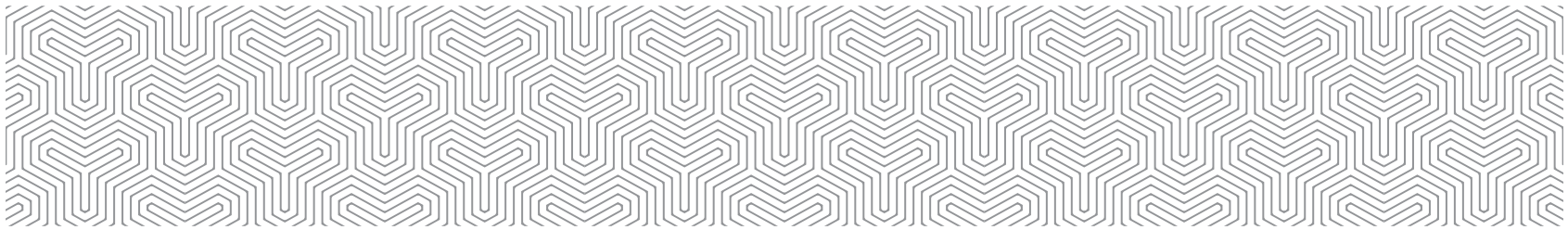


LEADERSHIP AND CORPORATE CITIZENSHIP

Recommended study material for the Landscape Industry Certified Manager exam



Business Management Training Manual for Landscape Professionals

Produced by

National Association of Landscape Professionals
Canadian Nursery Landscape Association

Developed by

McTavish Resource & Management Consultants Ltd.



Canadian Nursery Landscape Association
Association Canadienne des Pépiniéristes et des Paysagistes



Learning Objectives

After you have completed this manual, you should be able to:

- Understand the basic theories of leadership and motivation;
- Use principles of leadership;
- Use appropriate management styles;
- Implement your corporate mission and vision through effective communication;
- Set clear and realistic goals;
- Communicate effectively with staff and other company stakeholders;
- Develop a corporate culture that is appropriate for your organization;
- Run effective meetings;
- Build high performance teams;
- Set high ethical standards for yourself and your company;
- Practice effective decision making.

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Chapter 1

Leadership for the 21st Century

The Role of Managers

This module covers the leadership aspects of management, but does not address the other significant roles that managers play in planning, organizing, and controlling business operations. These three aspects of management are covered in other Business Management Training Manuals, including the “Strategic Planning Manual,” the “Corporate Financial Management Manual,” and the “Human Resource Training Manual.” The following paragraphs provide a brief review of the roles of managers in business today.

All companies need managers, but we often do not give much thought to what is the true role of a manager. The most accepted definition of management is “the process of achieving organizational goals by engaging in planning, organizing, leading, and controlling.”

Planning

Planning is the process of setting goals (long-term and short-term) and making decisions on how to achieve these goals. Without planning, a company cannot achieve, or even measure, success. Planning within a company is no different than planning a vacation. You determine where you want to go (set goals) and then determine the best way to get there (how to achieve the goals). The process of planning is covered in detail in the “Strategic Planning Module.”

Organizing

Organizing is a critical function for management, since it is the process of allocating resources (human and nonhuman) so that the company plans can be carried out in a successful manner. This typically involves determining staffing levels, organizing tasks into specific jobs, organizing work crews with appropriate people, and ensuring that there are appropriate equipment and other nonhuman resources available.

Controlling

Controlling is the process that managers must engage in to regulate the company’s activities to ensure that performance meets the vision and goals set by the company. To do this effectively, managers must

be able to monitor activities (often by way of financial or job-costing records), compare the results against stated goals, and, finally, take appropriate action if early results are not trending to the established goals. An example of “controlling” is the monitoring of job costs against bid prices. If a landscape crew is not carrying out work at the expected levels of efficiency, you should know early enough from your job-costing reports to take corrective action.

Leading

Leading is the role that managers assume to influence others to exhibit the behaviours at work that are necessary to efficiently reach the company’s goals. Leading includes setting and communicating a vision and providing direction to and motivation of employees.

Leadership and Soft Power

Of the four roles a manager plays, Planning, Organizing and Controlling are processes that can be defined, written down and communicated. Leadership, however, is not a process; it can be learnt but not taught, and is the subject of many books. In its essence leadership is about motivating people to achieve a goal; there are many ways to accomplish this and there is no one style that makes a “Leader.” Leadership is deeply related to who you are as an individual, the circumstance, and how you inspire those you wish to lead.¹

Leadership is certainly aided by authority but being in authority won’t necessarily make you a leader. People decide whether you are a leader and your actions, vision, and ability to communicate and gain trust are the elements you will be judged on. To “Lead” you must have followers and your task is to recruit followers through your actions.

Daily Role of Managers

A large body of research has taken place over the last 25 years on the practical aspects of the daily role of managers. This is best summarized by thinking of managers as having interpersonal relations with all reporting employees, providing information, and having decisional roles. Henry Mintzberg’s ten major managerial roles are listed in Table 1.²

¹ Prentice, W.C., 2004. Understanding Leadership. *Harvard Business Review*, (January). Available at: <https://hbr.org/2004/01/understanding-leadership>.

² Mintzberg, H., 1980. *The Nature of Managerial Work*, Englewood Cliffs, NJ: Prentice Hall College Division.

TABLE 1: MINTZBERG'S 10 MANAGERIAL ROLES

Mintzberg's Ten Major Managerial Roles	
Role	Description
Interpersonal	
Figurehead	Needs to perform “symbolic” duties, usually legal or social nature
Leader	Builds positive relationships with employees so that they can be motivated and lead
Liaison	Maintains wide networks outside of the formal business organization that can provide help and information to assist in decision making
Informational	
Monitor	Seeks internal and external information from a wide variety of sources about issues that can impact the company
Disseminator	Transfers information within the company that has been gathered from internal and external sources
Spokesperson	Transfers information about the company to a wide variety of outside people and organizations.
Decisional	
Entrepreneur	Either personally or by facilitation acts as an initiator, designer, and encourager of change and innovation
Disturbance Handler	Takes corrective action when the company faces unexpected challenges
Resource Allocator	Allocates human and nonhuman resources, as appropriate (e.g., people, funds, and equipment)
Negotiator	Represents the company in negotiations (external and internal within the specific manager's span of control)

Introduction to Leadership

This module will focus on the “leadership” function of management. We first set out various theories of leadership, so the reader is well-grounded in the various aspects of human behavior and leadership theory that impact a manager’s ability to lead an organization. This will be followed by the practical application of the leadership theory to a manager’s leadership role within the company.

Effective leadership in a managerial position means being a motivator of employees. A motivated employee will be more efficient and, therefore, increase your profits. Leadership, then, should be based on an understanding of human behavior, including needs, expectations, reactions to rewards and reinforcement, and how this relates to motivation.

An employee’s reaction to a leader’s motivational attempts is also influenced by the specific leadership traits and styles used. Management scholars, psychologists, and behavioral theorists, have developed a number of theories on human behavior that lay the foundation for understanding employee motivation and leadership behavior. This manual provides information on the theories of motivation and behavior, which provide an under-pinning for the practical application of leadership skills in the workplace. The theories are summarized below and followed by more detailed discussions later in the document.

What Makes a Leader?

“Are leaders made or born? This question has been discussed by management scholars for years. As an educator, I can tell you leaders are not born as great leaders, great managers, or great CEOs. In fact, each is born a baby.”³

There is no magic blessing that says a person is a leader. It is not a predetermined condition, like skin color. Leadership is a behavior. All of us have the potential to be a leader; the kernel of potential resides in each of us. In her Master’s Thesis, “Leadership: The Personality Factor,” Lieutenant Commander Jane Moraski concludes “The challenge of leadership is to know yourself, know your people, know your enemy and balance the right personality traits and preferences in the situation at the right time. If this is accomplished, the odds of success increase.”⁴

However, like all behaviors, leadership has to be developed, fostered, nurtured, and allowed to grow. It takes a particular environment for leadership potential to blossom, and as with all behaviors, it starts

³ Turner, F., 2002. A Micro Look at Leadership Development. *The CEO Refresher*. Available at: <http://www.refresher.com/Archives/!microlook.html>.

⁴ Moraski, J.M., 2002. *Leadership: The Personality Factor*. Master’s Thesis. Quantico, VA: Marine Corps University. Available at: <http://www.dtic.mil/dtic/tr/fulltext/u2/a401567.pdf>.

with an understanding of yourself, then a desire or need to lead, an understanding of what leadership entails, an appreciation of your circumstance and then a desire to integrate the necessary behaviors into our personal repertoire.

A creative sense of risk-taking behavior emerges from within the individual. The environment the person inhabits hones it. Leadership is an art, not a science, leadership:

- Is an expression of the individual within a social and environmental context;
- Reflects the individual's personality;
- Can be learned;
- Is greatly enhanced through a disciplined regime of learning and feedback.

Finally, management science provides a guide for effective leadership and leadership skill development.⁵

Leadership and Leading

There is a classic and generally accepted definition of leadership. This definition encompasses all aspects of the leadership debate. "Leadership is the ability to get work done with and through others while winning their respect, confidence, loyalty, and willing cooperation. Through direction, encouragement, sensitivity, consideration, and support, you inspire your followers to accept challenges and achieve goals that may be viewed as difficult to achieve."⁶

When exploring the concept of leadership, academic research historically tended to focus on leadership techniques to maximize production. This evolved into the application of scientific methodology to understand human behavior and motivation. The next section of this manual will provide details of some of the more interesting and accepted theories of motivation, human behavior, and leadership.

Multiple Trait Theories

These theories emphasize the unique traits that successful leaders use to influence and motivate their employees. These traits have been identified as drive, intelligence, self-confidence, desire to influence others, relevant knowledge, and honesty and moral character.

Motivational Theories

Motivational theories are the subject of much academic research. There is no single theory that defines motivation, but rather, they can be broken into two categories, content and process theories, to help

⁵ Goleman, D., 2000. Leadership That Gets Results. *Harvard Business Review*, (March-April). Available at: <https://hbr.org/2000/03/leadership-that-gets-results>.

⁶ Dufour, R. & Eaker, R., 1998. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Bloomington, IN: Solution Tree.

understand how a manager or owner may apply these in the workplace. The section will be broken into the content and process theories.

1. Content theories:
 - a. These explain the things which motivate people in terms of:
 - i. Relative strengths of people's needs and;
 - ii. The goals they pursue to satisfy those needs
2. Process Theories
 - a. These focus on how people make choices with respect to their goals

Three M's: Maslow, Maturity, and Motivation

Three key concepts flow out of the modern theories of leadership, these are:

- **Needs:** the concept that employees behave in a certain way because they are attempting to fulfill internal needs;
- **Maturity:** the concept that a certain level of maturity is necessary in an employee with respect to his or her skills and the desire to take responsibility;
- **Motivation:** the concept that motivation is based on a large number of variables, including employee needs, maturity, and external influences.

Before engaging in leadership, it is relevant to the discussion to consider that you cannot have leaders without having followers. Followers attempt to blend into the group, perform to the group norms, adopt its values, and work to its standards. The leader has the greatest opportunity to establish the parameters to guide and influence followers to achieve success.

Content Theories

Content theories attempt to explain the things that motivate people in terms of the relative strength of peoples' needs and the goals they pursue to satisfy these needs. This type of research is challenging to conduct, as even people within each demographic have different motivations; people also have different priorities depending on what stage in their career they are and have different perceptions on different circumstances. This is not to say that the theories should be ignored, but bear this in mind when reading about the content theories and why they have different arguments for motivation.

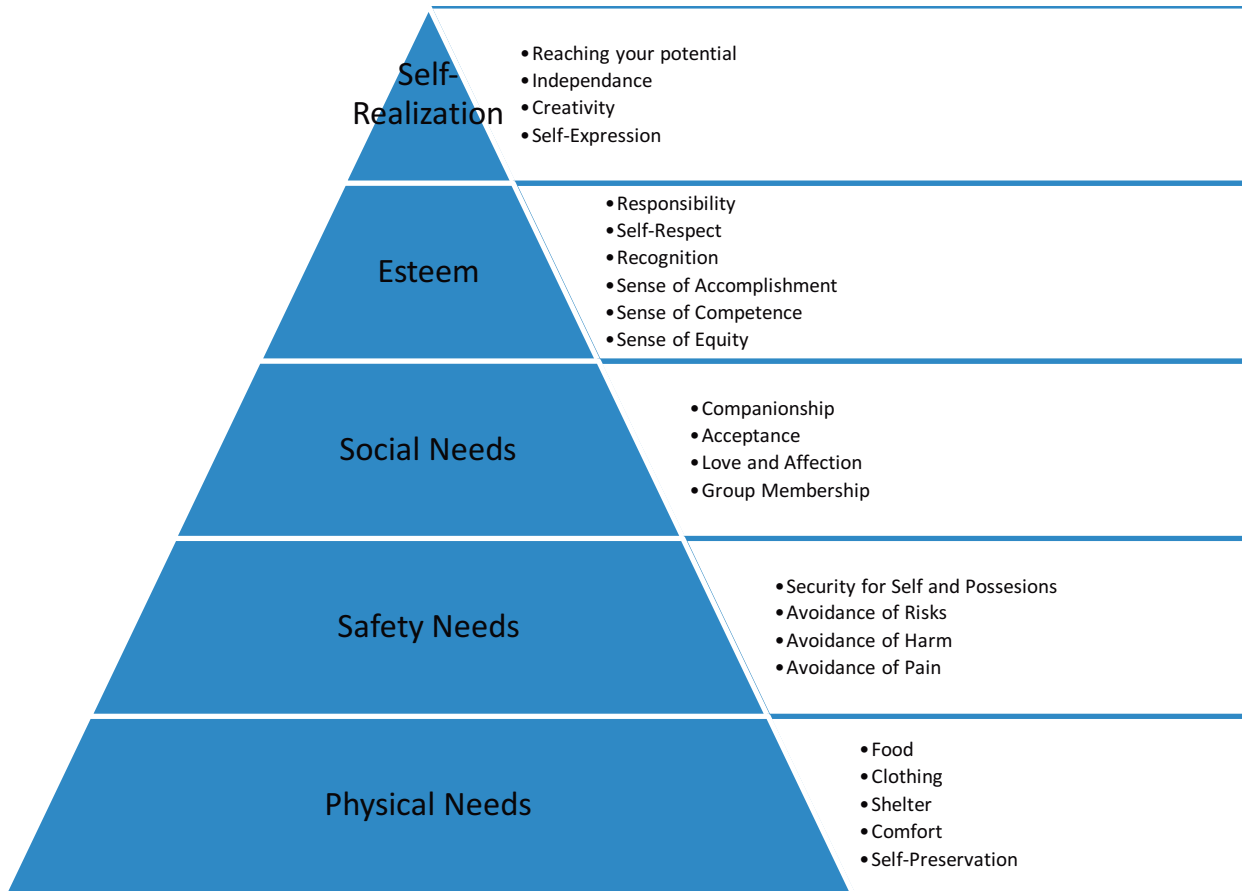
Maslow's Hierarchy of Needs Theory

When examining the issue of followers, a place to begin would be with the fact that all followers (all people, for that matter) are composed of many needs. Life is a constant quest to satisfy these needs.

The developer of the most commonly accepted needs theory linking needs to motivations is Abraham Maslow. His “Hierarchy of Needs Theory,” (see Figure 1) developed in the early 1960s, clearly illustrates the general grouping of needs factors.⁷ Maslow argued that individuals are motivated to satisfy a number of different kinds of needs, some of which are more powerful than others (prepotent) and, therefore, are felt as being more pressing than others. Until these needs are satisfied, other needs have little effect on an individual’s behavior. We satisfy the most prepotent needs first. Thinking in terms of new employees, their primary focus will be on their safety and physical needs. Until these have been met, it becomes difficult to lead employees into more complex behavior. Maslow’s approach should not be seen as one of simple stepping-stones. It is likely that individuals will be experiencing a variety of needs within the context of their work setting. In fact, people often work on fulfilling several needs at once. Further, while the accuracy and validity of Maslow’s research is contested (and should be examined with a critical eye), *the fundamental point is that effective leaders must be sensitive to their employee’s requirement for needs to be met.*

⁷ Maslow, A.H., 1987. *Motivation and Personality* 3rd ed., New York: Wiley.

FIGURE 1: MASLOW'S HIERARCHY OF NEEDS



McGregor's Theory X-Theory Y

Douglas McGregor developed what has become known as Theory X and Theory Y as seen in Table 2.⁸ According to McGregor “traditional organization with its centralized decision making, superior-subordinate pyramid, and external control of work is based upon assumptions about human nature and human motivation.” He called this “Theory X.” It assumes people prefer to be led, are not interested in assuming responsibility, and want safety above all. People are motivated by money and the threat of punishment. He then advanced the idea that management practices had evolved to include a more humanistic approach. His alternative theory, “Theory Y,” was based on the assumption that people can become self-directed and creative at work if properly motivated. It was essential for management to unlock the potential of people. Theory X managers were seen as directing, controlling, and closely supervising the work of their employees, whereas Theory Y managers were supportive and facilitating.

⁸ McGregor, D.M., 1960. *The Human Side of Enterprise*, New York: McGraw-Hill.

TABLE 2: MCGREGOR'S THEORY X - THEORY Y

Theory X	Theory Y
Work is inherently distasteful to most people	Work is as natural as play, if conditions are favorable
Most people are not ambitious, have little desire for responsibility, and prefer to be directed	Self-control is often indispensable in achieving organizational goals
Most people have little capacity for creativity in solving organizational problems	The capacity for creativity in solving organizational problems is widely distributed in the population
Motivation occurs only at the physiological and safety levels	Motivation occurs at the social, esteem, and self-actualization levels as well as the physiological and security levels
Most people must be closely controlled and often coerced to achieve organizational objectives	People can be self-directed and creative at work if properly motivated

Following McGregor's work, there was a convergence of the management theorists with those who had been studying motivation. Modern leadership theory emphasizes the need to consider both human resources and capital resources as assets requiring proper management.

Herzberg's Dual-Factor Theory

Other researchers have advanced further needs theories; Frederick Herzberg developed the *Dual-Factor Theory* shown in Table 3.⁹

The Dual-Factor Theory proposes that there are two major factors in motivation. Satisfaction is achieved through the use of motivators, and prevention of dissatisfaction is achieved by the use of hygienes. Motivators allow for psychological growth and development. They are closely related to Maslow's need for self-actualization. Hygienes, if applied effectively, can best prevent dissatisfaction. If applied poorly, they can result in negative feelings about the job. However, like Maslow, these findings should be

⁹ Accel, 2015. Fredrick Herzberg. *Human Relations Contributors*. Available at: http://www.accel-team.com/human_relations/hrels_05_herzberg.html; Herzberg, F., Mausner, B. & Snyderman, B.B., 1959. *The Motivation to Work* 2nd ed., New York: John Wiley.

looked at with a critical eye, as academics have questioned the sample in which Herzberg developed his theory.

TABLE 3: HERZBERG'S DUAL FACTOR THEORY

Hygienes	Motivation
<ul style="list-style-type: none"> • Company policy • Relations with supervisor • Working conditions • Remuneration • Relationship with peers & subordinates • Status • Promotion • Job security 	<ul style="list-style-type: none"> • Sense of achievement • Recognition • Work itself • Responsibility • Personal goals

McClelland's Theory of Needs

Like Maslow, McClelland believed there were motivators in peoples' lives; however, where they differ is that McClelland argues that people have a dominant motivator. These motivators are broken into three categories and each person has a different dominant motivation.¹⁰ This means each person is unique in what they need to be motivated.

- **Power:** the desire to make other behave in a way they would not otherwise do; they enjoy winning; they enjoy status and recognition.
 - How to motivate this person: Job design; provide these people the opportunity to manage people.
- **Achievement:** The drive to excel, to achieve in relation to set of standards; strong need to set and accomplish challenging goals; takes calculated risks to achieve their goals; likes regular feedback; enjoys working at alone
 - How to motivate this person: Have a reward system. The job cannot be overly easy or they will not fulfill their need for achievement; jobs should be moderately difficult but achievable (this is difficult to come up with such jobs, yes).

¹⁰ Mind Tools, McClelland's Human Motivation Theory. Available at: <https://www.mindtools.com/pages/article/human-motivation-theory.htm>; Accel, 2015. David McClelland. *Human Relations Contributors*. Available at: http://www.accel-team.com/human_relations/hrels_06_mcclelland.html.

- **Affiliation:** The desire to have friendly, close, interpersonal relationships; works well in groups; they want to be liked and will often go along with what the group wants; does not like high risk or uncertainty; and favours collaboration.
 - How to motivate this person: Company Culture that promotes social interaction.

Lawrence & Nohria's 4 Drives

Another example of needs-driven theories of motivation comes from Lawrence & Nohria. They argue there are four emotion needs or drives. They argue these are universal evolutionary traits.¹¹ These drives are to:

- **Acquire** scarce goods and develop social status;
- **Bond** with other individuals;
- **Comprehend** by satisfying our curiosity and mastering our environment;
- **Defend** against threats and promote justice.

Process Theories

Process theories look at *how* the individual achieves their needs or motivation. It is based on the premise that individual motivation is a dynamic process (not a static step by step process) and individuals exert a measure of choice in their life. It also works on the idea that perception is important in how people achieve their needs and motivation.

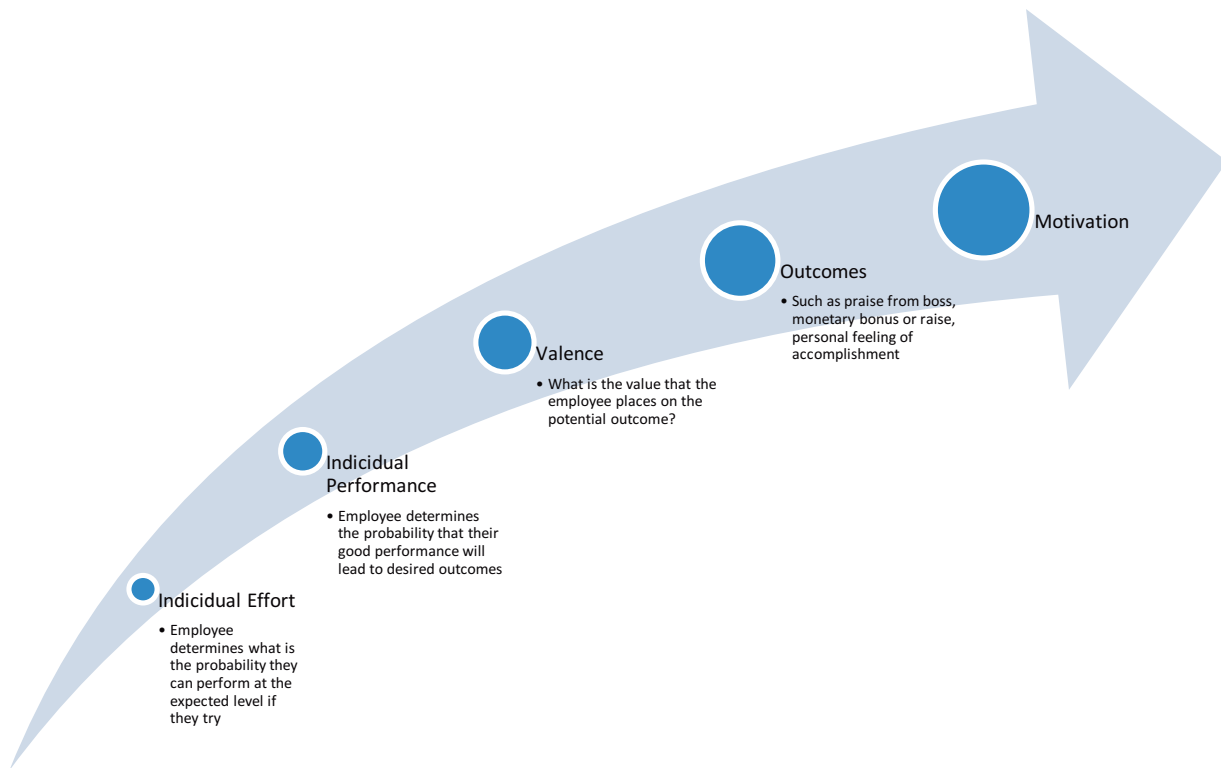
Vroom's Expectancy Theory

As humans, all employees are made up of a collection of behaviors, needs, and values. These characteristics interact with the environment and, consequentially, result in output. A simple illustration of this concept is found in Vroom's Expectancy Theory, which suggests people are motivated to work toward rewards that they want and which they believe they have a reasonable chance of obtaining.¹² Figure 2 illustrates the "Expectancy Model of Motivation."

¹¹ Lawrence, P.R. & Nohria, N., 2002. *Driven: How Human Nature Shapes Our Choices*, San Francisco: Jossey-Bass.

¹² Vroom, V.H., 1964. *Work and motivation*, New York: Wiley.

FIGURE 2: VROOM'S EXPECTANCY MODEL OF MOTIVATION



Expectancy Theory argues that all employees will assess the probability that their efforts will lead to the required performance level. This is called effort to performance expectancy. While assessing their ability to perform, employees will evaluate their own ability (education, training, and skills required to perform) and the availability of adequate resources (equipment, plants that meet specifications, and proper tools). A good example would be, asking an employee to take over the management of the arboriculture section of your company. Employees will ask themselves, “Do I have adequate training in tree care?” and “Will the company give me adequate resources (i.e., good people, new tools, and equipment)?” If the answer to these questions is yes, the employee will be motivated because they can see that there is a high probability of a successful outcome to their efforts. If, however, employees believe they do not have adequate training or resources, they will go into the job feeling that they have little chance of success and will, therefore, not have a high motivation to succeed.

The next piece of the expectancy model is the performance to outcome expectancy. Employees will assess the probability that their good performance will lead to their desired outcomes.

Typically, the desired outcomes are feeling good about the job, a bonus for doing good work, promotions, or simply the boss confirming that the employee has done a good job. If the culture of the

company is for management to reward competent work, then the expectation of getting rewarded for good work will be high and the motivation will be high. If, however, the history of the company is promising rewards for good work but not following through, there will be little motivation for the employee to do a good job. Thus, if the employees' assessment of the performance to outcome expectancy is high, this will contribute to their motivation; if the expectancy is low, it will, in fact, be detrimental to performance.

The third component of the expectancy model is valence. The model argues that the other component of motivation is how much we value the outcome. For example, an employee puts a high value on the rewards (bonus) given for a job well done; however, earning the reward requires working overtime and weekends, which takes away from his/her family time and may offset the value of the reward. Each person will assess the value of the reward against any negative impact it may create. The difference is called the "valence." If the valence is positive, then the person will be motivated; if the valence is negative, the rewards will not provide the motivation that management is expecting. The modern debate over work-life balance is an example of valence and in fact the question of valence is at the heart of much debate around motivating the millennial generation.¹³

Vroom demonstrates that we do not just do things to achieve the task goal. We also consciously or unconsciously choose a path that will bring us rewards that we value along with achieving the goal. The careful leader appreciates that his followers are complex individuals who often pursue paths that are not immediately apparent, and how to align those paths with company goals is a leadership challenge.

Locke's Goal-Setting Theory

Goal-Setting Theory was originally thought of as a motivation technique but has been developed into a motivational theory as well. Research has taken place to understand the thinking factors that take place that make goal setting successful as a technique. Goal setting works "by directing attention and action, mobilizing effort, increasing persistence, and encouraging the development of strategies to achieve the goals."¹⁴

Effective motivation is contingent on the leader setting goals that have appropriate characteristics. They must be challenging, realizable, relevant to the organization, and have specified completion

¹³ Muoio, D., *Motivation by Generation: Millennials, Generation X and Boomers are not as different as you think*, ARCH PROFILE

¹⁴ Locke, E.A. & Latham, G.P., 1984. *Goal Setting: A Motivational Technique That Works*, San Francisco: Prentice Hall.

times. The practical use of setting goals for employee motivation is dealt with in detail in the “Setting of Goals” section of this manual.

Reinforcement Theory

Reinforcement Theory is based on the premise that most behavior can be explained by consequences in the environment. Pleasant consequences (positive rewards) lead to repeated behaviors, whereas negative consequences result in the extinguishing of the behavior or at least a far less likelihood of it being repeated.

Positive reinforcement should provide positive stimuli (rewards, praise, time off) and be aimed at increasing the employee’s desired behavior. Since people differ on what they regard as positive stimulus (pleasure), managers must monitor whether their reinforcement is resulting in the desired behavior.

Negative reinforcement is the application of negative stimuli to encourage an employee to engage in a desired behavior to stop the unpleasant negative stimuli. For example, a landscape work crew may work hard to finish a project so that the foreman will not yell at them for being lazy. In general, overuse of negative reinforcement leads to employee resentment of the manager, lack of respect, and lack of desire to take on responsibility.

Stimulus Organism Response Accomplishment Model (SOBA)

S-O-B-A model is a comprehensive model of human behaviour which combines the S-R situation and human being. The interaction of the stimulus (environment) and the organism (individual) will result in a person behaving in a certain way; that behaviour will have an effect that can be either positive or negative on outcome as shown in the following illustration.



Summary of Motivational Theories

Personal motivation is also based on a basic need for achievement. Employees need to take personal responsibility for finding solutions to their problems. Therefore, they gain satisfaction from their personal achievements. Characteristically, these individuals set moderately high goals for themselves that require all-out effort and an exercise of their abilities. They relish the successful results they

achieve. What they also want is concrete feedback on their performance from individuals whose opinions matter to them.

The various theories of motivation describe people as being made up of a complex pattern of characteristics. Successful leaders must lock in on the characteristics of their followers in order to properly set the context and environment for the follower to flourish.

As has been shown by Expectancy Theory, motivation — the willingness or desire to put forth effort — is within the pursuit of organizational goals. Motivation is also conditioned by the ability of the action to satisfy some need for the individual. When people perceive a value to themselves, they will experience a motive to achieve the result. Leaders can influence corporate outcomes by putting in place optimum conditions for the motivation of employees. The challenge, of course, lies in the fact that each employee is an individual with their own personal set of needs. The willingness of an employee to successfully accomplish a task is partially predicated by the worker's desire to achieve success. There is a certain element of *what satisfaction does the individual get from completing a task?* This underscores the need for leaders to be conscious of an employee's apparent motivation and motivators. Leaders need to determine the unsatisfied need that the employee is seeking to fill and create a work environment where that need can be met.

There has been much discussion about whether millennials are motivated the same as their predecessors. Many managers will complain millennials do not like to work hard, they do not worry about customers etc. However, research has shown there is minimal difference between millennials and the baby-boomers in motivation; further the research is still in its infancy at the time of writing, with millennials just entering the job market.¹⁵ It is a transition period in not only the way we work, but also the way we learn. Recall in the theories we have discussed thus far that motivation varies across people within the same socio-economic and age category! As a manager and owner, you should not be thinking about it as a millennial issue, but rather a multi-generational workforce issue — how did things differ between the baby boomers and those born in the 1930s, for example. See the further reading section for material on managing inter-generational teams.

¹⁵ Baird, C.H., 2015. 5 Myths About Millennials in The Workplace. *Forbes*. Available at: <http://fortune.com/2015/04/13/5-myths-about-millennials-in-the-workplace/>; Muoio, D., Motivation by Generation: Millennials, Generation X, and Boomers Are Not As Different As You Think. *Arch Profile*. Available at: <http://blog.archprofile.com/archinsights/motivation-generation>.

Leadership Theory

For much of the 20th century, researchers were driven by the goal of determining how to maximize productivity in the workplace. Since the Industrial Revolution, manufacturing, with the application of new science, changed the labor process. Advancements led to the liberation of many workers and the evolution of the service industry. This growing trend caused social researchers to begin applying scientific methods to the human side of the production process.

Fredrick Taylor and Scientific Management

One of the first to apply scientific methods was Fredrick Taylor. He believed that as labour was one of the inputs to Industrial production, the application of scientific management would lead to an increase in output. He advocated for management to focus on the techniques and methods used by employees. He conducted time-motion studies to demonstrate the need for task focus. In Taylor's theory, the organization must be rationally planned and executed in a way that maximizes administrative efficiency. Management was divorced from workers, expecting workers to adjust to the circumstances of their employment. The function of the leader was to set up and enforce performance criteria to meet organizational goals. The focus was on the organization and not the people.

George Mayo and Goal Attainment

By the early 1930s, a new human relations movement had sprung up. It was initiated by George Mayo, who conducted a series of experiments with the workers at the Hawthorne Works of the Western Electric Company in Chicago.¹⁶ His conclusions are summarized below:

- Work is a group activity;
- The social world of an adult is primarily patterned after work;
- The need for recognition, security, and a sense of belonging is more important than the physical conditions that people work under;
- Informal groups within work sites exercise strong controls over the work habits and attitudes of the individual worker.

Mayo speculated that the work of a leader was to facilitate cooperative goal attainment among followers by providing opportunities for personal growth and development. Contrary to the scientific movement, the focus was on the individual, not the organization.

¹⁶ Accel, 2015. Elton Mayo's Hawthorne Experiments. *Human Relations Contributors*. Available at: http://www.accel-team.com/human_relations/hrels_01_mayo.html.

Motivation theory and the workplace

As we have seen, there is no single answer to what motivates you and your employees or how you as a manager design the environment to allow your employees to realise and achieve their goals. A strong sense of motivation amongst your employees leads to greater efficiency, effectiveness, productivity, and commitment (thus generating more profit) and lowers frustration and the need for close supervision. Remember, everyone is different. For example, some people respond well to the yelling and screaming approach (go to YouTube and Google Bobby Knight), while some are motivated better though the softer approach (YouTube Lions Rugby Tour motivational speech). This does not mean you have to hold their hand and never criticize them, but they will not be motivated or loyal to you if you yell and scream at them. To be effective, you need to understand what your employee responds to and make a mental (or physical note) about it. If practiced properly, a motivated staff should result in increased profits, better safety, lower turnover rate (therefore lower training and recruitment costs), and a better ability to predict employee reaction to changes.

To be effective, it is suggested managers:

- Identify what the individual needs/wants;
- Provide employees with opportunities for intrinsic and extrinsic awards;
- Consider job design;
- Encourage employees to set goals;
- Clarify desired outcomes (both your expectations and the employees' goals);
- Communicate the link between desired performance and reward;
- Review management styles;
- Ensure rewards are equitable;
- Ensure that change strategies are carefully planned and executed (see Chapter 6: Change and Change Management for more information);
- Provide appropriate feedback;
- Provide suitable reinforcement for desired performance;
- Provide suitable role models and mentors.

Dimensional Theories of Leadership Behavior

At The Ohio State University, researchers attempted to identify various dimensions of leadership behavior, narrowing it into two styles: initiating structure, and consideration.

Initiating structure refers to the leaders’ behavior in delineating the relationship between themselves and the members of the work group.¹⁷ The leader endeavors to establish well-defined patterns of organization, channels of communication, and methods of procedure. Initiating structure includes the basic managerial functions of planning, organizing, and controlling.

Consideration is the behavior of friendship, mutual trust, respect, and warmth between leaders, and their staffs.¹⁸ A leader with a strong consideration style of management is more likely to encourage participative decision making, teamwork, and communication than a leader with a strong initiating style is. Some examples of consideration and initiating structure are found in Table 4.

TABLE 4: TWO DIMENSIONS OF LEADERSHIP BEHAVIOR

Consideration	Initiating Structure
<ul style="list-style-type: none">• The leader finds time to listen to group members• The leader is willing to make changes• The leader is friendly and approachable	<ul style="list-style-type: none">• The leader assigns group members to particular tasks• The leader asks the group members to follow standard rules and regulations• The leader lets group members know what is expected of them

The Ohio State University approach to leadership led to the development of a two-dimensional grid (see Figure 3) that shows the variation of consideration and initiating behavior. This figure shows that leaders can have both high consideration and high initiating behavior, thus being able to simultaneously emphasize task issues and be considerate towards employees.

FIGURE 3: FOUR LEADERSHIP QUADRANTS

High Consideration & Low Structure	High Structure & High Consideration
Low Structure & Low Consideration	High Structure & Low Consideration

¹⁷ Schriesheim, C.A. & Bird, B.J., 1979. Contributions of the Ohio State Studies to the Field of Leadership. *Journal of Management*, 5(2), pp.135–145.

¹⁸ Schriesheim, C.A. & Bird, B.J., 1979.

The Managerial Grid

Robert Blake and Jane Mouton furthered the work of merging task and relationship. They devised a method of determining a person's predominant style of operation called the "Managerial Grid."¹⁹ They state that all managers have a basic management style that fits on their grid, and knowing where they are on the grid will assist them with employee relations and interactions.

The following Website offers a managerial grid and format for identifying your predominant managerial style: <http://www.nwlink.com/~donclark/leader/matrix.html>

Blake and Mouton coined five management styles: impoverished, country club, task, middle-of-the-road, and team. They are described as follows:

- **Impoverished:** Exertion of minimum effort to get the required work done is sufficient to sustain organizational membership.
- **Country Club:** Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organizational atmosphere and work tempo.
- **Task Efficiency:** in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
- **Middle-of-the-Road:** Adequate organizational performance is possible through balancing the need to get work done while maintaining the morale of people at a satisfactory level.
- **Team Work:** accomplishment comes from committed people; interdependence comes through a "common stake" in the organizational purpose and leads to relationships of trust and respect.

Blake and Mouton's grid has evolved into a practical management tool for which there are registered trademarks and copyrights, and, therefore, it is not shown in this manual. The following Websites, however, provide descriptions and applications of managerial grids in the workplace:²⁰

https://www.mindtools.com/pages/article/newLDR_73.htm

<https://www.bumc.bu.edu/facdev-medicine/files/2010/6/Leadership-Matrix-Self-Assessment-Questionnaire.pdf>

¹⁹ Blake, R.R. & Mouton, J.S., 1985. *The Managerial Grid III: The Key to Leadership Excellence*, Houston: Gulf Publishing.

²⁰ Mind Tools, The Blake Mouton Managerial Grid: Leading People and Producing Results. Available at: https://www.mindtools.com/pages/article/newLDR_73.htm;

Situational Leadership

Situational Leadership is a group of theories that integrate theories of leadership style with consideration of situational (environmental) factors that impact employees.

Leaders develop their personal style over a period of time from a combination of their maturity, experience, education, and training. As well, leaders integrate what they observe as successful leadership into their personal approaches; role models, positive and negative, are valuable to your development as a leader. A leader's personal value system, confidence in subordinates, inclinations, and feelings of personal security aid in creating their style. Different leaders have different ways to motivate, and circumstance influences what leadership attributes are beneficial to achieving your objectives; personality and circumstance place the leader's style with an emphasis on either a task or relationship orientation.

Hersey and Blanchard coined the phrase "situational leadership."²¹ This approach to leadership recognizes that a leader must address the following questions:

- What is their predominant style?
- What style is required given the circumstance?
- What are the different levels of the workforce's maturity?²²
- What are the employment conditions that will impact on the application of leadership?
- How closely do the leader's style and the followers' maturity match?
- Is this required style effective for you to utilize and exhibit?

The leader must become a diagnostician. Using the spirit of enquiry, the leader examines the demands of the situation and the worker and chooses the appropriate leadership style.

Situational leadership theory, as described by Hersey and Blanchard, includes four major roles for managers:

- Telling;
- Selling;
- Participating;
- Delegating.

²¹ Hersey, P., Blanchard, K.H. & Johnson, D.E., 1996. *Management of Organizational Behavior: Utilizing Human Resources* 7th ed., Upper Saddle River, NJ: Prentice Hall College Division.

²² Define as the willingness and ability of an individual to direct their own behavior in a given situation.

Telling is used when employees are unable, unwilling, or so insecure that they will not take responsibility for the task. In this circumstance, the manager must give very specific instructions on what to do and how to do it. This would typically be the case with new employees who do not have any training or experience in landscaping or horticulture.

Selling is used when employees feel confident and willing to take on responsibility but still do not have all the skills needed. Using this style, you give specific directions but are supportive of the employees' desire to improve and take on responsibility.

Participating is used when employees have the skills to take on responsibility but are still unwilling or not personally confident in their abilities. Since they have the skills to perform the job, but are unsure of themselves, a participative management style with good two-way communication and collaboration is most effective. This also helps them gain confidence and take on more responsibility.

Delegating is used when employees have the appropriate skills, are confident in their abilities, and are willing to take on responsibility. If they are at this point in their development, delegating responsibility and accountability is the most appropriate way to manage them.

Multiple Trait Theory

Multiple Trait Theory emphasizes the specific traits that successful leaders use to influence and motivate their employees. These traits have been identified as drive, *intelligence*, *self-confidence*, *desire to influence others*, *relevant knowledge*, and *honesty and moral character*. Leaders have been shown to excel in these traits as compared to non-leaders.²³

Drive in a leader is the high level of desire to effectively complete a task. This is usually accompanied by a willingness to take responsibility, initiative, and to be persistent.

Desire to influence others is a critical characteristic of a leader, since it requires the acceptance of responsibility to complete tasks by influencing others. To influence others, one must also have reasonable levels of intelligence. Managers need to collect, understand, and synthesize information from many sources. They must then put that information into a practical context and communicate it to their employees. This all takes intelligence.

Self-confidence assists leaders in convincing others that their method, direction, goals, or vision are correct. Employees are much more likely to be motivated by managers who show little self-doubt in

²³ Kirkpatrick, S.A. & Locke, E.A., 1991. Leadership: do traits matter? *Academy of Management Executive*, 5(2), pp.48–60.

their decisions. To effectively lead, one must also build relationships and be trusted by employees. This requires that the leader be seen as *honest and having a strong moral character*. Leaders must have a high consistency between what they say and what they do, which reinforces their employees' perception of honesty.

Practical Implications of Leadership

As with so many aspects of managing a business, exercising leadership is not an easy task. As we have seen, there is a long history of studying leadership, so it should be no surprise that the practice of leadership can be described in many ways. For our purposes, we need to spend a little time looking at how you can be a more effective leader, and we will do that by looking at two important aspects of leadership: *style and loyalty*.

Leadership Styles

Research indicates that the leaders who get the best results do not rely on only one leadership style. Rather, they use many of them in any given week and do so seamlessly. Think of the styles as golf clubs being used by a pro golfer: each club fits certain shots, and sometimes its selection is automatic, and sometimes the choice has to be given some thought.

To illustrate this point, we will use a leadership “bag” that has six different styles. Rather than giving them long, theoretical definitions, we will see how they work, where they can be used, and what the overall impact is on the work environment. This in effect, tells us if the result will normally be positive or negative. Table 5 on the opposite page has been modified from Daniel Goleman, “Leadership That Gets Results,” Harvard Business Review, April 2000.²⁴

²⁴ Goleman, D., 2000. Leadership That Gets Results.

TABLE 5: GOLEMAN'S LEADERSHIP STYLES

	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	Coaching
Leader's operating style	Demands immediate compliance	Moves people toward a vision	Fosters harmony and build emotional bonds	Builds consensus through participating	Demands high performance standards	Long-term development of employees
Illustrative phrase	"Do what I tell you"	"Come with me"	"People come first"	"What do you think"	"Do as I do and do it now"	"Try this"
What is driving leader	Need to achieve with control, initiate	Self-confidence, agent of change, empathy	Communication, empathy, relationship building	Team leader and communication	Wants to achieve, initiate	Developing others through empathy
When to use the style	During a crisis with problem employees	When a clear direction or new vision is needed	Managing during stressful situations or unifying a team	Build consensus and buy-in. Engage key employees	When you need quick results and you have a competent team	To help employees improve over the long term
Result	Negative	Strongly positive	Positive	Positive	Negative	Positive

As you can see, the normal variety of business situations can benefit from different leadership styles. Be careful about interpreting the results section. Some might argue that the "coercive" style got a positive result, but you will note that it is only a short-term result. On a longer-term basis, continued use of this style brings a negative impact to the work environment.

Loyalty

When we think about leadership, we go back to what we want to accomplish through its practice. One of the key goals is to build long-term loyalty, especially from the valuable employees on whom we depend. Below you will find six tips on practices that will help you build loyalty in your organization.

1. **Practice what you preach and preach what you practice.** This starts by reflecting on what your personal core values are and extends to what the core values are for your business. Values are personal attributes that form the foundation of your company's culture; more on that later, but if your behaviour isn't consistent with the values you espouse, people you want to lead won't follow. You must do what you say, and, if you do a good job of putting your

values into practice, tell everybody about them; spread the word. Visit the website https://www.mindtools.com/pages/article/newTED_85.htm if you have an interest in identifying what your personal core values are.

2. **Always look for the win-win.** This means that for the company to win, the employees must see themselves winning as well. Do not do things that make them feel they have to lose for the company to win.
3. **Be picky.** Establish the difference between loyalty and seniority. Individuals would rather belong to an organization full of loyal people than to one full of folks who just happen to have been around for a long time.
4. **Keep it simple.** The world is complex enough already; try to keep rules simple for decision-making, job functions, and accountability.
5. **Reward the right results.** Just as you save the best deals for your most loyal customers, save the best opportunities for your most loyal employees.
6. **Listen hard, talk straight.** Long-term loyalty requires honest, open two-way communication between you and your employees. Make it safe for them to offer candid criticism and suggestions.

The leader's job is simple—get results—but too often the impact of leadership style on results is ignored. Sometimes experience and instinct are enough to achieve good results, but unfortunately, this is not the norm. A better approach to leadership is to have an understanding of various styles and practices, combine them with your personality, and then try them out.

Keep track of what was tried, in what kind of situation, and what the results were. Build your leadership skills with your family, friends, business associates, and, most important of all, with your employees.

The U.S. Small Business Administration summarizes the qualities needed for leadership as follows:²⁵

- **Emotional Stability.** Good leaders must be able to tolerate frustration and stress. Overall, they must be well adjusted and have the psychological maturity to deal with anything they are required to face.
- **Dominance.** Leaders are oftentimes competitive and decisive and usually enjoy overcoming obstacles. Overall, they are assertive in their thinking style as well as their attitude in dealing with others.

²⁵ U.S. Small Business Administration, Being a Leader. *Starting & Managing*. Available at: <https://www.sba.gov/managing-business/leading-your-business/being-leader>.

- **Enthusiasm.** Leaders are usually seen as active, expressive, and energetic. They are often very optimistic and open to change. Overall, they are generally quick and alert and tend to be uninhibited.
- **Conscientiousness.** Leaders are often dominated by a sense of duty and tend to be very exacting in character. They usually have a very high standard of excellence and an inward desire to do their best. They also have a need for order and tend to be very self-disciplined.
- **Social Boldness.** Leaders tend to be spontaneous risk-takers. They are usually socially aggressive and generally thick-skinned. Overall, they are responsive to others and tend to be high in emotional stamina.
- **Tough-Mindedness.** Good leaders are practical, logical, and to-the-point. They tend to be low in sentimental attachments and comfortable with criticism. They are usually insensitive to hardship and, overall, are very poised.
- **Self-Assurance.** Self-confidence and resiliency are common traits among leaders. They tend to be free of guilt and have little or no need for approval. They are usually unaffected by prior mistakes or failures.
- **Compulsiveness.** Leaders were found to be controlled and very precise in their social interactions. Overall, they are very protective of their integrity and reputation and consequently tend to be socially aware and careful, abundant in foresight, and very careful when making decisions or determining specific actions.

Beyond these basic traits, leaders of today must also possess traits that will help them motivate others and lead them in new directions. Leaders of the future must be able to envision the future and convince others that their vision is worth following. To do this, they must have the following personality traits:

- **High Energy.** Long hours and some travel are usually a prerequisite for leadership positions, especially as your company grows. Remaining alert and staying focused are two of the greatest obstacles you will have to face as a leader.
- **Intuitiveness.** Rapid changes in the world today combined with information overload result in an inability to “know” everything. In other words, reasoning and logic will not get you through all situations. In fact, more and more leaders are learning the value of using their intuition and trusting their “gut” when making decisions.
- **Maturity.** To be a good leader, personal power and recognition must be secondary to the development of your employees. In other words, maturity is based on recognizing that more can be accomplished by empowering others than can be by ruling others.
- **Team Orientation.** Business leaders today put a strong emphasis on teamwork. Instead of promoting an adult/child relationship with their employees, leaders create an adult/adult relationship that fosters team cohesiveness.

- **Empathy.** Being able to “put yourself in the other person’s shoes” is a key trait of leaders today. Without empathy, you cannot build trust. And, without trust, you will never be able to get the best effort from your employees.
- **Charisma.** People usually perceive leaders as larger than life. Charisma plays a large part in this perception. Leaders who have charisma are able to arouse strong emotions in their employees by defining a vision that unites and captivates them. Using this vision, leaders motivate employees to reach toward a future goal by tying the goal to substantial personal rewards and values.

The following sections look at the practical and critical component of effective leadership. The key to effective leadership is to develop a clear and consistent vision, develop a plan to reach that vision, and set clear, concise, and achievable goals that subordinates can meet.

The critical skills that a leader must have to integrate the knowledge that has been described in the preceding sections of this manual and to successfully reach the vision of the company are the ability to:

- Use power effectively;
- Influence people internal and external to the company;
- Manage conflict;
- Set goals;
- Communicate effectively;
- Practice effective listening skills;
- Delegate effectively;
- Build effective teams;
- Run meetings effectively.

Chapter 2

Power

Power has been described as the “last dirty word.” No one seems to want to talk about it, yet power is an integral part of everyone’s life. For leaders to be effective they must use power in an appropriate manner. Take this simplified self-assessment exercise to determine your current beliefs about power.

Self Assessment Exercise

Answer true or false to indicate your beliefs about the following statements:

	True	False
1. Managers in landscape companies need power to do their jobs		
2. Power is misused when it is used for personal gain at another’s expense		
3. Courtesy is one of the most effective tools for getting things done		
4. Power allows individuals, groups, and organizations to accomplish worthwhile goals		
5. Special skills and expertise are sources of power		
6. A person who has power can usually protect his / her interest from the maneuvering of others		
7. It is necessary and effective to constructively criticize employees for their mistakes		
8. Withholding my viewpoint and relevant facts to get along with someone with different prejudices would sell-out my integrity		
9. I should not have to curry favor to get people to cooperate with me or to do the job they are paid to do		
10. Being cordial to people, even if I do not like them is important as being good at my job		

Scoring: Award yourself 1 point for each answer that matches the following key

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

Interpretation: Interpret your score according to the following directions. Keep in mind that this is a self-perception instrument that has a wide variety of possible interpretations. The following descriptions are intended only to help you take a closer look at your own attitudes and potential behavior in organizational situations.

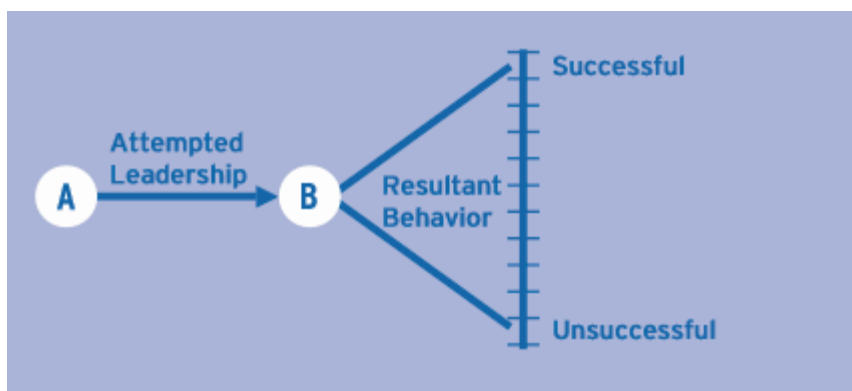
Score	Description
0-3	Your view of organizational power and influence may be naïve. People are likely taking advantage of you.
4-7	You tend to be cooperative or moderately competitive in your use of power, depending on you read the situation. You do not mind confrontations, but usually will not provoke them.
8-10	You are extremely power oriented. You may actually be abrasive in your use of power and probably tolerate little pressure from others without fighting back. You may even turn an ordinary problem into unnecessary confrontation for the pleasure of winning the point.

Power Defined

“Power” refers to the capacity that “A” has in influencing the behavior of “B” so that “B” does something he or she would not otherwise do. The definition implies a potential that need not be actualized to be effective, a dependence relationship, and the assumption that “B” has some discretion over his or her actions and behavior. The most important of these is the dependence relationship. With an interpersonal relationship between individuals, it is impossible to make power a reality. Indeed, it is said that people only have the power that others are prepared to give them. As leaders in a company, it is incumbent on us to use the aspect of power judiciously and capitalize on interpersonal relations.

A clear illustration of this power relationship is found in Figure 4.

FIGURE 4: POWER RELATIONSHIP



The power relationship is contingent on the interaction of A and B. The consequence of this interaction may be the successful influence of B's resultant behavior. Success is predicated on the type of power possessed by A and they of it.

Machiavellianism

In the past, having a Machiavellian approach to a situation has been seen as a negative associated with the philosophy that the end always justifies the means. Indeed, the definition includes "being marked by cunning, duplicity, and bad faith." However, the Machiavellian approach can also reflect a degree of pragmatism and a maintenance of emotional distance while working toward the end goal. Depending on the situational factors existing at the time, having an understanding of your predisposition for this type of behavior will enhance your understanding of power theory. Try the online quiz found at:

http://highered.mheducation.com/sites/0073381225/student_view0/chapter9/self-assessment_9_3.html to see how Machiavellian you are. More information can be found at:

Cliff Notes, 2016. *The Prince*. Available at: <https://www.cliffsnotes.com/literature/p/the-prince/book-summary>.

Fight Mediocrity, 2015. *The Prince by Niccolo Machiavelli: Animated Book Review*, YouTube. Available at: <https://www.youtube.com/watch?v=9SSV6mwPfTI>.

Sources of Power

The presence of power does not just occur. Its existence evolves from the scenario or context of the situation. But effective leaders make good use of the power that is available to them. There are two overall sources of power in companies; these are position power and personal power. Both the organization or institution and the individual bring power into the forefront. Due to their position, a leader may be able to influence an individual to perform a certain behavior. With the force of their personality, an individual may be able to influence the behavior of another. In order to be an accomplished leader, an individual must be aware of, and use, both types of power effectively.

One further concept is "titular power." Some believe that the title they hold automatically translates into power. This is not true. People who rely solely on their titles for power will find such behavior a hollow achievement. Too often, people make the unfortunate mistake of relying heavily on, or in some cases exclusively on, the power inherent in the position. In order for power to exist, there has to be some form of execution or action by the person holding the power and subsequent behavior by the individual on whom the power is applied.

It is now generally accepted that there are five basic sources of power. Table 6 outlines these five sources of power.

TABLE 6: SOURCES OF POWER

Reward Power	The target person complies in order to obtain rewards he or she believes are controlled by the agent.
Coercive Power	The target person complies in order to avoid punishments he or she believes are controlled by the agent.
Legitimate Power	The target person complies because he or she believes the agent has the right to make the request and the target person has the obligation to comply. This is usually based on the person's position within the company (i.e., position in management hierarchy).
Expert Power	The target person complies because he or she believes the agent has special knowledge about the best way to do something
Referent Power	The target person complies because he or she admires or identifies with the agent and wants to gain the agent's approval.

As a manager, if you were to understand and identify the source of your power, you would take a positive first step toward executing influence over others. By developing your use of the power you inherently possess, your opportunity to achieve success improves dramatically. Although some of the sources appear to be lodged within the position, they are only executable if the person being influenced believes that the manager actually possesses and, more important, will act on that power. These sources include “reward,” “coercive,” and “legitimate” power.

A second source of power rests with the individual. This is either “expert” or “referent” power. A person gains these types of power through a lifetime of experience that is known and accepted by the person who is expected to follow.

The organization or personal power groupings do not necessarily operate exclusively of each other. In fact, they often overlap. It is critical for the success of a leader to not rely solely on organizational power but, rather, to work at developing personal power.

Coercive Power – the Cost Benefit Equation

Before using coercive power, forcing someone to carry out your requests because you can punish them if they fail to comply, managers must first assess the cost and benefit of exercising the power available to them. The benefit is having your requests met; the cost is damage to a long term relationship or association. “My Way or the Highway” can be effective and the correct style of authority to use in some circumstances, but it can have a steep cost; use when needed but do so deliberately and judiciously.

Role for Influence Strategies

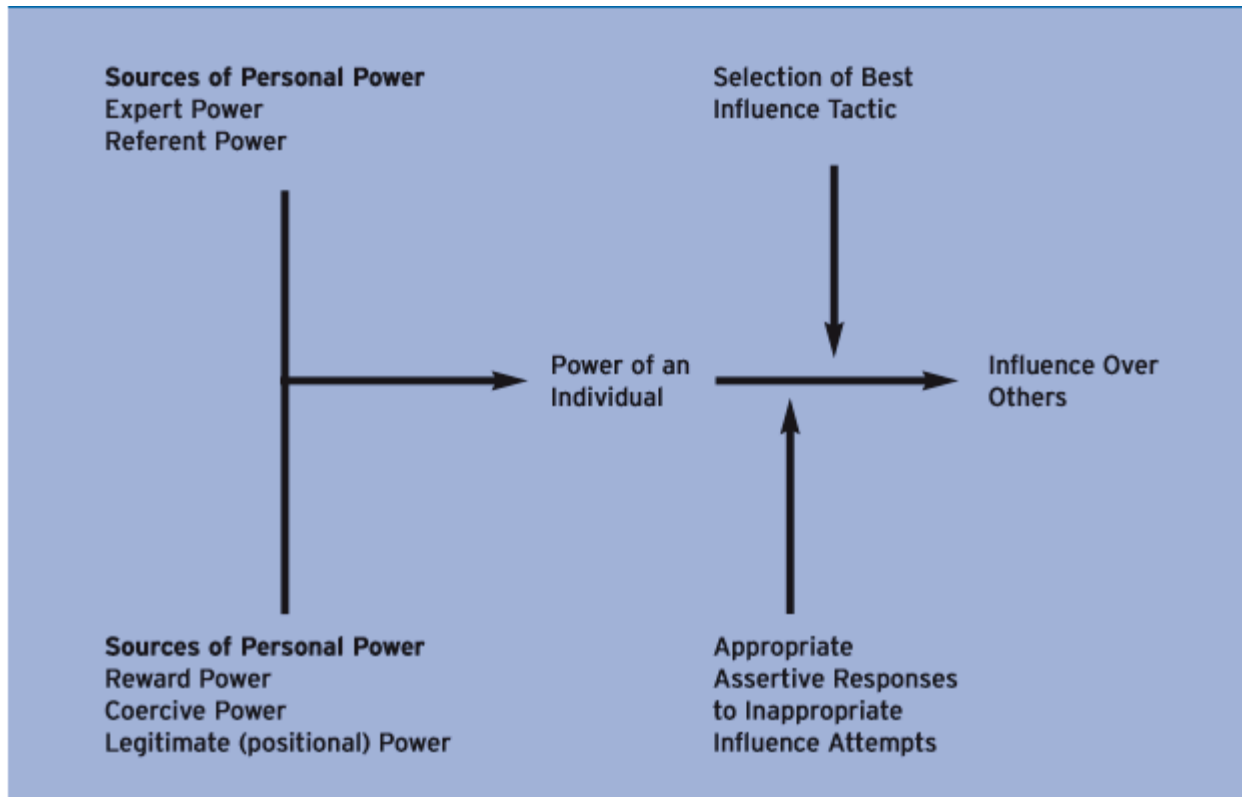
Simply having power is not sufficient. To use power effectively it must be accompanied by the use of an influence strategy. Table 7 outlines nine tactics commonly used.

Power, along with the accompanying influence strategy, results in resistance or commitment on the part of the receiver. There are three possible results. These are resistance, where the person resists your attempt to influence; compliance, where the person complies but without enthusiasm or commitment; and commitment, where the person responds because they want to. The consequences of integrating the power of the individual with the application of the most appropriate influence strategy are outlined in Figure 5.

TABLE 7: INFLUENCE TACTICS

Rational Persuasion	The agent uses logical arguments to persuade the target that a proposal or request is viable and likely to result in attainment of task objectives.
Inspirational Appeals	The agent makes a request or proposal that arouses the target's enthusiasm by appealing to the target's values, ideals, and aspirations or by increasing the target's self-confidence
Consultation	The agent seeks the target's participation in planning a strategy, activity, or change for which the target's support and assistance is desired, or the agent is willing to modify a proposal to deal with the target's concerns and suggestions.
Ingratiation	The agent uses praise, flattery, friendly behavior, or helpful behavior to get the target in a good mood or to think favorably on his or her request for something
Personal Appeal	The agent appeals to the target's feelings of loyalty and friendship when asking for something.
Exchange	The agent offers an exchange of favors, indicates a willingness to reciprocate at a later time, or promises a share of the benefits if the target helps accomplish the task.
Coalition Tactics	The agent seeks the aid of others to persuade the target to do something, or uses the support of others as a reason for the target to also agree
Legitimizing Tactics	The agent seeks to establish the legitimacy of a request by claiming the authority or right to make it or by verifying that it is consistent with organizational politics, rules, practices, or traditions.
Pressure	The agent uses demands, threats, frequent checking, or persistent reminders to influence the target to do what he or she wants.

FIGURE 5: PERSONAL INFLUENCE MODEL



Summary

This brief discussion of power and the aspects of power must be carefully integrated into the leadership concepts. Power serves as a tool and as an adjunct to the leader's profile. In general, employees react in a positive manner to expert and referent power and will often be resistant to the long-term misuse of legitimate (positional) and coercive power.

If a manager in the organization has legitimate power (due to their position) but is clearly incompetent (no referent or expert power) subordinates will not find this person to be an effective leader. Often managers in this type of position will resort to coercive power ("Do it or you will be fired") which further demotivates employees.

Chapter 3: Conflict

Effective Conflict Resolution

Conflict, it is said, has concerned man more than any other issue, with the exception of God and love. Conflict is present in many forms within all peoples' lives. The behavior needed to address and deal with conflict sometimes eludes us as adults. Perhaps that is because the lessons we learned as children on how to deal with conflict do not serve us well in the complex world of adulthood.

Conflict Defined

Before attempting to develop conflict resolution behavior, it is necessary to define it. We know that conflict is not simply a disagreement or an argument; these may be aspects of the conflict but, in and of themselves, they are not the conflict.

Conflict is defined as having three variables, which must be present in order for conflict to exist. These are *interdependence*, *interaction*, and *incompatible* goals. Conflict is where two or more people have a shared relationship and where the goals of one or both are being frustrated by the actions of the other. As well, the goals may be in violation of the values of the person(s). Conflict inherently carries a number of characteristics. These typically include the emergence of incompatible goals, the breaking down of lines of communication, an active obstruction of goal achievement, disputes over facts, damaged feelings, and loss of productivity.

On its own, conflict does not necessarily produce negative consequences. When harnessed, the energy that surrounds conflict can be used for productive purposes. However, the communication skills of the group's leader will be dramatically showcased within the conflict resolution.

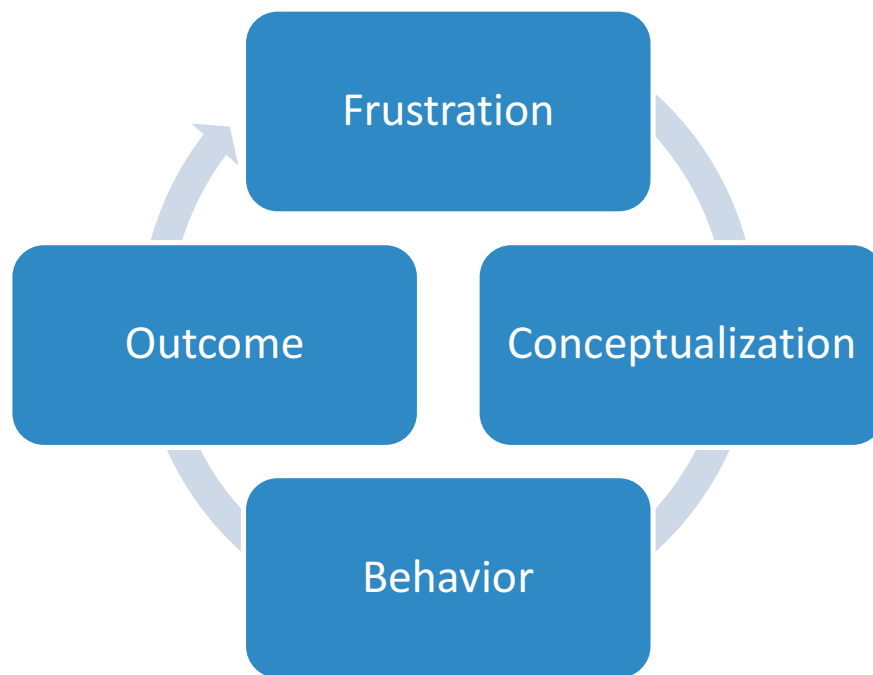
The context in which the conflicts arise helps to determine the nature of the conflict. It is said that conflict can be described in one of three ways. These are:

- **Interpersonal conflict.** Conflict existing between two or more individuals in a group.
- **Intergroup conflict.** Conflict existing between two or more identifiable groups within a larger social system.
- **Inter-organizational conflict.** Conflict similar to intergroup conflict but arising normally between two structured organizations, either in an external environment or internal to a larger organization.

Understanding Conflict

As has been noted, conflict arises because of an interdependence of two or more individuals who have an interaction. The natural cycle or series of steps that typically allows the conflict to evolve is shown in Figure 6.

FIGURE 6: CONFLICT DEVELOPMENT CYCLE



- **Frustration.** The individual perceives that someone else has obstructed his or her goals or aims.
- **Conceptualization.** The person begins to develop perceptions surrounding the apparent obstruction. He or she begins to attach motives and blame to someone's behavior.
- **Behavior.** The person acts on his or her perception of the world. They then filter their perception of the other person's response through the lens of conflict.
- **Outcome.** The results of the conflict are known. Typically, there are winners and losers as perceived by those related to the conflict.

It is often said that “we do not get what we want, but instead, we get what we picture.” The role of perception, which is filtering the events into a set of preconceived expectations, results in individuals responding to their perceived slights. These manifest into a conflict. Acting on our beliefs, we perceive

that the other person has rejected us. Consequently, conflict arises. As was noted, conflict is neither good nor bad; indeed, constructive conflict:

- Allows for change and growth;
- Creates an opportunity to solve problems;
- Can act as a unifier;
- Enhances productivity;
- Enhances group commitment.

Negative or destructive conflict can:

- Break down common agreement, leading to negativism;
- Lead to a hardening of positions and entrenchment;
- Create group divisions;
- Reduce productivity and commitment.

As the presence of conflict can be neither good nor bad, the absence of conflict could be positive or negative. If conflicts arise naturally, a leader should question the presence of harmony to ensure that conflicts are not simply being masked. Are things really as rosy as they seem, or, are those smiles really grimaces? Leaders should not be fearful of the emotion surrounding conflict; the energy arising from conflict can be beneficial. Getting beyond the fear of conflict and learning to use it for positive results can be one of the greatest challenges a leader faces.

Conflict Strategies

Each of us has a current conflict resolution strategy. The self-assessment quiz will help you determine your personal conflict style:

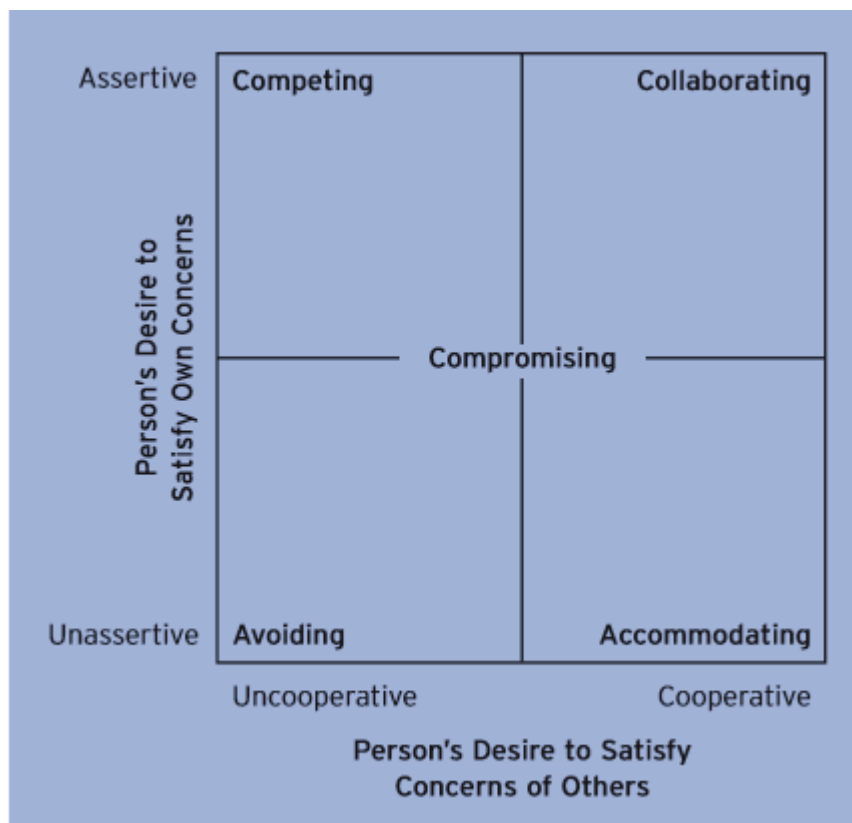
<http://irem.org/File%20Library/ChapterServices/ConflictManagementWS/ActivityConflictManagementStylesAssessment.pdf>

Conflict resolution strategies fall within one of five main areas shown in Figure 7. These five strategies are all valuable in the right context. The well-developed leader can use any one of them where appropriate. In detail, they are the following:

- **Avoidance.** Withdrawing, suppressing, or postponing the conflict resolution.
- **Accommodation.** Maintaining a harmonious relationship with the other person by willingly putting his/her needs or goals ahead of one's own.

- **Competition.** Placing your needs, regardless of the impact, above the other person's, with a goal of seeing your needs met. This is often referred to as “forcing a solution.”
- **Compromise.** Both parties give up something of value or a portion of their needs to reach a mutual agreement.
- **Collaboration.** Both parties work toward achieving both sets of goals while not sacrificing any of the values held by each party.

FIGURE 7: CONFLICT HANDLING STRATEGIES



Fisher and Ury's *Getting to Yes* outlines 5 strategies for conflict resolution; each strategy has its place. They are outlined below and expanded in Table 8:²⁶

1. Lose – Lose
2. You win – I lose
3. I win you – you lose
4. Both lose

²⁶ Fisher, R., Ury, W. & Patton, B., 2011. *Getting to Yes* 3rd ed., Toronto: Penguin.

5. Both win. If the conflict requires winning for both parties, then the ideal goal is to strive for a collaborative strategy.

To manage conflict effectively the leader must ask a series of questions. These include:

- What is important here?
- Who has the power?
- What is at stake?
- What is the time frame?
- What is the bottom line?

TABLE 8: FISHER, URY, AND PATTON'S CONFLICT MANAGEMENT STYLES

Conflict Management Style	When to Use	When Not to Use
Collaborating	<ul style="list-style-type: none"> • When issues are complex and requires input and information from others • When commitment is needed • When dealing with strategic issues • When long-term solutions are needed 	<ul style="list-style-type: none"> • When time is critical • When others are not interested or do not have the skills • When conflict occurs because of different value systems
Accommodating	<ul style="list-style-type: none"> • When the issues are unimportant to you • When your knowledge is limited • When there is a long-term give and take • When you have no power 	<ul style="list-style-type: none"> • When others are unethical or wrong • When you are certain you are correct
Competing	<ul style="list-style-type: none"> • When time is critical • When issues are trivial • When an solution is unpopular • When others lack expertise • When issues are important to you 	<ul style="list-style-type: none"> • When issues are complex and require input and information from others • When working with powerful, competent others • When long-term solutions and commitment are needed
Avoiding	<ul style="list-style-type: none"> • When issues are trivial • When conflict is too high and parties need to cool off 	<ul style="list-style-type: none"> • When a long-term solution is needed • When you are responsible for resolving conflict
Compromising	<ul style="list-style-type: none"> • When goals are clearly incompatible • When parties have equal power • When a quick solution is needed • When conflict is rooted in different value systems 	<ul style="list-style-type: none"> • When an imbalance in power is present • When the problem is complex • When long-term solutions are needed

Dealing with Emotion

Before outlining some simple steps to take in managing conflict, it is necessary to briefly explore the topic of handling with emotion. As was noted, conflicts are often fraught with emotion.

Communication skills are the key to resolving conflict effectively. A fundamental rule established by Fisher and Ury's seminal book *Getting to Yes* is "**Be hard on the problem and soft on the people.**"²⁷

Being soft does not imply being lenient but, rather, working toward maintaining the relationship. Try to not focus on the outcome so much that you lose sight of the need to maintain a relationship. In addition, do not allow the relationship to stand in the way of resolution. Both have their place in any given situation.

Strategies for dealing with emotion can be described as:

- **Respect:** Hold the other person in genuine regard. Careless disrespect will break the lines of communication, leading to hurt that may be difficult to heal. Checking one's own emotions can often help in maintaining the respectful tone needed in highly charged situations.
- **Listen and paraphrase.** Active listening is critical in an emotional situation. Focusing on both the verbal and nonverbal communication of the other person will enable the leader to take in the full message. Check for understanding by paraphrasing or reflecting back what you have heard.
 - By concentrating on listening to what the other person is saying, rather than thinking about how you will respond, you will be able to clearly hear what is being said. Once the person exhibiting the emotion realizes that you are listening and understanding, he or she will respond more positively to your comments. This will advance the communication and work toward defusing the emotionally charged situation.
- **Own and state your own feelings:** When confronted by an emotional situation, it would be unnatural not to react emotionally. When a person has values at stake, they are likely to communicate emotionally. To encourage open and full discussion within conflict, it is helpful to clearly state one's own emotions and take ownership of, and responsibility for, them.

Managing Conflict

When parties agree that conflict resolution is warranted, then a conflict management system has to be in place. This system follows very closely the problem-solving model. The following steps need to be present.

1. **Collect data:** As with the earlier questions, the scope of the conflict must be known. The current behavior of both parties must be objectively analyzed and known.

²⁷ Fisher, Ury, and Patton, 2011. *Getting to Yes*.

2. **Deal with issues one at a time:** Simplicity is the key to conflict resolution. Do not attempt to tackle a host of issues at one sitting.
3. **Probe:** Use open-ended questions (see following chart for examples of these types of questions), active listening, and paraphrasing (which is basically repeating back what you have heard in your own words) so the whole context of the conflict is understood.
4. **Consider timing:** Timing is essential to conflict resolution. Pick the most appropriate time to attempt resolution and ensure that it allows for limited distractions.
5. **Win/win:** By working toward a solution that benefits and achieves the values of both parties, the conflict can be resolved. The key is using strategic thinking, brainstorming new options, and prioritizing the most effective ways of achieving the win/win solution.
6. **Avoid quick solutions:** Avoid the easy first solution. Spend the time to determine the best options and invest time in gaining understanding.
7. **Discuss common interests:** To assist in the commitment to finding solutions for a conflict, the common interests of all the parties should be made known and discussed.
8. **Reject the desire to be right:** Avoid the common mistake of seeking to be right. Determining who is right, or assuming you are right, will sabotage the process.
9. **Reinforce:** Throughout the conflict resolution, both parties should be using reinforcement techniques to support one another. Returning to the data collected, as well as periodically reinforcing the goal of resolving the conflict, will continue the motivation of each party to work toward a solution.
10. **Negotiate:** Conflict resolution is a form of negotiation. The application of the strategic negotiation techniques enables the conflict to be resolved positively.
11. **Summarize:** Never leave conflict resolution sessions without a summary that pulls together the key issues and interests of the participants and establishes a basis for further interaction. To do this, recap all of the major points that were brought up over the time period involved.

Table 10 provides you with examples of how to form open-ended questions that will assist you in gathering more understanding while proving for information during a conflict resolution session, thus staying away from “yes” and “no” answers.

TABLE 9: FORMING OPEN-ENDED QUESTIONS

Closed	Open
Do you understand what I mean?	What do you think I am saying?
Have you noticed a low morale in your other staff?	How would you describe the morale of your other staff?
Can't you see that this is not going to work?	What do you think is at the root of this problem?

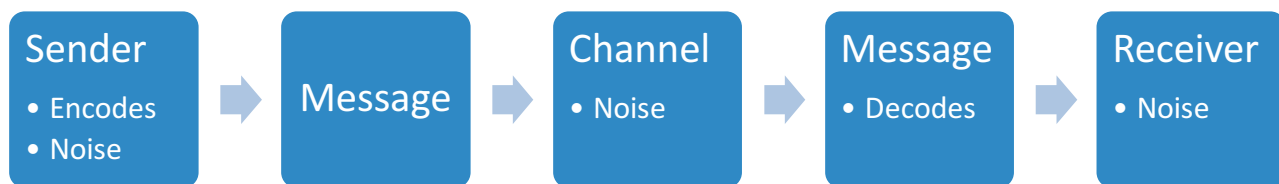
Conflict presents unique opportunities for a company. It can be a positive experience that leads to positive productivity, increased teamwork, and improved organizational effectiveness. Poorly handled, it can be very dysfunctional, leading to increased strife, damaging breakdowns in interpersonal relationships, and ultimately adverse effects on the company's wellbeing. A leader must accept that conflict, and its many levels of emotion, is inevitable and develop the skill and behaviours to manage it while maintaining an environment in which conflict can be addressed with as few negative repercussions as possible for the participants.

Chapter 4

Communication

Communication is the basis of all human interaction. To be an effective leader, you must be able to communicate information and convey the meaning of that information to your employees. Your subordinates depend on your communications to build understanding and trust and to coordinate actions.

Interpersonal communication involves not just the sending of words but also the nonverbal actions of the sender and receiver. The best way to understand the process of communication is by the simple model shown below.



The first step in communication is the sender “encodes” the message in a format that can be understood by the receiver. The message is then transmitted by any one of numerous channels. This can be done orally (in discussion, speeches, phone calls, etc.), nonverbally (look, touch, tone of voice), in writing (memo), or as is common in the modern world, by some electronic means (e-mail, voice mail). Finally, the receiver must decode the message. If the receiver does not understand (decode) the message properly, then the communication fails. Thus, the ability of the receiver to effectively listen to the message is as important as is the sender effectively encoding and sending the message.

Noise is anything that interferes with the communication process such that the receiver does not or cannot clearly interpret the message. An example of noise can be something as simple as the phone ringing in your office when you are having a discussion with an employee. This will distract the receiver and can potentially alter the understanding of the message.

It's worth noting, in this digital age of voice mails, emails, texting and social media, work done by Albert Mehrabian²⁸ in 1967, which indicated a large percentage of what was understood by someone who was spoken to regarding feelings and attitudes came from non-verbal sources like tone of voice used and body language. The lesson for the 21st century is that without non-verbal cues a message can be (badly) misunderstood, so be deliberate in what you say and how you say it; doing so will go a long way in ensuring the message you want to send is actually received and understood.

Skills for Effective Communication

- **Be Complete and Specific**
 - Provide sufficient details and background information to ensure that the message receivers understand the frame of reference that you are discussing. Decrease the probability of misrepresentation by being very specific. For example, if a contract completion date is March 1, state the exact date and then there will be minimal chance of misunderstanding.
- **Personalize or Claim Your Message**
 - Take responsibility for the message by using “I” or “my” in the discussion to communicate ownership of your message. Staff members listen much more closely when the sender (manager) has taken ownership as opposed to directing messages through others.
- **Use Multiple Channels of Communication**
 - Instead of only speaking to staff on a specific matter, make sure you put down the information in writing as well. Depending on the message, the use of posters (e.g., safety information), audio-visual presentations, and so forth, may be effective. The point is that if the same message is sent by more than one channel, the chance of it being fully and clearly understood increases.
- **Use Simple Language**
 - Use of excessive jargon or technical words (that you may understand but others may not) often confuses listeners. This is especially true when dealing with customers who may not have horticultural backgrounds. Thus, use straightforward, simple words whenever possible.

²⁸ Institute of Judicial Studies, Albert Mehrabian Communication Studies. Available at: <http://www.iojt-dc2013.org/~media/Microsites/Files/IOJT/11042013-Albert-Mehrabian-Communication-Studies.ashx>.

- **Make Messages and Actions the Same**

- As a manager, if you “talk the talk,” you had better “walk the walk.” This demonstrates that your words and actions are the same. Employees are much more likely to listen to you versus tuning you out if you show consistency in your words and actions.

Credibility of the Message Sender

Research has shown that one of the most important factors in effective communication is that the message sender must have credibility. A good example of this, on a large scale, is the same message in The Washington Post and The National Enquirer. Most message receivers will believe the Post because of its reputation for credibility. In much the same way, your credibility as manager will very much influence the receiver. To develop and maintain your credibility, the following principles should be followed:

- **Know Your Subject**

- Knowledge of what you are talking about is critical to employees’ listening. For example, do not try to talk to them about integrated pest management if you have no expertise in the area. Instead, you should bring in a guest speaker to talk on the subject and limit your participation to introducing them.

- **Be Honest**

- Avoid any types of deception. If there are difficult things to discuss, be open and frank about them.

- **Be Dynamic**

- If message senders are confident and dynamic, they are more likely to be listened to than senders who are unsure of themselves and who speak in passive tones. Try to remember instructors that you have considered to be poor in their communication approach when picturing this principle.

- **Check for Understanding**

- The message got sent, but what did the receiver hear? Have the receiver repeat back to you what they heard. Ask, “Please tell me what you understand we have agreed to/needs to be done/etc.”

- **Obtaining Feedback**
 - Another key skill in communication is obtaining accurate feedback from the message receiver (typically your employees and customers). Some skills that will facilitate accurate feedback are the following.
- **Understanding Nonverbal Messages**
 - Be aware of body language, facial expressions, and eye contact, since they will give you positive and negative clues about the feedback.
- **Ask for Feedback**
 - By asking for feedback to a message, you can see if the receiver has understood the message, and, if not, you can restate it in another way or use a different channel (e.g., putting it in writing or using visuals).
- **Summarize the Feedback**
 - Once you have received all feedback (for example, from a crew you are giving direction to), summarize what they have stated to ensure you have correctly understood their message. Then confirm or rectify any misconceptions.
- **Understand Underlying Assumptions**
 - If you receive feedback that does not make sense on the basis of the message you sent, redefine what you are trying to convey and confirm whether or not there are other issues that need to be discussed, especially any that have not previously been brought up.
- **Ask Questions**
 - If, after you have received all of the feedback, you still have any doubt about whether the audience has understood your message, ask for clarification by using open-ended questions (see the “Summary” under Section 3 for examples).

Effective Listening

Effective listening techniques are a critical skill for any manager who wishes be a good communicator. Listening and “decoding” messages are large parts of the communication equation. Effective listening can be thought of as taking an active role (active listening) in hearing the message as opposed to a passive role (passive listening). Since the brain can handle information processing at about four times

the normal speaking rate, it is easy to allow the mind to wander to other things. Thus, active listening is a critical skill for understanding messages. Complete Table 11 to see how good your listening skills are.²⁹

TABLE 10: LISTENING SKILLS QUIZ

	Usually	Sometimes	Seldom
1. When speaking with an employee, I maintain eye contact with the speaker			
2. I make a decision about whether the employee's ideas are valid on the basis of the speaker's appearance and delivery			
3. When speaking with employees, I try to understand their point of view			
4. I listen for specific facts, especially when they are job related rather than focusing on the big picture			
5. I listen for the factual content (for example, the trees were not planted) and emotion (I am too upset by this) behind the words			
6. I ask questions to clarify and understand what an employee is saying			
7. I withhold judgement on what is being said until the employee is finished with their statement			
8. I make an effort to understand the logic of what is being said			
9. While I am listening, I am usually thinking about what my response will be			
10. I usually try to have the last word, since it shows that I am in control.			

Answer Key

For questions 1, 3, 5, 6, 7, and 8, give:

- 3 points for **usually**
- 2 points for **sometimes**
- 1 point for **seldom**

For questions 2, 4, 9, and 10, give:

- 3 points for **seldom**
- 2 points for **sometimes**
- 1 point for **usually**

²⁹ Robbins, S.P. & Hunsaker, P.L., 2011. *Training in Interpersonal Skills: TIPS for Managing People at Work* 6th ed., Toronto: Pearson.

Sum your scores and find where your score lands on the descriptions below.

Score of 27 or higher	You are a good listener
A score of 22-26	You have some deficiencies in good listening
A score of 22 or less	You are a poor listener and need some help in developing skills in this area

Keys to Effective Listening

- **Show Empathy with the Speaker**
 - Try to understand the point of view from which speakers are coming, how they feel, and what their needs are.
- **Be Motivated**
 - Be motivated to listen properly to the speaker. Make the extra effort to really hear what he or she is saying.
- **Make Appropriate Eye Contact**
 - Eye contact is a critical part of listening. Just think about how you feel if the person you are talking to looks in some other direction. At the same time, unblinking staring is not appropriate eye contact.
- **Avoid Outside Distractions**
 - Do not take phone calls, type on your computer, doodle on paper, or engage in any other actions that indicate you are not interested in what the person is saying.
- **Do Not Interrupt**
 - It is important not to begin speaking prior to the other person's completing their comments. It is also crucial to ensure that your focus is not seen by the other person to be only on your upcoming response.
 - Allow a brief period of time to pass after the person's comments. This process of showing the person that you are trying to fully understand his or her comments and are considering your response on the basis of those comments will gain trust in the person with whom you are communicating.

- **Ask Questions**
 - Analyze what the speaker is saying and ask open-ended questions to clarify and gain more information (see Chapter 3: Conflict and Table 10 for examples of open-ended questions).
- **Confront Personal Biases**
 - We all have personal biases about people that will interfere with our ability to listen to them. Most people have “red flag words” that cause us to draw immediate conclusions that may not have been intended.
- **Paraphrase**
 - To obtain confirmation that you have properly understood the message, restate the speaker’s comments in your own words.
 - By understanding and implementing the preceding concepts and tips, you should be able to greatly increase your communication skills. The net result will be an improved ability to deal with the interpersonal hurdles that impede the clear flow of information in your normal business activities.

Effective Delegation

Effective leadership is rooted in your own belief of the vision, mission, and goals of the company, all of which must be effectively communicated to your team. In addition, you must set specific goals for any job that is under way. For example, if you are about to start a new landscape construction project, you must clearly know the timelines for project completion and the level of quality that the customer expects. If these are clearly communicated to the work team, the project will go much more smoothly.

Effective delegation allows managers to “get things done through their people,” which is a key to good management. Effective managers empower employees to reach goals by delegating responsibility and authority. Delegation does not mean that you, as the manager, are abdicating your responsibility. You must set goals, timelines, and expected performance levels (see “Setting Goals” within this section).

Delegation is one of the most important skills associated with good management because it:

1. **Improves decision-making:** Research has shown that delegation improves the quality of decision-making, since it pushes the decision-making process to the people with line authority. They are closer to the work taking place and are aware of any problems that may arise from that work.

2. **Frees up management time:** Effective delegation frees up managers' time to do other critical tasks. In particular, if you have good employees and you delegate daily tasks effectively, there is more time for strategic thinking, overall direction, and coordination of the company.
3. **Develops subordinates:** Delegating to subordinates allows them to expand their knowledge, skills, and decision-making ability.
4. **Enhances commitment:** Employees are more likely to be committed to getting the job done if they are accountable and responsible for meeting the goal.
5. **Improves employee management relations:** Delegation shows that management has trust and confidence in the person to whom they are delegating. This show of support and confidence in an employee usually leads to better interpersonal relations.

Skills Needed for Effective Delegation

Before continuing, try the delegation quiz at

https://www.mindtools.com/pages/article/newTMM_60.htm

This will give you some insight into your own strengths and weaknesses and how they may impact your delegation ability and style.

To effectively delegate, you must perform the following tasks:

Clarify the Assignment

Be very clear about what tasks you are assigning and to whom they are assigned. There must not be any confusion on the part of the individual receiving the instructions. Be clear in what tasks or assignments you are delegating, what the expected performance is, and what the timelines are.

Ensure that the Employee Has the Necessary Skills

Do not delegate responsibility to an employee that does not have the skills to carry out the assignment. For example, do not send a person to prune a tree if they have no experience or education in tree pruning. Even though the person may be very competent in other areas of the operation, they must have the skills necessary for the task being delegated, its safer, more efficient, and a better motivator if an employee is confident they can carry out a task.

Specify the Range of Discretion

Be absolutely clear on what the employee's range of discretion is. For example, if the employee is in charge of a crew, clarify their responsibilities in regard to discipline, hiring, and, if applicable, dismissing

an employee. For some positions you may actually find it helpful to write down what those responsibilities are in the form of a job description.

Ensure Employee Participation

Allow the employee to participate in the determination of the standards by which they will be measured. Be very clear as to how much authority the employee will have. This mutual clarity will improve the employee's job satisfaction and performance. A good example of this would be to allow senior employees to set production levels that they believe can be achieved on specific projects.

Let Others Know That Delegation Has Occurred

People inside and outside the company need to be informed that the delegation has taken place. As a manager, you need to be clear on exactly what has been delegated and to whom, defining what the person's authority and responsibilities are.

Establish Feedback Mechanisms

Ensure that mechanisms are in place to monitor the employee's performance. This will allow you to identify any problems that may be occurring and give you time to identify possible resolutions before they interfere with the successful completion of tasks. It will also allow you to ensure that the person to whom you have delegated authority uses it wisely.

Allow Employee to Recommend Solutions to Problems

If problems arise and a subordinate comes to you for advice, insist that he or she propose solutions to the problem first. Encourage employees to approach you with solutions not just problems. This helps develop problem-solving and decision-making skills while building the employee's self-confidence as well as freeing you to deal with bigger issues. Giving ownership of the solution to the employee rather than it 'being your idea' raises the odds of the problem being solved dramatically.

Setting Goals

For employees to have a clear idea of what a manager wants them to do, the manager must set clearly defined goals and objectives. To establish the maximum benefit, this should be done with input from the employee. The following are five fundamental rules to effective goal setting.

Goals Must Be Specific

Goals must be specific enough that achieving a goal can be measured and verified. For example, on a landscape construction job, if the crew agrees that it can plant 1,000 one-gallon shrubs per day, this can be easily measured and verified by the supervisor. When goals are specific, there is little confusion and they are usually achieved.

Goals Must Have Timelines

Set specific time limits for the accomplishment of the goal. Vague timelines will result in the goal being ignored. For example, the goal of “We would like to have the job completed in about a month” does not carry the same weight as “We expect the job to be completed by May 1.”

Goals Should Be Challenging

Goals should be challenging but realistic. Employees need to see goals as achievable and, at the same time, as challenging. Most people like to be challenged, since it makes work more interesting and exciting. Challenging but realistic goals will lead to higher levels of motivation for most employees.

Goal Setting Should Include Employee Participation

When employees participate in the setting of goals, they “have ownership” and are more likely to attain the goal. Participatory goal setting, and the resulting ownership, will also ensure that there will be peer pressure on possible underachievers (e.g., crew members) to work at the level needed to attain the goal.

Establish Feedback

Set up a system that allows employees to internally monitor their progress toward the goal, since this is less threatening than if it is only externally controlled. At the same time, you obviously need mechanisms for management to monitor progress. Feedback lets employees know if their level of effort is adequate to meet the goal. Whether the feedback comes from self-monitoring or external monitoring, it will allow them to “pick up the pace” when their efforts are not adequate.

Effective Setting of Goals

Set the General Objectives and Tasks

Setting objectives and tasks starts at the initial point of employment, where the employee’s job description outlines the tasks they are to be responsible for and the outcomes that are expected.

Specify Performance Measurement

For lower-level employees that have very specific jobs, the measurement of performance is usually straightforward. You can specify how many trees should be planted, how much area of lawn should be mowed, or how big an area of pavers should be installed. Thus, for performance measurement on the job, these specific targets should be set and performance measured against them. However, the setting of performance measurements is more difficult with managerial tasks.

Specify the Standard That Must Be Met

Performance targets without standards are meaningless. In the previous example, if you specify performance measurement on tree planting but do not set the standards that must be met (such as planted straight, bark not damaged, properly guyed), the employees may meet the production target but the trees may be rejected because of poor quality workmanship.

Set the Timelines

After the performance measurements and standards are set, determine the time you expect will be necessary to reach the goal. Putting a time target on each goal reduces ambiguity, but make sure you have input from your employees into the timelines. Combine their experience with your own to ensure that there is a mutually acceptable goal. Remember, there is a tendency for work to take as long as is allowed for it to be completed. On the other hand, you as a manager need to be realistic on what can be achieved. Timelines put discipline and focus into activities and are a necessary tool for achieving goals.

Prioritize

If employees have more than one goal, make sure they know the priorities of each goal and how to focus on each for its level of importance and time of completion. They will, therefore, expend appropriate effort on the basis of the priority of each of the goals.

Determine Coordination Requirements

For goals to be successfully completed, many details must be coordinated. Items such as the delivery of materials, specialized labor or subcontractors, and other job specific particulars need to be in place. Failure to do so will result in abdication of responsibility by the employees, conflict within the company, and territorial battles. A classic example in the landscape industry would be when the installation crew is expected to install a certain amount of sod each day, but the person in charge of purchasing consistently fails to ensure that topsoil and sod arrive on time at the job site.

Assign Coordination Responsibility

The danger is that everyone knows and agrees what has to be done, but no one has been given the responsibility to make sure it happens. The best way to prevent finger pointing is to make it one person's problem. Make sure everyone knows who has coordination responsibility for the job, project, crew, etc. and communicate it to your employees.

Building Effective Teams

For a manager to carry out the work of the company in a profitable manner, it is important that highly motivated and effective work teams are developed. In the landscape industry, this means developing working groups for each specific project to ensure the profitability of the project. The following points are keys to building effective work teams.

Small Size

Studies have clearly shown that the most effective teams have less than 10 members. Thus, if you are undertaking a large landscape project that will require 30 people on the job site to ensure completion on time, break these 30 employees into three or four work teams.

Complimentary Skills

Teams must have members with problem-solving skills, technical expertise, and decision-making skills. The proper mix of these skills is important. If the majority of the members have good problem-solving skills but no technical skills, the team will not be very effective.

Common Purpose

The team must have a common purpose that is broader than the specific goals of the project but that, at the same time, encompasses those specific goals. This is directly linked to the leader's ability to communicate a vision and to establish goals. Dedication to the common purpose helps provide momentum, direction, and commitment.

Specific Goals

As discussed in the section on goal setting, teams must have specific and attainable goals. For example, if a project calls for 20,000 #1 pots to be installed, the goal might be to have the team install these in five (5) working days.

Common Approach

It is important that the team agrees on a common approach to meet the specific goals. In the example of planting 20,000 #1 pots, the goal will not be reached if some team members want to lay out all 20,000 pots and then plant while others want to lay out the pots and plant at the same time.

Mutual Accountability

Successful teams ensure that the members are individually and mutually accountable for the successes and failures of the team. Team members must be clear about their individual responsibilities within the team and about what they are jointly responsible for.

Running Effective Meetings

All managers run meetings! These can be as simple as a lunch meeting with staff to talk about safety or other daily topics or as complex as running a meeting of shareholders, clients, or government officials. Effectively run meetings are probably the most valuable way to disseminate and gather information, make decisions, and encourage teamwork.

When meetings are run ineffectively they are a huge waste of time and money (to see how much your meeting cost using this calculator developed by the *Harvard Business Review*. You can also download the calculator as an app for iOS or Android: <https://hbr.org/2016/01/estimate-the-cost-of-a-meeting-with-this-calculator>). Studies have shown that managers spend between one-quarter and two-thirds of their time in scheduled meetings. Almost all critical decisions made within companies are made at meetings or as a result of meetings. It is, therefore, essential that meetings be run effectively and efficiently. The following are some simple rules that will make for effective meetings.

Preparing for Meetings

Set Objectives

Typically, meetings are set either for the exchange of information, to solve one or more problems, or receive approval. You need to decide in advance what the goal of the meeting is information exchange, problem solving, or finalizing approval. This will guide your decision on the necessary participants to the meeting. For example, if there were a problem on a specific job site, you would likely have a meeting with the crew, foreman, and supervisor responsible for the specific job. You would not waste the time of the rest of your employees. If, however, there were a major change in the corporate direction that you wished to announce, you would probably have all employees attend the meeting. Being explicit about what you wish to accomplish at the start of the meeting, such as reaching decisions versus information exchange, sets the tone for an effective and efficient meeting.

Select Participants

Only invite people to the meeting who are affected by the decisions made at the meeting or who can contribute to decisions that need to be made. If it is a decision-making meeting, invite participants who have knowledge, concerns, or interests in the decision. Also try to balance the power and status of any sub-groups. For example, by ensuring that in a budget-planning meeting there is a balance of marketing and sales, finance, and operational employees, you would increase the probability that all pertinent information, factors and interrelationships will be considered.

Plan the Agenda

Meetings must have written agendas. An agenda works to define the purpose of the meeting, sets time constraints for discussion on agenda items, and serves as a tool to stimulate discussion prior to the meeting. When building an agenda, you should:

- Place items on the agenda so that they build on one another;
- Sequence topics from easiest to most difficult (ensure that you adhere to timelines so all the time is not used up on easy topics);
- Word agenda items in such a way that allows the various agenda items to be dealt with in the allocated time;
- Eliminate topics that are better handled by other groups or subcommittees;
- Separate information exchange from problem solving;
- Have clear start and finish times and stick to them;
- Schedule breaks to allow people to move about and reenergize their thinking. Be careful, however, that the planned breaks do not disrupt important discussions.

Circulate the Agenda in Advance

Circulate the agenda well in advance of the meeting to allow participants to suggest any additional items they believe should be included. Before accepting additional items, ensure that they are relevant to the topic that is being discussed. The advance notice can also serve as an important tool to stimulate thought and discussion prior to meeting time. If there are important documents that will be referenced at the meeting, they should be reviewed by the participants prior to the meeting itself. Try to have them circulated at least two days in advance of the meeting date.

Set the Time and Place

The appropriate time will depend on the flow of activities in your company. Often Mondays are poor meeting days, since most landscape companies are getting crews organized for the week. Typically, meetings held early in the day are most productive because participants are fresh. You should plan meetings that best accommodate your company's schedule. Most meetings should not run for more than 90 minutes (60 minutes is even better), since this is the normal endurance limit for most people. If a meeting is going to run longer than 60 minutes, consider having a short 5-10-minute break so people have time to refresh and refocus for the rest of the meeting.

The actual site of the meeting can have a subtle, but significant, impact on the participants. Think of the difference between meetings in the lunchroom versus the boardroom. Pick a location that is appropriate for both the mood and level of importance you are trying to create.

Consult with Participants

Contact the participants to ensure they have received the meeting material and to encourage them to read it so that they are prepared. This consultation also allows you to hear in advance any concerns or comments about the agenda. If there are legitimate concerns, the agenda can be modified and recirculated.

Set Specific Time Parameters and Stick to Them

Meetings should start and finish at the times specified on the agenda. If all material has not been covered, move it to another meeting. Use a "parking lot" (usually a flip chart) for items that come up but are not integral to the agenda. These can then be put on the agenda for another meeting. For the continued success of your meetings, ensure that discussion on agenda items is kept to the timelines outlined in the agenda itself.

Maintain Focused Discussion

If you are chairing the meeting, you must keep the discussion focused on the specific items and issues of the agenda. Do not allow sidebar conversations to take place. If the discussion is straying off topic, you must pull the participants back immediately so that they do not lose their focus. **Ensure That All**

Members Participate

As the chair, encourage all members of the meeting to participate. This may mean that you have to draw some people out by asking them questions, such as "What do you think of that idea?" This will encourage them to speak and, thereby, contribute their knowledge and information.

Encourage Conflict of Ideas but Not Personalities

As the chair, encourage debate of ideas, although be careful that comments do not become personalized. Normally, such comments quickly become negative and greatly reduce the likelihood of successfully resolving your agenda topics.

Encourage Effective Listening Skills

Set the example by practicing effective listening skills.

Maintain Control

As chair, you must maintain control of the meeting. This means balancing the need of participants to speak on a topic with the need to use time effectively. You quite often will need to be authoritative to maintain control of meetings. If need be, at the start of the meeting state the rules to be followed, such as:

- Active listening to be practised;
- Respectful to all attending;
- Stay on topic;
- No cell phones;
- Confidentiality of items discussed.

Close with a Summary

Close the meeting with a summary, clarifying actions that need to be taken on the basis of the agreements reached during the meeting and identifying who is responsible for each action. Get minutes of the meeting circulated as soon as possible, preferably within a day of the meeting. Make sure all actions and responsibilities are clearly outlined in the minutes.

Chapter 5

Organizational Culture

All of us probably had the experience when we were younger of forming a club with a group of friends. This club had a stated purpose, and along with that purpose, we established rules. We had secret rituals and maybe a secret handshake. We swore allegiance to one another and to the club. We all lived by the code of the club.

You may be asking yourself what this has to do with organizational culture; it has a lot to do with it. When that club was created, we built an organization. As we established the club's rites and rituals, we began to create the culture of that organization. In the following section, the issue of organizational culture is explored, and it is not really much different from that club we formed so many years ago.

Culture: What Is It?

Self-Assessment Exercise

Before we begin, take the following short quiz to establish your basic understanding of organizational culture.

Respond as candidly as possible to quiz at the following website:

<http://www.forbes.com/sites/lizryan/2016/03/21/take-the-quiz-how-up-to-date-is-your-company-culture/#18b0ab2947ca> . This will give you some insight into the culture of your company.

In the next few sections, the issues surrounding organizational culture will be explored. First, however, it is important to define what is meant by "corporate culture."

Corporate culture is often described as a "collection of uniform and enduring beliefs, customs, traditions, and practices shared and continued by employees of a corporation." Culture is the way people act to fit in, to get along with everyone else. It is built on what they believe or perceive the corporation wants and strives for. When the individual behaves in reaction to his or her belief and receives rewards for it, the culture becomes consolidated in his or her mind. It then shapes future behavior.

Corporate culture is critical to the organization's success because it provides the unseen structure of the work environment for the employees. The culture of the corporation comes from many sources. It comes from:

- Stories that legitimize the current practices;
- Ceremonies and rituals;
- Repetitive activities that reinforce certain behaviors;
- Symbols or "perks" provided for employees.

Corporate culture is built around an internal corporate language, often using terminology and jargon that helps define the company to itself and outsiders. Every company has these inside itself, and in defining "culture," it is important to get them out on the table and measure their impact.

Corporate Culture Characteristics

There are many ways to describe corporate culture. The following are but a few of the characteristics of culture. Corporate culture represents the behaviors that new employees are encouraged to follow:

- It creates the norms for acceptable behavior;
- It influences the external relations of the company as well as its internal relations with its employees;
- It powerfully impacts on the individual employee's performance as well as the corporate performance;
- It impacts on the individual employee's motivation and goals.

These characteristics can be refined into a series of questions that an owner of a corporation needs to ask or him or herself:

- What is our tolerance for risk taking and innovation?
- To what degree do we focus on detail?
- Do we place the emphasis on results over process?
- Before decisions are made, how do we deal with the impact on our people?
- Do we build our company around the team concept rather than on individuals?
- Are our people easygoing or do we foster assertiveness for our employees?
- What emphasis do we place on growth over maintaining the status quo?

Each of these questions helps to answer the more fundamental question, “What are my company’s core values?” Research has shown that companies with strong articulated core values will get greater buy-in from employees, higher productivity, and higher organizational performance.

What Can a Manager Do?

Managers have a range of options available to them when attempting to manage their corporate culture.

Explicit Statement of Core Values

Core values are the guiding principles that dictate behavior and action. Core values can help people to know what is right from wrong; they can help companies to determine if they are on the right path and fulfilling their business goals; and they create an unwavering and unchanging guide.³⁰ If corporate culture creates the norm for acceptable behaviour then it is important to state, then stating what constitutes acceptable behaviour, and modelling it is both a necessary and strong message to not just your employees but everyone your business touches.

Measurement and Control

It has been said of measurement and control, “that which gets measured gets done.” People take their cues from the performance measurement system. Where there are stated objectives that are contrasting with what gets measured, the employee will follow the measurement every time rather than striving to meet the objective.

Crises

In all companies, crises arise and are an important part of a company’s life. How a leader reacts in crisis will help employees determine what the culture is in relation to crisis management.

Risk

The degree to which a company will take financial risk or invest in resources tells the employees about the corporate culture in relation to risk.

Corporate Values

How a leader models the corporate values will determine the employee’s response? Where the behavior is inconsistent with the goal, the employee will follow the behavior.

³⁰ <http://examples.yourdictionary.com/examples-of-core-values.html>

Rewards and Punishment

Rewards and punishment, status or non-status, perks and privileges all define the culture. How, as a leader, a person allocates these important features will help to establish the corporate culture. The nature of who gets hired, promoted, and included are all tools in culture creation.

Leadership

An organization does not exist in a vacuum. If the leader fails to assume the leadership role, others will fill it within the organization. If the leader establishes behavior that is dissimilar with the high standard of performance demanded of the position, the employees will be left to their own devices in creating a corporate culture.

Changing an Organization's Culture

This is developed further in the following chapter, and serves as a primer and discussion for culture change.

Reasons for Cultural Change

Change can be fast and change can be slow, but why change at all?

It is the “frog and the pot of boiling water” syndrome. Urban myth has it that if you drop a frog in a pot of (very) hot water it will jump out, but if you put it in a pot of cold water and slowly increase the heat to boiling, the frog won't notice the change—either way it's bad news for Kermit.

There are a number of reasons a company's culture either changes or needs to change. Change can be slow and a result of organic growth, a company gets bigger over time, revenue increases, along with staffing levels and activity and the way things are done just don't do the job anymore.

Some change, though, is rapid, drastic, and due to something really big happening. A quantum leap in size with an acquisition (did you buy or were you sold) and how do you manage that transition.

Sometimes something really big, driving the need for change, is really bad, like losing competitiveness and being on the brink of bankruptcy.

Either way, change happens all the time, whether you see it or not. While this section addresses cultural change because of something big, the issues, topics and tools are applicable to slow change as well, because change affects people. It can be exhilarating, it can be terrifying, but it's always unsettling, and how you manage change will affect your business. If you are interested in the reasons for needing to change a company's culture, the website <http://www.tutor2u.net/business/blog/organisational-culture-the-reasons-for-changes-in-organisational-culture> provides some interesting insights.

Bringing About Cultural Change³¹

Before beginning the discussion of managing cultural change, it is important to recognize that there are some inherent pitfalls associated with the change process. These pitfalls include the following items:

- **Identity:** If culture is about who a company is and how an employee identifies with that, then changing culture involves changing individuals' beliefs, behaviours and perceptions. It is hard to convince a person that someone they know, the company, wants and is going to become something different, and that different will be better. The decision to change culture shouldn't be made lightly. Expect doubt, skepticism, and hard work when getting your employees, suppliers, clients, and customers to see you as something different and better. Managing an organization through change is frustrating and stressful but immensely satisfying when successful.
- **Time:** Cultural change is neither easy nor foolproof. It takes time, typically much longer than what management imagines or wants. Don't declare, "Mission Accomplished" too soon. Research has shown it can be one to three years in the making, and in some cases a good deal longer. It takes vigilance and effort. A great deal of patience and long-term support and commitment are required.
- **Communication:** Cultural change cannot be absorbed like a topical cream. It is not a process of osmosis. The leader must first communicate it and then build on small victories to gradually reform the organization.
- **Modeling:** Leaders must model the behavior of change. They must be visible in the change process. Their behavior must be consistent with the goals for change throughout the length of the process. The message must be clear and dominant over the time of the change.

Each of these presents a challenge or pitfall. Before engaging in cultural change, a company's leadership must:

- Have both the wherewithal and commitment for the long haul;

³¹ Katzenbach, J.R., Steffen, I. & Kronley, C., 2012. Culture Change That Sticks. *Harvard Business Review*, (July-August). Available at: <https://hbr.org/2012/07/cultural-change-that-sticks>.

- Have made the determination that, without cultural change, a company cannot progress or stay financially solvent and that, therefore, there must be a rationale for corporate culture change;
- Believe that the status quo is not sustainable.

So when the need for change is paramount, the steps to be taken are as follows:

1. **Conduct a cultural analysis.** Conduct a cultural audit to assess the current culture. Compare it with the desired culture. Define what the desired culture is and then compare who you are to what you want to be; using this analysis, identify the gaps or elements that require changing. To do this work, it is critical to involve the employees. After all, they live the culture daily and are the most aware of what the current culture really is. Prepare to be surprised and sometimes horrified at what you are told. Often, a third-party external agent can be helpful at this stage.
2. **Create a sense of urgency.** Management must stress to employees the need for cultural change. They must explain, in a way believable to the employees, how the status quo is no longer defensible. Without this, trust between employees and management may be eroded.
3. **Identify change leaders.** Management must identify who is in the best position to guide the change process. It is not just the titular leaders, but rather who has the best chance to bring about a successful change. Ask yourself, “Are these leaders onside with the change goals?” It is critical that management be on-board with the need for change; be prepared for passive-aggressive resistance. It may be necessary to end the employment of managers who not only resist but sabotage your change program. One strategy may be to find someone well-respected by your employees, and get them on-side with your change plan.
4. **Develop a new way of doing business.** New culture brings new values. New values require new processes, such as budget calculation, resource allocation, risk taking, rewards and punishment, or other internal processes that will have become harmonious with the new values. All these processes should be mapped out and, if need be, redesigned during the change process. This can give you small wins to confirm to all those affected that progress is being made. While the “Devil may be in the details,” be careful not to “miss the forest for the trees.” Don’t lose sight of your end objective when grinding through the details. Many change programs fail for this reason: they lost sight of the end game while mired in the details.

5. **Do not exempt external processes.** How customers are treated, how competitors are dealt with, and the public persona of the company must all fall under the microscope and become integrated with the new values.
6. **Create new stories.** When the change is underway, the company must create new stories, symbols, rituals, and language to support the emerging new culture. Celebrate wins to start building those stories. People remember and appreciate recognition so long as it is genuine and deserved.

Summary

Changing the corporate culture is not an easy task, but it is often needed to survive. As a summary exercise, answer these brief questions:

- What 10 words would I use to describe my company?
- What is important within my company?
- Who gets promoted in my company?
- What behaviors get rewarded in my company?
- Who fits in my company and who does not?

If you have taken the time to answer these simple questions, then take the time to ask a variety of employees. Will the answers be the same? What is the likelihood that their answers will differ from yours? If the gap is profound, you need to decide whether something needs to be done to close that gap. The choice is yours to make change or stay with the status quo.

For more information on corporate culture, review the following website: www.new-paradigm.co.uk/culture-complex.htm.

Chapter 6

Change Management

Effective Management of Change

The last area of leadership that will be discussed in this manual is the management of change. The Greek philosopher Herodotus, is credited with the idea that “Nothing is constant but change.” It is still true 2500 years later in our always-connected 21st century. To stay competitive, a company not only needs to accept change but be on the lookout for ways to change. Standing still isn’t a good strategy, as it really means you are falling behind. As with many issues surrounding management, how a person reacts to change is part of an instilled behavior. The next section examines what is known about change and how an individual manager can manage the process through his or her own behavior.

Change Defined

Change is defined as the act, process, or result of changing, as alteration, transformation or substitution. Change in and of itself is neither positive nor negative, as can be seen by the definition. An individual’s response and behavior toward the change will largely determine the nature of the outcome. Change is viewed as having hidden opportunities as well as potential dangers. In the Greek language, the letter delta (a triangle) represents change. The triangle is the most stable structure, so the Greek view seems to imply that change can produce stability. These definitions suggest a valuable chance for growth, expansion, and a positive outcome from change, if it is managed in a deliberate and disciplined manner.

Managing Begins with You

How you as an individual react to change will largely determine the outcome. Take a moment to review Figure 8 for a chart of emotions associated with change.

FIGURE 8: CHART OF EMOTIONS DURING CHANGE

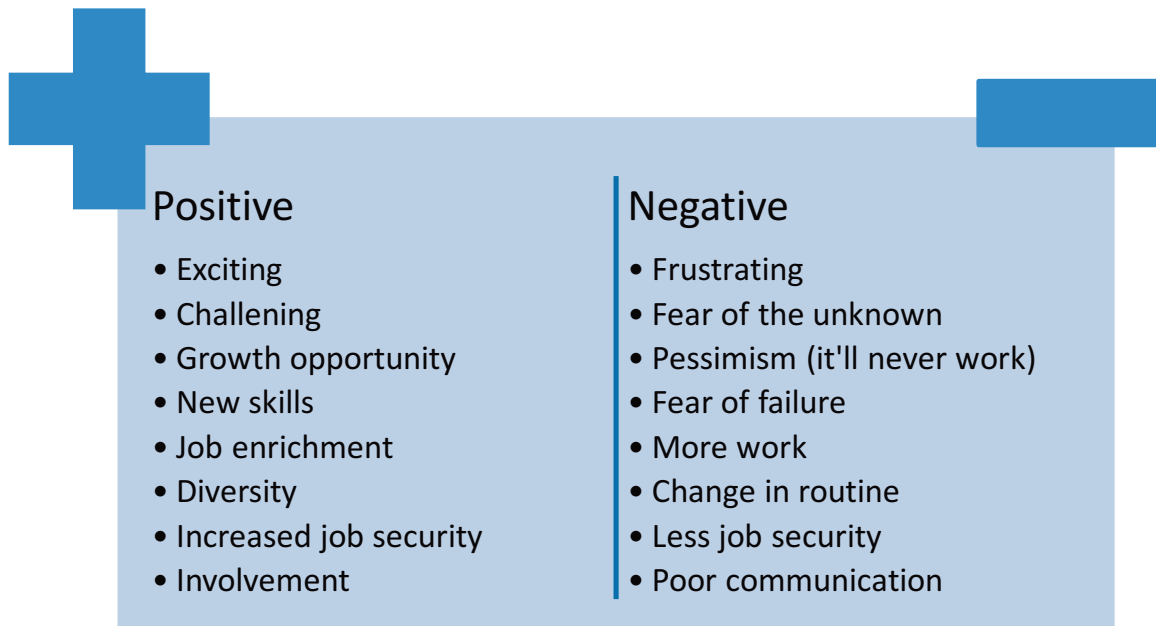


Figure 8 outlines just some examples of words that you can use to describe your feelings about change. This could be called your “frame of reference” in understanding how you view change. When you sense the presence of change, you react through your frame of reference and begin to view the world through that prism. Knowing how you view change will assist you in determining what strategies you will need to employ in order to manage the change effectively. It goes a great distance in answering the question, “Am I a change leader?”

Managing Change as a Process

Much has been written about the process of organisational change; however, Harvard Business School Professor John Kotter has become the leading expert in the field with this book *Leading Change* and with his updated work ‘Accelerate’ in 2014. He lays out the steps that must be followed in order to successfully implement organisational change.³²

Unquestionably having change seen as a negative thing will make managing it more difficult, and it is important to communicate the urgent need for change in order to address this. Paul Lawrence

³² Kotter, J., 2014. *Accelerate: Building Strategic Agility for a Faster-Moving World*, Boston: Harvard Business Review Press.
Kotter, J., 2012. *Leading Change: With a New Preface*, Boston: Harvard Business Review Press.

addressed the reluctance for change in his *Harvard Business Review* article, “How to Deal with Resistance to Change.”³³

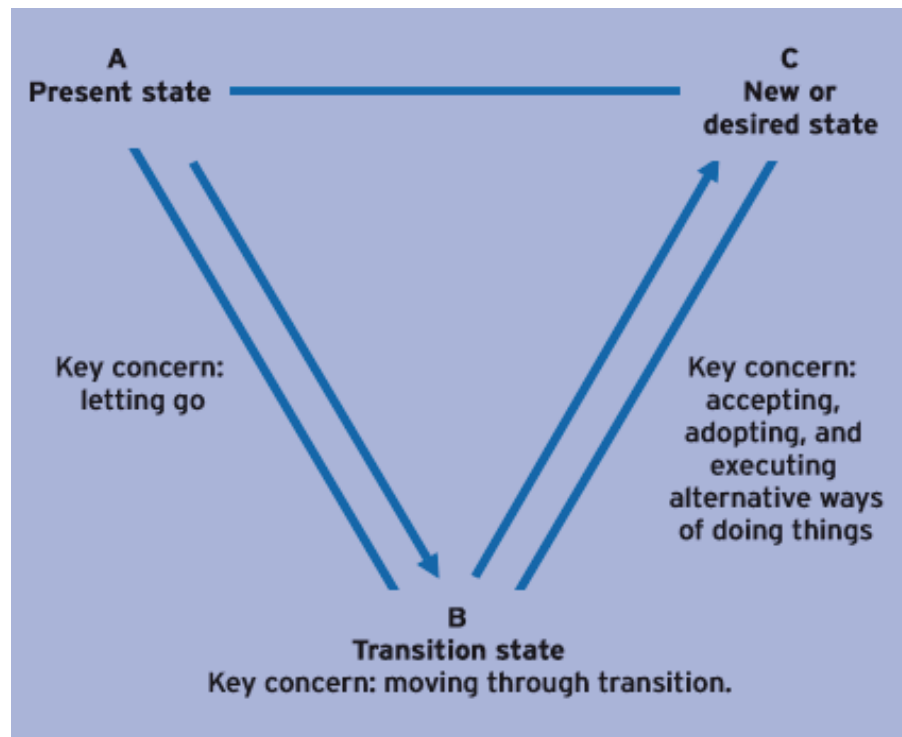
Although change begins with you as the leader and engages others in their role of follower, the management of change can be described in a simple process model. Figure 9 provides a visual description of what needs to be done in order to successfully execute a change.

Status Quo is Latin meaning ‘existing state’, so by definition every organization has one; it is simply the way the company is today. If the organization’s competitiveness, its status quo is threatened or is inhibiting the organization’s growth, then change is required. For change to occur, the individuals within an organization must give up their status quo. This can lead to emotions such as anxiety, fear, or hostility when change affects the relationship they have with the company.

But the status quo is how people do things and how people see things. It forms the identity of a company, good or bad, and it sets the rules of how people act and interact with each other and the company. There is a sense of comfort in the status quo because people, employees, and other stakeholders know what to expect. The status quo might not be nice, but it’s a known quantity and predictable.

³³ Lawrence, P.R., 1969. How to Deal with Resistance to Change. *Harvard Business Review*, (January). Available at: <https://hbr.org/1969/01/how-to-deal-with-resistance-to-change>.

FIGURE 9: PROCESS MODEL FOR CHANGE



In order to execute change effectively, the leader must insist that individuals let go of the status quo. Once an organization has accepted and begun to prepare for change, the leader guides individuals through a transitional state. This is a place of new idea generation, of what might be, a testing out of new assumptions, or trying out new procedures and ways of doing things. All these are done with a view to redesigning the organization or, in effect, a new status quo. When the new organizational framework, procedures, and operational structure have been determined, there is a construction phase; a transition from old to new 'how things are done' is built. A renovated, stronger operation is established and a new status quo exists: stable and competitive in the long term.

In order to manage the transition from old to new, a leader must display several key behaviors, they include:

- **Creates a Sense of Urgency.** Cultural change affects people at both an intellectual and emotional level. It's one thing to understand why change is necessary but another to feel it. In order to lead change effectively, a leader needs to appeal to people at their emotive level and communicate why change must happen. Identifying and articulating why are initial steps in effecting change.

- **Gains support and confidence from others.** Change comes from buy-in from you.
- **Listens and collaborates effectively.** People follow through a sense of ownership in the solution.
- **Takes accountability.** An effective manager takes responsibility for their own work and ultimately the organization they lead.
- **Provides constructive feedback.** The transitional leader provides constructive feedback, allowing people to grow through the change.
- **Builds relationships.** The leader must construct solid relationships with all affected parties: workers, customers, peers, and others.
- **Inspires and motivates.** The leader offers inspiration to workers and other stakeholders.
- **Communicates effectively.** Through open, early, and frequent communication, the leader stays on top of the change process.
- **Provides clear direction.** In an unambiguous manner, the leader demonstrates to all where the organization is and, more importantly, where it is going.
- **Models the way for the team.** Successful leaders lead by example.
- **Creates opportunities for small wins.** In order for an organization to be successful, it must often take small steps, achieve small victories, and move toward success incrementally.

Roles to Play

During the change process, leaders play many roles. The hierarchy of roles can be viewed as a funnel. At the base of the funnel are the “initiating sponsors.” These are the individuals who started the ball rolling. Examples of these sponsors could include the company president or the top-level management.

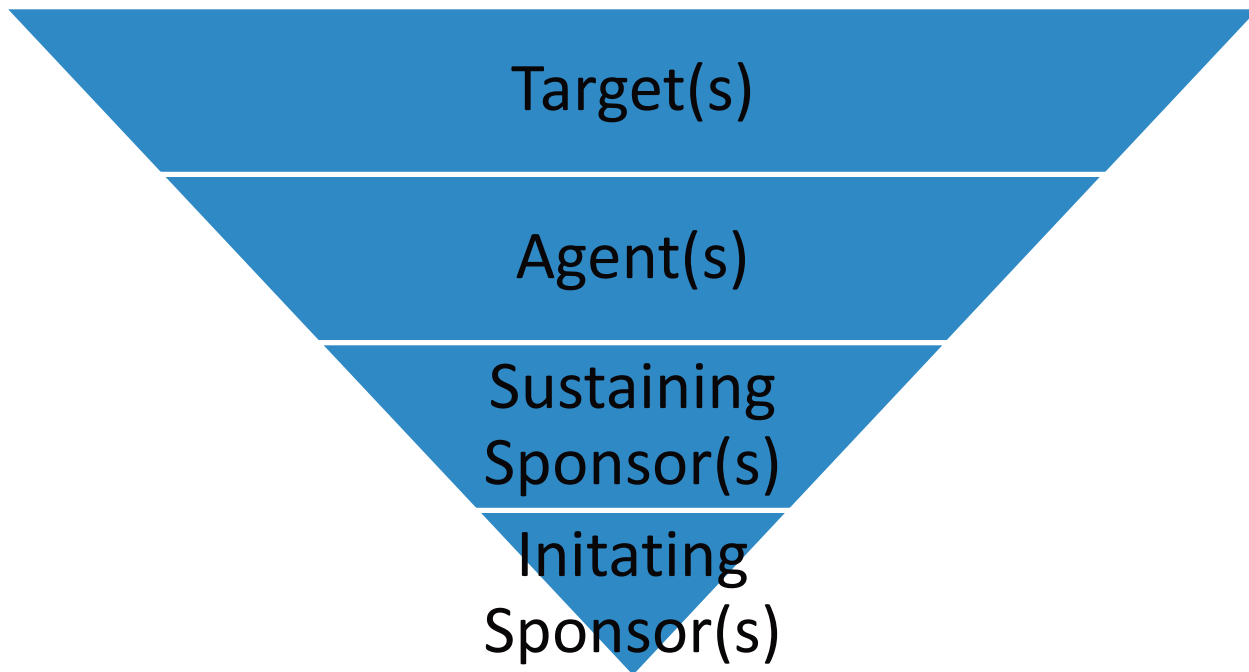
“*Sustaining sponsors*” are those who have a direct responsibility for the change and often oversee its implementation.

“*Agents*” are the change implementers who manage execution of the change processes. An example of agents could be a supervisor or divisional manager.

“*Targets*” are those who must change to the new way of doing things. To assist in change being successful, it is helpful to clearly identify each of these groups. Importantly, in major change projects, the Initiating Sponsors, Sustaining Sponsors, and Agents are typically also Targets. They have to change too; this point is often not understood and a reason for failure. “Everyone else needs to change (but I don’t because I’m the boss)” just doesn’t work.

The funnel described previously can be viewed in Figure 10.

FIGURE 10: FUNNEL OF ROLES IN CHANGE MANAGEMENT



Outside the change process are “Advocates,” such as bankers, accountants, or consultants. These are individuals who have a tangential relationship to the organization and are aware of the need for, or desirous of, change in the organization. They do not have any legitimate power to bring about a change, but they can often be an effective early warning system for the need to change. Tasks each of the actors in the change process must carry out include:

Initiators

- Assess the need for change;
- Communicate the need for change
- Establish the management structure for change;
- Establish commitment and education for the change;
- Clarify their role and the role of others;
- Communicate the change priorities;
- Evaluate the change process.

Sustaining Sponsors

- Communicate the need for change

- Communicate change priorities and allocate resources;
- Clarify roles in the change process;
- Establish commitment and educate change agents;
- Develop a synergistic approach to change;
- Provide resources;
- Assess, plan for, and deal with any resistance;
- Use effective change management skills throughout.

Agents

- Communicate the need for change
- Clarify roles with key players;
- Assess their own skills and abilities and develop these further, where necessary;
- Assess the change project and make a plan;
- Implement and follow through on the plan;
- Facilitate ongoing feedback with change participants;
- Provide resources and support;
- Identify and manage resistance.

Targets

- Understand the need for change
- Identify reasons for change;
- Raise questions and concerns about the change;
- Identify processes and procedures to be changed to address reason/need for change;
- Seek clarity of roles and responsibilities during the change;
 - What's in it for me
 - How am I affected
 - What do I have to do
- Participate fully in the change process;
- Provide feedback and feelings of ownership during the change.

If the change participants follow these simple steps and recognize the roles played, then the change will be effectively managed.

A Word About Why

The information above helps to describe how a manager or leader can effectively manage the change process. What it does not answer is “Why change?” In some ways the answers are found in the fact that often the status quo is no longer acceptable or effective. The cost of continuing “as is” is obviously too great and, as a consequence, change is required.

Often the need for change is subtler and the dangers to the status quo less obvious than when survival is at stake. Effective organizations constantly evaluate their environment and complete a SWOT analysis (that is, identifying their “Strengths,” “Weaknesses,” “Opportunities” and “Threats”). They are constantly monitoring their own performance and that of their competitors. They conduct routine and regular internal measurement to determine whether they are achieving their maximum potential. An organization and their people are high performing. If these actions routinely take place, the need for change becomes understood and accepted, and in fact, change becomes the status quo. The subtle issues become clearer and unknowns become known.

Chapter 7

Corporate Citizenship

In the modern business world, leaders of corporations (large or small) are expected to act as good corporate citizens. As a leader in the green industry of horticulture, you will be expected to act with high ethical standards and be a steward of the environment. Profits are something the community expects you to make, but they must be made within the framework of what the community sees as responsible and reasonable activity. The great recession of 2008, the rise of social media, the ability of anyone, anywhere, anytime, to upload a video to YouTube, and the presence of a smart-phones with a high resolution camera in everyone's pocket has intensified public scrutiny of business, large and small, including yours. Anyone can broadcast, often anonymously, almost anything they want about your company, whenever they want. Good or bad, fact or fiction, you have no control and little recourse to set things right. The best defense against the risk of someone broadcasting damaging "reports" about you is to carry out your work in a responsible way, being mindful of the role you play in reflecting your community's expectations of its business leaders. It might not stop the critics, but you will chance to have your story listened to, or have the critics ignored, if you are already known and trusted by the community. Many times, the need to make a profit may seem to be in conflict with such things as environmental stewardship. This section deals with the basics of operating a landscape company as a good corporate citizen and minimizing societal conflicts while still maximizing profit.

Ethics and Social Responsibility (in Small and Medium Sized Landscape Businesses)

Modern business firms must integrate social responsibility with profit making. Business managers are expected to act responsibly in protecting the interests of employees, customers, the environment, suppliers, and the general public, as shown in Figure 11. Businesses must reconcile their need to make profits with their social obligations and society's expectations — sometimes a difficult task, especially for a small business. In addition, social legislation ranges from environmental laws to employment standards, varies by geographic region, and is constantly evolving generally to a broader distribution of the benefits of economic activity. Meeting the legal, regulatory and social obligations of a small business can be expensive but it is critical that owners keep up-to-date on all changes to laws and regulations both to meet legal compliance but also to stay competitive. You don't want to be blindsided by new regulations on how you must carry out your business. Staying abreast of the current and proposed

regulatory environment can be done most easily by being active in your industry association. Industry associations have a role as advocates for their members. Most associations have some input into the regulatory process and also track changes to laws and regulations that impact their members. “To be forewarned is to be forearmed,” and you have a chance to stay competitive if you know what changes regulators are contemplating.

FIGURE 11: CORPORATE RESPONSIBILITIES AND OBLIGATIONS



Corporate Social Responsibility or “CSR” and the debate on what it means, has raged at many levels, by many organizations, companies, small, activist organizations and governments for a number of years. At its heart the CSR debate is around what is a company’s role in, and obligations to, society (and the communities where it conducts business). Is it strictly to make a profit or to ensure no harm to society and the environment, with a broad sharing of economic benefits?

There is no generally accepted definition of CSR. For this manual, we define CSR as, “A corporation’s practices to assess and take responsibility for the company’s effects on environmental and social wellbeing in pursuing its economic activity and profits.”

In a 2013 article in *Forbes* magazine, N. Craig Smith, Chaired Professor of Ethics and Social Responsibility at INSEAD, provides observations on the advantages SMEs have over large companies in utilizing CSR for competitive advantage, "...because of its smaller size compared to large (+1000 employee) enterprises close involvement of owners and founders in SMEs means that commitment to purpose is easier to engender than in a large publicly held corporation.... SMEs for this reason can be more socially responsible than their much larger counterparts." ³⁴ As an SME this can in fact be an advantage for your business when bidding on jobs with large companies, as they want to be able to demonstrate their commitment to CSR. Selecting a contractor who has a good local community reputation is good risk mitigation on their part.

Smith also states about CSR and SME's, "It's more personal. Personal relationships are often key to their success. Internally employees are likely to all know each other and be well known to management. Personal relationships also figure externally, with SMEs often deeply involved in their local communities. They may contribute substantially in terms of employment and they may also rely heavily on business relationships with customers and suppliers and others based in the local community. For this reason, SMEs can prove to be more socially responsible than big corporations."

He ends his article, "...In sum, while size matters... SMEs have many of the same reasons for engaging in CSR that large companies have, both in avoiding downside risk and exploiting upside opportunities. In many cases they may also be more, intrinsically, if not better motivated, to give CSR attention." Further academic research has supported Smith's arguments.

The landscape industry promotes itself as a "green industry," and green industry associations are telling governments across North America that their industry is on the positive side of the environmental ledger. To support the industry's image to the public, landscape companies need to confirm their positive role in environmental preservation and restoration, in urban enhancement (through plantings and beautification), and in the supply of plants that remove pollutants or provide carbon sequestration. They must also demonstrate environmental responsibility in their use of pesticides, leaf blowers, and chemical fertilizers and in their waste management practices. These last four issues are often the focal point for environmental activists who wish to portray a negative image of the industry with respect to environmental responsibility.

³⁴ Smith, N.C., 2013. When It Comes to CSR, Size Matters. *Forbes*. Available at: [Forbes.com/sites/insead/2013/08/14/when-it-comes-to-csr-size-matters/#550b88d61b6f](https://www.forbes.com/sites/insead/2013/08/14/when-it-comes-to-csr-size-matters/#550b88d61b6f).

Are ethical behaviour, environmentally responsible practices and identifying as part of the community worth it? Consider the following; an effective business practices program ensures:

- **Marketplace Advantage.** Customers and investors cite corporate practices and values as primary considerations in their decision-making.
- **Superior Employee Performance.** Companies with sound business practices and established values report improved employee morale, reduced employee turnover, and increased productivity.
- **Reputation Management.** Once damaged by scandal or unethical behavior, a company's reputation may never recover, resulting in lost revenue, low employee morale, and increased governmental and public scrutiny. Emphasizing responsible business conduct is the surest means of preserving a company's intangible assets.
- **Powerful Legal and Financial Incentives.** International regulatory developments provide strong legal and financial incentives to corporations that establish standards of conduct and provide ethics education and training to employees.

SMEs have an advantage over large firms in their ability to decide how they want to do business, and this includes embedding their beliefs about CSR in their day-to-day activities. There is an argument that North American society expects CSR to be addressed, and to not at least consider the impact ignoring this may have on your business is risky. The other view is to consider the opportunity it presents to your business. Recall Threat or Opportunity from your SWOT analysis. Ignoring CSR while working in a green industry is a risk. But what level of policies and procedures is necessary? As a "green" business, should you have specific policies and standards that speak to environmental issues? This question can only be answered by each business owner or manager individually.

Core Challenges — Costs, Resources, and Time

N. Craig Smith mentions the challenge of costs in his article. "SMEs are likely to be less well-resourced than big companies." it is likely to mean that less funds are available to invest in initiatives that might be socially or environmentally beneficial, especially if the economic pay-off is less obvious or longer term. There are usually fewer people to give time to CSR, especially where in some cases, companies are operating hand-to-mouth." Sound familiar? High implementation costs are a barrier to SME adoption of CSR practices. SMEs interviewed from the

primary resource and manufacturing sectors perceive that burdens from industry regulations and technological overheads inhibit them from implementing CSR practices.

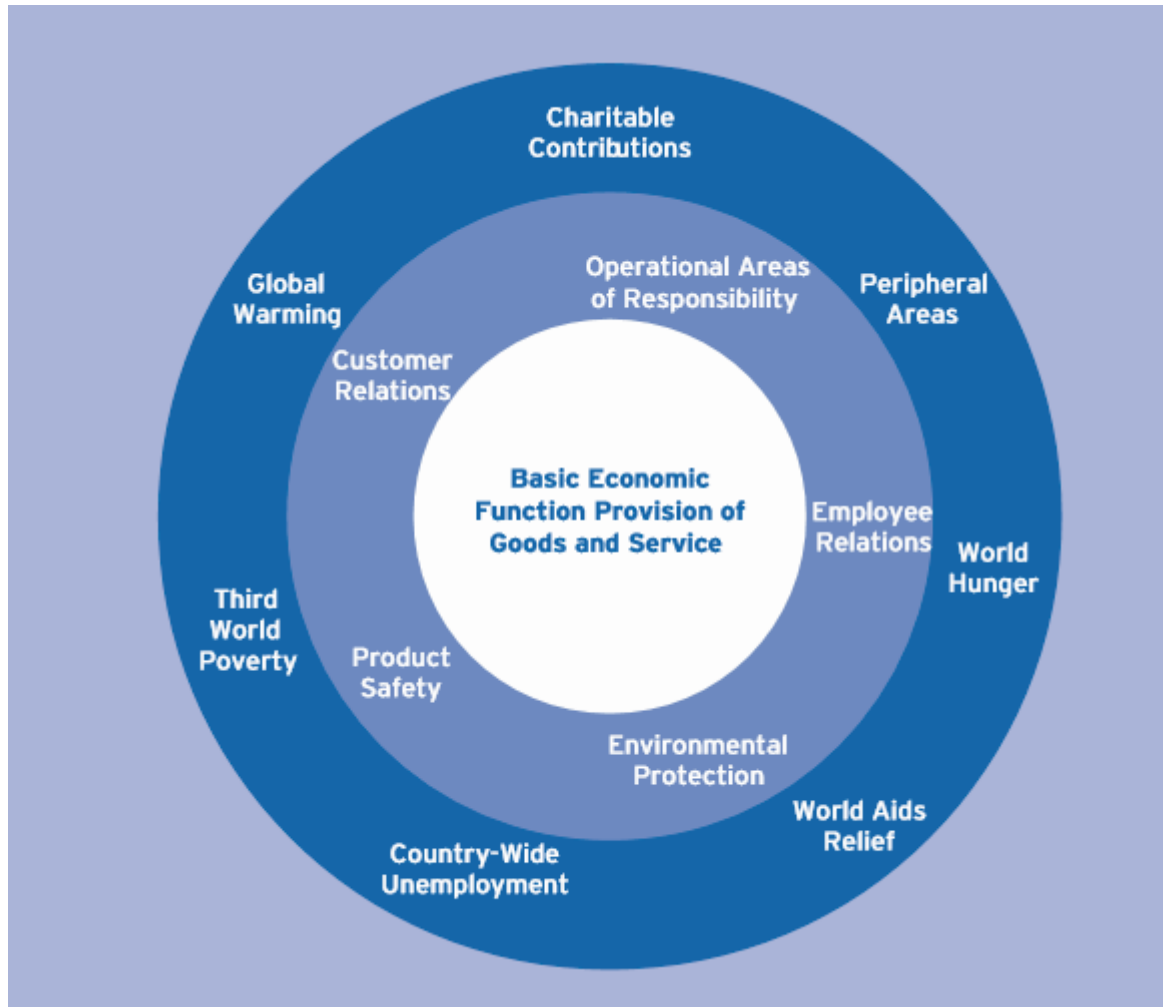
Sourcing environmentally friendly products is problematic due to limited availability. Small businesses lack the buying power of larger organizations and have to rely on local suppliers who might not stock alternative products. Since SMEs by definition are small, they are not normally in a position to influence the nature of suppliers' products. A good example of this is trying to source effective and safe nonchemical alternatives to pesticides.

Although purchasing trends show a shift in demand towards environmentally responsible products and services, many consumers still see price as the biggest single factor in a purchasing decision. Educating consumers on the impacts of their purchasing decisions is difficult and makes it less appealing for SMEs to shift their products and services to being more socially and environmentally responsible. For the most part, business clients are bottom line oriented and will often base purchasing decisions on price above other factors. For example, you may have a hard time convincing clients that you should rake their leaves rather than using a leaf blower when your competition has based his quote on the labor-cost savings of using gas powered leaf blowers.

Internal communications and training for employees on CSR practices is a challenge, particularly for larger SMEs. These organizations want to retain the enthusiasm for CSR initiatives yet lack the resources to commit to updating their internal communication practices.

Small business owners or managers have the opportunity to set their priorities with respect to the social responsibilities of their firm. This can be thought of as an ever-widening circle, with the highest priorities at the center and lesser priorities at the outside of the circle. This is represented in Figure 12.

FIGURE 12: PRIORITIES FOR SOCIAL RESPONSIBILITY IN SMALL FIRMS



Establishing an Ethics Policy for Your Business

Ethics is a set of moral principles relating to, or affirming, a form of conduct. Is ethics, and its related term integrity, important for an SME? Is it important, or even worthwhile, to take the time to develop and communicate an ethics policy to your employees, customers and suppliers? You, as the owner/manager, have the ability and responsibility as a leader to set the example for your employees on how you believe business should be carried out. Your employees and suppliers can either guess by watching your behaviour and cues, or you can be explicit and transparent about how you expect your people and company to behave. A well-defined ethics policy, along with an outline of related standards of conduct, provides the framework for ethical and moral behavior within your company.

The benefit of having ethical standards within your company is higher employee morale and commitment, which should lead to higher profits.³⁵

Owners of small businesses can truly state that their personal integrity is on the line through the actions of each employee. Employees understand this as it makes it personal, not just impersonal corporate communication. SMEs have an advantage over large corporations; it's personal and employees know it. Of course, statements such as "My personal integrity is on the line" must be backed up by the appropriate behavior by the owner or manager.

Although long-term higher profits can be the result of high ethical standards, they should not be the motivating factor in defining a corporate ethics policy. The motivation should be that you want your company to meet the moral and ethical standards expected by you and by society. Remember that the personal integrity of you, the leader of your company, will be the key to your firm's ethical performance.

The Chartered Institute of Management Accountants has a document that discusses ethics and ethics policy for SMEs.³⁶ An ethics policy should look at the bigger picture of how the company relates to society as a whole and what your corporate responsibility is to the greater good. It is important to note that most of the opponents of setting good ethics focus on short-term versus long-term results.

If you decide to develop an ethics policy, you must decide what it is you want your company to stand for, put it in writing, and enforce it. There are five fundamental principles that should be incorporated into the development of an ethics policy:

- **Purpose.** A purpose combines both your vision and the values you would like to see upheld in your business. It comes from the top and outlines specifically what is considered acceptable and what is considered unacceptable conduct in your business.
- **Pride.** Pride builds dignity and self-respect. If employees are proud of where they work and what they are doing, they are much more apt to act in an ethical manner.
- **Patience.** Since you must focus on long-term versus short-term results, you must develop a certain degree of patience. Without it, you will become too frustrated and will be more tempted to choose unethical alternatives.

³⁵ Ferguson, G, *Why moral character is needed in the workplace*, <http://smallbusiness.chron.com/good-moral-character-needed-workplace-30969.html>

³⁶ Chartered Institute of Management Accountants, *Business Ethics for SMEs: A Practical Guide for CIMA Partners*, London: Institute for Business Ethics. Available at: http://www.cimaglobal.com/Documents/Ethics/Business_Ethics_for_SMEs_A_guide_for_CIMA_partners.pdf.

- **Persistence.** Persistence means standing by your word. It means being committed. If you are not committed to the ethics you have outlined, then they become worthless. Stand by your word.
- **Perspective.** In a world where there is never enough time to do everything we need or want to do, it is often difficult to maintain perspective. However, stopping and reflecting on where your business is headed, why you are headed that way, and how you are going to get there allows you to make the best decisions both in the short term as well as in the long term.

A company policy is a reflection of the values deemed important to the business. As you develop your ethics policy, focus on what you would like the world to be like, not on what others tell you it is.

The Institute of Business Ethics outlines the steps necessary to implement an ethics policy in SMEs.³⁷

- Identify and define core values in the business;
- Draw up a code of ethics;
- Embed the code.

For a code or standard of ethics to be effective, employees must be aware of it and be convinced of its importance. Simply putting a standard of ethical behavior in the employee manual (which is seldom looked at) will not convince your employees that you are serious. Techniques for making ethical standards real for employees include:

- Have the employees read and sign the standards;
- Carry out ethical training;
- Ensure that management consistently operates by the principles;
- Deal with infractions of the standard in a decisive manner.

Code of Ethics Template

The following are the common items that are included in a code of ethics for a company.

Principle or Value

A *principle or value* is defined as a basic truth, concept, or motivating force that addresses appropriate conduct for an organization and its employees. This is the overriding ethical principle, much like the vision statement in a strategic plan.

³⁷ Institute for Business Ethics, 2007. Business Ethics for SMEs. Available at: https://www.ibe.org.uk/userassets/briefings/ibe_briefing_6_business_ethics_for_smes.pdf.

Statement of Intent

A *statement of intent* is the rationale underlying the principle or values and states why that ethical principle is important to the organization's overall goals and mission. For this to be effective and embedded in how a company does business, the company needs a strategic plan with the ethical standards linked to the mission and goals that are defined within the plan.

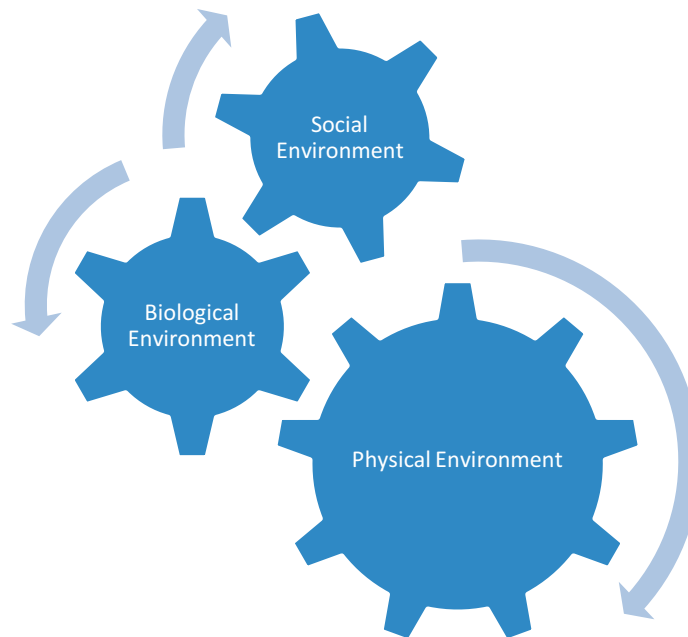
Guidelines or Rules

Guidelines or rules are criteria for decision-making that are specific to the organization. These guidelines and rules may prohibit certain actions and require others. Guidelines provide a basis for ethical decision-making when employees face situations where black-and-white rules are impossible or inappropriate. They may involve especially sensitive issues like conflicts of interest, and the offering or acceptance of gifts, gratuities, or entertainment. Rules have a standard-setting function. They may draw heavily on existing law as a source or lay down other obligations for an organization. Utilizing examples that help to define and outline rationales and using illustrations will help clarify rules and guidelines.

Environmental Stewardship

The Merriam-Webster Dictionary defines a steward as “a person whose job it is to manage the property or affairs of another.” Embedded in the definition is the concept that a steward carries out their work on behalf of someone else, the owner. In the 21st century, “environment” must be seen as the sum of interactions between the physical, biological, and social environments (see Figure 13). Landscape companies can have both positive and negative impacts on all three of these areas.

FIGURE 13: GRAPHICAL REPRESENTATION OF THE ENVIRONMENT



While environmental stewardship may have different meanings for different individuals and companies, all environmental stewardship programs, policies, and actions must be based on the principle that we are not owners, but caretakers, of our increasingly complex environment. As stewards, it is our responsibility to manage resources to the best of our abilities, so they are available for the use and enjoyment of others, including future generations. Good managers need to determine how to manage their human and capital resources to reflect their role as steward of the environment.

Embracing the role of environmental stewardship is an important aspect of management in a North American landscape company. If the industry is to truly be a “green industry,” then the owners of companies must practice what they and the industry associations preach. The most obvious issues that landscape business owners must deal with today relate to:

- Chemical pesticides;
- Chemical fertilizers;
- Noise pollution from equipment such as leaf blowers;
- Waste management practices.

There are many different viewpoints about the environmental impact of the issues listed above. However, it is unlikely that the controversies will disappear, and if they do, rest assured new ones will appear. To stay competitive, accept stewardship over exploitation. In order to keep your “social licence”

with the community you must understand, respect, and try to minimize the impact of your activities, particularly long-term impact on the environment. Be ready to explain how you do this to critics. For example, because of the potential for impact outside the immediate job site, knowledge about the effects and responsible use of fertilizer and pesticides is vital.

Less obvious issues, but just as important with respect to environmental stewardship, are:

- Design of environmentally friendly landscapes;
- Use of appropriate plants for the ecosystem of the area (e.g., xeriscaping in dry climates);
- Composting of landscape green waste.

Landscape owners and managers must be conversant with the environmental issues within their communities and be active but pragmatic in developing their company's reputation for environmental integrity. This clearly requires that owners have knowledge of the relevant laws and regulations at the national, state/provincial, and local level.

Each of the communities you work within will have local government websites that will provide you with bylaws that relate to many environmental issues. Also, federal websites will assist you with a further understanding of regulations and laws related to pesticide usage, waste management, and waterways as well as many other topics. The following websites provide access to many of the current environmental laws and regulations:

United States:

U.S. Environmental Protection Agency

<https://www.epa.gov/laws-regulations>

Canada:

Government of Canada website

<https://www.canada.ca/en/services/environment/index.html>

<http://www.ec.gc.ca/>

The landscape industry provides a number of environmental benefits to local communities and, in the bigger picture, to the health of the planet. The following are just a few examples of the benefits that good landscape practices provide to the environment in an urban area:

- Reduce runoff (better to have lawns and gardens than asphalt);
- Increase biodiversity both through the provision of plants and the fact that gardens provide ecosystems within urban areas for many other species;
- Provider of carbon sequestration (carbon sinks) ;
- Reduce temperatures (due to transpiration and shading);
- Remove pollutants from the air;
- Provide aesthetically pleasing environments.

The reality of business in the 21st century is having to address a growing societal concern over our impacts on the planet and the response by national, state and local governments with an increase in laws, regulations and rules. Companies need to stay on top of what society's, and your community's, expectations are and what the corresponding compliance requirements are. Well-managed companies understand that compliance is a *minimum* standard to meet and that being able to manage risk and exploit opportunities in a changing environment can give you a competitive advantage.

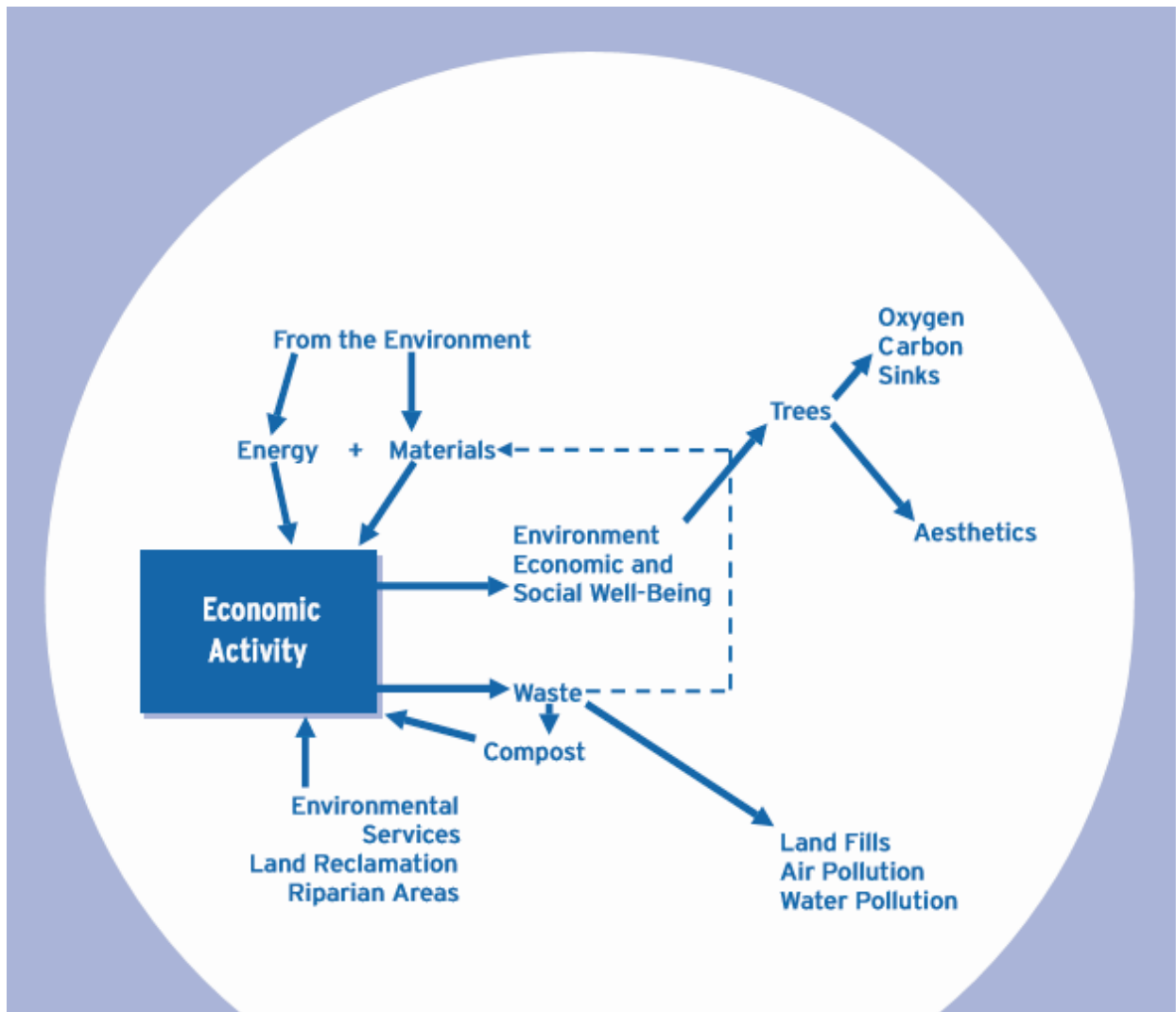
The challenge of environmental stewardship as a competitive advantage is how to move it from lofty words in policy and the realm of engineers, lawyers and specialized environmental staff, to embedding it into operations management. For it to become, 'How we do business here' it has to become part of your corporate culture. CSR is not for feel-good reasons, but because it is a component of your company's strength and strategy on how to be a profitable enterprise by providing you with a competitive advantage.

As small business owners, many landscapers have knowledge about the positive impact their companies make but have little time to "tell their story." When opportunities arise, it is important that you, as a leader in the landscape business, let the community know about the positive impact your company makes locally but also the contribution you make to a healthier planet today and for future generations. It is also important that employees understand these issues because they are often in direct contact with clients, such as homeowners, and have many opportunities to inform and educate them. You and your employees are ambassadors and some of the most influential advocates for your company and the industry at large. Having then informed and educated on what you do and why is exceptionally good advertising for your business.

In Figure 14, the complex interactions between society, business, and the environment are shown. Landscape companies have the unusual position of both providing economic activity and environmental

services. The fact that you are unique and have a role in improving the quality of life in the community while keeping the planet healthy is not only inspirational but is something the community needs to hear, see, and experience. You, as a leader, have an opportunity to be an advocate for what you do, how you do it, and why you do it that way.

FIGURE 14: KEY LINKAGES BETWEEN ECONOMY, SOCIAL WELL-BEING, AND ENVIRONMENT



Role of Industry Associations

One of the best methods of staying up-to-date on issues ranging from the environment to labor is to be active in your local and national industry association. Landscape industry associations and other associations, such as chambers of commerce, provide a wide range of services, including regular updates

on important issues to the industry, training, certification, and benefits such as insurance, fuel credit cards, and so forth.

Landscape associations can also assist in providing venues for you to showcase your outstanding activities within your community. Garden shows and trade shows can be excellent opportunities to help the public become educated in regard to current environmentally sensitive issues. They can also provide an opportunity to address the proactive ways in which potential clients can deal with like-minded companies.

Using an award or recognition process (such as Landscape Awards of Excellence) that features local companies who are taking steps in providing new products and services increases the public awareness of quality.

Becoming more involved in your local and national associations will assist you in keeping current with relative issues, provide you with opportunities to create awareness within your client base, and involve you in the work of strengthening your industry.

For information on the National Association of Landscape Professionals visit the following website:

www.landscapeprofessionals.org

For information on the Canadian Nursery Landscape Association (CNLA), visit the following website:

www.canadanursery.com

Nothing is constant but change, and staying competitive means staying up-to-date on management and technical issues that impact your ability to operate your company efficiently. One of the best ways to do this is to participate in seminars and workshops that are put on by local and national associations. In addition, by being active in industry associations, one has the ability to network, learn from peers and influence government lobbying efforts. If you don't say anything you can't be heard! Additional avenues of professional upgrading include attending classes at local colleges or universities, home-based learning via Internet courses, and reading professional journals. Lifelong learning is not just a reality, it is necessary. To continue as competent and effective managers, it is important to take the task of continual upgrading seriously.

National associations and some jurisdictions also offer certification that is designed specifically for the landscape industry. These include:

- Certified Landscape Managers (United States and Canada);

- <https://www.landscapeprofessionals.org/nalp/nalp/certification/landscape-certification-programs.aspx>
- <http://www.canadanursery.com/Page.asp-PageID=924&SiteNodeID=97.html>
- Landscape Industry Certified Technicians (United States and Canada);
 - <https://www.landscapeprofessionals.org/nalp/nalp/certification/landscape-certification-programs.aspx>
 - <http://www.canadanursery.com/Page.asp-PageID=924&SiteNodeID=97.html>
- Journeyman Landscape Horticulturalist (most provinces in Canada). This is now a Red Seal trade in Canada;
 - <http://www.red-seal.ca/trades/l.1ndsc.1p.2-eng.html>
- International Society of Arboriculture Certified Arborist designation (United States and Canada).
 - <http://www.isa-arbor.com/>

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Further Reading

Chapter 1

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