**Assignment 5: Leadership & Management**

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Leadership & Management.

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Introduction

Leadership is influencing people, by providing purpose, direction, and motivation, while operating to accomplish the mission and improving the organization. “Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. While, in any organization, whether it is a government department, a non-profit organization, a small business or a company, a key factor to success is management. The process of management is used for the organization to achieve its goals and objectives. The way that an organization is managed may differ from one place to another; however, the study of management tells us that it will always include organizing, controlling, planning and leading.

The essential elements for this presentation is focused practicing effective leadership and management. The limitations of this research are based on: What is the different types of leadership styles, and examples from renowned personalities? What are the forces that influence the leadership style that is adopted in a particular organization? What the situational leadership styles stands for? What persuasion and negotiation mean as ingredients to effective leadership? If you are encountered with issues in your place of work, what the strategies that you would inculcate as an arbiter for successful negotiations? How as a leader you would gain the trust of the people whom you lead through the following steps a) Training people on how to work b) Communication with intention c) Producing a win/win attitude? With the aid of a diagram, what are the elements of management? What is the basic overview of the typical phases in planning? As a management position, describe the guidelines for ensuring success in planning and implementation. What SMARTER stands for in goals and objectives of any management aspect? How is organizing an ingredient in practicing effective management? How controlling is an essential aspect of management? What are the top ten qualities of a manager who can be considered as above average in duty execution? What are the five key factors to be put into consideration in the interviewing and selection process? What are the five reasons why it is important to have meetings? As an effective manager, how do you make effective and impactful presentations? What Performance = ability × motivation means? Two types of the analytical techniques are used: (1) Definition- setting down the precise of a word or phrase and showing why the distinctions implied the definition are necessary by expanding on particular elements that may be sources of confusion or misunderstanding. In addition, (2) Explanation – clarifying by the use of explanation, model and example.

# What are the different types of leadership styles, drawing by examples from renowned personalities?

There are normally three styles of leadership: (1) Authoritarian or autocratic, (2) Participative or democratic or consultative, and (3) Delegative or free reign or laissez faire.

**Authoritarian (autocratic)**: This style is used when the leader tells her employees what she wants done and how she wants it done, without getting the advice of her followers. Some of the appropriate conditions to use it are when you have all the information to solve the problem, you are short on time, and your employees are well motivated. The authoritarian style should normally only be used on rare occasions. If you have the time and want to gain more commitment and motivation from your employees, then you should use the participative style.

**Participative, consultative democratic**: This type of style involves the leader including one or more employees in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your employees will respect. This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything - this is why you employ knowledgeable and skillful employees. Using this style is of mutual benefit if-it allows them to become part of the team and allows you to make better decisions.

**Delegative (free reign):** In this style, the leader allows the employees to make the decision. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks. This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you have the full trust and confidence in the people below you. Do not be afraid to use it, however, use it wisely!

A situational leader is one who can adopt different leadership styles depending on the situation. Most of us do this anyway in our dealings with other people. We try not to get angry with a nervous colleague on their first day; we chase up tasks with some people more than others do because we know they will forget otherwise that a good leader uses all three styles depending on what forces are involved between the followers, the leader, and the situation.

# What are the forces that influence the leadership style that is adopted in a particular organization?

Forces that influence the style to be used included:

* + How much time is available?
  + Are relationships based on respect and trust or on disrespect?
  + Who has the information - you, your employees, or both?
  + How well your employees are trained and how well you know the task.
  + Internal conflicts.
  + Stress levels.
  + Type of task. Is it structured, unstructured, complicated, or simple?
  + Laws, established procedures, or training plans.

Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader may be another factor that affects leader behaviour as much as it does follower behaviour. The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation.

Other authors seek to combine other approaches and identify six variables:

* + Subordinate effort: the motivation and actual effort expended.
  + Subordinate ability and role clarity: followers knowing what to do and how to do it.
  + Organization of the work: the structure of the work and utilization of resources.
  + Cooperation and cohesiveness: of the group in working together.
  + Resources and support: the availability of tools, materials and people.
  + External coordination: the need to collaborate with other groups.

# With aid of a diagram, what do the situational leadership styles mean?

There are various models for leadership; for current presentation, we will use the Situational Leadership model. There are two basic behaviors that a leader or manager can use to influence another person. These two behaviors can be described as directive or supportive. Ken Blanchard created a model within which he describes what he calls: **directive and supportive behaviour**.

So how do we decide which leadership style or behaviour is the right one for a particular situation? Blanchard and Hersey argue that the right leadership style will depend very much on the person being led - the follower. They also extended their model to include the Development Level of the follower. This model argues that the developmental levels of a leader's subordinates play the greatest role in determining which leadership styles or behaviors are most appropriate for a particular situation. According to this conceptualization, we have learnt that leader behaviors fall along two continua, directive behaviour, and (supportive behaviour.) Blanchard and Hersey said that the leader's style should be driven by the Competence and Commitment of the follower, and came up with four levels:

**Development levels:**

* **High Competence/High Commitment:** Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.
* **High Competence/Variable Commitment:** Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly
* **Some Competence/Low Commitment:** May have some relevant skills but will not be able to do the job without help. The task or the situation may be new to them.
* **Low Competence/Low Commitment:** Generally lacking the specific required skills for the job in hand, and lacks any confidence and / or motivation to tackle it.

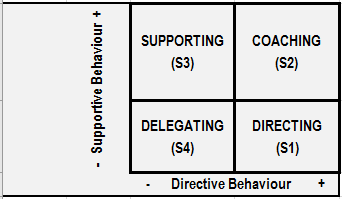
The Blanchard model combines the behaviour grid (similar to the Blake- Mouton Managerial Grid) with the Developmental Levels of subordinates to arrive at some conclusions about appropriate leadership styles. In other words, the Developmental Level of the Subordinates determines which of the four leadership styles (S1, S2, S3, or S4) is correct for a particular situation.

Blanchard and Hersey defined leadership style or behaviour in terms of the amount of direction and support that the leader gives to his or her followers.

**Blanchard differentiates between four different leadership styles namely**:

* **Directing**: Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.
* **Coaching**: Leaders still define roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.
* **Supporting**: Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.
* **Delegating**: Leaders are still involved in decisions and problem-solving, but control is with the follower. The follower decides when and how the leader will be involved.

Blanchard and Hersey say that effective leaders choose a particular leadership style or behaviour depending on the situation. They argue that Blanchard the Leadership Style (S1 - S4) of the leader must correspond to the Development level (D1 - D4) of the follower - and it's the leader who adapts. The Blanchard model combines the behaviour grid (similar to the Blake- Mouton Managerial Grid) with the Developmental Levels of subordinates to arrive at some conclusions about appropriate leadership styles:

**Situation Leadership Grid:**

Four leadership styles (S1 to S4) match the development levels (D1 to D4) of the followers. The four styles suggest that leaders should put greater or less focus on the task in question and/or the relationship between the leader and the follower, depending on the development level of the follower.

| **Style** | **Development level/Leadership style** | **Description** | **Comment** |
| --- | --- | --- | --- |
| S1: Telling/ Directing | Follower:D1 | Low competence and high commitment / Unable and willing | When the follower cannot do the job but is willing to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled. If the leader focused more on the relationship, the follower may become confused about, what must be done and what is optional. The leader thus maintains a clear 'do this' position to ensure all required actions are clear. |
| Leader | High task focus, low relationship focus |
| S2: Selling/ Coaching | Follower:D2 | Some competence and low commitment / Unable and unwilling | When the follower can do the job, at least to some extent, but is not motivated to do it then the leader must turn attention to the human aspects. The leader first finds out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, for example where a person believes they are less capable than they should be may be in some form of denial or other coping. They follower may also lack self-confidence as a result. The leader thus spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods. |
| Leader | High task focus, high relationship focus |
| S3:Participating/ Supporting | Follower:D3 | High competence and variable commitment/ Able and unwilling | When the follower can do the job, but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate. There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found then the leader can address them. The leader thus spends time listening, praising and otherwise making the follower feel good when they show the necessary commitment. |
| Leader | Low task focus, high relationship focus |
| S4: Delegating | Follower:D4 | High competence and high commitment / Able and willing | When the follower can do the job and is motivated to do it, then the leader can basically leave them to it, trusting them to get on with the job. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always welcome. |
| Leader | Low task focus, low relationship focus |

# What are persuasion and negotiation as ingredients to effective leadership?

* PERSUADING involves being able to convince others to take appropriate action.
* NEGOTIATING involves being able to discuss and reach a mutually satisfactory agreement.
* INFLUENCING encompasses both of these.

**Negotiating to Win:** This involves pursuing your own interests to the exclusion of others: I win, you lose! Persuading someone to do what you want them to do and ignoring their interests: "keeping your cards hidden".

**Negotiating Jointly:** This involves coming to an agreement where everyone gets what they want, reaching a mutually satisfactory agreement: win-win. In order to achieve this:

* You need to establish mutual trust, so it requires honesty and integrity from both parties.
* Both sides work together to come up with a compromise solution to suit everyone's best interests.
* Each party tries to see things from the other's perspective.
* Assertiveness is the best way here: being passive or aggressive does not help.

# What are the strategies that you would inculcate as an arbiter for successful negotiations as manager?

**A Strategy for Successful Negotiations**:

* Listen carefully to the arguments of the other party and assess the logic of their reasoning
* Clarify issues you are not clear about by asking how, why, where, when and what questions.
* List all the issues which are important to both sides and identify the key issues. Identify any personal agendas. Question generalizations and challenge assumptions.
* Identify any areas of common ground.
* Understand any outside forces that may be affecting the problem.
* Keep calm and use assertive rather than aggressive behaviour. Use tact and diplomacy to diffuse tensions.
* Remember: NO is a little word with big power!
* Use both verbal and non-verbal persuasion skills. Use open, encouraging body language such as mirroring, not defensive or closed.
* Know when to compromise. Offer concessions where necessary, but minor ones at first. Distinguish between needs: important points on which you can't compromise and interests where you can concede ground.
* Allow the other party to save face if necessary via small concessions.
* Make sure there is an agreed deadline for resolution
* Decide on a course of action and come to an agreement.
* The final agreement needs to be summarized and written down at the conclusion of the negotiations.
* Plan for alternative outcomes if you cannot reach agreement.

# How as a leader you would gain the trust of the people whom you lead?

The concept of trust is simple: build on individual confidence and eliminate fear as an operating principle. When we try to make the plan before the trust issues are resolved, we deal with symptoms rather than causes and repeating problems just change names. The main question is : How you would gain the trust of the people whom you lead through (i) training people on how to work, (ii) communication with intention, and producing a win/win attitude?

**a) Training people on how to work:** You can train people to think quality, to think service—but there is a difference: whether these efforts come from trust and commitment, and whether they are genuine. In addition, that difference communicates to the market that makes people want to do business with you.

**b) Communication with intention:** Successful trust building hinges on three components of communication: intention, preparation, and mechanics. Building trust is vastly different from trying to establish who is right. The differences are obvious in how the parties communicate. The two keys to trust-building communication are committing to find win/win strategies even if the starting point is clearly not trust, and arriving at defined, accountable outcomes.

**c) Producing a win/win attitude:** Resolve the trust issues first, then create and execute the strategies. Remember that slipped commitments do not necessarily mean false commitments. Handle slippage by building trust. Rather than be accusatory, ask, "What happened?" in a neutral fashion, and mean it. Listen carefully, correct collaboratively, and choose alternative resources when necessary.

Most important, sincerely acknowledge increasing productivity. In this way, we continuously learn what success is and how to expand it. Trust is the basis for our drive to contribute. The basis of mistrust is fear, but fear is also a requirement for survival. If we did not have a "hot stove" protection mechanism, we would be being burned daily. However, as we see, not touching the hot stove sometimes goes to the extreme of not even going into the kitchen.

# With the aid of a diagram, what are the elements of management?

In any organization, whether it is a government department, a non-profit organization, a small business or a company, a key factor to success is management. The process of management is used for the organization to achieve its goals and objectives. The way that an organization is managed may differ from one place to another; however, the study of management tells us that it will always include the following elements:

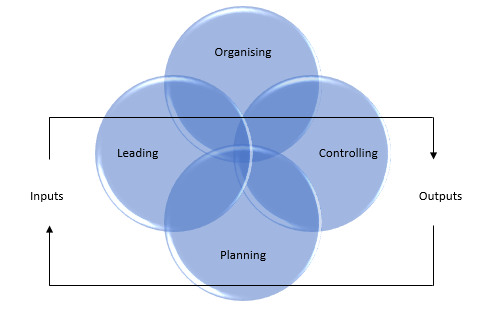


Figure 1: Elements of management – Source module 5 – PGD Leadership and Management

# How do you explore the basic overview of the typical phases in planning?

One of the most common sets of activities in the management is planning. Very simply put, planning is setting the direction for some system, and then guiding the system to follow the direction. There are many kinds of planning in organizations. Common to these many kinds of planning are various phases of planning and guidelines for carrying them out as effectively as possible. To help make the following information applicable to as many situations as possible, the scope of the following planning information is to the "system", which is fully explained below. Systems have inputs, processes, outputs and outcomes.

Planning process typically includes similar nature of activities carried out in similar sequence. The complexity of the various phases (and their duplication throughout the system) depends on the scope of the system. For example, in a large corporation, the following phases would be carried out in the corporate offices, in each division, in each department, in each group.

# In management position, how the guidelines for ensuring success in planning and implementation should be structured?

A common failure in many kinds of planning is that the plan is never really implemented. Instead, all focus is on writing a plan document. Too often, the plan sits collecting dust on a shelf. Therefore, most of the following guidelines help to ensure that the planning process is carried out completely and is implemented completely:

**Involve the Right People in the Planning Process:** Going back to the reference to systems, it is critical that all parts of the system continue to exchange feedback in order to function effectively. When planning, get input from everyone who will responsible to carry out parts of the plan, along with representative from groups who will be affected by the plan. Of course, people also should be involved in they will be responsible to review and authorize the plan.

**Write Down the Planning Information and communicate it widely:** New managers, in particular, often forget that others do not know what these managers know. Even if managers do communicate their intentions and plans verbally, chances are great that others will not completely hear or understand what the manager wants done. In addition, as plans change, it is extremely difficult to remember who is supposed to be doing what and according to which version of the plan. Key stakeholders (employees, management, board members, funders, investor, customers and clients) may request copies of various types of plans. Therefore, it is critical to write plans down and communicate them widely.

# What stands for SMARTER of goals and objectives of any management aspect?

Goals and Objectives Should Be SMARTER: SMARTER is an acronym, that is, a word composed by joining letters from different words in a phrase or set of words. In this case, a SMARTER goal or objective is:

* **Specific**: Do you know exactly what you want to accomplish with all the details? Goals must be well defined. They must be clear and unambiguous.
* **Measurable**: Can you quantify your progress so you can track it? How will you know when you reach your goal? Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.
* **Acceptable**: Is your goal a challenge but still possible to achieve? Goals must achievable. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve.
* **Realistic**: Is your goal realistic and within your reach? Are you willing to commit to your goal? Almost certainly, your goal is realistic if you truly believe that it can be accomplished.
* **Time frame**: Does your goal have a deadline? Goals must have a clearly defined period including a starting date and a target date. If you do not have a time limit then there is no urgency to start taking action towards achieving your goals.
* **Extending**: The goal should stretch the performer's capabilities.
* **Rewarding**: Is your goal relevant to your life purpose? Your goal must be consistent with other goals established and fits with your immediate and long-term plans?

# How is organizing an ingredient in practicing effective management?

Organizing becomes the process of establishing orderly uses for all resources within a management system. As a manager, you need to use the organizing function as the primary mechanism to activate plans for using your resources.

This leads to:

* Creating and maintaining relationships between all of the organization’s resources.
* Defining which resources need to be used for which projects.
* Determining when, where and how the resources will be used.
* Minimizing cost overruns, duplication of efforts, and idle organizational resources.

In the overall management system, there are five steps that managers have to continually repeat in order to ensure that organizing is as efficient as possible:

* Reflecting on plans and objectives
* Establishing major tasks
* Dividing major tasks into subtasks
* Allocating resources and directives for subtasks
* Evaluating results of organizing strategy

Organizing, like planning, can also be viewed as a subsystem of the overall management system that contains three building blocks: input, process and output.

# Controlling is an essential aspect of management; what this statement with relevant example?

Controlling allows you to compare performance to pre-determined standards. Controlling generally involves three steps:

* Measure performance: The two central questions here are - How to measure, and, what to Measure?
* Compare Measured Performance to Standards: Here, you‘ll want to measure standards in productivity, quality improvement, product leadership, employee development and attitudes, and social responsibility. You may also want to measure standards that review the balance between short and long-range goals.
* Take Corrective Action: The two steps here are to recognize the symptoms and recognize the problems. You may have either together or only one.

There are three types of control you can utilize to make your organization stronger:

* Pre-control, which takes place before a unit of work is performed;
* Concurrent control, which takes place as some unit of work is being performed; and
* Feedback control, which takes place after the work is performed.

When utilizing control, you‘ll need to exert some power. In other words, how can you best influence others so that they respond to you? As a manager, you‘ll have two types of power: position power and personal power. Add these together and you get the sum known as total power. Making control successful through your personal and position power can best be accomplished by focusing on your staff‘s activities and how they support the overall organizational goals, recognizing that there are different goals throughout the other parts of the organization, taking timely corrective action, and employing the three C‘s: Communicate, Communicate, Communicate!

Tools of Control

* Budgets – creating a budget or target sheet are part of the planning process, but are very useful as a control instrument.
* Performance Reports – well-structured performance reports are an important source of control information.
* Keep reports simple and to the point. Foster a climate of full and accurate reporting.
* Personal observation - Spend time with employees and observe what is going on. Listen to employees; help them discover better ways of working. Observation gives insight into the activities behind the reports.

# What are the top ten qualities of a manager who can be considered as above average in duty execution?

An excellent manager taps into talents and resources in order to support and bring out the best in others. An outstanding manager evokes possibility in others.

1. **Creativity:** Creativity is what separates competence from excellence. Creativity is the spark that propels projects forward and that captures peoples' attention.
2. **Structure:** The context and structure we work within always have a set of parameters, limitations and guidelines.
3. **Intuition:** Intuition is the capacity of knowing without the use of rational processes; it is the cornerstone of emotional intelligence. The stronger one's intuition, the stronger manager one will be.
4. **Knowledge**: The knowledge base must be so ingrained, and integrated into their being that they become transparent, focusing on the employee and what s/he needs to learn, versus focusing on the knowledge base.
5. **Commitment:** Manager is committed to the success of the project and of all team members. S/he holds the vision for the collective team and moves the team closer to the result. The manager’s commitment pulls the team forward during trying times.
6. **Being Human:** Employees value leaders who are human and who do not hide behind their authority. The best leaders are those who are not afraid to be themselves. Managers who respect and connect with others on a human level inspire great loyalty.
7. **Versatility:** Flexibility and versatility are valuable qualities in a manager. Beneath the flexibility and versatility is an ability to be both non-reactive and not attached to how things have to be.
8. **Lightness:** Lightness does not impede results but rather, helps to move the team forward. Lightness complements the seriousness of the task at hand as well as the resolve of the team, therefore contributing to strong team results and retention.
9. **Discipline/Focus:** Discipline is the ability to choose and live from what one pays attention to. Discipline as self-mastery can be exhilarating!
10. **Big Picture, Small Actions:** Excellent managers see the big picture concurrent with managing the details. Small actions lead to the big picture; the excellent manager is skillful at doing both: think big while also paying attention to the details.

# What are the five key factors to be put into consideration in the interviewing and selection process?

Interviewing should be taken seriously and anyone undertaking an interview must be prepared. Learn ways to run a more effective interview, asking great questions that can keep candidates on their toes, and allow you to learn more about your prospects. Below are five keys to helping you conduct a better job interview and questions you can ask candidates to keep them on their toes:

1. **Do your homework:** You expect the candidate to walk in to your office with some knowledge of who your company is and what it is you do, right? It is in your best interest to prepare for the interview as well. Going into the interview, you should have already studied the candidate you are about to meet face-to-face. The least you could do is to become familiar with his or her resume, cover letter, and any other materials that were submitted to you for consideration of the job. Before the interview is also the appropriate time to Google your candidate to see if anything interesting pops up. You should also find out if they have a MySpace or Facebook page, and if so, what type of content appears on those pages. You might find something that does not mix with your culture or morals. You come in to the interview with questions or comments on their experience, background, work, and can spend the entire interview getting to know more about the real candidate, and not who they are on paper. Some interesting icebreakers to kick off the interview are: “How about those (insert local sports team here)”? “What do you think about this weather, huh”? "Did you have any problem finding the place"?
2. **Do not Rush to Judgment:** So often we base our opinion on someone by their appearance or the impression we get of that candidate within the first few minutes of meeting them. The problem with this is that it clouds our heads, and if your first impression is not a favorable one, it is an uphill climb for the candidate without them even knowing it. Stop doing this! When a candidate enters your office for a job interview do whatever it takes to not form an immediate opinion of them. If it helps, say to yourself that you believe this candidate to be a certain a way, and then flush this out of your head any way you know how. Give the candidate a clean slate and let their talents and qualifications (or lack thereof) form your opinion. A few good secondary questions to ask now are: "Tell me about your last job"? "Tell me about a time when you did something that was a huge success"? "Why did you become a (insert title of position here) in the first place”?
3. **Study Behaviour:** Asking behavioral questions requires candidates to draw upon their background and experiences to describe how they used skills that are relevant to your position. Their resume may be filled with "I'm a team player", "Organized", "Multi-Tasking", and "Born Leader", but anyone can include this on their resume. Asking questions that force candidates to speak about these traits enables you to discover whether or not they do in fact possess them. Be sure to ask plenty of these questions right in the middle of the interview and score your candidates on how quickly they respond and the amount of tap dancing they do. But be careful – if it sounds too rehearsed then chances are it is. Behavioral questions to ask: "Tell me about a time when you took charge of a situation and made something positive happen"? "Describe a situation when you were given a tight deadline to perform, and tell me how you managed to get it all done"? "Talk about when you had to deal with a co-worker that was hard to get along with. How did you get along with them"?
4. **Change Things Up:** You are past the halfway point of conducting a better job interview, so now is the time to get a little bit crazy. Ask the candidate a question that has no right or wrong answer. It could be why the sky is blue or why grass is green. It could even be why do worms not have eyes? Whatever your question, judge your candidate on how well they answer and if they are thrown for a curve or not. If they stay on the ball and answer as if it was expected then you have a pretty sharp candidate sitting across from you. Even if they laugh a bit at first but manage to form a pretty good answer, you know you have someone who can improvise and react to situations. If they stumble about and seem completely flustered, you have to wonder about the candidate's ability to respond to pressure seeing as the candidate has a hard time speaking off the cuff. Remember, these questions are not meant to derive a correct answer. The purpose is only to gauge the candidate's reaction to a tricky situation. Great abstract questions to ask: "If nothing ever sticks to a Teflon pan, then how do they make Teflon stick to the pan"? "Can a fish drown"? "Why are there interstate highways in Hawaii"?
5. **Maintain a Consistent Evaluation Process:** Just because you have concluded your face-to-face job interview, does not mean the process is over. Go back and examine the answers to your questions and score these answers against a guide that makes it easy for you to judge. This guide needs to be somewhat flexible as there is not an exact answer for qualitative data, but you can form a set of guidelines for what the ideal answer would be. Having a set guide makes it easier for you to fairly judge each candidate's response and select a candidate that fits your company's needs. You should be well on your way to making a better hire after following these five steps for conducting a better interview.

# What are the five reasons why it is important to have meetings?

There are broadly five reasons for having meetings:

1. **Information:** to share information about what has happened or is going to happen;
2. **Consultation:** to get participants‘ views or proposals about what should happen, but without the meeting having power to make a decision;
3. **Business/decision-making**: to discuss what the group should do and how it should be done, and make decisions on the basis of those discussions;
4. **Legal:** to carry out business which must legally (according to legislation or the organization’s constitution) be transacted;
5. **Education:** to learn about a topic of relevance to the group, for example by having a speaker, video or discussion; social/support: to be with friends, share an interest or support

# As an effective manager, how do you make effective and impactful presentations?

The central purpose of any presentation, written, oral or visual, is communication. To communicate effectively, you must state your facts in a simple, concise and interesting manner. It is proven that the people learn more readily and retain more information when learning is reinforced by visualization. You can entertain, inform, excite and even shock an audience by the proper integration of visual images into virtually any exchange of information. Simple, clear, concise visual images, briskly paced and sprinkled with attention-grabbing graphics will lend support to your spoken words. This leaves your audience with a positive attitude toward you and your product, service or proposal. Visuals in business should be used in support of the spoken or written word, and not in lieu of it. A well-developed concept and effective script are the essential elements of any presentation. Regardless of their form, they should be the first and most important phase of its development.

# What Performance = ability × motivation means?

Ability is the person's aptitude, as well as the training and resources supplied by the organization Motivation is the product of desire and commitment. Someone with 100% motivation and 75% ability can often achieve above-average performance. However, a worker with only 25% ability will not be able to achieve the type of performance you expect, regardless of his or her level of motivation. So, before you can fix poor performance, you have to understand its cause. Does it come from lack of ability or low motivation?

Incorrect diagnoses can lead to lots of problems later on. If you believe an employee is not making enough of an effort, you will likely put increased pressure on him or her to perform. However, if the real issue is ability, then increased pressure may only make the problem worse.

Low ability may be associated with the following:

* Over-difficult tasks.
* Low individual aptitude, skill, and knowledge.
* Evidence of strong effort, despite poor performance.
* Lack of improvement over time.

People with low ability may have been poorly matched with jobs in the first place. They may have been promoted to a position that is too demanding for them. Alternatively, maybe they no longer have the support that previously helped them to perform well.

# Conclusion

At first, it was thought that people worked to earn money. To a certain extent, this was true. However, although people do expect to be paid, do enjoy the things money can buy, and would like to make more money; they do not work for only the money. Primarily, people do what they do to satisfy certain needs or to get satisfaction. Most employees have other needs, apart from worker benefits, that can and should be satisfied in the workplace. In fact, these needs must be fulfilled before the employee is truly motivated. The fact is that all people like to have their egos boosted. They like to think that they are useful. They would like to contribute something for which they will get the credit. This ego need comes to the forefront time and again in all employees and is a need that managers can use for effective motivation in the workplace.

People are unique resources and an organization’s most important asset. They have different backgrounds and experiences, different needs and desires. Managers have to coordinate the efforts of all employees toward organizational goals. Before people can make an effort to achieve a goal, they must want to behave in a way that will accomplish organizational goals and provide fulfilment to the individual. The primary goal should be to build and maintain a highly motivated workforce.

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