LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE – 05

Leadership Development: The First 90 Days as a Leader

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Leader Development vs. Leadership Development

Leader Development : Facilitate Growth in Individual's perspective, knowledge, skills and abilities (Human Capital).

Leadership Development : Developing such as the degree of trust among all the members of a team or department, or on enhancing the reward systems in an organization to better encourage collaborative behavior. It is focused on promoting networked relationships among individuals in Organisation (Social Capital).

(Day, 2000)

Image Source: http://www.pts.net.au/leader-vs-leadership-development-does-it-really-matter/
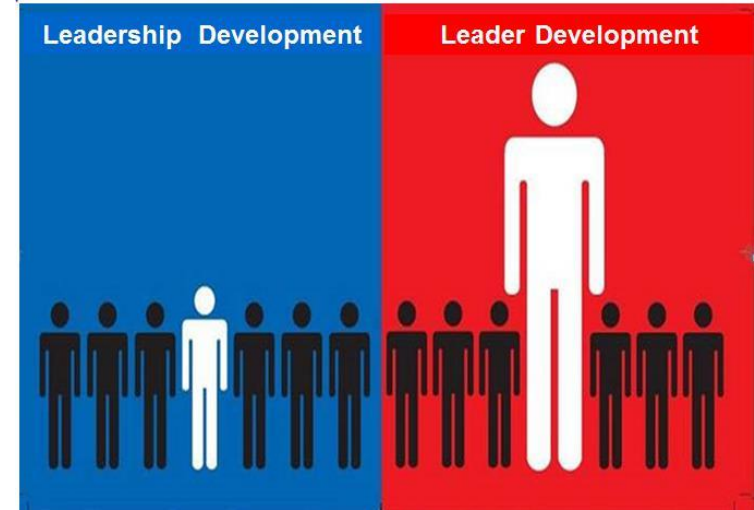
Your First 90 Days as a Leader

- People often find moving into a new leadership position to be a highly stressful work experience.
- These promotions involve relocations, working for new organizations and bosses, leading new teams, and being responsible for products or services that may be outside their immediate areas of expertise.
- The first three months give leaders unique opportunities to make smooth transitions, paint compelling pictures of the future, and drive organizational change, far too many new leaders stumble during this critical time period.
- This is unfortunate—these early activities often are instrumental to a leader's future success or failure.

Before You Start: Do Your Homework

-30 Days   0   90 Days

Before You Start	The First Day	The First Two Weeks	The First Two Months	The Third Month
• Pre-hire data gathering. • Post- hire activities.	• Meet your boss. • Meet your entire team.	• Meet team members. • Meet peers. • Meet stars. • Other meetings.	• Obtain external perspectives. • Strategy, structure, and staffing. • Socialize decisions. • Substantive issues. • Get feedback.	• Establish culture. • Team off-site: Values. • Strategy Ops rhythm. • Improvement areas. • Sub-team analyses.

Image Source: (Hughes, Ginnett, & Curphy, 2015)

Before You Start: Do Your Homework (Cont.)

- In all likelihood people wanting to move into a leadership role with another organization have already done a considerable amount of preparation for the interview process.

- Candidates should have read as much as they can about the organization by reviewing its website, annual reports, press releases, and marketing literature.

- They should also use Facebook, LinkedIn, Plaxo, and other social networking sites to set up informational interviews with people inside the organization.

Before You Start: Do Your Homework (Cont.)

Find answers to the following questions:

- Why is the organization looking for an outside hire for the position?

- What can make the function or team to be led more effective?

- What is currently working in the function or team to be led?

- What is currently not working in the function or team to be led?

- What about the function or team is keeping interviewers awake at night?

The First Day: You Get Only One Chance to Make a First Impression

New leaders have two critical tasks the first day on the job: to meet their new boss and their new team.

The first meeting should happen in the boss's office and be about an hour long. Here are some key topics to discuss in this meeting:

- Identifying the team's key objectives, metrics, and important projects.
- Understanding the boss's view of team strengths and weaknesses.
- Working through meeting schedules and communication styles. (How, when, and on what does the boss want to be kept informed?)
- Sharing plans for the day and the next several weeks.

The First Two Weeks: Lay the Foundation

New leaders should spend the first two weeks meeting with many people both inside and outside the team. The key objectives for these meetings are to :

1) Learn as much as possible

2) Develop relationships

3) Determine future allies

Image Source: https://assets.entrepreneur.com/content/3x2/2000/4-tips-for-creating-a-firm-foundation-for-your-startup-2.jpg?width=600&crop=16:9

The First Two Weeks: Lay the Foundation (Cont.)

The one-on-one meetings usually last from two to three hours, and some of the critical questions to ask include these:

- What is the team member working on?
- What are the team member's objectives?
- What are the people issues on the team?
- What can the team do better?
- What advice do team members have for the new leader, and what can the new leader do to help team members?

Leaders should discuss the following issues with peers

- Their peers' objectives, challenges, team structure, and the like.

- Their perspectives on what the new leader's team does well and could do better.

- Their perspectives on the new leader's team members.

- How to best communicate with the boss.

- How issues get raised and decisions made on their boss's team.

The First Two Months: Strategy, Structure, and Staffing

- Some of the tasks to be performed during this time include gathering benchmarking information from other organizations, meeting with key external customers and suppliers, and if appropriate, meeting with the former team leader.
- This additional information, when combined with the information gleaned from bosses, peers, direct reports, and stars, should help new team leaders determine the proper direction for their teams.
- Although the first 90 days on the job provide a unique window for driving change, new leaders need to "socialize" their strategy, structure, and staffing ideas with their boss and peers before making any personnel decisions.

The Third Month: Communicate and Drive Change

- At this point in a new leader's tenure, he or she has developed a vision of the future and can articulate how the team will win; identified the what, why, and how of any needed changes; and defined a clear set of expectations for team members.

Image Source: https://online.hbs.edu/blog/post/leadership-communication

The Third Month: Communicate and Drive Change

The key issues to work through off-site include these:

- ***Get agreement on the critical attributes and values of team members*** - New leaders should set aside time during the off-site meeting to finalize and clearly define the positive and negative behaviors for all the attributes and values they want to see in team members.

- ***Create a team scorecard-*** The new leader will paint a vision and some overall objectives for the future, but the direct report team needs to formulate a set of concrete, specific goals with timelines and benchmarks for measuring success.

The Third Month: Communicate and Drive Change

- **Establish an operating rhythm-**
  - ✓ Once the direction and goals have been clarified, the team will need to work on its meeting cadence and rules of engagement.
  - ✓ The new leader and the direct report team need to determine how often they will meet, when they will meet, the purpose and content of the meetings, meeting roles and rules.
- **Establish task forces to work on key change initiatives-**
  - ✓ In all likelihood a number of issues will need to be addressed by the team.
  - ✓ Some of these issues can be discussed and resolved during the off-site meeting, whereas task forces might be a better venue for resolving other issues.

Research Paper

Paper: Embracing leadership: a multi-faceted model of leader identity development

Authors: Wei Zheng, Douglas Muir

Journal: Leadership & Organization Development Journal

Published: 18 February 2014

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Embracing leadership: a multi-faceted model of leader identity development

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Abstract
Purpose – Leadership development has been replete with a skill-based focus. However, learning and development can be constrained by the deeper level, hidden self-knowledge that influences how people process information and construct meaning. The purpose of this paper is to answer the question of how people construct and develop their leader identity. The authors intend to shed light on the critical facets of identity changes that occur as individuals grapple with existing understanding of the self and of leadership, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence acting in the leadership domain.
Design/methodology/approach – The authors conducted a grounded theory study of participants and their mentors in a lay leadership development program in a Catholic diocese. The authors inductively drew a conceptual model describing how leader identity evolves.
Findings – The findings suggested that leader identity development was not a uni-dimensional event. Rather, it was a multi-faceted process that encompassed three key facets of identity development: expanding boundaries, recognizing interdependences, and discerning purpose. Further, it is the co-evolvement of these three facets and people's broadening understanding of leadership that led to a more salient leader identity.
Research limitations/implications – The model addresses the gap in literature on how leader identity develops specifically. It enriches and expands existing knowledge on leader identity development by answering the question of what specific changes are entailed when an individual constructs his or her identity as a leader.
Practical implications – The findings could be used to guide leadership development professionals to build targeted learning activities around key components of leader identity development, diagnose where people are in their leadership journey, set personalized goals with them, and provide pointed feedback to learners in the process of developing their leader identity.
Originality/value – The authors provide an in-depth and integrative account of the contents and mechanisms involved in the construction of the leader identity. The authors zero in on the critical transformations entailed in the process to establish and develop a leader identity.
Keywords Leadership, Leadership development, Identity development
Paper type Research paper

Introduction
Who we think we are determines what we do and how we do it. An identity is "a set of meanings applied to the self in a social role or situation defining what it means to be who one is" (Burke, 1991, p. 837). It captures how one makes sense of themselves in relation to others, and how others conceive of that person (Kenny *et al.*, 2011). One's identity is the culmination of one's values, experiences, and self-perceptions (Baltes and Carstensen, 1991). An individual possesses multiple identities, each of which is associated with various roles and contexts (Ashforth and Johnson, 2001). Of these multiple identities, the

Purpose

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- The authors intend to shed light on the critical facets of identity changes that occur as individuals grapple with existing understanding of the self and of leadership, transform them, and absorb new personalized notions of leadership into their identity, resulting in a higher level of confidence acting in the leadership domain.

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Findings

The findings suggested that leader identity development was not a Uni-dimensional event. Rather, it was a multi-faceted process that encompassed three key facets of identity development: expanding boundaries, recognizing interdependences, and discerning purpose. Further, it is the co-evolvement of these three facets and people's broadening understanding of leadership that led to a more salient leader identity.

Practical implications

The findings could be used to guide leadership development professionals to build targeted learning activities around key components of leader identity development, diagnose where people are in their leadership journey, set personalized goals with them, and provide pointed feedback to learners in the process of developing their leader identity.

Case Study: Time to act as a Leader

- Laura is the associate director of a non-profit agency that provides assistance to children and families.

- She is the head of a department that focuses on evaluating the skill-building programs the agency provides to families and she reports directly to the agency leadership.

- As a whole, the agency has been cautious in hiring this year because of increased competition for federal grant funding.

- However, they have also suffered high staff turnover. Two directors, three key research staff, and one staff person from the finance department have left.

Case Study (Continued)

Laura has a demanding schedule that requires frequent travel; however, she supervises two managers who in turn are responsible for five staff members each. Both managers have been appointed within the last six months.

Manager 1: Kelly manages staff who provide research support to another department that delivers behavioral health services to youth. Kelly supports her staff and is very organized. Kelly is very motivated and driven and expects the same from her staff.

Manager 2: Linda has a strong background in social science research. She manages staff that work on different projects within the agency. She is known as a problem solver and is extremely supportive of her staff. She is very organized and has a wealth of experience in evaluation of family services.

Case Study (Continued)

The managers are sensing that staff are becoming overworked as everyone takes on increased responsibilities due to high staff turnover. Staff have also mentioned that Laura's "glass half-empty" conversation style leaves them feeling dejected.

In addition, Laura has not shared budgets with her managers, so they are having difficulty appropriately allocating work to staff. Laura said she has not received sufficient information from the finance department to complete the budgets. The finance department said they have sent her all the information they have available.

Case Study (Continued)

As staff become distressed, the managers are becoming frustrated. They feel like they are unable to advocate for their staff or solve problems without key information like the departmental budget.

1. How can Laura most effectively use both management and leadership skills in her role as associate director? What combination of the two do you think would work best in this setting?

2. What steps could be taken to build staff confidence?

3. What advice would you give Laura on improving her leadership skills?

Book Recommendation

The Art of Leadership

Edited By:	George Manning, Kent Curtiss
Publisher:	©by McGraw-Hill Education
Authors:	George Manning, Kent Curtis
Language:	ENGLISH
Paperback:	592 Pages
ISBN-10 :	0077862457
ISBN-13 :	978-0-07-786245-9

THE ART OF **FIFTH EDITION**
LEADERSHIP
George Manning | Kent Curtis

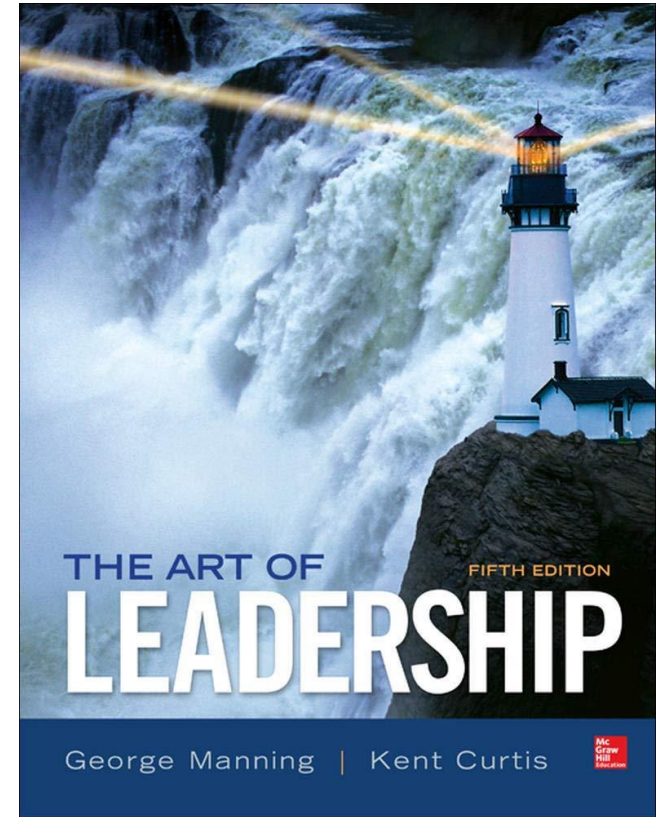Image Source: https://www.amazon.in/Art-Leadership-George-Manning/dp/0077862457

Book Recommendation

LEADERSHIP: Enhancing the Lessons Of Experience (Eighth Edition)

Edited By: Andrea Heirendt
Publisher: ©2015 by McGraw-Hill   Education
Authors: Richard L. Hughes, Robert C.
                      Ginnett, Gordon J. Curphy

Language: English
Paperback: 753 Pages
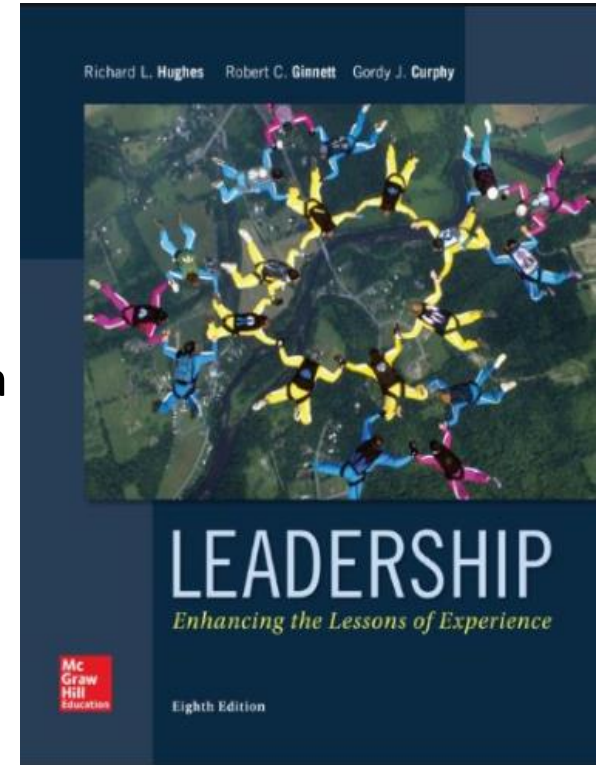**ISBN**:   978-0-07-786240-4
MHID: 0-07-786240-6

Image Source: https://www.amazon.in/Leadership-Enhancing-Experience-Richard-Hughes/dp/0078112656/

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Online Source
- https://cyfar.org/ilm_8_casestudy1

Thank You