shape the follower's behavior. Supporting this expectation, however, the leader must ensure that job responsibilities and roles are clearly defined in a way that supports the desired activities, and that everything that can reasonably be done to help the employee work efficiently and accomplish the desired results is done. This takes time and hard work, but it is essential if you're going to implement change as you envisage.

Based on Path-Goal Theory and other theories, we give you a two-pronged strategy that helps you execute effectively. This strategy rests on two pillars:

- **Providing Structure:** this pillar includes defining jobs, assigning roles, setting goals and establishing implementation methodologies.
- **Providing Support:** this pillar includes the development of a healthy work environment that is based on fairness, trust, respect and clarity of expectation.

This twin strategy will help you motivate your team to get things done. It will help you provide direction and create a work environment that supports high performance.

## 6.2. Introduction to Tools

So far in this course, we have given you an arsenal of tools and techniques to generate ideas, to translate them into vision, and to inspire and influence people to adopt this vision as their mission.

Now comes crunch time: the time to actually get in there and achieve the mission, to get things done. We help you meet this challenge, too. This module gives you the means to translate your vision into reality.

Here, we provide you with tools that help you define tasks and create the structure within which your team members work. This structure helps you assign roles, set goals and define standards.

In addition, we give you techniques that will help you think through the support your team members need. You will also learn to deal with issues such as group dynamics, expectation clarification and managing opposition.

### 6.2.1. Task Allocation – Pick the Right Player for the Right Job

In any team sport, a lot of time is spent choosing the players who will play in each game. The selection process also involves deciding the position where each team member will play, based on his or her skill, form (current ability to perform well) and the likely opposition the team will face.

Just as this rule of thumb holds true in sports, it is also true in business. Leaders need to select the right people for the right jobs, and they need to assign them tasks that fit with their skills and proficiencies. This selection strategy provides structure.

So, how do you do this? To field a match-winning team, you first need to understand the game that has to be played and the skills and abilities that are required to play it. There's no point asking a football team to play baseball, if you want to win at the top level.

You then have to place the correct player in the correct position. This is a process of mere common sense, you would think – but then, as the old quip goes, "common sense is often quite uncommon."

#### Picking Your Team

Here, we give you the four-step "BALM" method to achieve correct role allocation:

- **Break down** the broader team goals into specific, individual tasks. List all tasks, and then rank each task in terms of importance.
- **Analyze** and list the competencies required to perform each task.
- **List** the competencies of each team member.
- **Match** individuals to task competencies.

#### Tip:

An easy way of doing this is to write down the competencies needed for each task on one color of Post-It® Note, and the competencies of each team member on another color of Post-It Note. You can then move these notes around as you match people to roles.

This strategy is great as a starting point, but in the real world, you'll most likely find lots of overlaps and gaps. In such cases, you have to make considered decisions.

#### Overlaps and Gaps

Where you have overlaps, you have two choices: either allot better qualified individuals to more important tasks, or allocate the task to the person at the lowest organizational level who is qualified to perform it. Both approaches have

their virtues but in different situations. One allows you to do the job with a higher level of certainty; the other helps you do it more efficiently, and at a lower cost.

Where you have a gap, you may need to train existing team members or recruit new ones to fill in the gap. Often, training is the best option. Not only is it usually cheaper, but you also know more about the individual's talents and working methods. On the downside, a newly trained person usually has plenty of theory, but he or she often lacks experience of putting that training into practice.

Recruitment often takes a very long time (time to agree to the role internally, advertise it, screen resumes, interview candidates, make a hiring selection, wait for notice periods to be served, train the individual in organizational methods, and so on) and can be very expensive. It is also risky. Even using the best interviewing and testing methods, it's possible for candidates to cover up failings that only become obvious once they've been in a role for several months.

### Tip 1:

A useful piece of advice that has been handed down from generation to generation of manager is to "never underestimate the value of team spirit, motivation and hard work." (This advice usually also concludes "and never over-estimate people's knowledge and understanding.")

### Tip 2:

However, if someone is letting the team down, you need to be active in managing this behavior. Non-performers set a poor example for the team, and they block performance of activities that are essential for success.

Make sure you talk to any person who is failing to perform to make them aware of the situation. And make sure you quickly understand and remove any blocks on performance. Give a controlled number of short but fair opportunities to perform as required. (Being "hard-nosed" about this, correcting a situation bears results much more quickly than recruiting new team members.) However, if performance doesn't improve to satisfactory levels, then the non-performer needs to be moved off the team.

## Briefing Each Team Member

Having decided which team member will fill each role, you have to communicate the decision to your team.

Each team member should know his or her **position** within the team. The roles of each person should be clearly defined, with individual responsibilities, authority and accountability clearly spelled out. (It's often best to do this in writing.)

A hint to remember is that no member of your team should be thinking:

- What are we here for?
- What are we supposed to do?
- What part can I play?

### **Tip 1:**

Keep your team **lean**, but make sure you have backups or substitutes for key roles. It is more important to have "*a few good people*" than "*too many people*." But remember to have backups in case you lose key individuals.

### **Tip 2:**

Research shows that diverse teams can be more successful than teams with a very similar background. People in diverse teams bring different experiences, are less prone to "group-think," and tend to suffer less from the conflicts that can arise when similar people work together.

## **6.2.2. Goal-Setting – Define the Target! Provide an Objective**

Once you've picked your team, started to manage overlaps and gaps and talked through each team member's role, it's time to set goals.

Goals help team members prioritize, show them where to direct effort, keep them alert, and stop them from sliding into complacency. They also help your people find security in their own achievement. After all, if they've met the goals you've assigned to them, they can be proud of their achievement and contribution to the team. This pride in themselves helps them measure forward progress and develop self-confidence.

Use the SMART principles to set goals for your people. Under this strategy, a goal should be:

- S** Specific, Simple, Sensible, Significant
- M** Manageable, Measureable, Meaningful
- A** Agreed, Attainable, Acceptable, Accountable
- R** Realistic, Relevant, Rewarding, Reasonable
- T** Time bound, Tangible, Timely, Truthful

*Note that while all of the variants shown are useful to some extent, the underlined words come from the Goal-Setting Theory from which SMART has been derived.*

Again using the sporting analogy, to win a tournament, your team initially has to win the first game to qualify for the second round, and then it must win the next game to move to the third round, and so on. Each win takes you closer to your final goal. To win through, you must specify **short-term** as well as **long-term** objectives. Many people prefer to concentrate and focus their energies on the job at hand rather than look far beyond the horizon.

In setting goals, you are laying down **deadlines** and **targets** for people. Many people work well under the pressure of deadlines and approaching targets. It's your job as a leader to use this tendency to your advantage by formulating reasonable targets and time schedules for people to follow.

Of course, your team members might have a different idea about what's reasonable and realistic than you do. But people often tend to underestimate

themselves. Remember the teachers who pushed you in school? You might not have liked them, but they are the ones you remember the most.

So, if you honestly think that your people are capable of performing better, set stretch goals. It might make you temporarily unpopular, but, in the long run, it will be well worth it. Not only will you achieve better results, but your team members' self-confidence will improve as they realize their potential.

### Tip 1:

Depending on circumstances, it can be best to agree goals with people rather than setting goals and imposing them. This is particularly true if team members are experienced, qualified professionals who may know more about their specific circumstances and the realities of their jobs than you do. In such situations, if you set goals that are unrealistic, all you will do is lose their respect and motivation.

### Tip 2:

While stretch goals are often useful, you need to be careful in the way in which you use them. We've mentioned one reason in Tip 1: you'll lose the respect of experienced professionals if you ask them to do something that, in their opinion, is impossible or wrong.

Another situation in which you might want to avoid stretch goals is when team members have just been through a prolonged, stressful and unpleasant situation, and they need to recover and rediscover their enjoyment of their jobs. Here, go easy on them for a while. Only start stretching them once they're sufficiently rested.

### 6.2.3. Standard Definition – Spell Out the Rules for an Honest Game

It is also important for people to know exactly the standard of work and conduct expected from them. At the outset, you have to clearly express the quality of work you expect, so your team members can respond accordingly.

Research reveals that many employees only put in between 50 percent and 70 percent of their best efforts – enough to get by and get paid, but little more. However, what you're after is **100 percent commitment and effort** from your team, and the excellent results that come with this.

Now, with our focus on motivation throughout the course so far, we've already looked at part of this – this is the fun side of getting best results.

However, the other side of your role as leader is making sure that standards are maintained and that people are making their fair best effort. This is where you need to show "tough love," correcting people when they go astray and resisting when they "test the boundaries."

There are two key areas where you need to show this tough love:

- **Articulating Expectations:** sports coaches continually push their team members to put in 100 percent effort, be it a practice session, a one-off game or a big tournament. If teams are to perform at their best on the big day, they have to work as hard as they can during training.

This is just as true in business as it is in sport. For your team and its members to shine, they need to give their best efforts every day. And it's your job, as the leader, to articulate this expectation.

- **Maintaining Rules and Regulations:** every organization is bound by certain rules. These rules are often arrived at with much argument and through much painful learning by the organization. They are necessary to keep the workplace safe, pleasant and efficient, to hold the organization together, and to make sure that customers are being served as they should be.

However, employees may not have the big picture of why the rules are necessary, and they may perceive them as irritating or unnecessary, without really considering their value. This is where people can ignore rules or blank them out of their minds.

Often, all you need to do to "enforce" rules and regulations is calmly explain their purpose and why the organization needs them. (If you can't identify this, then you either need to find out, or formally raise the rule as needing review.)

If you enforce rules early enough, before a pattern of breaching them becomes established, then this is often enough.

Only if the team member continues to challenge rules do you normally need to take more intense action.

### Tip 1:

Don't get stressed about people testing boundaries (as long as it's not too serious). And don't take it personally if they do.

Anyone who's been a parent of even the most delightful young child knows that boundary testing is just what they do. By testing rules and assumptions, children learn what's good and what's bad. And, looking at it positively, it's part of how they learn about the world and expand their abilities.

Obviously, adults are more sophisticated than children. However, unless they're actively maintained, standards do slip. And as a leader, it's your job to maintain them.

## Tip 2:

"Discipline" is another almost-dirty word in many cultures, with associations of harshness, brutality and unfairness.

In fact, "discipline" comes from the Latin word "disciplina," meaning "teaching" – and is also the root of the word "disciple." Fair, reasonable, gentle correction is discipline, just as harsh punishment is.

And in the modern workplace, fair correction (call it "coaching," if you like) is much more likely to be accepted by the person you are correcting and is much less likely to demotivate, damage working relationships or cause sabotaging behaviors.

### 6.2.4. Establishing Communication – Communicate, Connect, Accomplish

Communication is a vital tool.

Not only does regular communication from you help to give your team members the "big picture" they need to make good tactical decisions, it gives them the comfort and security of knowing what's going on around them, and it builds trust, as they see what you're doing within the wider organization to look after their interests.

From the other perspective, if your team members feel safe to share information with you (even if news is bad), you become much more attuned to the reality of what's going on with the team and its customers. This means you can react quickly to circumstances, solving problems while they are still easily manageable.

And if communication between you and your team members is frequent, open and honest, they can learn to give you what you want, just as you can learn what will motivate and reward them as individuals.

In Module 3, we introduced you to tools that enabled effective communication. We also listed various barriers to effective communication. Now, we list some of the principles that will help you harness communication as an aid in building a potent and vibrant team. Practice these principles.

#### Keep Open Lines of Communication

How many times do you tell your subordinates, employees or team members: "*I will keep you in the loop*" (or some such promise)? If your answer is:

- **Often** – it's a positive indicator that implies you intend to keep communication channels open. On the flip side, mentioning it implies it is not a usual practice and that this communication is something of an exception.
- **Rarely** – is it that they are always "in the loop," so you do not use this line? Or is it that you rarely communicate?

Whatever your answer, you need to ponder the issue and tackle it honestly. If you are to be an effective leader, then you need to communicate often with your

team, and team members need to feel that they can communicate easily with you. Besides, open communication creates a vibrant environment where people are charged with ideas and express their inputs vigorously. You therefore have to do the following:

- Look for any breaks in communication and put necessary links in place so people know what's going on.
- Take regular feedback. Find out what kind of information people want and ensure that they receive it.
- Watch out for too much information, lest your workers get swamped and overloaded.
- When on the receiving end, be careful not to get upset when you receive bad news (i.e., do not "shoot the messenger"). Focus instead on information gathering and problem-solving.  
Quite naturally, your team members will be watching you as the news is delivered, because to them, your response is a useful guide as to the seriousness of the situation. If they see their leader upset, panic-stricken or out of control, it's bad for morale.  
More subtly, if you respond negatively, you will discourage people from giving you bad news in the future, thus closing down communication links.
- The age-old principle of tapping the "gossip grapevine" holds true and can also yield good results. Use it to garner the general view and opinions people have but are unwilling to discuss openly. But be cautious – while the grapevine can yield excellent advance information, it can also be wildly inaccurate.

### Communicate for Action

In the military, any communication (radio, print or verbal) from the leader is considered an order and is instantly obeyed by the subordinates. Military leaders are accordingly trained to deliver brief and concise orders that can be clearly understood and followed by the troops. People are trained to obey, and the consequences of not obeying can be extreme. Moreover, when joining the military, people know that this is what to expect and are, to some extent, "signed up" to the approach.

In the world outside the military, little of this holds true, particularly in buoyant economies or growth industries, where talented people are in high demand. Here, if a leader were to use a military approach to order giving, team members would quickly leave.

Leaders outside the military must use a different and more tactful approach. They must call upon options ranging from simple requests to tacit orders to get things done. These approaches are shown on the next page in the "Request Tool."

## Request Tool

### Ask Politely

In most situations, a polite request is more likely to get the work done than a rude or arrogant demand.

For example: "*I want this job done! or I don't know how you do it!*" or "*Do this by 0900 hours tomorrow morning!*" are anything but polite requests.

Rather, a polite request will be more likely to yield the results you desire. Such a request may include something along the lines of "*Would it be possible to get this job done?*" or "*Are you able to get this job done by nine o'clock tomorrow morning?*"

Both of these requests would be more effective than the previously mentioned demands, because neither implies a status gap. Moreover, such a polite request shows that you place a level of trust in your team member.

#### Tip:

There are quite big cultural differences at play here. Some cultures emphasize a formal, polite approach to giving orders ("Would it be possible to..."), which people in other, more aggressive cultures can find ineffectual or frustrating. It works the other way too. The more aggressive approach can seem impossibly rude and objectionable to someone who is used to a more polite approach.

Be sensitive to the approaches that team members expect.

### Ask Confidently

A confident request suggests authority, whereas a lack of confidence gives the impression that the request is not worthy or legitimate. A meek, halfhearted or wheedling request communicates a certain element of doubt as to whether the team members will comply.

Remember that if people you manage are being paid to perform their jobs, they are being paid to do what you ask. They are exchanging their labor and obedience for money. As such, you have the legitimate right to allocate work to them, and they have the duty to do it, willingly. This is where you can ask for things to be done with total self-confidence.

### Ask Clearly

Make requests in a clear, brief and concise manner, using language that subordinates can understand. If instructions are lengthy or complex, it may be a good idea to put them down in writing.

### Make Legitimate Requests

Requests should be consistent with the existing rules and policies of the company and should be in line with what is in the employee's contract of employment or job description.

While it's fair to expect some flexibility from the employee, it's not fair to ask too much without renegotiating his or her terms of employment. (If an employee feels exploited, you can be sure that he or she will eventually look for work elsewhere.)

### **Request With Reasoning (When Necessary)**

At times, an unusual request may get the employee wondering, "Why do I have to do this" or "What a funny thing to do!"

If you think this is the case, it's usually best to give the reason or rationale behind the request. Not only does this make the request seem fair, reasonable and legitimate, but it also gives the employee the context he or she needs to make good decisions while performing the task.

### **Follow Established Channels**

You should, as far as possible, maintain the proper channels of authority and command.

Bypassing channels causes confusion as it disrupts agreed work patterns and disempowers other leaders within your organization who will necessarily want to re-establish their authority. Bypassing established channels is a great way of starting a "turf war"!

### **Exercise Authority Regularly**

The regular exercise of authority creates a system whereby subordinates learn to make time for and follow your requests, and work under your authority.

### **Start with Common and Acceptable Requests**

If you have taken over a new team or have unclear and ambiguous authority, it is best to start with the most acceptable and common requests that are normally made. Thereafter, you may slowly raise the scope of what you ask.

### **Insist on Compliance, and Check that Work Has Been Done**

Non-compliance by a subordinate undermines your authority as a leader. Particularly when starting to work with someone new, make sure your requests have been complied with.

When you find that something hasn't been done, you'll want a good explanation, and you'll want to know why this issue wasn't referred back to you.

A good way of managing this situation is to have a list of work you've delegated and to run through the list with your team member on a routine basis. If you set it up so that the work on the list is due for completion by the next meeting, you will motivate your team member to complete the work before the meeting – no-one wants to be seen as a failure in meeting their objectives.

### **Show Concern and Patience**

Sometimes you may have to be patient with a team member while he or she learns to work with you. During this time, it is important for you to stay calm and to win over his or her confidence in you as a leader.

However, if someone continually fails to meet targets, you then have to take appropriate action. Any less may undermine your credibility with people around you in your organization.

*Based on Sayles, L.R. (1979). Leadership: What Effective Managers Really Do... and How They Do It. New York, NY, McGraw-Hill. Reprinted with permission of the publisher.*

### 6.2.5. Personal involvement – Give Support to Win Support

For all of the virtues of avoiding micromanagement, it's easy to take this too far. If you're not careful, by leaving team members to get on with things without your interference, you can appear aloof and out of touch with what's going on "in the trenches."

It is important to express your support and involvement to your team members. Follow these guidelines to do so:

- Provide feedback. We discuss how to do this in detail in the next module. When someone does something that pleases you, make sure they know about it, but don't patronize them. Rather, compliment them as one adult to another.
- Make it a point to meet your team members in action (i.e., "*Catch them doing things right*" – whether they are in the same office or a different office located in another city). They will appreciate your effort.
- "*Appreciate your people in public and criticize them in private.*" Make it a rule of thumb never to criticize them in the presence of their colleagues or subordinates.
- Talk to them about the issues they're experiencing and any frustrations they have with the work. Do what you can to remove barriers and help them work as effectively and productively as possible.
- Show interest in team members' professional growth and spend time advising them on career-related issues. Help them grow their professional skills, and send them to formal training courses when appropriate (more on this in the next module.)

Also, talk to your people about their personal lives. This helps you see them as individuals, not work units. But don't do a put-on job; people can spot fakes. If you don't feel a personal connection, a better idea might be to work on building a rapport. (Use the tools in Module 3 to do so.)

This is highly important. By being involved, you can stay in touch with what motivates and demotivates team members, and you can help them overcome many of the political or resource obstacles that would otherwise slow their progress. You can also stay up-to-date with what's going on with your team, and you keep your knowledge of the technical aspects of the job fresh and up-to-date.

### 6.2.6. Follow Through – Make the "End" Count

Many initiatives fail for lack of "follow through." Perhaps the leader's attention shifts onto another issue once decisions have been made, perhaps urgent

fire-fighting displaces important strategic activity, or perhaps leaders just assume that once they've given out instructions, the work will get done.

Whatever happens, if you do not devote time and attention to making sure change actually happens, the chances are that nothing will change.

To lead effectively, you must ensure that work that's been agreed is delivered. A few tips to help you do this include:

### **Exploit Feedback Loops to Motivate Employees**

"Raise your Antennae!" If you continue talking to people and keep your eyes and ears open, you will most likely receive plenty of feedback. Casual, friendly chats "around the water cooler" can give you valuable feedback.

Hold routine, pre-booked one-to-ones with team members to review progress and to deal with any issues that have come up. If all's going well, and you hold them frequently, quite short meetings will keep projects on course and people happy. What's more, these brief team sessions provide an ideal opportunity for coaching and giving and taking feedback.

Make sure you run frequent, consistent, properly targeted appraisals. Doing so gives you the opportunity to focus on the employee, to agree goals and objectives, to discuss the behaviors you want, and to monitor achievement of previously set goals.

(Again, we discuss this in more detail in the next module.)

### **Use Rewards and Punishments, but Use Them Carefully.**

Often, you do not have the budget to offer big rewards. And particularly in the workplace, punishment needs to be used very sensitively if it is not to be intensely demotivating and counter-productive.

But whenever appropriate, bring the following techniques to bear:

- Link incentives/awards to performance, but be careful how you do this. Whenever you reward one person, you'll more than likely irritate someone else. ("And what about me?")
- If your business depends on high-performing stars, then you'll need to reward these stellar performers as individuals to keep them motivated. However, if your business relies on teamwork, then you'll need to reward the team as a whole. Rewarding one person differently from others can easily create destructive competition and ill feelings within the team.
- Remember the importance of MMFG-AM (Make Me Feel Good – About Myself). Simple recognition and appreciation can often be the best reward for a job well done.
- Avoid overkill. It's far too easy to hit a situation of "reward inflation," where each reward needs to be bigger than the last if it's to have the same effect. Also, there's the perverse point that as people become better off, they need bigger rewards to motivate them. You do not want reward to be the only source of motivation!
- For sloppy work or performance failures arising from this, you need to take action. Otherwise, you risk seeing your organization's rules being brought

into disrepute. You also risk seeing unprofessional behavior becoming the norm within your team.

- In all but the most serious cases, you should normally only need to point out the mistake that been made and ensure that the behavior that led to the mistake should not be repeated. For mature individuals, this is usually enough.
- Once you've raised the issue (unless it's an extremely serious one), make sure that you leave the individual feeling that you still value him or her. After all, what you want to do is make sure that the problem isn't repeated. You don't want to leave him or her feeling worthless or like he or she has lost the goodwill of someone he or she admires.
- Only where a lapse has been particularly serious should penalties be more severe. Here, you need to act, knowing that a consequence of the action may be that, in one way or another, the individual leaves your team. And where appropriate, you should take the time to talk the issue through with your boss and HR people to make sure your actions are correct, proportionate, and fully understood.
- Lead by example. You cannot punish others for an indiscretion you yourself practice. Abide by the rules, and remember that every one of your actions stands scrutiny by your team members.

### Develop Stamina

Let's be honest. The hard work of implementation can often be quite dull.

Building vision can be difficult, but it can also be fascinating and challenging. Communicating the vision can be exciting, and inspiring your team has its own rewards.

But implementing change is often a slow, technical process that is filled with frequently repeated, mundane activities.

This is where you need to discipline yourself to keep focused on delivering the vision. It's where you need to avoid going off on self-indulgent "flights of fancy," which provide intellectual stimulation at the cost of sustained focus.

And it's also where you need to work to keep yourself and your team motivated to continue delivering day-by-day-by-day....

Staying focused is not exciting, but it's often the difference between success and failure.

### 6.2.7. Team Building – Making the Whole Greater Than the Sum of the Parts

As a leader, one of your most important challenges is not just to lead a group of employees, but rather it's to mesh them into a successful team. You know you have been successful in this goal when the capability of the team as a whole is greater than the sum of the capabilities of individual members.

The task allocation tool (see 6.2.1.) helps you get started with this by allocating the right people to the right jobs.

This tool gives you a series of ideas and tips that will help you get your people working together as a team. We look at this aim in two ways: firstly in handling team meetings so all team members feel that they've fairly contributed to the team decision; and secondly in managing people's behavior during tasks so that the team performs effectively.

## **Group-Effectiveness Steps**

Our first set of tips helps you get all members of your team (even the quietest) participating in team decisions. Properly managed, this can build trust between team members, and it gives everyone a stake in team decisions. Even if an individual's views are not accepted, he or she will know that they've been fairly considered.

We look at four key actions you can take during team meetings to help your team bond: introducing issues effectively, making sure all team members contribute, shaping positive communication, and summarizing.

### **1. Introducing Issues**

After introducing the issue you want your team to discuss, your opening comments could be something like:

*"Who'd like to start with some ideas for resolving the issue?"* or

*"So, Carmen, what do you think about this?"*

### **2. Getting All Team Members to Contribute**

Manage the discussion so that all team members get the chance to speak up and contribute their views and ideas.

*"OK, so that's how we think our customers see it. Now, what's the engineering perspective on this?"* or

*"Thanks, Morgana. Samir, what do you think?"*

### **3. Balancing People's Contributions**

Meetings can often be dominated by self-confident team members. They can also focus too much on some areas, leaving little time to look at others. If everyone is to contribute, you'll need to close down some lines of discussion.

*"I think we agree on that. Now, we don't have long left. Samir, where are we on...?"* or

*"Thanks, Lynne, for making your point so clearly. Gita, what do you think?"*

### **4. Shaping Positive Communication**

Not everyone has a way with words. Some people may communicate in a way that confuses others or that others misunderstand. In chairing the meeting, you have to be alert enough to realize that what has been said by some member may have been misinterpreted by others, and you must be able to provide some quick damage-limitation by clarifying the facts. For example:

*"Am I right in understanding that you think we should...?"* or

*"Malcolm, did you mean that you think...?"*

## 5. Summarizing

At the end of the meeting, summarize what's been discussed and bring out the important decisions that have a bearing on future jobs.

*"Thank you, everyone. This has been a useful meeting, and I'm glad that we've all agreed that we'll go ahead with this project."* or

*"I am glad that we've had the chance to thrash these issues out. We've made some important decisions. Firstly, we agreed that..."* or

*"OK, so we've still got work to do on this. What I suggest is that we meet again next Tuesday and brainstorm this issue. Can you please put your minds to what we've talked about and come up with some bright ideas?"*

## Group-Cohesiveness Tips

The next tips help you build a positive atmosphere that will help your team work together more effectively.

### 1. Achieving Harmony

When the pressure's on, the workplace can become difficult and tense. Tempers can fray, and personalities can clash. As a leader, it's part of your job to smooth conflict so that people work together as effectively as possible. Some practical tips may include:

- Don't take sides. Listen to both parties and ask them to reconcile their differences amicably.
- Remember, your objective is usually to resolve the conflict and get people back to working together, and it's not to see who's right and who's wrong. There are usually two sides to an argument, and it's often best if people don't feel they've "lost face" in front of their co-workers.
- Some conflicts cannot be solved immediately and need time to heal. In the meantime, it can be best to separate the parties.
- Use humor (appropriately, of course) to diffuse situations. As long as everyone sees the funny side of things, humor can be very effective.
- Don't take things personally. Be calm and let your composure have a positive influence on the conflict.
- Some examples of harmonizing comments may include:
  - *"Let's not get personal here. This is a complicated, difficult situation, and we're probably disagreeing because there's something we don't understand. Now, let's look at this step by step."*
  - *"Let Samir explain first. Adam, I will hear you out after he has finished."*
  - *"This is getting out of hand. Time to take a break, after which we will regroup and approach this more productively."*

### 2. Giving Support

When someone has made a particular effort, or is not as appreciated by the team as much as they should be, give them your support. But be careful to be even-handed; make sure everyone gets his or her fair share of praise.

*"We all appreciate the efforts Sara has put into arranging this event, despite the short notice we gave her."* or

*"Thank you, Samir, that's a great presentation. I'm sure we all appreciate the work you've put into it."*

### **3. Emphasizing the Value of the Team's Mission**

Remember what we said about significance in Modules 4 and 5: people tend to be happier and more motivated when they know that what they're doing has real value to other people. And where they believe in the value of the team's mission, they'll be committed to the team and other people working to achieve the mission.

Make sure you remind people of the significance of what they and the team are doing.

### **4. Setting Standards**

We looked at maintaining standards in 6.2.3. Help your team to understand the need for the standards you set, and support your team in developing and setting its own standards.

### **5. Encouraging Friendship**

When the day's work is over, make an effort to help team members become friends. Perhaps arrange to meet socially after work, have team meals to celebrate wins or have team days where members do something enjoyable together.

While these events can be hard work initially, once the "ice is broken," they can help strong friendships form. And people who like and respect one another work together far more effectively than those who don't.

## **6.3. Apply This to Your Life**

Much of what we've said in this module will probably seem like common sense. Even so, under the pressure of events, it's far too easy to forget to do the small, simple, mundane things that are so important if you are to turn vision into reality.

We offer these pointers to help you make these tips part of your life:

- There's a lot to get to come to grips with here, so don't try to make a whole lot of changes at once. A good start would be to begin with role allocation and goal-setting tools.
- Make a repeating diary entry to check your use of these techniques and to keep them fresh in your mind.
- Take your time to practice these skills, so that they become a natural and automatic part of your leadership style.
- Do not make too much of a forced effort to use the leadership behaviors suggested in the tools. To be effective, they have to come naturally.
- It may be a good idea to take advice from a mentor or a senior colleague if you have doubts regarding any tool you want to put into practice.

# Module 7: Develop Your People

## How to Build a Strong and Trusting Team

### Interest

The best leaders are not content with simple self-development; they make it a point to help their team members grow. Whereas the earlier modules have helped you sharpen your own effectiveness, this module helps you build a more effective team.

### Need

As a leader, how you develop people around you determines how successful you will be in achieving your own vision. Coaching and delegation are good ways of developing your team.

### Timing

2 hours.

### Range

This module discusses:

- The need to develop people.
- The foundation for successful coaching.
- The Hersey & Blanchard Situational Leadership Theory.

The tools provided to help you coach and delegate include:

- Understanding developmental needs.
- The Coaching Approach Quadrant.
- Delegation strategies.

### Objective

At the end of this module, you will be equipped with tools that will help you:

- Develop your team members so they can be the best they can be.
- Ensure your team members contribute and are kept motivated through delegation.

## 7.1. Introduction

"Give a man a fish, and you'll feed him for a day; teach a man how to fish, and you'll feed him for a lifetime."

*Confucius*

We can often fail to pass on what we have learned through our own experience. Sometimes, this happens because we do not realize the value of what we have learned. Other times, it's because things that are obvious to us as leaders may not be so obvious to the people who work for us. And still other times, it can be because the pressure of events means that we adopt a limited, short-term view of what team members "need to know."

Whatever the cause, if people don't have the training and information they need, they're unlikely to do a good job. And where people are not working effectively, we either end up doing a job ourselves, or we end up micromanaging. This is not an approach that is often used by effective leaders. While micromanaging makes you feel in control initially, eventually it backfires:

- It dents people's self-confidence.
- It stifles initiative.
- It diminishes people's ability to think for themselves.

No effective leader can afford this. To be successful, he or she must develop a highly motivated team, a team high on confidence, innovation and initiative.

If you are to achieve difficult tasks, you need a team like this to carry your vision forward. Furthermore, if you allow yourself to get bogged down in micromanagement, you will never have time to focus on the big picture.

So, how do we pass our skills and experience on to others? How do we, in doing so, ensure that their capabilities are expanded? And, in so doing, how do we create more time for ourselves to engage in higher value-adding activities?

The answer is simple: by coaching! Coaching is one of the most effective ways of transferring knowledge and skill from an experienced leader to his or her team members. It is the single most important tool for expanding others' capabilities.

### The CEO Teacher

Roger Enrico, the former CEO of PepsiCo®, has perhaps set the performance high bar as an executive leader/teacher. In 1994 and 1995, the two years before he became CEO, Enrico devoted more than 120 days exclusively to coaching and mentoring the next generation of PepsiCo leaders. He personally designed a program called "Building the Business" and over eighteen months, he ran the program ten times, with classes of nine participants each time.

His example of direct, hands-on teaching has inspired leaders at other companies to start teaching their own courses.

The foundation for successful coaching lies in the following principles:

- **Keep an Open Mind.** *A mind is like a parachute. It doesn't pay to keep it closed!* Coaching is often a mutually beneficial endeavor that can help the coach as much as it helps the person being coached. By coaching someone else, you are forced to clarify and test your own ideas, if only so you express them clearly. And given that the person you're coaching more than likely has different experiences from yours, there is often something you can learn from him or her.
- **Keep Your Eyes and Ears Open.** Along with providing professional expertise (which is either technical or function related), the coaching process gives you insight into what motivates individual team members, how they think and what they can do. It also helps you understand how you can help them improve performance.
- **Maintain Two-Way Communication.** Coaching is as much about listening as it is about saying. It's about understanding the way the other person sees the world, and it's about making sure that he or she has the knowledge and understanding needed to do the job maturely and reliably.
- **Hold Up a Mirror.** *"You can take a horse to water, but you can't make it drink."* While you can use power to effect a surface change in people, real change comes from within. By helping the team members who are being coached to understand themselves better, the leader can help them understand their true abilities and their areas for improvement. This is where an approach that emphasizes reflection can be powerful.

*Note that there is a difference here between coaching your team and coaching someone else. With someone else, you often do not have enough knowledge of his or situation to give good advice. This is where a reflective approach is usually the only effective option. However, when you're coaching your own team, you often have the experience and expertise to give useful information and advice.)*

- **Give the Right Information at the Right Time.** Coaching is about providing the right information in the right amounts, at the right time. Information is most useful when people understand the need for it, and giving too much information can just confuse.
- **Keep It Frequent.** Coaching is much more effective when it is done on a sustained basis. Progress can be tracked and recognized from session to session, and frequent coaching helps in turning new good behaviors into established good habits.
- **Prioritize Needs, but Make Sure You Make Time.** In a perfect world, we'd have plenty of time for coaching. Unfortunately, the reality is that we're usually short of time. Prioritize coaching needs to make sure you make best use of your coaching time. But also make sure you make some time available for all team members. Coaching can be the first thing to slip when you're under time pressure, and while this may not affect performance much in the short term, in the long term, it can seriously reduce your team's effectiveness.

The tools in the sections that follow help you implement these principles.

## 7.2. Introducing the Tools

You may often face the dilemma that different people need different approaches.

*Rico will require a lot of hand-holding, Sun needs to be pushed to perform, Rashid might blossom if given more responsibility...*

Yes, delegation is the preferred way of managing people today, but what if you feel that a team member cannot yet handle the responsibility? How do you test this assumption? And if there is an issue, how do you get him or her up to the mark?

We give you a strategy (based on Hersey and Blanchard's Situational Leadership Theory) to solve this problem.

First, leadership can be defined in terms of:

- **Task Behaviors** – the guidance and direction a leader provides. These behaviors include telling people what to do, how to do it, when to do it, where to do it and who or what to do it to.
- **Relationship Behaviors** – the emotional and social support a leader gives.

These behaviors include listening, assisting and other supporting behaviors.

Some leaders focus heavily on one of these behaviors and do little of the other. At one extreme, this can result in a hard-driving, unsympathetic leadership style where team members can feel exploited and not cared for. At the other extreme (a leadership style sometimes called "country club management"), team members feel cared for and enjoy being part of the team, but they may get very little done.

Leaders need to practice both of these behaviors, not just one or the other. The extent to which they use each behavior is largely determined by the maturity of team members, both in terms of their ability and their willingness to take on the job.

Now, the challenge is to figure out how to put this theory into practice.

This is where we give you four tools that help you adopt the best approach for each individual. The first of these tools helps you understand people's developmental needs. We follow this with the "Coaching Approach Quadrant," which gives tips on applying this tactic.

We finish by looking at delegation and action planning.

### 7.2.1. Understanding People's Developmental Needs

We offer four different ways of assessing team members' developmental needs. These are Observation, Information Gathering, Talking Things Through and Use of Skill-Assessment Assignments.

#### Observation

**"My dear Watson, you see a lot but you observe very little."**

Sherlock Holmes may not be remembered as a great coach, but he sure has a knack for putting the solutions in perspective. For, as Holmes obviously knew, observation helps a lot in understanding a person's strengths and areas of improvement, both at a personal and professional level.

Successful leaders never let go of an opportunity to observe the way their team members work or behave during the normal course of their work. This observation is not an end in itself, but it is an objective means of gathering information for evaluation.

Remember to do the following while you are observing your team members:

- See your role as that of a faithful recorder of facts.
- Avoid “breathing down people’s necks.”
- Avoid being judgmental until you feel you have a good picture of the way things work.
- Avoid allowing stereotypes or hearsay to affect your observations.

## Information Gathering

Provided that you’re sensitive, you can also gather a lot of information from others who work closely with the individual. Depending on culture and circumstance, these information sources may include internal or external clients, past bosses or even peers and co-workers. You can also gather information from records of past reviews or 360-degree feedback forms.

Remember to do the following while involving alternative channels in information gathering:

- Make sure you don’t undermine the person, and that you respect the context. For example, in some cultures, it may be acceptable to talk to co-workers. In many others, such communication will have to be done with the greatest sensitivity, if at all.
- Be careful that your questioning does not arouse old grudges that would otherwise be forgotten.
- Avoid unfocused generalization. Ask people to back up their observations and comments with specific examples.

Observation and information gathering will help you form some of the picture; however, they’re unlikely to tell you what the individual is thinking.

## Talking Things Through With the Individual

This is where it’s essential to talk things through with members of your team. Only by talking can you understand what they want and how they, as individuals, see the world. And only if you understand their perceptions can you best help team members develop their approach to work.

The most pleasant way of doing this is just to have an informal “chat” with individual team members. Unfortunately, this can do little more than build trust. Team members will quite naturally want to present a positive impression to you, and you will rarely do more than “scratch the surface” of any issues that need to be addressed.

This is where use of a tool like DIFSWOT can help you frame a more insightful discussion.

## DIFSWOT

DIFSWOT stands for:

**Difficult or Demanding:** what are the most challenging parts of the work individual team members do? Are these things intrinsically difficult? Are processes and technology unnecessarily cumbersome? Or do team members need to develop their skills?

**Interesting/Important:** what part of the job do people particularly like and find enjoyable? Is this because the work's easy, or because they have particular talents in these areas? And do team members feel they have the necessary skills and resources to do the job well?

**Frequent/Time-Consuming:** what do they spend most of their time doing? Are they holding back from other tasks for lack of confidence or ability? Or can they work more effectively with a little help or investment?

**Strengths:** what do they feel they do well? How do they feel that these strengths contribute to the team's result?

**Weaknesses:** where do they feel they need to develop? What are they doing to address this, or what can be done to address this?

**Opportunities:** how do they want to develop in the future? How do they see this aligning with the team's mission?

**Threats:** what parts of the job do they dislike? Why do they dislike these things, and can something be done to make things better?

NB: DIFSWOT is useful as a mnemonic, but you probably don't want to follow this order of questions. It's best to set a positive tone for the discussion by opening and closing with the more positive types of question!

## Skills Assessment Assignments

As you're coming to a conclusion on where people's strengths lie, it can sometimes be useful to confirm your assessment by setting specific, time-bound assignments that give team members the opportunity to show their abilities.

Also, use assignments to test your conclusions about where the individual's areas of development lie. Avoid "setting people up for failure," and set flexible completion times so that with enough time, they can complete the task with hard work, even if they appear to have little natural talent.

## Drawing Your Conclusions

By using these approaches, you should have a good idea of where your team members' abilities and areas of development lie. You should also have a good feel for how willing the individual is to accept coaching from you.

With the next tool, we look at the different coaching approaches that may be appropriate.

## 7.2.2. The Coaching Approach Quadrant – Different Strokes for Different Folks

The best coaching approach to use with an individual often depends on his or her ability and willingness to accept coaching and direction:

- **Ability** depends on the skills, both functional and general, the individual brings to his or her work. (The skills that are relevant here are those that help the individual carry out his or her role and responsibilities successfully.) Ability is reflected in training, experience, understanding of the role and intelligence, but it also includes an individual's ability to work as part of your team.
- **Acceptance** is the willingness of the individual to receive your coaching constructively and to act on it afterwards. This is often dependent on the individual's desire to achieve, his or her level of motivation and his or her feelings of security and self-confidence.

By getting a feel for people's ability and willingness to accept coaching, you can start to think about how you can help them develop.

As a leader, your goal is to develop your team's job-related abilities as far as you practically can. You can only do this, however, if your team members accept your coaching.

Different team members will have different levels of ability and acceptance. You therefore need to tailor your coaching approach to people's individual needs.

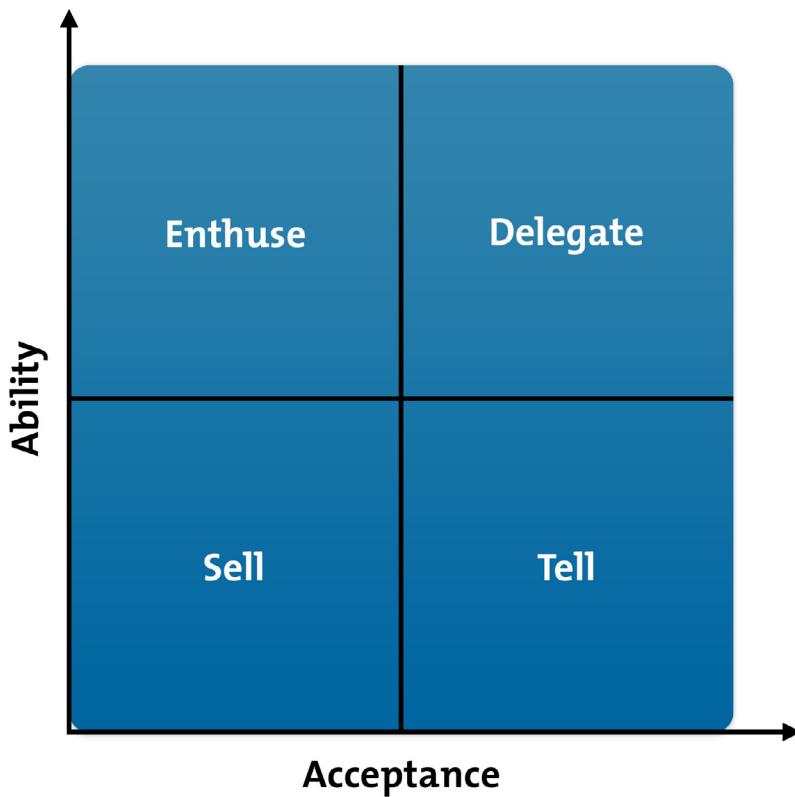
Among other things, this will affect:

- The frequency of feedback you give.
- The type of coaching you will use with them.
- The level of preparation you want from them.
- Your preferred mode of communication.

Frequency, level of preparation and mode of communication depend on the situation. That said, however, they are not difficult to think through.

It's in determining the type of coaching to use, however, that your preparation pays off. Figure 7.2.2. (on the next page) gives a framework that can be useful here.

**Figure 7.2.2. – Coaching Styles**



This style chart suggests the different coaching approaches that may be effective with different individuals:

#### **"Sell" (Low Ability – Low Acceptance)**

Developing ability takes much longer than developing acceptance; hence, the first port of call with low-ability, low-acceptance individuals should be acceptance-building. This can be achieved by:

- Understanding what motivates them.
- Sharing the big picture.
- Developing a collective view of how the individual will perform in the future.
- Providing clear direction.

Once your team member is willing to learn from you, you can then work to build ability by providing training and skills-based coaching. You can also build team members' self-confidence in their roles by giving them tasks that give them with the opportunity to use new skills successfully.

Once you've completed the coaching sessions, you need to sustain acceptance with active support, as outlined in the latter part of this module.

And remember that while you're working to build ability and acceptance, you'll probably need to supervise work closely, control delivery tightly, and set clear rules and deadlines.

## "Tell" (Low Ability – High Acceptance)

Team members who fall into this category are often quite motivated. They are likely to embrace any kind of developmental activities that build their ability.

When you work with them, focus on:

- Coaching and training on the identified areas of development.
- Answering questions.

Give plenty of encouragement as soon as progress is shown. And as they learn, progressively relax your control as sustained progress is seen. You'll more than likely see them bloom!

## "Enthuse" (High Ability – Low Acceptance)

With high-ability, low-acceptance team members, you have to deal with issues of acceptance early on. Some of these issues can be:

- Feelings that there's no scope for improvement.
- Mismatches between the task and their ability.
- Feelings of disillusionment with the organization and burnout.
- Previous bad experiences that color their view of the job.
- Feelings of being "passed over" for promotion.
- Personal factors outside the job.
- Feeling at odds with organizational culture and so on.

Work to understand these issues, and do what you can to resolve them. Also, work to motivate the individual, as we discussed in Module 5.

But also bear in mind that these people are good at their jobs. They may be disillusioned simply because things around them are not going right. They may feel that important things are being missed and that serious problems are not being resolved. If so, learn from this.

And while you're working with them, keep them engaged and work to motivate them. Provide operational freedom, but with regular monitoring and with adequate checks on delivery.

## "Delegate" (High Ability – High Acceptance)

High-ability, high-acceptance team members are often a delight to work with. As a leader, your endeavor is to develop all members of your team to this position.

For team members like this:

- Provide operational freedom to do the job, and delegate responsibility to them. Tell them what you want, and let them do things the best way they know how. After all, if they're doing the job while you're leading, they may well know the job better than you do!
- Keep them going by praising achievements, and work hard to make sure they know how much you appreciate them. When you're struggling with problems, it's far too easy to forget about your high performers.
- Encourage them to take on responsibilities, and (within your capacity to implement change) encourage them to think how they'd do things differently.

- Where possible, keep them “stretched” with interesting, challenging tasks, and involve them in idea generation and decision-making.

### **Tip 1:**

We’re not saying you should only delegate to high-ability, high-acceptance people. What we are saying, though, is that delegation will be much easier and more effective with such individuals.

For others, delegation will help them develop; however, you’ll need to keep a much closer eye on how things are going.

### **Tip 2:**

GROW is a useful framework to use during a coaching session. GROW stands for:

- **Goal:** what is the goal of the session? What do you and your team member want to achieve with it? And what behavior change do you want to see as a result?
- **Current Reality:** what is the current reality? What are the circumstances surrounding the situation being discussed? What is likely to happen if nothing is done?
- **Options:** what options are available to help you meet the goal? Which of these options is the best one?
- **Will/Wrap-Up:** what commitments will you and your team member make? And how will you make sure you are accountable to those commitments?

We look at delegation in more detail below.

### **7.2.3. Delegation Strategies – Strike the Right Balance**

Delegation is a tool that successful leaders use to develop and provide stimulation for able team members. At the same time, good use of delegation gives leaders time to focus on the high-value issues only they can deal with.

It involves passing responsibility for the successful delivery of work to other people, while retaining an appropriate level of control over delivery and the finished product.

Once you have decided to delegate a task to a team member, the first challenge is to decide how much to delegate. Consider the following before making your decision:

- **Impact of the result:** how important is it that the results are of the highest possible quality? Is a satisfactory result good enough? Would a failure be critical? And how much would failure impact other important things?
- **Time:** how much time is available to do the job? Is there time to redo the job if it’s not done properly the first time? And what are the consequences of not completing the job on time?

Clearly, you need to make sure that the fallout of any error can be managed.

The next step is to make sure your team member fully understands the job to be done. Explain:

- Why the job needs to be done, and how this will help the client, the company or the team.
- What needs to be done and what needs to be delivered.
- The resources available and the constraints within which work needs to be carried out.
- When the work needs to be completed by.
- The checkpoints during the project at which you will review progress.
- Your willingness to give information or coaching where needed, and your role in making connections and removing barriers to progress.

Then let them get on with it!

### **Tip:**

The setting of appropriate checkpoints is key to effective delegation. By agreeing what you want to see at each checkpoint, you can check the progress that is being made toward the end goal.

By setting early and regular checkpoints, you can quickly pick up problems, offer coaching or take corrective action while there is still plenty of time for these tactics to be effective.

As you become more confident in the person you are delegating to, you can reduce the number of checkpoints you use and give the person more autonomy in what he or she is doing.

## **Managing the Job**

Once you have delegated the task to your team member, let him or her get on with it. Review the project at the agreed checkpoints, but do not micromanage the task. Accept that there may be different ways of achieving it.

Be available to answer questions or to give coaching where appropriate.

Meet at the agreed-upon checkpoint times, and review progress. Be aware that you may need to take contingency action if things are not going as well as you hoped. Pragmatically (and particularly when you first delegate work to someone), you can expect that work will not be completed fully to your liking. And you can also expect that the job will take much longer than you might otherwise anticipate. Leave time for rework and over-runs, where appropriate.

## **Only Accept Back Good Quality Work**

When a job is delivered back to you, allow enough time to check it through thoroughly.

If you are able to, only accept it back when you are satisfied with it. If you accept back partly completed work, then you will have to invest time in completing it,

and the person you have delegated to will not have learned to do the work to the required standard.

The 80/20 Rule holds for many jobs: what seems like 80 percent of the work can take only 20 percent of the time to complete, while what seems like the remaining 20 percent of work (which includes tidying up, polishing and proofing) can take 80 percent of the time needed. If you accept partially finished jobs, you can end up taking back much of the work you have delegated.

### If Appropriate, Reward the Effort

If someone has done good work for you, let him or her know. Make it a practice to compliment team members every time you think well of, or are impressed by, things they have done.

Appropriate praise will help to build their self-confidence and efficiency next time they do the job for you. Work hard to build this confidence; it's important if the team member is to feel happy with new responsibilities.

#### Tip:

When you first start to delegate work, you will often find that people take much longer than you to complete it. This is because you are an expert at doing the work, while the person you are delegating it to is still learning how to do it. You may even find that you are spending more time supervising their work than you would take to do the task yourself. Be patient and persist!

If you choose the right person to delegate to, and you are delegating correctly, you will find that he or she quickly becomes competent and reliable.

## 7.3. Apply This to Your Life

To apply the tools provided in this module:

- Use the Understanding People's Developmental Needs tool (7.2.1.) to look at the skills of each member of your team. Where appropriate, watch them in action, discuss their skills development with them (perhaps using the DIFSWOT framework) and watch the way in which they complete assignments.
- From this information, make your assessment of their skills, areas of development and likelihood of accepting your coaching.
- Next, use the Coaching Quadrant (7.2.2.) to identify the ideal coaching approach to use with each team member.
- Now, talk this approach through with the team member. Agree on how you are going to help him or her develop his or her skills.
- Think about the jobs you do. If you use an Action Program (see Mind Tools' [Make Time for Success](#) course), work through your project catalog, and look at the projects you have scheduled. Identify tasks that can be delegated.
- Then, delegate these tasks appropriately.

# Module 8:

## Get the Extra Edge

### Interest

In previous modules, we've looked at the fundamentals of effective leadership. Now that we are at the journey's end, you may want to take this newfound knowledge a step further and stay ahead of the league! This module will help you do this.

### Need

How fast you get ahead depends (among other things) on how effectively you use your power and influence at the workplace, build your network of contacts, handle cross-cultural sensitivities and manage change. By using the tools in this module, you can get this extra edge.

### Timing

2 hours.

### Range

This module discusses tools under six main headings:

- Taking risks.
- Networking.
- Cross-cultural management.
- Change management.
- Letting go.

### Objective

The tools in this module will help you understand how to:

- Take calculated risks.
- Hone your networking skills.
- Lead multicultural teams.
- Manage change more effectively.
- Know when to "cut a little slack."

## 8.1. Introduction

Effective leaders have a strong view of where they themselves are going, just as they have a strong vision for how they want the members of their team to develop.

This clarity of focus helps them acquire skills and characteristics beyond the obvious leadership skills, and it goes a long way toward giving the leader a deservedly prominent place in his or her world.

Some of these important skills and characteristics are:

- A self-confident approach to risk taking.
- An ability to network that widens one's sphere of influence.
- A sensitivity to and tolerance of diversity.
- Comfort in adjusting to and managing change.
- An understanding of when to let go!

The tools outlined in this module will give you the extra edge you need in your pursuit of excellence.

## 8.2. Introduction to Tools

In this module, we look at five tools that help you achieve excellence as a leader.

These are:

- Risk taking.
- Networking.
- Cross-cultural management.
- Change management.
- Letting go.

### 8.2.1. Risk Taking – Calculate Your Chances

Risk taking is an essential feature of most leadership roles.

By this, we don't mean that you should adopt a "gung-ho" approach to decision-making. Nor do we mean that you should recklessly "bet your business" on a frequent basis.

Rather, we mean that none of us have a perfect view of the future. In creating a vision we are going to lead our team toward, we must accept that our vision may be imperfect and that things may not go quite the way we want. And, sometimes, we have to commit ourselves to a course of action before we have perfect information. Otherwise, other less risk-averse people will seize the initiative.

"Risk" is defined as "the perceived extent of possible loss."

As leaders, we need to understand the impact this possible loss may have on ourselves, our teams and our organization, and we need to take appropriate steps to mitigate this risk. In moving into situations we know may involve loss, we must do all we sensibly can to understand the extent of risk and to manage it sensibly.

Many of the situations we deal with have an element of risk. Taking action often carries risk, but not taking action may too.

For example, in (fairly and proportionately) giving feedback to a valued team member for a careless oversight, you risk alienating him or her. However, if you don't give feedback, you risk a sloppy attitude taking hold within your team. On a larger scale, in investing in a new product, you run the risk that the product will fail. However, if you don't invest in new products, you know that your company will fall behind its competitors.

Risk analysis is the process we use to understand the risks we face in following a course of action. By understanding these risks, we can make better decisions, and we can act to manage risk and minimize disruption to plans.

A good risk analysis will:

- Alert you to possible problems with your plan.
- Help you decide what actions to take to minimize disruptions to your plans.
- Help you to decide whether the strategies you could use to control risk are cost-effective or not.

Risk analysis is a structured approach that consists of the following three steps: identifying threats, evaluating the scale of risk, and adopting risk management strategies. We look at these steps below:

## Identifying Threats

Threats may be:

- **Human** – from individuals or organizations, illness, death, etc.
- **Operational** – from disruption to supplies and operations, loss of access to essential assets, failures in distribution, and so on.
- **Reputational** – from loss of business partner or employee confidence, or damage to reputation in the market.
- **Procedural** – from failures of accountability, internal systems and controls, organization, fraud, or other causes.
- **Project** – risks of cost over-runs, of jobs taking too long, of insufficient product or service quality, etc.
- **Financial** – from business failure, stock market, interest rates, unemployment, etc.
- **Technical** – from advances in technology, technical failure, and others.
- **Natural** – threats from weather, natural disaster, accident, disease, etc.
- **Political** – from changes in tax regimes, public opinion, government policy, foreign influence, etc.
- **Other.**

Use the list above as a starting point in your analysis. Run through it and see what applies to your plan.

Next, try to spot other risks. Start by thinking through the processes you operate and the systems you plan to use, and then try to identify any vulnerabilities within these processes and systems. Think about where things could go wrong with your plan and what could undermine the end point you want to achieve.

And conduct brainstorming sessions with your team, or with people who have done similar things, to try to spot the issues you may face.

## Evaluate the Size of the Risk

The next step is to understand the likelihood of the threat being realized and then to assess its possible impact. If something is extremely unlikely to happen, and it won't do much damage if it does, then you probably won't want to waste much time worrying about it. However, if there's a high probability that something will happen, and it will cause severe damage if it does, you'll want to monitor it closely.

Make your best estimate of the probability of the event occurring (expressed as a percentage), and multiply this estimate by the amount it will cost you to set things right if things do go wrong. This calculation gives you a value for the risk.

Now this is more difficult than it sounds. For example, is the risk of a warehouse burning down in a year 2 percent or 7 percent? This seems like a small difference, but it's one that gives very different results in the value of the risk you assess. In some areas, you'll have enough past data to make a realistic assessment. In others, you can only make an appropriately researched, informed guess. Do the best you can.

And be particularly careful to assess whether the risk will put you, other people or your organization in serious jeopardy; or it will risk people's health or people's lives. If you're facing these sorts of risk, you'll want to consider very carefully whether you want to go ahead with your plan and how you'll manage risk.

## Manage Risk

Once you have estimated the size of the risks you face, you can start to look at ways of managing them. When you are doing this, it is important to choose cost-effective approaches. In many cases, there is little point in spending more to eliminate a risk than the cost of the event if it occurs. Sometimes, it may be better to accept the risk than to use excessive resources to eliminate it. You can manage risk in a number of ways, including:

- **By using existing assets:** existing resources can often be used to counter risk. This may involve improving existing methods and systems, changing responsibilities, and improving accountability and internal controls.
- **By contingency planning:** you may decide to accept a risk but choose to develop a plan to minimize the impact of any loss, should it occur. A good contingency plan will allow you to take well-coordinated action immediately.
- **By insuring or investing in new resources:** your risk analysis should give you the basis for deciding whether to bring in additional resources to counter the risk, or whether you need to insure against it.

### Tip 1:

Leave time in your schedule for managing contingencies as they arise. And in setting projects up, make sure you leave appropriate time and have funds available to handle contingencies as they arise.

### **Tip 2:**

This approach to assessing risk can be fully integrated into decision-making using Decision Trees. See our [article](#) to find out more about these powerful decision-making tools

### **Tip 3:**

Always keep an eye out for "fatal risks" – you need to take a different approach to risk if the consequences of your decision could lead to death or injury, or threaten the existence of your organization.

## **A "Calculated Risk"**

*Pia is a freelance developer. Earlier, like many of her friends, she used to work on websites for different organizations. With the switch to apps and mobile content over recent years, she spotted a great opportunity in app development. Her friends were also contemplating making the switch from web development to mobile app development.*

*However, they were hesitant. Concentrating on mobile apps was a risk. It meant losing out on web contacts. Would they be able to generate enough work to justify the switch? Pia decided to take charge.*

*In doing this, Pia conducted extensive research. Her analysis indicated that apps were a good opportunity.*

*Then, she convinced her friends, from both the design and content fields, to join her so they could hawk a wide skill set (design capabilities, different specializations) to the mobile app community.*

*Her plan was that they would try their hand at the business for a year. If it didn't take off, they would then jointly launch a web development company. This wouldn't be as lucrative as the mobile app development, but it was a project everyone was confident they could pull off.*

*Instead of investing major money in learning mobile app development techniques or hiring new people, they concentrated on their own skill sets and outsourced the work they could not handle.*

*They conducted monthly reviews to see if they were on track.*

*The project took off. And though there is no one head, the entire group looks to Pia for leadership.*

### **8.2.2. Networking – Work the Web**

As many corporate deals are made outside the boardrooms as are made within. Many of these are struck over a friendly round of golf, or in a social gathering, or at a charity show. So, how is it possible to mix business with pleasure? The mantra is networking, one of the most potent weapons in the leader's armory, and one that will help you grow from strength to strength.

Networking is the art of developing personal contacts who may be able to help you and your team now or in the future. In a lighter vein, networking adds a social dimension to professional life and helps with business or career development.

Networking will help you effectively enlarge your circle of influence, in all spheres of your life. And it helps you develop opportunities that will help you and your team.

So, get ready to cast a wider net. Read on to learn how you can do it the right way!

- **Meet, and more importantly, converse.** The first step toward good networking is to reach out to as many people as you practically can. Speak to them and listen to what they say. The trick is to reach out to the right people.
- **Expand your universe.** Almost any occasion can be a right occasion and almost every place can be a right place to network. Network with people from your background, but also expand your horizons by reaching out to people who live in a completely different universe from yours.

And remember that effective networking is never one-sided. As much as you want the networking to benefit you, remember that others are expecting the same. What you exchange is not just business cards, but you can also build effective relationships, and share crucial information, ideas and resources.

- **Hone your communication skills.** You are what you say! And the relationships you build are determined, to a large extent, by how well you are able to hold your conversation and build on it.

As a leader, you should already know the importance of strong, influential communications. So, work on developing your communication skills. If there are any barriers to your communication, work on removing them earnestly right now. This will ensure that you will win not only mega deals and clients, but friends for life.

If your role demands that you consciously network, learn to speak in an engaging manner. Pepper your conversations with interesting anecdotes and add a liberal dose of appropriate humor. More importantly, listen to what others have to say. Everybody likes a good listener and a good speaker, but none of us has time for a showoff or a bore.

- **Create lasting impressions.** Put on your best clothes, and wear a positive attitude that will ensure you exude confidence – always! Good attire combined with a good attitude, will themselves act as an instant ice-breaker.
- **Give and receive.** There is no need to be coy about networking. Just as you network with others, others most likely see themselves as networking with you. Give liberally to the people you are networking with, and in a similar vein, don't flinch while accepting favors in return. Elevate networking to an art form, and get the most out of your life and work.
- **Stay connected.** The essence of effective networking is to keep in touch with the people you have met. Networking is like marketing, except on an emotional plane!

## Dos and Don'ts for Effective Networking

- Do make phone calls, send e-mails, notes and cards. But the best way is, almost always, to call or meet in person.
- Do move around when you meet at a group function, at an official meeting or at a seminar. Don't stick to the one or two people you know. Introduce yourself to as many new people as possible.
- Do appear likable and approachable. Be positive, not brash; friendly, but not overtly flattering. Speak about yourself and your work without bragging. And listen to what other people have to say.
- Do follow up on prospective contacts without hounding them. Make a call, fix up an appointment and proceed.
- Where appropriate, do call the people you made contacts with at frequent intervals. This can be once a month, or once in three months. But a friendly follow-up is a must to keep your network alive.
- Don't ramble, or go off track when describing your work objectives. Listen intently to what people have to say. Try to counter questions, doubts or skepticism with sound, logical explanations.
- Don't try to fool around with facts, but do stress your strengths.

### 8.2.3. Cross-Cultural Management – Reap the Benefits of Diversity

Few successful businesses now work with people from only one culture. At the shallowest level, most Western businesses (even those based in one location) employ people from many cultural backgrounds. At a deeper level, the impact of globalization means that many companies either outsource parts of their business or are outsourcing partners for other businesses.

Because of this, leaders in the 21st century need to be adept at managing people from different cultures. They need to be able to grasp the essence of each culture quickly, because culture is so important in shaping customer or employee behavior. And leaders must learn to shape culture (at least the culture of their own organizations) so it is positive and aligned with the direction the organization is taking.

To do any less means that they will fail to get the best from the individuals with whom they work, and they will not be able to draw on the strengths that different cultures offer.

Culture operates at different levels. At one level, individuals are shaped by their ethnic, religious and national backgrounds. At another, they are influenced by the standards, ideals, values and experience of their teams. And at yet another level, they are shaped by the culture of their organization. Culture is complex and multifaceted.

However, you can start to understand the cultures you are exposed to by looking at the following things:

- **Symbols:** for an organization, symbols can mean mission statements, logos, workplace dresscode, and so on. For an individual, symbols include faith, race and ethnic background. Dress, gestures and religious symbols are a few examples of the symbols people in different cultures value.

- **Role Models:** most individuals or teams have their own role models who embody their beliefs and aspirations. Role models can be mythical or legendary figures, or they can be parents, friends, mentors or people who are well-known within the culture.
- **Common Language:** as people grow closer and begin to identify with one another, they tend to develop a common language. Here, we can think of local dialects, professional jargon or teenage slang.
- **Customs and Traditions:** these are the rites, rituals and ceremonies that highlight the things that are seen as important. For an organization or team, customs and traditions may include events such as an annual dinner, an awards night, a visit from the Chairman, a Founder's Day or suchlike. For an individual, a custom or tradition can include going to religious places, attending congregations or spending time with family and friends.
- **Core Values:** as we saw in Module 4, values are central to many individuals' or organizations' existence. They determine the way in which things are done and what is viewed as good or bad behavior. Leaders must understand people's values if they are to build trust and lead in a way that is truly effective.

While some of this can take a lifetime to understand, you can go a long way if you develop a level of cultural sensitivity. You may not completely understand the culture or how it shapes the behavior or attitude of an individual. However, if you are sensitive to the fact that culture is something team members hold dear, and that differences exist because of it, you will be able to manage people better.

And, of course, there's a whole range of common sense ways you can learn more about the cultures you come across.

### Tip:

Here, we're talking about cultural sensitivity. Sensitivity and management of diversity also applies to sex, ethnicity, age, disability and so on.

While we're all aware of the ethical reasons against discrimination, there are also sound, practical reasons why prejudice is self-defeating.

Prime among these is the idea of the "war for talent." Particularly at times when the economy is doing well, it can be extremely difficult to find and attract well-motivated, highly skilled people. Why would you want to reduce the size of the pool you recruit from by applying arbitrary restrictions? Why would you want to lose good people because you treat them worse than others? And why would you want to lose the benefits of teams with wide-ranging experience by substituting them with teams with a narrow cultural base?

And if the economy's in a bad state, why would you want to mistreat people? While they may put up with mistreatment during hard times, they'll leave you as soon as the job market picks up. You'll then lose your team just when you want to start taking advantage of new opportunities.

## 8.2.4. Change Management – Make Transitions Smooth

In this era of globalization, rapid technological advancement and uncertainty, organizations face and must cope with constant change. Sure, change is difficult to cope with, but handling change is part of any leader's job.

Pressure for change comes from both outside the organization and inside. Huge social, technological, economic, political and market changes are sweeping our world. And there are constant pressures to increase profitability, quality and service, and to reduce costs.

Your role as leader is to focus the organization on adapting to the major changes it faces, while avoiding clogging it up with so much change that it's unable to carry out its day-to-day functions. You have to find the pragmatic balance between misplaced enthusiasm and unrealistic demands on one hand, and inflexible resistance to change on the other. You also have to channel the organization's energy to achieve the change the organization really needs.

And, in doing this, you have to understand that there are very real reasons, both overt and covert ones, why people may resist change. The main overt reason is that they may quite legitimately have a fundamentally different analysis of the situation from yours. This difference in thinking often occurs between departments. Salespeople, for example, can often be frustrated by production's inability to deliver what they want, while production can be infuriated by sales' lack of self-discipline in offering things that cannot be delivered.

Covert reasons mainly involve fear: fear that people will lose position, fear that they will not be able to adapt to the new situation, fear that they will lose their livelihood or benefits they value or fear that "management" has hidden agendas that will play out to their disadvantage.

In implementing change, not only do you have to manage the physical work of implementation, but you also have to properly address the overt objections and the covert fears of the stakeholders who are affected by the change. While this means that successfully implementing change quickly becomes a very major project, by undertaking these activities, you will significantly increase both the quality of change you implement and its chances of success.

The [Mind Tools site](#) offers a wide range of tools that can help you do this.

- **Mind Tools' Problem-Solving Section:** this section gives you a range of tools that help you understand complex situations. Of these, the article on [PEST Analysis](#) gives you a good framework for monitoring change.
- **Our Stakeholder Management Articles:** these articles give you a useful framework for understanding whose support you need to win. They also help you plan your communication with stakeholders.
- **Mind Tools' Change Management Tools Within Our Project Management Section:** this section gives you a range of tools that help you manage change effectively and proactively.
- **Our Project Management Section:** this section helps you plan, co-ordinate and implement large-scale change.

## 8.2.5. Letting Go, a Little...

Often when we are working within our organizations, we find ourselves facing situations that are conflictive in nature. Situations can be as varied as giving feedback, discussing business strategies, arguing over ideas or disagreeing over recruitment decisions.

Sometimes, these situations turn to conflict because they are seen as win-lose situations rather than win-win situations. In others, key information is missing that would clarify the situation if it were known. And in still others, people may have “backed themselves into a corner” and feel they will lose face if they admit they’re in the wrong.

As a leader, it’s often your job to resolve these situations. And as we’ve already said, it’s often best to find a solution that both people can accept rather than judge that one is “right” and the other “wrong.”

And sometimes (and where nothing serious is at stake), it can pay to let other people have their way a little. By showing a little flexibility now, you can expect a little flexibility from others in the future, just as long as no important boundaries are crossed, and just as long as nothing of major value is conceded.

However, where things really matter, you need to stand your ground. For example, recruiting the wrong person can be ruinous, while not recruiting someone you think is good is merely a shame.

## 8.3. Apply This to Your Life

Now that you have the tools to provide you with the edge, use them in your daily life to become a more focused and effective individual. The previous modules have already shown you the areas you need to develop and the tools you need to deploy. Use the tools in this module to take things further:

- Think about the way in which you manage risk in your job. Are you managing risk appropriately, or are you just hoping that bad things don’t happen?
- Get into the habit of building risk management into your planning, and make sure you understand how and when to use tools like decision trees to take “calculated risks.”
- If you’re not already networking, now’s the time to start! Make time available to talk to people inside and outside your organization. And make a point of raising your profile and of “tuning in” to what’s really going on.
- Make an effort to learn something about the values and ideals of people in the cultures that surround you. Learn about the things they consider important and unimportant, and be sensitive to this.
- Challenge your own automatic beliefs about different groups of people. Rationally decide for yourself whether these beliefs are true or not.
- Think about an important change you’re thinking about making. Have you allocated enough time and resource to win support for that change? If not, make sure stakeholder management and other techniques are part of your change process.
- And think about situations of conflict. Could you resolve them more effectively if you “cut people a little slack” when issues didn’t really matter?

# Moving On...

On the next page, you'll find a summary sheet that reminds you of the key points in this course. Print this off, fill it in and keep it by you as a reminder.

Moving on, we have put a great deal of effort into developing and testing this course to make it as effective and useful as possible. If you have any suggestions on how we can improve it for the future, then please let us know at [customer.helpdesk@mindtools.com](mailto:customer.helpdesk@mindtools.com) or through the Mind Tools website at [www.mindtools.com](http://www.mindtools.com). Alternatively, if you have enjoyed the course and found it useful, please [let us know!](#)

The Mind Tools website at [www.mindtools.com](http://www.mindtools.com) also offers articles on a wide range of important career-development and personal-effectiveness techniques, as well as a range of related products and services. Click [here](#) to visit [Mind Tools](#).

Alternatively, visit [www.mindtools.com/subscribe.htm](http://www.mindtools.com/subscribe.htm) to [subscribe to the Mind Tools newsletter](#) so we can update you on new mind tools as we launch them.

Best wishes, and enjoy using Mind Tools!

**James Manktelow**

**Felix Brodbeck**

**Namita Anand**



# How to Lead – Reminders...

Copy this page. Keep it by you as a reminder of the key things you've learned.

**Leadership is an ongoing relationship** between yourself and your team. What happens now feeds back to affect performance in the future.

**The traits of a transformational leader** are vision articulation, setting of a good example, fostering of group goals, setting of high performance expectations, provision of individual support and intellectual stimulation.

## Action:



Refer to Figure 2.3. (Section 2.3.) and Module 3. Then, fill out the table below:

Your Top Strengths:	How You Will Capitalize on Them:
Your Most Significant Weaknesses:	How You'll Manage/Overcome Them:

**Building Vision:** read a good quality newspaper, keep up to date with industry magazines and newsletters, talk to experts and tune in to the "grapevine." Also, keep a sharp eye on what's changing in your environment.

**Motivation:** communicate simply, possibly using stories, and in a way that gives real meaning to work. Remember the importance of meaning, respect and recognition in motivating people. And strive to reinforce the link between hard work and good outcomes.

Work hard at building expertise (expert power) and at being someone your team can respect and admire (referent power). Influence people with honest consultation, rational persuasion and inspirational appeal and avoid more manipulative influential tactics.

**Implementation:** implementation requires stamina, so stay focused and keep going. Give the right people the right jobs, brief them clearly and keep them focused and working as a team.

**Developing Your People:** make time available to coach team members. Understand their needs, and sell, tell, enthuse and delegate as appropriate.

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