

Schulich ExecEd

Effective Leadership and Team Motivation Techniques

Intentions for today

What are you curious to learn about leadership & motivation?

At the end of today, my three key take-aways are:

- 1)
- 2)
- 3)

To forward my learning, my three key development areas/actions are:

- 1)
- 2)
- 3)

Leadership – What is it?

What some of the experts in the leadership space are saying:

Centre for Creative Leadership – “At CCL, we define leadership as a *social process* that enables individuals to work together to achieve results that they could never achieve working as individuals.”

McKinsey – “Leadership is a set of behaviors used to help people align their collective direction, to execute strategic plans, and to continually renew an organization.”

John Maxwell - “Leadership is influence, nothing more, nothing less.” By that definition, leadership is neutral and it’s our responsibility as leaders, to make sure we use our leadership for good. We have opportunities every day to motivate ourselves and others to develop remarkable leadership and achieve great results.

Charmaine Moules - “Leadership involves applying BE:KNOW:DO behaviours and actions to inspire and develop oneself, others and their organization to achieve desired growth, culture and outcomes.”

How does your organization define? (Strategy, Statements, Frameworks)

What is your definition of leadership?

Competencies, behaviours, and skills – why do these matter?

	Competency (KNOW)	Behaviour (BE)	Skills (DO)
Ex. playing an instrument	"I've taken a course on bongo playing and watched some YouTube videos. I learned some basic rhythm patterns."	CS: Not confident to play around others. Feel critical of myself when things are wrong. FS: I want to feel and act with confidence and not be attached to the outcome.	CS: My level of playing is at a 2 of 10. I follow specific instructions of what and how to play. FS: My level in 6mo will be a 6 of 10. I can play 5 rhythms with ease and enjoy jamming spontaneously.
1.			
2.			
3.			

Why is it important to break down and focus on KNOW:BE:DO?

Motivation: Move towards pain or pleasure

When it comes to motivating people, it's simple. Basically we're all driven to **move away from pain** (or threats – both perceived and real), and **move towards pleasure** (or rewards – again, both perceived and real). This is where David Rock's SCARF Model comes in handy.

S

C

A

R

F

What's your primary threat behaviour?

What's your primary pleasure behaviour?

How will this help you at work and as a Leader

Motivating others, team building, providing performance feedback and increasing employee engagement can become more effective when we learn how to manage these five elements. Our ability to make decisions, solve problems and collaborate with others is often directly impacted by our responses to threats. When we learn to manage these threat responses we are able to build more effective teams, increase performance and retain talent by increasing employee engagement.

If we're more self-aware in our dealings with others, we can reduce threats and increase rewards. As line managers and leaders you should acknowledge the status of your people, be consistent and reliable, allow them to make their own decisions, increase their sense of connection, and always be fair.

Zone in: List Team Members you interact with regularly. Next, based on your experience working with them and seeing how they react when in a flow (pleasure behaviour) and hijacked (pain behaviour), identify their 2 main behaviours to keep aware of to motivate and engage them.

Team Member	Security	Certainty	Autonomy	Relatedness	Fairness
Ex. Sara			Pain	Pleasure	

What are you noticing? Ex. Alignment or differences to your main motivational behaviours?

What can line managers and leaders do to avoid triggering threat responses?

Getting clear and understanding triggers for threat & rewards responses is a key differentiator when motivating others.

What triggers threat & reward responses

THREAT RESPONSES TRIGGERED BY:	SCARF	REWARD RESPONSES TRIGGERED BY:
Critical feedback Embarrassment Public shaming Incompetence	STATUS	Positive & developmental feedback Acknowledgement Self-reflective feedback Mastery
Ambiguity of any kind Lack of clarity regarding roles, performance, cultural norms, strategic direction, execution, etc.	CERTAINTY	Understanding expectations Clear communication Planning Clear strategic direction & vision, goals Control through predictability
Micro-managing	AUTONOMY	Freedom given to make decisions Sphere of influence is clear
Diverse cultures, cross-functional or virtual teams – we're wired to protect ourselves from 'otherness' Failing to connect for fear of maintaining 'professional boundaries'	RELATEDNESS	Actively seek to create common ground, Trust Support & collaboration Establishing genuine bonds
Secrecy, hidden agendas, closed doors, favouritism, dishonesty, judgement, etc	FAIRNESS	Open communication Transparency Obvious & overt fairness Impartial views / non-judgemental



Based on this new knowledge of how to motivate others, what will you:

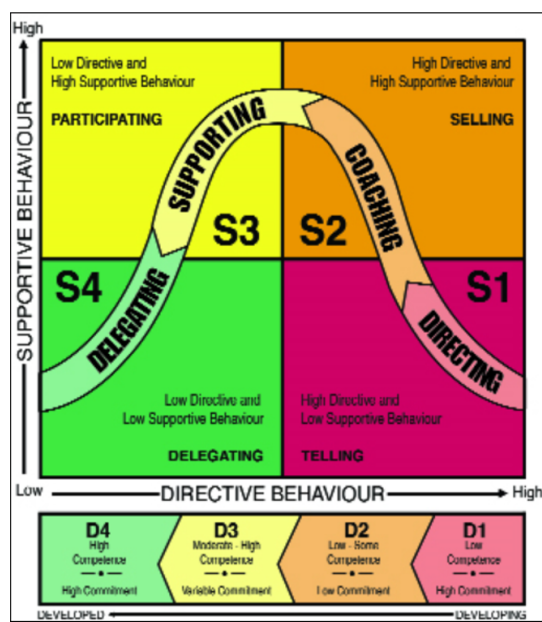
Stop doing –

Start doing –

Continue doing -

Delegating: Identify the *Situation* to determine your actions

The **Situational Leadership Model** suggests that there is no “one size fits all” approach to leadership. Depending on the situation, varying levels of “leadership” and “management” are necessary. Check out a short video tutorial at <https://www.youtube.com/watch?v=sGCxEp8R6MQ>.



Determine Leadership Style to apply

- S1 Directing: High Directive, Low Supportive – “tell”
- S2 Coaching: High Directive, High Supportive – “sell”
- S3 Supporting: Low Directive, High Supportive – “participate”
- S4 Delegating: Low Directive, Low Supportive – “delegating”

Determine Follower Competence & Commitment

- D1: Low Competence, High Commitment
- D2: Low-Some Competence, Low Commitment
- D3: Mod-High Competence, Variable Commitment
- D4: High Competence, High Commitment

Adapted from the model by Ken Blanchard and Paul Hersey in Management of Organizational Behavior, '96

Putting ‘Situational Leadership’ into action

Step 1: List your Most Important Tasks or Priorities to involve others in (list your top 7-10)

Step 2: Identify who (team member/direct report) you are considering asking to support a task/priority

Step 3: *Diagnose the Readiness Level of the Followers* (team members) by analyzing the person or group’s ability and willingness.

Step 4: *Decide the Matching Leadership Style* - reflect on your own preferred leadership style and if needed, plan to flex your style for the conversation with followers. Ex. Do you find you delegate

(S4) frequently even when a person may need more step by step instruction (S1)? Or, is your preference to always provide step by step instruction (S1) even when the follower has experience and maybe just needs support (S3).

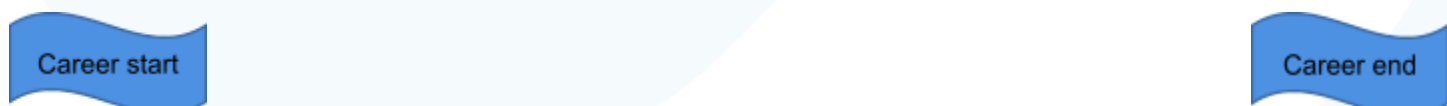
Make it real – Taking some activities/priorities you identified in Step 1, complete the table populating Steps 2-4.

Activity/Priority	Team Member	Readiness (D1-4)	Leader Style (S1-4)	Comments/ Questions
1.				
2.				
3.				

My career timeline

Marshall Goldsmith's motto of "What got you here, won't get you there" is partially right. You likely have achieved so much in your life, career, education, profession that you'll carry forward into future roles. The intent of this motto is for people to realize the need for continual learning and growth at all stages of one's career.

In the space below, reflect and capture your career timeline: Where have you been? Where are you today? What does the future hold?



Career start

Career end

What impact are you having?

Based on your reflections from guided journey:

Who was there?

Who wasn't there that you wished was?

What did you hear you felt proud, happy about?

What didn't you hear that you wish was said?

What are some stops, starts, and continues to expand your impact (and leadership)?
Continue:

Start:

Stop:

Anchoring in & forwarding the learning

Define your leadership BE behaviours

Think about the leader you want to become. How do you want to show up, as a leader? How do you want to be seen and remembered? Choose up to 3 leadership traits from the following list. If a trait you want is not on the list, be as creative as you like. Your DNA statement is very personal. It is about who YOU want to be, not who you think others want you to be.

Adaptable, Assertive, Bold, Charismatic, Committed, Competitive, Courageous, Creative, Decisive, Disciplined, Driven, Empowering, Energetic, Energised, Engaged, Engaging, Flexible, Focused, Influential, Innovative, Inspiring, Mentor, Motivating, Optimistic, Passionate, Positive, Proactive, Rejuvenating, Resilient, Respected, Results Driven, Rigorous, Risking, Servant, Service Oriented, Supportive, Transformational, Transformative, Trusted, Trusting, Valued, Visionary, Wise

Insert your selected traits into the following phrase, which becomes your personal leadership BE statement:

“I want to be a _____, _____, and _____ leader.”

WHO you see you are...



defines the **ACTIONS** available...



to produce desired **RESULTS**



Looking ahead...

Where would you like to be in 6-12 months? Start crafting points to create your personal leadership vision statement.

How will you get there:

Who will you BE:

What will you KNOW:

What do you DO:

Actions to take to make change happen:

I'll know I'm making a difference when:

Who will help support and/or hold me accountable?

How will I celebrate?

