

Fundamentals of Good Leadership



What is leadership

How does leading differs from managing

What is the best measure leader effectiveness

What is the leadership process

How to master the leadership process

- ✓ *How to build trust with those we wish to lead*
- ✓ *How to set a clear direction to accomplish something*
- ✓ *How to influence people's buy-in and support*
- ✓ *How to inspire people to do their best*
- ✓ *How to coach and empower people to succeed*
- ✓ *How to unify people in a collaborative team effort*

Presented by

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Updated June 2018

About Your Instructor

Rich St.Denis

Rich St.Denis is a top-rated **senior trainer and consultant** based in Atlanta who specializes in leadership, performance management, coaching, teambuilding, communication skills, and personal effectiveness. He has more than **20 years of training experience** and has trained and coached more than **18,000 professionals**.

Rich has designed and delivered more than 500 workshops in many areas, to include:

Executive Leadership	Team Leadership	Technical Leadership
Performance Management	Team Building	Conflict Management
Change Management	Coaching Skills	Executive Speaking and Writing
Corporate Communication	Business Writing	Interpersonal Communication

Rich's major clients cover a variety of industries and have included--

Georgia Power	SouthTrust Bank	Siemens Corporation
CARE-USA	Wellman, Inc	Crawford & Company
Mercedes-Benz	CNN	Turner Broadcasting
Office Depot	US Air Force	Department of Defense
Georgia Tech	Professional Engineers of North Carolina	
Virginia Tech	Arizona State	Georgia State

As a course developer and leader for the American Management Association, he has written and delivered these programs that are offered nationwide:

Developing Executive Leadership

Preparing for Leadership: What It Takes To Take the Lead

Coaching: A Strategic Tools for Effective Leadership

The Voice of Leadership: How Leaders Inspire, Influence, and Achieve Results

Leading with Emotional Intelligence

Developing Leaders at All Levels

Delegation Bootcamp

How to be a REAL Team Player

Collaborative Leadership Skills for Managers

Advanced Leadership Communication Strategies

Rich has presented at CBMI for the past three years and often presents programs to college and university staffs.

Rich also does consulting work focusing on the areas of leadership effectiveness, performance management, teambuilding, and organizational communication.

Rich has a B.S. in Engineering (United States Military Academy at West Point), an M.A. in English (Duke University), and an M.B.A. in management (Oklahoma City University).

His professional associations have included the American Management Association and the American Society for Training and Development.

Learning Objectives

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By the end of this workshop, you will be able to—

- Define leadership, the difference between leading and managing, and the measures of leadership success. 3
- Describe the leadership process: 7
- Build a trusting relationship with people
 - See something to be accomplished; set a clear direction to get it done.
 - Influence people's buy-in and support to join you in getting it done
 - Inspire them to do their best
 - Coach and empower them to succeed
 - Unify a team effort so they work together to succeed
- Describe and demonstrate three ways to build trusting relationships. 8
- Show character Do what is right
 - Show competence Do your job well
 - Show caring Show you care about people
- Describe and demonstrate how to set a clear direction. 11
- Identify something to be accomplished
 - Envision and communicate a desirable future end state
 - Delegate responsibility and authority clearly
- Describe and demonstrate multiple ways to influence people to join in. 16
- Set the example for doing it.
 - Explain the logic, importance, reasons, benefits of getting it done.
 - Describe the urgency of taking action.
 - Describe the negative consequences of inaction.
 - Identify others who are already on board.
 - Emphasize the compelling need for their participation.
 - Ask for their commitment.
- Describe and demonstrate how to inspire people to do their best. 19
- Assess each person's level of engagement and motivation.
 - Create the conditions that drive high motivation in each person.
- Describe and demonstrate how to coach and empower people to do their best: 22
- Assess each person's level of performance and motivation.
 - Conduct a coaching conversation with each person.
 - Provide reinforcing feedback generously and corrective feedback tactfully.
- Describe and demonstrate how to unify a collaborative team effort. 27
- Promote task completion effectiveness and relationship effectiveness.
 - Guide the team through the stages of development to high performance.
 - Promote unity through feelings of achievement, belonging, and contribution.

There Are Many Ways to Define Leadership

Leadership is getting others to do something they wouldn't do on their own. --Unknown

Leadership has traditionally been seen in terms of influence and moving a group towards its goals. --Dean Tjosvold and Mary M. Tjosvold, *Psychology for Leaders*

When you boil it down, contemporary leadership seems to be a matter of aligning people toward common goals and empowering them to take actions needed to reach them. --Stratford Sherman, "How Tomorrow's Best Leaders Are Learning Their Stuff," *Fortune*

The leader is one who mobilizes others toward a goal shared by the leader and followers. --Gary Will, *Certain Trumpets: The Call of Leaders*

Leadership is not rank, privileges, title, or money. It is responsibility. --Peter Drucker, "Forward" to *The Leader of the Future*

Leaders are bridges that connect people to the future. They include others' visions in their own, building alliances and partnerships based on shared aspirations. --Caela Farren and Beverly L. Kaye. "New Skills for New Leadership Roles" in *The Leader of the Future*

Leadership is not telling people what to do and having the power to make them do it.... The true leader is the one who has the ability to influence or inspire others to follow. --Lin Bothwell, *The Art of Leadership*

Leadership is about taking others with you on a journey. John Adair, *Developing Leaders*

Leadership is not about being great. It's about getting others to be great. --President Ronald Reagan

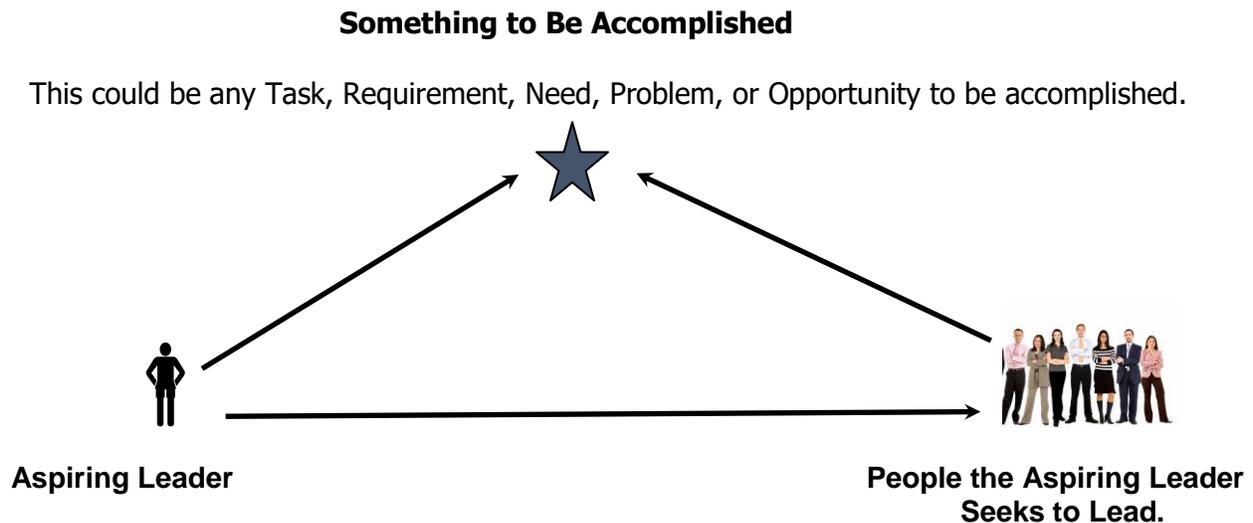
Leadership is the ability to lift people into their better selves. --James MacGregor Burns

If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. --President John Adams

Leadership produces change. That is its primary function. --John Kotter, *A Force for Change* Free Press

Here is a Simple Definition of Leadership for this Course

Leadership is a process of seeing something to be accomplished and influencing, inspiring, coaching and unifying others to get it done.



The Leadership Process

Someone (an aspiring leader) takes action to--

1. Build a trusting relationship with people to lead.
2. See something to be accomplished, and set a clear direction to get it done.
3. Influence people to join in to make it happen.
4. Inspire them to do their best.
5. Coach and empower them to succeed.
6. Unify a team effort.

As a result of this process, something worthwhile gets accomplished through others.

How “Leading” Differs From “Managing”

Leading and managing are different but complementary skills for getting results.

To get results, we need both leading and managing traits and skills but in differing degrees, depending on the situation we face.

Leadership Traits

Emotional intelligence
Visionary
Experimental
Intuitive
Spontaneous
Passionate
People-focused

Managerial Traits

Analytical intelligence
Practical
Conservative
Analytical
Controlled
Logical
System-focused

Leadership Skills

Building trusting relationships
Seeing something to be done
Setting direction
Influencing
Inspiring
Coaching
Empowering
Building a unified team

Managerial Skills

Building networks of contacts
Identifying requirements
Action planning
Directing
Requiring
Resourcing
Controlling
Building reliable, stable systems

The goal of leading well is to align and motivate people to get things done together.

The goal of managing well is to create a resourced, organized system Or process for getting things done.

Which are your strengths?

Put a ✓ next to your strongest skills/traits.

Which are areas for development?

Circle the skills/traits you want to build.

Leading and managing are distinct, but both are important.

Organizations that are overmanaged but underled eventually lose any sense of spirit or purpose.

Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter.

The challenges of modern organizations require the objective perspective of the manager as well as the brilliant flashes of vision and commitment that brilliant leaders provide.

--Lee Bolman and Terrence Deal, *Reframing Organizations*

What are the Truest Measures of Leadership Effectiveness?

The strength of the leader is measured by the strength of the team.

The most effective leaders help people to get better, stronger, more capable of accomplishing what needs to get done.

Evaluate yourself and a leader you admire.

- 5 = Strongly Agree This is definitely happening
- 4 = Somewhat Agree This is somewhat happening
- 3 = Barely Agree This is happening but not as much or as fast as I would like
- 2 = Neutral This is just starting to happen.
- 1 = Disagree This is not happening at all.

Evaluate a leader you admire.

↓ Evaluate yourself.
↓

		1. The desired team results (vision, goals) envisioned by the leader are passionately being pursued and achieved by the team.
		2. The team is working efficiently using the right people, the right resources, and the right processes.
		3. Difficult problems are being innovatively overcome by the team.
		4. New ways to improve the team's effort are being developed.
		5. The team is becoming more capable of pursuing future goals
		6. Trust and teamwork among team members is strengthening.
		7. The team and its members are becoming more self-sufficient and empowered (less dependent on the leader).
		8. Team members are developing pride and are eager to do more.
		9. The personal needs of individual team members are being satisfied.
		10. The skills of the team members are growing stronger.
		11. The confidence of the team members is growing stronger.
		12. Team members are showing true appreciation for one another.
		Total Scores

Interpretation	48 – 60	Probably highly effective as a leader
	36 – 47	Somewhat effective as a leader
	Below 35	Probably somewhat ineffective as a leader

The Leadership Process

Leadership is a process—a series of actions by leaders to get something accomplished through others.

1. **Build trusting relationships with people you seek to lead**
2. **See something to be accomplished, and set a clear direction to get it done.**
3. **Influence their buy-in and support to join in getting it done**
4. **Inspire them to do their best**
5. **Coach and empower them to succeed**
6. **Unify them to work collaboratively to succeed together**

Exercise: Reflect on a Time You Showed Leadership

An excellent way to study leadership and develop your leadership ability is to reflect on your performance in leadership situations.

Describe a time you showed leadership to get something done through others.

Situation: *What task, need, problem, challenge, or opportunity did you see?
When and where did this occur?*

Task: *What did you plan to do to make things better?*

Actions Taken *Who did you lead?
What did you do to –
Build relationships with those you sought to lead?
See something to be accomplished; set a direction to get it done?
Influence their buy-in and support?
Inspire them to do their best?
Coach and empower them to succeed?
Unify them in a collaborative team effort?*

Results: *How did it all turn out? What went well?
What impact, value, or benefit did the effort achieve?
What could have been done even better?
What did you learn from this experience?*

The Leadership Process: Step #1

Build Trusting Relationships with People You Seek to Lead

A trusting relationship is the foundation of a relationship.

To earn trust--

Show caring.

Show character.

Show competence.



*Leadership is a matter of how to be, not how to do it.
Leaders need to lead by example.*

--Frances Hesselbein
Former CEO, Girl Scouts of America

How to Build Trusting Relationships

$$\text{Trust} = \text{Caring} \times \text{Character} \times \text{Competence}$$

Show Caring

- ✓ Show respect for and courtesy to others. Pay close attention to little things.
- ✓ Respect their privacy.
- ✓ Do not betray others. Don't talk about them behind their back.
- ✓ Show a genuine concern for others. Show interest in them. Be attentive to them.
- ✓ Listen carefully to them.
- ✓ Consider their needs and desires when making plans and giving assignments.
- ✓ Show empathy and compassion.
- ✓ Understand others. Go out of your way to truly understand them.

Show Character

- ✓ Demonstrate integrity. Act ethically. Keep promises. Do what you say you will do.
- ✓ Show courage. Stand up for what is right. Say what needs to be said.
- ✓ Take accountability. Admit mistakes. Apologize quickly and sincerely.
- ✓ Show loyalty to people and the organization. Stand up for them and the organization.

Show Competence

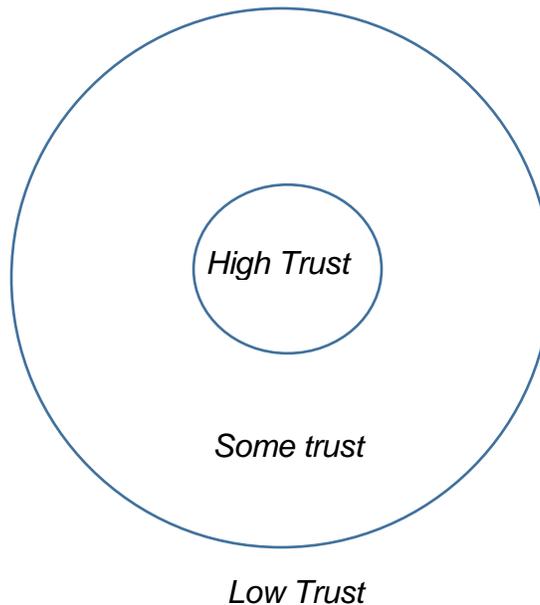
- ✓ Do your job well and get results
- ✓ Show deep knowledge about your areas of responsibility.
- ✓ Look like you know what you are doing.
- ✓ Talk like you know what you're talking about.
- ✓ Show a desire to keep learning and growing.

How Close and Trusting are Your Relationships?

Assess the level of trust you have earned from your colleagues at work. To do so, assess their trust distance—their psychological closeness to you.

When they feel psychologically close to you, they trust you a lot.
When they feel distant from you, they have less trust in you.

The Circles of Trust
(Trust Distance—
Psychological Closeness)



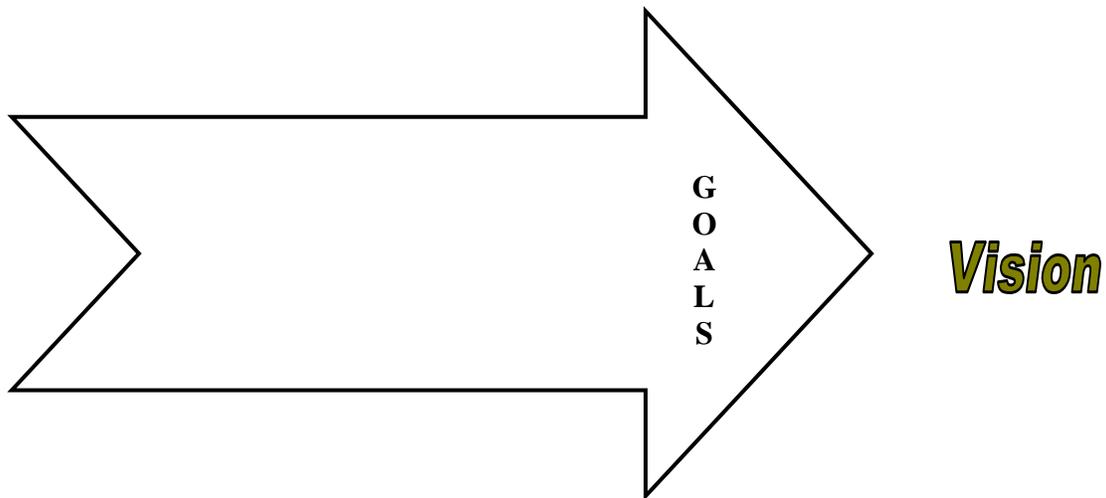
What can you do to earn higher levels of trust?

	Current Level of Trust <i>High? Medium? Low?</i>	Actions to Earn Greater Trust
Upper Mgmt		
My Manager		
My Peers		
Customers		
Direct Reports		

The Leadership Process: Step #2

See Something to Be Accomplished, and Set a Clear Direction to Get It Done

- ✓ See something to be accomplished
- ✓ Envision and communicate a desirable future end state
- ✓ Delegate responsibility and authority clearly to get it done



*The greatest thing in this world is not so much where we are,
but in what direction are we moving.*

--Oliver Wendell Holmes

*No one ever accomplished anything of consequence without a goal...
Goal setting is the strongest force for self-motivation.*

--Paul Meyer

How to See Something to Be Accomplished

Excellent leaders are aware of what's going on inside and outside their organizations. To be more aware and assess the current reality and identify something to be accomplished--

Look Around

Walk around your organization to see what is going on.

Conduct a SWOT Analysis to identify--

Internal Strengths

Internal Weaknesses

External Opportunities

External Threats

Study What Others Are Doing Well – Find the Bright Spots

See what similar organizations are doing well.

Listen to and Learn from Your Colleagues

Ask your colleagues what they see.

How are things going?

How are you doing?

How is the team doing?

What is something that ought to be accomplished or done differently?

How can I help?

How to Communicate a Vision in a Compelling Way

Excellent leaders actually have **double vision**. They see **the current reality** and envision (with their mind's eye of imagination) a **desirable future state**.

They should talk about both clearly and with conviction.

Current Reality. Analyze and describe the **current reality** (strengths, weaknesses, opportunities, and threats) of the team, its members, its products, and its services. Do so in realistic, clear-eyed, pragmatic terms.

Desired Future. Imagine and describe the **desired future state** (the goal or vision). Do so with enthusiasm and hope.

Describe your vision of the current reality and the desired future for your organization, its people, products, and services.

Here is my take on the current reality.

Our Strengths: I am currently happy and proud that

Our Weaknesses: At the same time, I am concerned that

Opportunities: At present, we have these favorable conditions that could help us:

Threats: We also face these obstacles that could hinder us:

Here is my vision of what could and should be accomplished.

I can see a day when the following will have been accomplished:

I envision that by _____ (date), here is how things will look:

Here's my vision of what we will have achieved by that point:

A vision is a shared image of what we want the enterprise to be or become...It provides an aiming point for a future orientation.... The vision statement ... implies an element of noble purpose and high values, of something considered especially worthwhile.

--Karl Albrecht, The Northbound Train

How to Delegate Responsibility and Authority Clearly to Get Things Done

Excellent leaders translate vision into action. They set a clear direction for getting things done.

They turn over responsibility, authority, and accountability for the completion of tasks and the achievement of goals. They do so in a way that sets up people and teams for success. This is the process of delegation.

Delegation means investing responsibility and trust in people. When done well, it is a form of teamwork and project management.

1. Identify a responsibility to be delegated.

Select a responsibility and meaningful work that will require “stretch.”

Assign these meaningful types of work:

Recurring routine actions or decisions
Pressing priorities you can't handle
Information collection and reporting
Attendance at non-critical meetings
Detail work
Long-range projects

Do not assign these types of work:

Performance evaluations
Counseling and disciplinary functions
Tasks assigned specifically to you
Confidential actions
Actions needing your expertise

2. Select a delegatee—a person to be responsible to achieve something.

Identify the skills and knowledge needed for the job.

Match job requirements to the delegatee.

Determine if the delegatee needs any additional training or support.

3. Conduct a delegation conversation. Discuss the following:

R	Reason	Why this assignment needs to be completed. Why the delegatee was selected
R	Responsibility	What specific responsibilities are being delegated.
A	Authority	What type and level of authority is being delegated.
M	Measures of Success	What a successful outcome looks like.
P	Potential Problems	What are some potential problems to be avoided.
S	Support/Follow-Up	What support and follow-up is being provided.

4. Ensure understanding and commitment.

Have you verified that the delegatee clearly understands all elements of RRAMPS?

Have you verified commitment?

5. Monitor progress, follow up, and conduct regular feedback session.

Observe progress.

Review progress periodically. Ask for observations. Provide your feedback.

Provide more support as necessary to ensure success.

Remember: *Although you delegate responsibility and authority, you retain overall responsibility for the task getting done.*

R-R-A-M-P-S: A Memory Aid for Effective Delegation

Practice delegating a task using the memory aid below as a guide.

<p><u>R</u>easons for Delegating</p> <p>Reasons for the Task and Its Importance and Urgency</p> <p>Reasons for You Selecting this Specific Delegatee</p>							
<p><u>R</u>esponsibilities Being Assigned to the Delegatee</p> <p>Requirement What specifically must be accomplished?</p>							
<p><u>A</u>uthority Being Delegated to the Delegatee</p> <p>Types of Authority You Can Delegate</p> <table border="0"> <tr> <td>Direct the activities of other people</td> <td>Conduct planning</td> </tr> <tr> <td>Allocate resources</td> <td>Speak on behalf of the delegator</td> </tr> <tr> <td>Decide on behalf of the delegator</td> <td></td> </tr> </table> <p>Levels of Authority You Can Delegate Complete, limited, or none</p> <p>Duration of the Delegated Authority Temporary or permanent</p>		Direct the activities of other people	Conduct planning	Allocate resources	Speak on behalf of the delegator	Decide on behalf of the delegator	
Direct the activities of other people	Conduct planning						
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Decide on behalf of the delegator							
<p><u>M</u>easures of Success to Be Met by the Delegatee</p> <p>SMART Goals to be Achieved by the Delegatee</p> <p>Specific Measurable Ambitious Reachable Time-bound</p> <p>Performance Measures and Deadlines to be Met.</p> <p>Quality, Quantity, Deadlines, Satisfaction Levels, Cycle Times, etc</p>							
<p><u>P</u>otential Problems to be Avoided by the Delegatee</p>							
<p><u>S</u>upport to be Provided to the Delegatee</p> <p>Resources (Time, Funds, People, Information, Training, or Other Resources)</p> <p>Follow-Up Coaching to be Provided</p> <p>Follow-Up Meetings & Reports to Monitor Progress</p>							

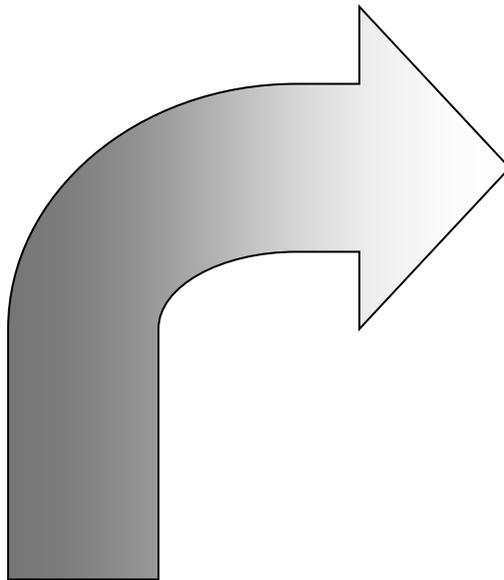
When done, verify understanding, ask for commitment, and confirm next steps

The Leadership Process: Step #3

Influence Others to Join with You to Get Something Done

To influence buy-in and committed support--

- ✓ Set the example for doing it.
- ✓ Explain the logic, importance, reasons, benefits of getting it done.
- ✓ Describe the urgency of taking action.
- ✓ Describe the negative consequences of inaction.
- ✓ Identify others who are already on board.
- ✓ Emphasize the compelling need for their participation.



*Leading means influencing people--pure and simple.
It means re-shaping or changing what people think, believe, feel, and do.*

*A genuine leader is not a seeker of consensus but a molder of consensus.
--Rev. Martin Luther King, Jr.*

How to Influence Buy-In and Committed Support

Leaders influence others to willingly join the effort to get something done. Easier said than done!

Sometime, people are skeptical or reluctant. Here is where a leader's powers of persuasion are critical.

Set a Credible Example: This is the most powerful form of influence. People can sense when a leader is not "All In." For them to be "All In," the leader must be.

Set the example through Your Actions and Attitude.

*You can't teach what you don't know.
You can't lead what you don't go.*

Explain the Logic of Taking Action—the Importance, Reasons and Benefits for Accomplishing It. Describe what is at stake. Make the clear business case for something being accomplished. Describe what's in it for them or those they care about.

*Because....
And because...
And because ...
Therefore, this need to get done.*

Describe the Urgency of the Situation, Describe the scarcity of the opportunity or resources to take successful action.

Describe the Negative Consequences of Inaction. Describe the bad things that happen if it doesn't get done.

Identify Those Already on Board. Describe the people who are already doing what you are asking for. Or name the people who say it's a good idea.

Emphasize the Compelling Need for Their Participation. Describe the unique reasons their help is needed.

Ask for Commitment. Make sure you ask the person to verbally commit in private. This can solidify their buy-in and support.

How to Prepare Yourself to Influence Others

Assess the Current Reality—an Existing Problem or Opportunity

What is something at work that could be better?

What makes action on this important and urgent?

Pinpoint Your Desired Results.

What do you want to see done about this situation?

What specifically do you want to see someone do about this situation?

What resources (people, time, funds, equipment, etc.) would doing that require?

Why should this happen? What are the benefits of adopting your proposal?

Why is it urgent that it gets done?

What happens bad if this action isn't taken?

Assess Your Target Audience--the Person to Be Influenced.

Who specifically do you need to influence to take action?

How will they likely respond or object?

How might they benefit from taking your desired actions?

Identify Others Who Could Help You or Are Already On Board.

Who with influence over them could you recruit to influence others?

Who else is on board with your request that you could mention?

Plan the Timing and Location of Your Persuasion Attempt.

What are preparatory actions that could help in "pre-suading"?

What is the best time and place for presenting your request?

The Leadership Process: Step #4

Inspire People to Do Their Best

- ✓ Assess each person's level of engagement and motivation.
- ✓ Create the conditions that drive high motivation in each person.



The first thing to do is to teach people to feel that the undertaking is manifestly important and nearly impossible... That draws out the kinds of drives that make people strong and that puts them in pursuit.

--Edwin H Land, Founder of Polaroid

If you want to move people, it has to be toward a vision that's positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way they feel inspired to follow.

--Martin Luther King, Jr.

Assess Each Person’s Level of Engagement and Motivation

Identify people by name.

People who are **actively engaged and motivated**. They are “All In” intellectually, emotionally, behaviorally.

People who are **passively engaged and motivated** --doing the minimum to get by.

People who are **actively disengaged and demotivated** -- looking to avoid work.

Understand What Motivates Each Person to Do Their Best

✓ Rank order the 10 motivational factors listed below.

Put a “1” next to the top motivational factor and a “10” next to the lowest.

Motivational Factor	Level of Importance to This Specific Person		
	Name: _____	Name: _____	Name: _____
Good working conditions	_____	_____	_____
Feeling “in” on things	_____	_____	_____
Tactful disciplining	_____	_____	_____
Full appreciation for work done	_____	_____	_____
Management loyalty to workers	_____	_____	_____
Good wages	_____	_____	_____
Promotion and growth	_____	_____	_____
Help in personal problems	_____	_____	_____
Job security	_____	_____	_____
Interesting work	_____	_____	_____

Source: *Keeping Good People*

How to Create the Conditions for High Motivation

Each person has their own set of motivating factors. Which of these works best for each individual?

- 1. Assign work that's meaningful, interesting, or fun.**
 - Show the meaningfulness of the assignments you give.
 - Add a learning component that makes it interesting.
 - Plan to inject some fun into the assignment.
- 2. Provide clear and challenging goals.**
 - Ensure work has specific, measurable, ambitious goals that require stretch.
- 3. Turn over clear responsibility. State your confidence in their ability to achieve.**
 - State that you have high expectations for them.
 - Tell them you believe they can do great things.
 - Make sure they know you are counting on them.
- 4. Give them chances to contribute and have a say.**
 - Encourage their new ideas.
 - Ask for their input on decisions and really listen. Ensure everyone gets involved.
- 5. Give some leeway. Provide opportunities for initiative, independence, creativity.**
 - Encourage initiative, independent action, and creativity.
 - Don't micromanage their effort.
- 6. Provide opportunities for growth, fulfillment, or advancement.**
 - Provide work that allows people to grow or self-actualize.
 - Give opportunities for advancement, promotion, responsibility.
- 7. Provide prompt feedback on how they are doing.**
 - Catch people doing things right. Give positive feedback often.
 - Show them how to get back on track if they're off base
- 8. Provide lots of appreciation, recognition and rewards.**
 - Express your personal appreciation for the work they do.
 - Give them personalized rewards for the good things they do.
 - Celebrate successes.
- 9. When making decisions, consider their needs, desires, hopes and fears.**
 - Take these into account when planning or assigning work
- 10. Provide time, resources, and support to be successful.**
 - Don't set them up for failure. Ensure they have the wherewithal to succeed.
 - Provide help with their problems
- 11. Work to eliminate the demotivators.**
 - Respond quickly to minimize things that drag them down.
 - Get rid of the meaningless things that subvert motivation.
- 12. Deal with mistakes and problems in a positive way.**
 - Show you care. When something goes wrong, ensure it's fixed gently, quickly.
 - Do this in a positive, non-threatening, growth-oriented way.

The Leadership Process: Step #5

Coach and Empower People to Succeed

- ✓ Assess each person's level of performance and motivation.
- ✓ Conduct a coaching conversation with each person.
- ✓ Provide reinforcing feedback generously and corrective feedback tactfully.



Winning leaders and winning companies use mistakes as coaching opportunities rather than causes for punishment. Treating mistakes as learning experiences, in fact, is one of the ways in which winning leaders encourage others to develop edge and take the risk of making big decisions.

--Noel Tichy, *The Leadership Engine*

How to Assess People's Performance

Excellent leaders observe performance and then coach people to do their very best and succeed.

They have people account for their work and identify their successes and areas for improvement.

They then guide the planning of next steps to keep people growing.

1. Observe the person and team's performance (behavior/skill) and level of motivation.

Highly Motivated



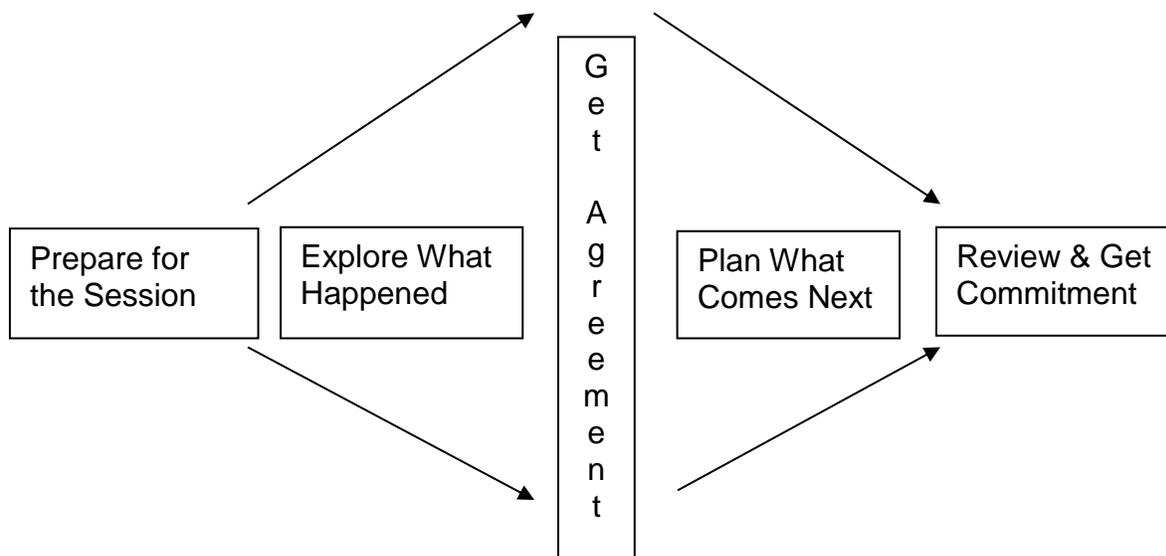
2. Pinpoint specific Strengths, Weaknesses, and Changes Needed for Improvement.

Strengths: *What specifically went well?*

Weaknesses: *What didn't and why?*

Changes: *What could be done differently going forward?*

How to Conduct a Coaching Conversation



Step 1: Prepare the colleague for the coaching session, and set the agenda.

State the purpose for the meeting. *Let's talk about _____.*

Step 2: Explore the issues.

State facts about what you observed. *I noticed that _____*

Wait for a response. If there's no reply, ask for a self-assessment. *(Pause)*
How would you assess what happened?

Promote self-awareness. *What went well? What didn't?*
Listen, look, and learn. *So you're saying _____. What caused that?*
Encourage reflection and analysis. *Tell me more. What else?*
Help keep the discussion on track.

Reinforce successes and strengths with a "You" message with **reinforcing feedback**:

- Give praise for a specific success. *You _____*
- Cite facts about the success. *You _____*
- Discuss the positive impact of the success. *You _____*

Ask questions about problems you saw. *In the area of _____, what happened?*
Listen, look, and learn. *So you're saying _____. What caused that?*
Encourage reflection and analysis. *Tell me more. What else?*
Help keep the discussion on track.

Step 3: Get agreement on observations about the performance.

Work towards mutual agreement.

OK, what do we seem to agree on?

Get agreement on problems to be fixed.

If they can't see problems, use an "I" message with **corrective feedback** to point them out.

--Describe the facts on the problem: *I observed* _____

--Describe its negative impact: *This caused* _____

--Describe your feelings (optional): *This made me feel* _____

Step 4: Develop an action plan, and remove the barriers to performance.

Establish goals.

The ideal or goal is that _____

Guide them to develop an action plan.

What could you do to meet that goal?

What could you continue doing?

start doing?

stop doing?

do more of?

do less of?

If necessary, offer corrective feedback and your reasons.

I'd like to see _____

because _____

Arrange for support.

What support do you need to accomplish that?

Get agreement on the plan.

So, the goal is ____ and the standards are ____.

Discuss the possible barriers.

What possible barriers may get in the way?

From my experience, here are some potential problems to watch for: _____

Step 5: Review the coaching session, and get commitment,

Verify understanding.

To make sure we're clear, please review your action plan for me

If you sense hesitation, restate.

Let me restate what we have agreed to: _____

Ask for commitment.

Do I have your commitment on that?

End with encouragement.

I'm confident that _____

Identify the next step.

When would you like to talk again on _____?

How should we check progress?

How to Provide Corrective Feedback (“I” Message)Tactfully

When facing emotionally challenging situations where you must deliver corrective feedback tactfully, consider an “I” Message or W-I-B-I Message as shown below.

Make sure you are in a calm and positive frame of mind. Show you care about the person and the underperformance.

Start with a warning: *This is awkward for me and may be for you, but there is something we need to discuss.*

Be gentle but direct in delivering an “I” Message or W-I-B-I Message as follows.

When I see (saw, hear, heard)_____ (State the facts, tell the story, avoid judgments.)

I feel (felt) _____and _____ (Describe your true emotions.)

Because _____ (Give reasons for the emotions.)

I would prefer to see more/less _____ (Describe your desires, Give advice that is simple, positive and practical.)

Then ask, *What specifically will you do to improve? I need a plan.*

Listen carefully to their response, and guide them to develop a specific plan.

Examples:

*When I saw that the report lacked the key information that I had asked for,
I felt concerned and, quite frankly, irritated*

Because this is not the first time we’ve discuss paying attention to details.

I need to see more careful attention paid to all instructions.

So what specifically will you do to pay more careful attention to detail?

I need a plan here.

*When I heard those hostile comments to Pat during our meeting just now,
I felt concerned and, quite frankly, upset*

Because no one ever deserves to be treated so harshly.

I expect to see more self-control and respect in dealing with colleagues.

So what specifically will you do to demonstrate more self-control and respect?

I need a plan here.

Leadership Step #6:

Unify a Collaborative Team Effort

- ✓ **Build task completion effectiveness and relationship effectiveness.**
- ✓ **Guide the team through the stages of development**
- ✓ **Promote feelings of achievement, belonging, and contribution**



*Coming together is a beginning;
keeping together is progress;
working together is success.*

--Henry Ford

*People acting together as a group can accomplish things
which no individual acting alone could ever hope to bring about.*

--President Franklin D. Roosevelt

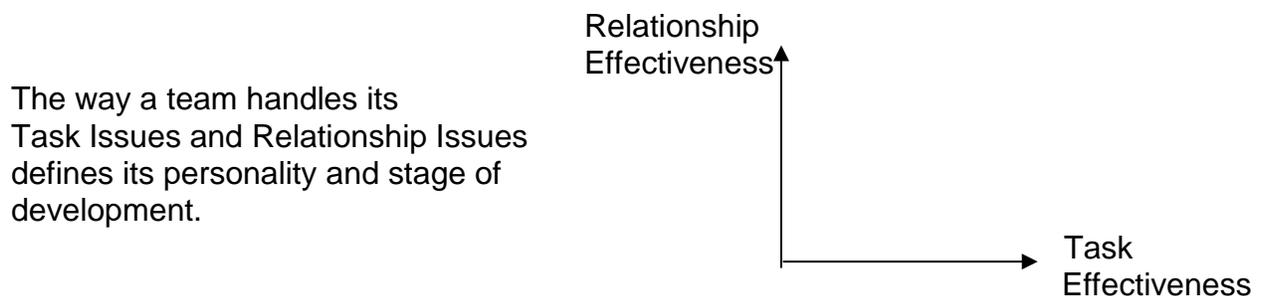
How to Build Task Completion Effectiveness and Relationship Effectiveness

Ensure These Factors for Task Completion Effectiveness are In Place:

- Deliverables: Define clear deliverables --what must be accomplished.
- Expectations: Set measures of success --how good the work must be.
- Deadlines: Set clear deadlines -- by when must it be accomplished.
- Resources: Provide resources—what we need to succeed.
- Processes: Establish processes with a clear role for each person.
- Responsibilities: State who will be responsible and accountable for what.

Embed and Sustain These Factors for Relationship Effectiveness:

- Norms of Behavior: Set standards for how team members should interact.
- Communication: Ensure information, opinions and needs are clearly shared.
- Participation: Ensure everyone has a voice and a useful role on the team.
- Conflict Mgmt: Establish ways to resolve disputes.
- Recognition: Ensure the contributions of individuals are recognized.



Balanced Team

We emphasize our task completion and relationship building about equally.

Task-Oriented Team

Our success comes first, no matter what.

We get things done! We do whatever it takes to get things done!

Relationship-Oriented Team

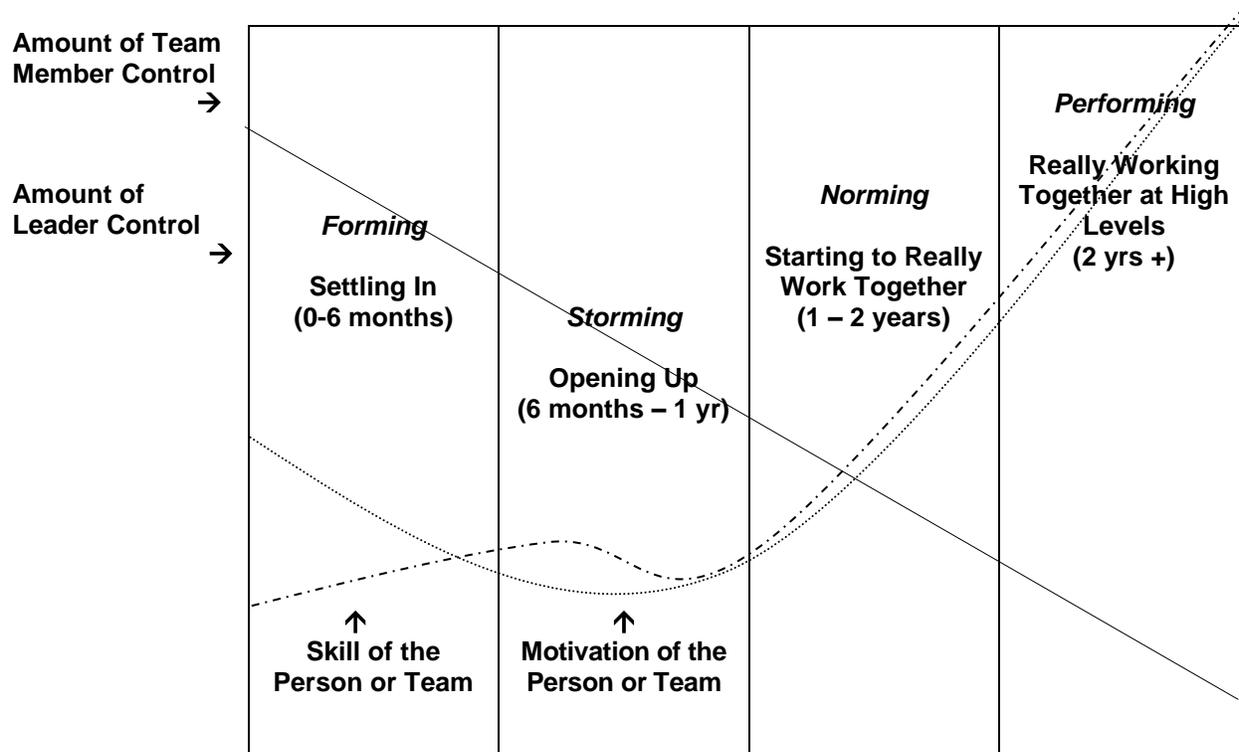
Our relationships come first. We strive to work as a team, no matter what.

We'd rather slow down our work so we can hold together as a team.

How to Guide a Team to Become High Performing

Leaders guide their teams through **four predictable stages of team development.**

Stage	Forming	Storming	Norming	High Performing
Team Member Behavior	Friendly but unempowered/unskilled	Cautious and still unempowered	Opening up and somewhat empowered/skilled	High Performing and empowered/skilled
	Follows directions	Reacts Ask questions Test boundaries Argues at times Questions decisions	Participates when asked to plan, make decisions, give feedback & make decisions	Takes proactive responsibility for planning, direction, feedback, decision making



Leader Behavior	Teach	Coach/Counsel	Facilitate	Delegate/Teach team to lead self
	Do all the -planning -decision making -goal setting	Seek input on -planning -decision making -goalsetting	Get involvement --in planning --in decisions --in goalsetting	Turn over— -planning -decision making -goalsetting
	Monitor closely Control Give Feedback	Monitor closely Guide Give feedback	Monitor less Assist Facilitate self-critique	Let go Mentor Encourage team to critique itself
Leader Involvement	Very high	High	Moderate	Low

How to Build Team Unity

Leaders promote teamwork and a feeling of unity, oneness, cohesion and togetherness.

A Unified Team is a group of people....focused on the same goal....working in harmony....sharing their successes

By contrast, a **Fragmented Dysfunctionally Storming Team** is plagued by conflicting agendas, personality conflicts, and disenchanting members.

Unity occurs when a team provides its members with three basic human needs:

The need to Achieve

to have a sense of purpose and destination
to grow, develop, learn, reach potential

The need to Belong

to fit in and feel accepted
to feel connected to a common dream

The need to Contribute

to make a meaningful difference
to feel our lives and efforts matter

To Build a Feeling of Achievement--

- ❑ Build pride by ensuring the group tackles and achieves challenging goals.
- ❑ Foster inter-group competition to focus the group's efforts.
- ❑ Coach people to be successful.

To Build a Feeling of Belonging--

- ❑ Give many opportunities for team members to interact and communicate.
- ❑ Give the group many activities that require extensive teamwork.
- ❑ Establish unique norms and symbols to help the team focus on its identity.
- ❑ Mediate any disputes that threaten team unity.
- ❑ Celebrate team successes and team persistence through the tough times

To Build a Feeling of Contribution--

- ❑ Obtain group agreement on purpose and direction of group activities.
- ❑ Give many opportunities for members to contribute their ideas.
- ❑ Ask for personal sacrifice and personal investment towards group endeavors.

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Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*. 2d Edition. San Francisco: Jossey-Bass

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My Key Lessons and Action Plan from Today's Program

Key Lessons Today

Actions I Plan to Take to Become a Better Leader

My Self-Development Action Plan -- Example

- 1. Become More Self-Aware.** Understand my strengths and areas for improvement as a leader.
I am strong in the following specific areas: Here's the evidence to prove it:
These are the specific things I need to be able to do better: Here's the evidence to prove it:
- 2. Learn from My Personal Successes and Mistakes as a Leader.** Review my leadership assignments and experiences. Learn from my successes and mistakes.
What went well? Why did it go well?
What didn't go well? Why did it not go well?
What should I do differently next time?
What have I learned about leadership and myself from this experience?
- 3. Learn from Leaders I Have Known.** Study other leaders for their successes and mistakes.
What did the person do well? Why did this person succeed?
What did the person not do well? What caused that?
How did this person handle adversity?
What have I learned about leadership from this person?
- 4. Take the Initiative and the Responsibility to Resolve a Current Problem or Conflict.**
What is a problem or conflict that needs resolution?
What can I do to resolve it? What are other options?
- 5. Study and Develop Specific Leadership Skills.** Study and practice specific skills such as visioning, decision making, influencing, listening, coaching, public speaking, delegating, problem solving, etc.
What are specific leadership skills that I intend to study and develop further?
What is my plan for developing those skills?
- 6. Do Something Now to Build Trust with Others.** Trust is developed by being open, showing character, showing competence, showing caring for others, trusting others, and reducing their sense of risk.
In what ways could I be more open with others....show stronger character....show more caring for others... show trust in others....and reduce their sense of risk?
- 7. Get Feedback on My Leadership Practices.** Find a coach or mentor. Ask colleagues for feedback.
Who can I call on to coach or mentor me?
What specifically do I want them to keep an eye on?
What will I do to ensure I get solid, open, honest feedback routinely?
- 8. Become a Coach, Mentor, or Servant Leader to Others.** Take steps to develop the effectiveness, skills or maturity of others. Develop the leadership skills of others.
Whom can I serve? What can I contribute to help them become more effective or successful?
What can I coach or mentor them on?
What will I do to initiate this?
- 9. Identify and Communicate My Core Values and Vision.**
What are my core values? What do I stand for and expect of others?
What is my dream or long-term goal for my work unit?
What more can I do to communicate my values and vision to others?
- 10. Have a Concise, Memorable, Teachable Philosophy of Leadership.** Develop a philosophy that I will follow and teach to others. Consider using the metaphorical method noted below.
I firmly believe that a leader must be like a _____
because they must both do the following things:

*Whatever you can do, or dream you can, begin it.
Boldness has genius, power, and magic in it.*

--Goethe

Fundamentals of Good Leadership



What is leadership

How does leading differs from managing

What is the best measure leader effectiveness

What is the leadership process

How to master the leadership process

- ✓ *How to build trust with those we wish to lead*
- ✓ *How to set a clear direction to accomplish something*
- ✓ *How to influence people's buy-in and support*
- ✓ *How to inspire people to do their best*
- ✓ *How to coach and empower people to succeed*
- ✓ *How to unify people in a collaborative team effort*

Presented by

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Updated June 2018

About Your Instructor

Rich St.Denis

Rich St.Denis is a top-rated **senior trainer and consultant** based in Atlanta who specializes in leadership, performance management, coaching, teambuilding, communication skills, and personal effectiveness. He has more than **20 years of training experience** and has trained and coached more than **18,000 professionals**.

Rich has designed and delivered more than 500 workshops in many areas, to include:

Executive Leadership	Team Leadership	Technical Leadership
Performance Management	Team Building	Conflict Management
Change Management	Coaching Skills	Executive Speaking and Writing
Corporate Communication	Business Writing	Interpersonal Communication

Rich's major clients cover a variety of industries and have included--

Georgia Power	SouthTrust Bank	Siemens Corporation
CARE-USA	Wellman, Inc	Crawford & Company
Mercedes-Benz	CNN	Turner Broadcasting
Office Depot	US Air Force	Department of Defense
Georgia Tech	Professional Engineers of North Carolina	
Virginia Tech	Arizona State	Georgia State

As a course developer and leader for the American Management Association, he has written and delivered these programs that are offered nationwide:

Developing Executive Leadership

Preparing for Leadership: What It Takes To Take the Lead

Coaching: A Strategic Tools for Effective Leadership

The Voice of Leadership: How Leaders Inspire, Influence, and Achieve Results

Leading with Emotional Intelligence

Developing Leaders at All Levels

Delegation Bootcamp

How to be a REAL Team Player

Collaborative Leadership Skills for Managers

Advanced Leadership Communication Strategies

Rich has presented at CBMI for the past three years and often presents programs to college and university staffs.

Rich also does consulting work focusing on the areas of leadership effectiveness, performance management, teambuilding, and organizational communication.

Rich has a B.S. in Engineering (United States Military Academy at West Point), an M.A. in English (Duke University), and an M.B.A. in management (Oklahoma City University).

His professional associations have included the American Management Association and the American Society for Training and Development.

Learning Objectives

Page #

By the end of this workshop, you will be able to—

- Define leadership, the difference between leading and managing, and the measures of leadership success. 3
- Describe the leadership process: 7
- Build a trusting relationship with people
 - See something to be accomplished; set a clear direction to get it done.
 - Influence people's buy-in and support to join you in getting it done
 - Inspire them to do their best
 - Coach and empower them to succeed
 - Unify a team effort so they work together to succeed
- Describe and demonstrate three ways to build trusting relationships. 8
- Show character Do what is right
 - Show competence Do your job well
 - Show caring Show you care about people
- Describe and demonstrate how to set a clear direction. 11
- Identify something to be accomplished
 - Envision and communicate a desirable future end state
 - Delegate responsibility and authority clearly
- Describe and demonstrate multiple ways to influence people to join in. 16
- Set the example for doing it.
 - Explain the logic, importance, reasons, benefits of getting it done.
 - Describe the urgency of taking action.
 - Describe the negative consequences of inaction.
 - Identify others who are already on board.
 - Emphasize the compelling need for their participation.
 - Ask for their commitment.
- Describe and demonstrate how to inspire people to do their best. 19
- Assess each person's level of engagement and motivation.
 - Create the conditions that drive high motivation in each person.
- Describe and demonstrate how to coach and empower people to do their best: 22
- Assess each person's level of performance and motivation.
 - Conduct a coaching conversation with each person.
 - Provide reinforcing feedback generously and corrective feedback tactfully.
- Describe and demonstrate how to unify a collaborative team effort. 27
- Promote task completion effectiveness and relationship effectiveness.
 - Guide the team through the stages of development to high performance.
 - Promote unity through feelings of achievement, belonging, and contribution.

There Are Many Ways to Define Leadership

Leadership is getting others to do something they wouldn't do on their own. --Unknown

Leadership has traditionally been seen in terms of influence and moving a group towards its goals. --Dean Tjosvold and Mary M. Tjosvold, *Psychology for Leaders*

When you boil it down, contemporary leadership seems to be a matter of aligning people toward common goals and empowering them to take actions needed to reach them. --Stratford Sherman, "How Tomorrow's Best Leaders Are Learning Their Stuff," *Fortune*

The leader is one who mobilizes others toward a goal shared by the leader and followers. --Gary Will, *Certain Trumpets: The Call of Leaders*

Leadership is not rank, privileges, title, or money. It is responsibility. --Peter Drucker, "Forward" to *The Leader of the Future*

Leaders are bridges that connect people to the future. They include others' visions in their own, building alliances and partnerships based on shared aspirations. --Caela Farren and Beverly L. Kaye. "New Skills for New Leadership Roles" in *The Leader of the Future*

Leadership is not telling people what to do and having the power to make them do it.... The true leader is the one who has the ability to influence or inspire others to follow. --Lin Bothwell, *The Art of Leadership*

Leadership is about taking others with you on a journey. John Adair, *Developing Leaders*

Leadership is not about being great. It's about getting others to be great. --President Ronald Reagan

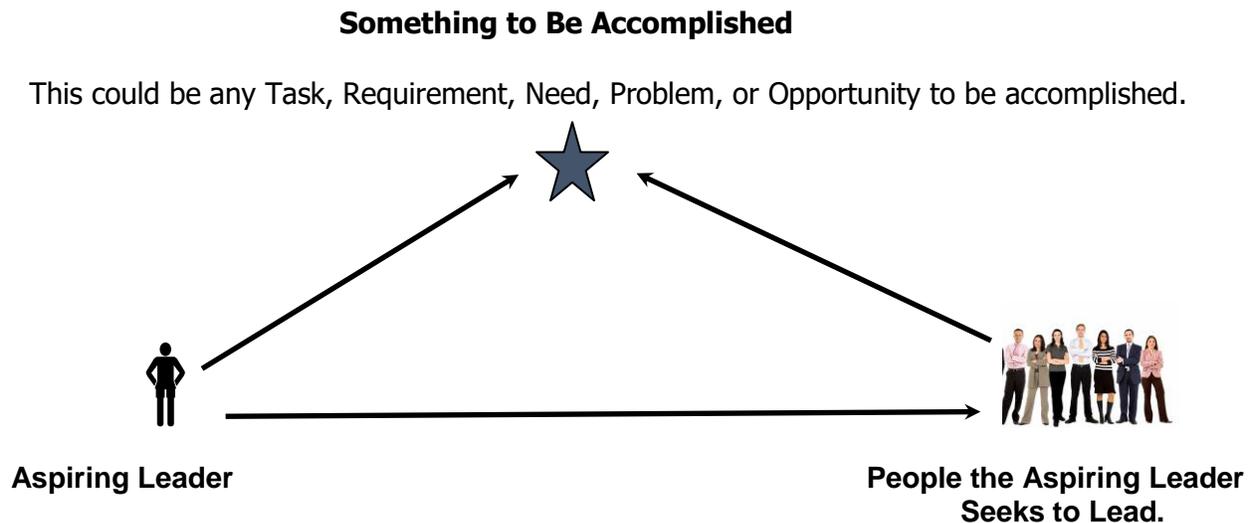
Leadership is the ability to lift people into their better selves. --James MacGregor Burns

If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. --President John Adams

Leadership produces change. That is its primary function. --John Kotter, *A Force for Change* Free Press

Here is a Simple Definition of Leadership for this Course

Leadership is a process of seeing something to be accomplished and influencing, inspiring, coaching and unifying others to get it done.



The Leadership Process

Someone (an aspiring leader) takes action to--

1. Build a trusting relationship with people to lead.
2. See something to be accomplished, and set a clear direction to get it done.
3. Influence people to join in to make it happen.
4. Inspire them to do their best.
5. Coach and empower them to succeed.
6. Unify a team effort.

As a result of this process, something worthwhile gets accomplished through others.

How “Leading” Differs From “Managing”

Leading and managing are different but complementary skills for getting results.

To get results, we need both leading and managing traits and skills but in differing degrees, depending on the situation we face.

Leadership Traits

Emotional intelligence
Visionary
Experimental
Intuitive
Spontaneous
Passionate
People-focused

Managerial Traits

Analytical intelligence
Practical
Conservative
Analytical
Controlled
Logical
System-focused

Leadership Skills

Building trusting relationships
Seeing something to be done
Setting direction
Influencing
Inspiring
Coaching
Empowering
Building a unified team

Managerial Skills

Building networks of contacts
Identifying requirements
Action planning
Directing
Requiring
Resourcing
Controlling
Building reliable, stable systems

The goal of leading well is
to align and motivate people
to get things done together.

The goal of managing well is
to create a resourced, organized system
Or process for getting things done.

Which are your strengths?

Put a ✓ next to your strongest skills/traits.

Which are areas for development?

Circle the skills/traits you want to build.

Leading and managing are distinct, but both are important.

Organizations that are overmanaged but underled eventually lose any sense of spirit or purpose.

Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter.

The challenges of modern organizations require the objective perspective of the manager as well as the brilliant flashes of vision and commitment that brilliant leaders provide.

--Lee Bolman and Terrence Deal, *Reframing Organizations*

What are the Truest Measures of Leadership Effectiveness?

The strength of the leader is measured by the strength of the team.

The most effective leaders help people to get better, stronger, more capable of accomplishing what needs to get done.

Evaluate yourself and a leader you admire.

- 5 = Strongly Agree This is definitely happening
- 4 = Somewhat Agree This is somewhat happening
- 3 = Barely Agree This is happening but not as much or as fast as I would like
- 2 = Neutral This is just starting to happen.
- 1 = Disagree This is not happening at all.

Evaluate a leader you admire.

↓ Evaluate yourself.
↓

		1. The desired team results (vision, goals) envisioned by the leader are passionately being pursued and achieved by the team.
		2. The team is working efficiently using the right people, the right resources, and the right processes.
		3. Difficult problems are being innovatively overcome by the team.
		4. New ways to improve the team's effort are being developed.
		5. The team is becoming more capable of pursuing future goals
		6. Trust and teamwork among team members is strengthening.
		7. The team and its members are becoming more self-sufficient and empowered (less dependent on the leader).
		8. Team members are developing pride and are eager to do more.
		9. The personal needs of individual team members are being satisfied.
		10. The skills of the team members are growing stronger.
		11. The confidence of the team members is growing stronger.
		12. Team members are showing true appreciation for one another.
		Total Scores

Interpretation	48 – 60	Probably highly effective as a leader
	36 – 47	Somewhat effective as a leader
	Below 35	Probably somewhat ineffective as a leader

The Leadership Process

Leadership is a process—a series of actions by leaders to get something accomplished through others.

1. **Build trusting relationships with people you seek to lead**
2. **See something to be accomplished, and set a clear direction to get it done.**
3. **Influence their buy-in and support to join in getting it done**
4. **Inspire them to do their best**
5. **Coach and empower them to succeed**
6. **Unify them to work collaboratively to succeed together**

Exercise: Reflect on a Time You Showed Leadership

An excellent way to study leadership and develop your leadership ability is to reflect on your performance in leadership situations.

Describe a time you showed leadership to get something done through others.

Situation: *What task, need, problem, challenge, or opportunity did you see?
When and where did this occur?*

Task: *What did you plan to do to make things better?*

Actions Taken *Who did you lead?
What did you do to –
Build relationships with those you sought to lead?
See something to be accomplished; set a direction to get it done?
Influence their buy-in and support?
Inspire them to do their best?
Coach and empower them to succeed?
Unify them in a collaborative team effort?*

Results: *How did it all turn out? What went well?
What impact, value, or benefit did the effort achieve?
What could have been done even better?
What did you learn from this experience?*

The Leadership Process: Step #1

Build Trusting Relationships with People You Seek to Lead

A trusting relationship is the foundation of a relationship.

To earn trust--

Show caring.

Show character.

Show competence.



*Leadership is a matter of how to be, not how to do it.
Leaders need to lead by example.*

--Frances Hesselbein
Former CEO, Girl Scouts of America

How to Build Trusting Relationships

$$\text{Trust} = \text{Caring} \times \text{Character} \times \text{Competence}$$

Show Caring

- ✓ Show respect for and courtesy to others. Pay close attention to little things.
- ✓ Respect their privacy.
- ✓ Do not betray others. Don't talk about them behind their back.
- ✓ Show a genuine concern for others. Show interest in them. Be attentive to them.
- ✓ Listen carefully to them.
- ✓ Consider their needs and desires when making plans and giving assignments.
- ✓ Show empathy and compassion.
- ✓ Understand others. Go out of your way to truly understand them.

Show Character

- ✓ Demonstrate integrity. Act ethically. Keep promises. Do what you say you will do.
- ✓ Show courage. Stand up for what is right. Say what needs to be said.
- ✓ Take accountability. Admit mistakes. Apologize quickly and sincerely.
- ✓ Show loyalty to people and the organization. Stand up for them and the organization.

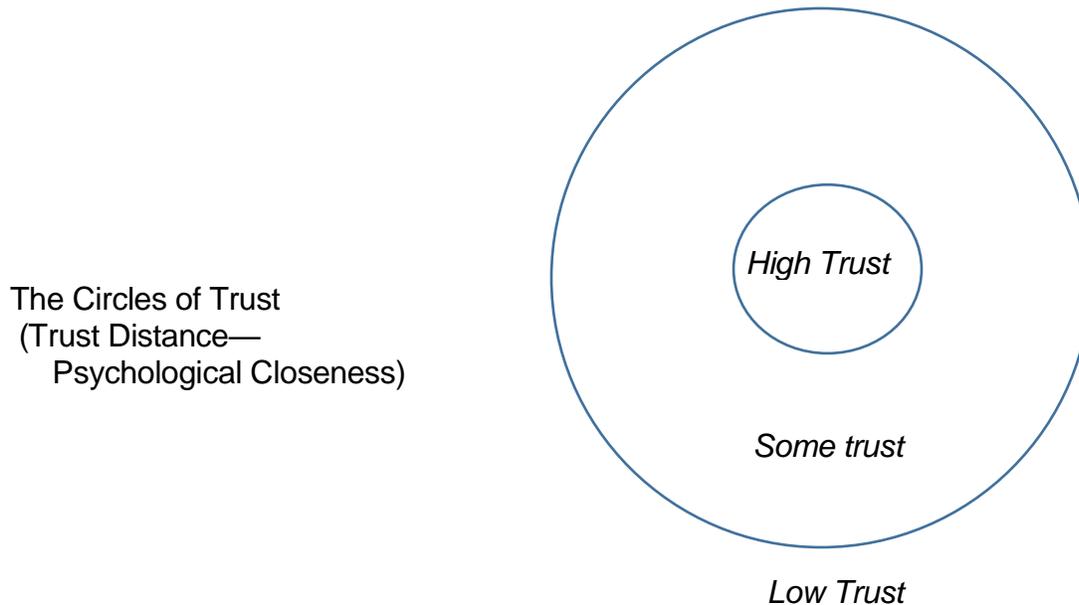
Show Competence

- ✓ Do your job well and get results
- ✓ Show deep knowledge about your areas of responsibility.
- ✓ Look like you know what you are doing.
- ✓ Talk like you know what you're talking about.
- ✓ Show a desire to keep learning and growing.

How Close and Trusting are Your Relationships?

Assess the level of trust you have earned from your colleagues at work. To do so, assess their trust distance—their psychological closeness to you.

When they feel psychologically close to you, they trust you a lot.
When they feel distant from you, they have less trust in you.



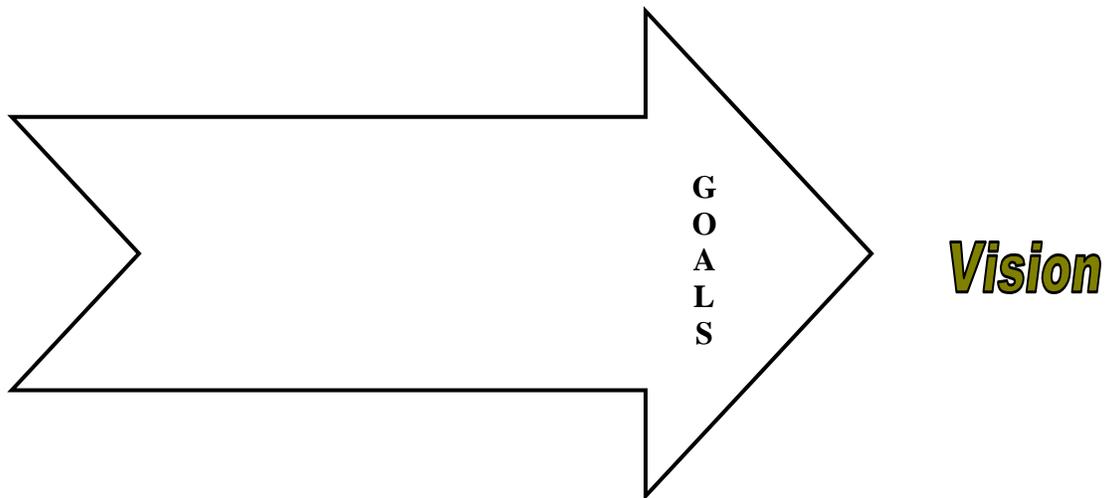
What can you do to earn higher levels of trust?

	Current Level of Trust <i>High? Medium? Low?</i>	Actions to Earn Greater Trust
Upper Mgmt		
My Manager		
My Peers		
Customers		
Direct Reports		

The Leadership Process: Step #2

See Something to Be Accomplished, and Set a Clear Direction to Get It Done

- ✓ See something to be accomplished
- ✓ Envision and communicate a desirable future end state
- ✓ Delegate responsibility and authority clearly to get it done



*The greatest thing in this world is not so much where we are,
but in what direction are we moving.*

--Oliver Wendell Holmes

*No one ever accomplished anything of consequence without a goal...
Goal setting is the strongest force for self-motivation.*

--Paul Meyer

How to See Something to Be Accomplished

Excellent leaders are aware of what's going on inside and outside their organizations. To be more aware and assess the current reality and identify something to be accomplished--

Look Around

Walk around your organization to see what is going on.

Conduct a SWOT Analysis to identify--

Internal Strengths

Internal Weaknesses

External Opportunities

External Threats

Study What Others Are Doing Well – Find the Bright Spots

See what similar organizations are doing well.

Listen to and Learn from Your Colleagues

Ask your colleagues what they see.

How are things going?

How are you doing?

How is the team doing?

What is something that ought to be accomplished or done differently?

How can I help?

How to Communicate a Vision in a Compelling Way

Excellent leaders actually have **double vision**. They see **the current reality** and envision (with their mind's eye of imagination) a **desirable future state**.

They should talk about both clearly and with conviction.

Current Reality. Analyze and describe the **current reality** (strengths, weaknesses, opportunities, and threats) of the team, its members, its products, and its services. Do so in realistic, clear-eyed, pragmatic terms.

Desired Future. Imagine and describe the **desired future state** (the goal or vision). Do so with enthusiasm and hope.

Describe your vision of the current reality and the desired future for your organization, its people, products, and services.

Here is my take on the current reality.

Our Strengths: I am currently happy and proud that

Our Weaknesses: At the same time, I am concerned that

Opportunities: At present, we have these favorable conditions that could help us:

Threats: We also face these obstacles that could hinder us:

Here is my vision of what could and should be accomplished.

I can see a day when the following will have been accomplished:

I envision that by _____ (date), here is how things will look:

Here's my vision of what we will have achieved by that point:

A vision is a shared image of what we want the enterprise to be or become...It provides an aiming point for a future orientation.... The vision statement ... implies an element of noble purpose and high values, of something considered especially worthwhile.

--Karl Albrecht, The Northbound Train

How to Delegate Responsibility and Authority Clearly to Get Things Done

Excellent leaders translate vision into action. They set a clear direction for getting things done.

They turn over responsibility, authority, and accountability for the completion of tasks and the achievement of goals. They do so in a way that sets up people and teams for success. This is the process of delegation.

Delegation means investing responsibility and trust in people. When done well, it is a form of teamwork and project management.

1. Identify a responsibility to be delegated.

Select a responsibility and meaningful work that will require “stretch.”

Assign these meaningful types of work:

- Recurring routine actions or decisions
- Pressing priorities you can't handle
- Information collection and reporting
- Attendance at non-critical meetings
- Detail work
- Long-range projects

Do not assign these types of work:

- Performance evaluations
- Counseling and disciplinary functions
- Tasks assigned specifically to you
- Confidential actions
- Actions needing your expertise

2. Select a delegatee—a person to be responsible to achieve something.

Identify the skills and knowledge needed for the job.

Match job requirements to the delegatee.

Determine if the delegatee needs any additional training or support.

3. Conduct a delegation conversation. Discuss the following:

R	Reason	Why this assignment needs to be completed. Why the delegatee was selected
R	Responsibility	What specific responsibilities are being delegated.
A	Authority	What type and level of authority is being delegated.
M	Measures of Success	What a successful outcome looks like.
P	Potential Problems	What are some potential problems to be avoided.
S	Support/Follow-Up	What support and follow-up is being provided.

4. Ensure understanding and commitment.

Have you verified that the delegatee clearly understands all elements of RRAMPS?

Have you verified commitment?

5. Monitor progress, follow up, and conduct regular feedback session.

Observe progress.

Review progress periodically. Ask for observations. Provide your feedback.

Provide more support as necessary to ensure success.

Remember: *Although you delegate responsibility and authority, you retain overall responsibility for the task getting done.*

R-R-A-M-P-S: A Memory Aid for Effective Delegation

Practice delegating a task using the memory aid below as a guide.

<p><u>R</u>easons for Delegating</p> <p>Reasons for the Task and Its Importance and Urgency</p> <p>Reasons for You Selecting this Specific Delegatee</p>							
<p><u>R</u>esponsibilities Being Assigned to the Delegatee</p> <p>Requirement What specifically must be accomplished?</p>							
<p><u>A</u>uthority Being Delegated to the Delegatee</p> <p>Types of Authority You Can Delegate</p> <table> <tr> <td>Direct the activities of other people</td> <td>Conduct planning</td> </tr> <tr> <td>Allocate resources</td> <td>Speak on behalf of the delegator</td> </tr> <tr> <td>Decide on behalf of the delegator</td> <td></td> </tr> </table> <p>Levels of Authority You Can Delegate Complete, limited, or none</p> <p>Duration of the Delegated Authority Temporary or permanent</p>		Direct the activities of other people	Conduct planning	Allocate resources	Speak on behalf of the delegator	Decide on behalf of the delegator	
Direct the activities of other people	Conduct planning						
Allocate resources	Speak on behalf of the delegator						
Decide on behalf of the delegator							
<p><u>M</u>easures of Success to Be Met by the Delegatee</p> <p>SMART Goals to be Achieved by the Delegatee</p> <p>Specific Measurable Ambitious Reachable Time-bound</p> <p>Performance Measures and Deadlines to be Met.</p> <p>Quality, Quantity, Deadlines, Satisfaction Levels, Cycle Times, etc</p>							
<p><u>P</u>otential Problems to be Avoided by the Delegatee</p>							
<p><u>S</u>upport to be Provided to the Delegatee</p> <p>Resources (Time, Funds, People, Information, Training, or Other Resources)</p> <p>Follow-Up Coaching to be Provided</p> <p>Follow-Up Meetings & Reports to Monitor Progress</p>							

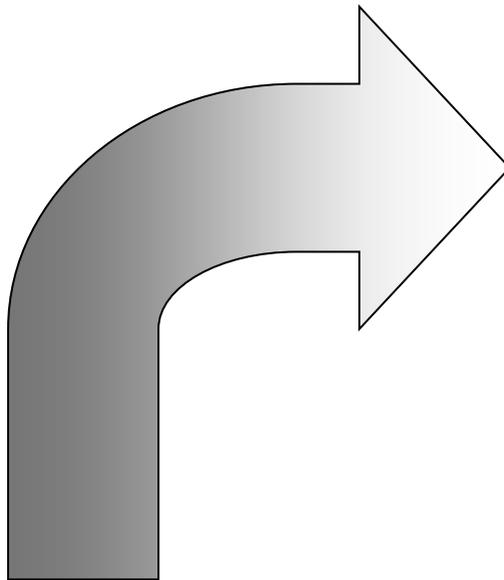
When done, verify understanding, ask for commitment, and confirm next steps

The Leadership Process: Step #3

Influence Others to Join with You to Get Something Done

To influence buy-in and committed support--

- ✓ Set the example for doing it.
- ✓ Explain the logic, importance, reasons, benefits of getting it done.
- ✓ Describe the urgency of taking action.
- ✓ Describe the negative consequences of inaction.
- ✓ Identify others who are already on board.
- ✓ Emphasize the compelling need for their participation.



*Leading means influencing people--pure and simple.
It means re-shaping or changing what people think, believe, feel, and do.*

*A genuine leader is not a seeker of consensus but a molder of consensus.
--Rev. Martin Luther King, Jr.*

How to Influence Buy-In and Committed Support

Leaders influence others to willingly join the effort to get something done. Easier said than done!

Sometime, people are skeptical or reluctant. Here is where a leader's powers of persuasion are critical.

Set a Credible Example: This is the most powerful form of influence. People can sense when a leader is not "All In." For them to be "All In," the leader must be.

Set the example through Your Actions and Attitude.

*You can't teach what you don't know.
You can't lead what you don't go.*

Explain the Logic of Taking Action—the Importance, Reasons and Benefits for Accomplishing It. Describe what is at stake. Make the clear business case for something being accomplished. Describe what's in it for them or those they care about.

*Because....
And because...
And because ...
Therefore, this need to get done.*

Describe the Urgency of the Situation, Describe the scarcity of the opportunity or resources to take successful action.

Describe the Negative Consequences of Inaction. Describe the bad things that happen if it doesn't get done.

Identify Those Already on Board. Describe the people who are already doing what you are asking for. Or name the people who say it's a good idea.

Emphasize the Compelling Need for Their Participation. Describe the unique reasons their help is needed.

Ask for Commitment. Make sure you ask the person to verbally commit in private. This can solidify their buy-in and support.

How to Prepare Yourself to Influence Others

Assess the Current Reality—an Existing Problem or Opportunity

What is something at work that could be better?

What makes action on this important and urgent?

Pinpoint Your Desired Results.

What do you want to see done about this situation?

What specifically do you want to see someone do about this situation?

What resources (people, time, funds, equipment, etc.) would doing that require?

Why should this happen? What are the benefits of adopting your proposal?

Why is it urgent that it gets done?

What happens bad if this action isn't taken?

Assess Your Target Audience--the Person to Be Influenced.

Who specifically do you need to influence to take action?

How will they likely respond or object?

How might they benefit from taking your desired actions?

Identify Others Who Could Help You or Are Already On Board.

Who with influence over them could you recruit to influence others?

Who else is on board with your request that you could mention?

Plan the Timing and Location of Your Persuasion Attempt.

What are preparatory actions that could help in "pre-suading"?

What is the best time and place for presenting your request?

The Leadership Process: Step #4

Inspire People to Do Their Best

- ✓ Assess each person's level of engagement and motivation.
- ✓ Create the conditions that drive high motivation in each person.



The first thing to do is to teach people to feel that the undertaking is manifestly important and nearly impossible... That draws out the kinds of drives that make people strong and that puts them in pursuit.

--Edwin H Land, Founder of Polaroid

If you want to move people, it has to be toward a vision that's positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way they feel inspired to follow.

--Martin Luther King, Jr.

Assess Each Person’s Level of Engagement and Motivation

Identify people by name.

People who are **actively engaged and motivated**. They are “All In” intellectually, emotionally, behaviorally.

People who are **passively engaged and motivated** --doing the minimum to get by.

People who are **actively disengaged and demotivated** -- looking to avoid work.

Understand What Motivates Each Person to Do Their Best

✓ Rank order the 10 motivational factors listed below.

Put a “1” next to the top motivational factor and a “10” next to the lowest.

Motivational Factor	Level of Importance to This Specific Person		
	Name: _____	Name: _____	Name _____
Good working conditions	_____	_____	_____
Feeling “in” on things	_____	_____	_____
Tactful disciplining	_____	_____	_____
Full appreciation for work done	_____	_____	_____
Management loyalty to workers	_____	_____	_____
Good wages	_____	_____	_____
Promotion and growth	_____	_____	_____
Help in personal problems	_____	_____	_____
Job security	_____	_____	_____
Interesting work	_____	_____	_____

Source: *Keeping Good People*

How to Create the Conditions for High Motivation

Each person has their own set of motivating factors. Which of these works best for each individual?

- 1. Assign work that's meaningful, interesting, or fun.**
 - Show the meaningfulness of the assignments you give.
 - Add a learning component that makes it interesting.
 - Plan to inject some fun into the assignment.
- 2. Provide clear and challenging goals.**
 - Ensure work has specific, measurable, ambitious goals that require stretch.
- 3. Turn over clear responsibility. State your confidence in their ability to achieve.**
 - State that you have high expectations for them.
 - Tell them you believe they can do great things.
 - Make sure they know you are counting on them.
- 4. Give them chances to contribute and have a say.**
 - Encourage their new ideas.
 - Ask for their input on decisions and really listen. Ensure everyone gets involved.
- 5. Give some leeway. Provide opportunities for initiative, independence, creativity.**
 - Encourage initiative, independent action, and creativity.
 - Don't micromanage their effort.
- 6. Provide opportunities for growth, fulfillment, or advancement.**
 - Provide work that allows people to grow or self-actualize.
 - Give opportunities for advancement, promotion, responsibility.
- 7. Provide prompt feedback on how they are doing.**
 - Catch people doing things right. Give positive feedback often.
 - Show them how to get back on track if they're off base
- 8. Provide lots of appreciation, recognition and rewards.**
 - Express your personal appreciation for the work they do.
 - Give them personalized rewards for the good things they do.
 - Celebrate successes.
- 9. When making decisions, consider their needs, desires, hopes and fears.**
 - Take these into account when planning or assigning work
- 10. Provide time, resources, and support to be successful.**
 - Don't set them up for failure. Ensure they have the wherewithal to succeed.
 - Provide help with their problems
- 11. Work to eliminate the demotivators.**
 - Respond quickly to minimize things that drag them down.
 - Get rid of the meaningless things that subvert motivation.
- 12. Deal with mistakes and problems in a positive way.**
 - Show you care. When something goes wrong, ensure it's fixed gently, quickly.
 - Do this in a positive, non-threatening, growth-oriented way.

The Leadership Process: Step #5

Coach and Empower People to Succeed

- ✓ Assess each person's level of performance and motivation.
- ✓ Conduct a coaching conversation with each person.
- ✓ Provide reinforcing feedback generously and corrective feedback tactfully.



Winning leaders and winning companies use mistakes as coaching opportunities rather than causes for punishment. Treating mistakes as learning experiences, in fact, is one of the ways in which winning leaders encourage others to develop edge and take the risk of making big decisions.

--Noel Tichy, *The Leadership Engine*

How to Assess People's Performance

Excellent leaders observe performance and then coach people to do their very best and succeed.

They have people account for their work and identify their successes and areas for improvement.

They then guide the planning of next steps to keep people growing.

1. Observe the person and team's performance (behavior/skill) and level of motivation.

Highly Motivated



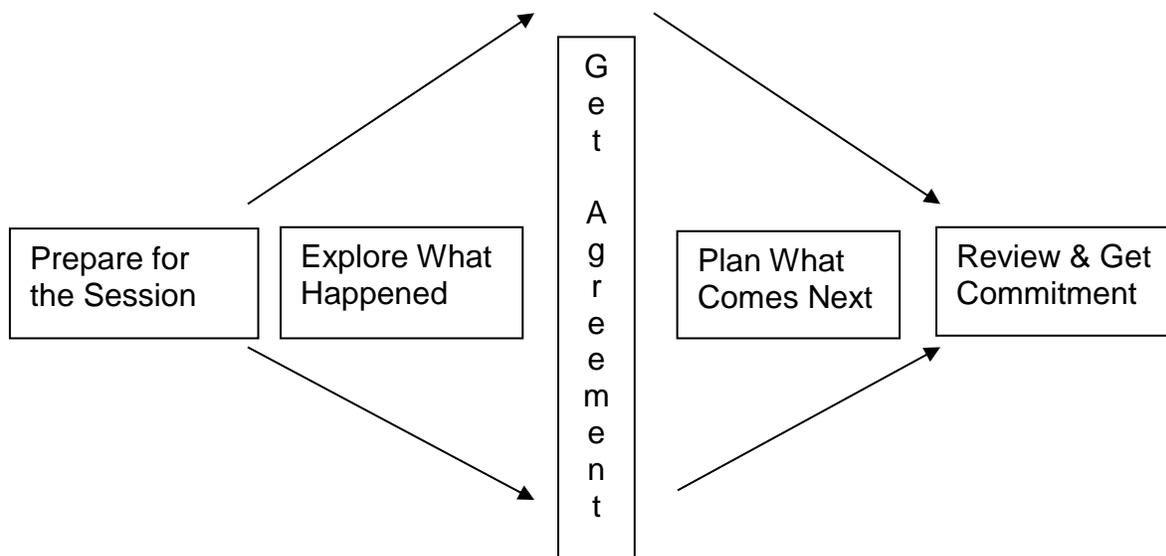
2. Pinpoint specific Strengths, Weaknesses, and Changes Needed for Improvement.

Strengths: What specifically went well?

Weaknesses: What didn't and why?

Changes: What could be done differently going forward?

How to Conduct a Coaching Conversation



Step 1: Prepare the colleague for the coaching session, and set the agenda.

State the purpose for the meeting. *Let's talk about _____.*

Step 2: Explore the issues.

State facts about what you observed. *I noticed that _____*

Wait for a response. If there's no reply, ask for a self-assessment. *(Pause)*
How would you assess what happened?

Promote self-awareness. *What went well? What didn't?*
Listen, look, and learn. *So you're saying _____. What caused that?*
Encourage reflection and analysis. *Tell me more. What else?*
Help keep the discussion on track.

Reinforce successes and strengths with a "You" message with **reinforcing feedback**:

--Give praise for a specific success. *You _____*
--Cite facts about the success. *You _____*
--Discuss the positive impact of the success. *You _____*

Ask questions about problems you saw. *In the area of _____, what happened?*
Listen, look, and learn. *So you're saying _____. What caused that?*
Encourage reflection and analysis. *Tell me more. What else?*
Help keep the discussion on track.

Step 3: Get agreement on observations about the performance.

Work towards mutual agreement.

OK, what do we seem to agree on?

Get agreement on problems to be fixed.

If they can't see problems, use an "I" message with **corrective feedback** to point them out.

--Describe the facts on the problem: *I observed* _____

--Describe its negative impact: *This caused* _____

--Describe your feelings (optional): *This made me feel* _____

Step 4: Develop an action plan, and remove the barriers to performance.

Establish goals.

The ideal or goal is that _____

Guide them to develop an action plan.

What could you do to meet that goal?

What could you continue doing?

start doing?

stop doing?

do more of?

do less of?

If necessary, offer corrective feedback and your reasons.

I'd like to see _____

because _____

Arrange for support.

What support do you need to accomplish that?

Get agreement on the plan.

So, the goal is ____ and the standards are ____.

Discuss the possible barriers.

What possible barriers may get in the way?

From my experience, here are some potential problems to watch for: _____

Step 5: Review the coaching session, and get commitment,

Verify understanding.

To make sure we're clear, please review your action plan for me

If you sense hesitation, restate.

Let me restate what we have agreed to: _____

Ask for commitment.

Do I have your commitment on that?

End with encouragement.

I'm confident that _____

Identify the next step.

When would you like to talk again on _____?

How should we check progress?

How to Provide Corrective Feedback (“I” Message) Tactfully

When facing emotionally challenging situations where you must deliver corrective feedback tactfully, consider an “I” Message or W-I-B-I Message as shown below.

Make sure you are in a calm and positive frame of mind. Show you care about the person and the underperformance.

Start with a warning: *This is awkward for me and may be for you, but there is something we need to discuss.*

Be gentle but direct in delivering an “I” Message or W-I-B-I Message as follows.

When I see (saw, hear, heard) _____ (State the facts, tell the story, avoid judgments.)

I feel (felt) _____ and _____ (Describe your true emotions.)

Because _____ (Give reasons for the emotions.)

I would prefer to see more/less _____ (Describe your desires, Give advice that is simple, positive and practical.)

Then ask, *What specifically will you do to improve? I need a plan.*

Listen carefully to their response, and guide them to develop a specific plan.

Examples:

When I saw that the report lacked the key information that I had asked for,

I felt concerned and, quite frankly, irritated

Because this is not the first time we’ve discuss paying attention to details.

I need to see more careful attention paid to all instructions.

So what specifically will you do to pay more careful attention to detail?

I need a plan here.

When I heard those hostile comments to Pat during our meeting just now,

I felt concerned and, quite frankly, upset

Because no one ever deserves to be treated so harshly.

I expect to see more self-control and respect in dealing with colleagues.

So what specifically will you do to demonstrate more self-control and respect?

I need a plan here.

Leadership Step #6:

Unify a Collaborative Team Effort

- ✓ **Build task completion effectiveness and relationship effectiveness.**
- ✓ **Guide the team through the stages of development**
- ✓ **Promote feelings of achievement, belonging, and contribution**



*Coming together is a beginning;
keeping together is progress;
working together is success.*

--Henry Ford

*People acting together as a group can accomplish things
which no individual acting alone could ever hope to bring about.*

--President Franklin D. Roosevelt

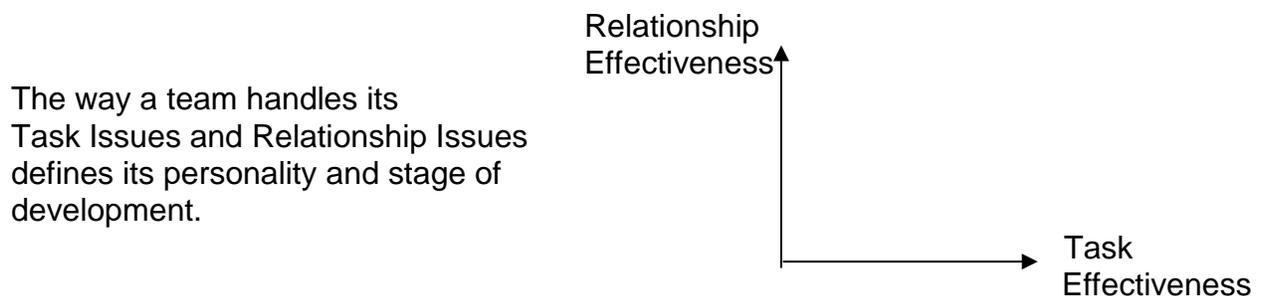
How to Build Task Completion Effectiveness and Relationship Effectiveness

Ensure These Factors for Task Completion Effectiveness are In Place:

- Deliverables: Define clear deliverables --what must be accomplished.
- Expectations: Set measures of success --how good the work must be.
- Deadlines: Set clear deadlines -- by when must it be accomplished.
- Resources: Provide resources—what we need to succeed.
- Processes: Establish processes with a clear role for each person.
- Responsibilities: State who will be responsible and accountable for what.

Embed and Sustain These Factors for Relationship Effectiveness:

- Norms of Behavior: Set standards for how team members should interact.
- Communication: Ensure information, opinions and needs are clearly shared.
- Participation: Ensure everyone has a voice and a useful role on the team.
- Conflict Mgmt: Establish ways to resolve disputes.
- Recognition: Ensure the contributions of individuals are recognized.



Balanced Team

We emphasize our task completion and relationship building about equally.

Task-Oriented Team

Our success comes first, no matter what.

We get things done! We do whatever it takes to get things done!

Relationship-Oriented Team

Our relationships come first. We strive to work as a team, no matter what.

We'd rather slow down our work so we can hold together as a team.

How to Guide a Team to Become High Performing

Leaders guide their teams through **four predictable stages of team development.**

Stage	Forming	Storming	Norming	High Performing
Team Member Behavior	Friendly but unempowered/unskilled	Cautious and still unempowered	Opening up and somewhat empowered/skilled	High Performing and empowered/skilled
	Follows directions	Reacts Ask questions Test boundaries Argues at times Questions decisions	Participates when asked to plan, make decisions, give feedback & make decisions	Takes proactive responsibility for planning, direction, feedback, decision making

Leader Behavior	Teach	Coach/Counsel	Facilitate	Delegate/Teach team to lead self
	Do all the -planning -decision making -goal setting	Seek input on -planning -decision making -goalsetting	Get involvement --in planning --in decisions --in goalsetting	Turn over— -planning -decision making -goalsetting
	Monitor closely Control Give Feedback	Monitor closely Guide Give feedback	Monitor less Assist Facilitate self-critique	Let go Mentor Encourage team to critique itself
Leader Involvement	Very high	High	Moderate	Low

How to Build Team Unity

Leaders promote teamwork and a feeling of unity, oneness, cohesion and togetherness.

A Unified Team is a group of people....focused on the same goal....working in harmony....sharing their successes

By contrast, a **Fragmented Dysfunctionally Storming Team** is plagued by conflicting agendas, personality conflicts, and disenchanting members.

Unity occurs when a team provides its members with three basic human needs:

The need to Achieve

to have a sense of purpose and destination
to grow, develop, learn, reach potential

The need to Belong

to fit in and feel accepted
to feel connected to a common dream

The need to Contribute

to make a meaningful difference
to feel our lives and efforts matter

To Build a Feeling of Achievement--

- ❑ Build pride by ensuring the group tackles and achieves challenging goals.
- ❑ Foster inter-group competition to focus the group's efforts.
- ❑ Coach people to be successful.

To Build a Feeling of Belonging--

- ❑ Give many opportunities for team members to interact and communicate.
- ❑ Give the group many activities that require extensive teamwork.
- ❑ Establish unique norms and symbols to help the team focus on its identity.
- ❑ Mediate any disputes that threaten team unity.
- ❑ Celebrate team successes and team persistence through the tough times

To Build a Feeling of Contribution--

- ❑ Obtain group agreement on purpose and direction of group activities.
- ❑ Give many opportunities for members to contribute their ideas.
- ❑ Ask for personal sacrifice and personal investment towards group endeavors.

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My Key Lessons and Action Plan from Today's Program

Key Lessons Today

Actions I Plan to Take to Become a Better Leader

My Self-Development Action Plan -- Example

- 1. Become More Self-Aware.** Understand my strengths and areas for improvement as a leader.
I am strong in the following specific areas: Here's the evidence to prove it:
These are the specific things I need to be able to do better: Here's the evidence to prove it:
- 2. Learn from My Personal Successes and Mistakes as a Leader.** Review my leadership assignments and experiences. Learn from my successes and mistakes.
What went well? Why did it go well?
What didn't go well? Why did it not go well?
What should I do differently next time?
What have I learned about leadership and myself from this experience?
- 3. Learn from Leaders I Have Known.** Study other leaders for their successes and mistakes.
What did the person do well? Why did this person succeed?
What did the person not do well? What caused that?
How did this person handle adversity?
What have I learned about leadership from this person?
- 4. Take the Initiative and the Responsibility to Resolve a Current Problem or Conflict.**
What is a problem or conflict that needs resolution?
What can I do to resolve it? What are other options?
- 5. Study and Develop Specific Leadership Skills.** Study and practice specific skills such as visioning, decision making, influencing, listening, coaching, public speaking, delegating, problem solving, etc.
What are specific leadership skills that I intend to study and develop further?
What is my plan for developing those skills?
- 6. Do Something Now to Build Trust with Others.** Trust is developed by being open, showing character, showing competence, showing caring for others, trusting others, and reducing their sense of risk.
In what ways could I be more open with others....show stronger character....show more caring for others... show trust in others....and reduce their sense of risk?
- 7. Get Feedback on My Leadership Practices.** Find a coach or mentor. Ask colleagues for feedback.
Who can I call on to coach or mentor me?
What specifically do I want them to keep an eye on?
What will I do to ensure I get solid, open, honest feedback routinely?
- 8. Become a Coach, Mentor, or Servant Leader to Others.** Take steps to develop the effectiveness, skills or maturity of others. Develop the leadership skills of others.
Whom can I serve? What can I contribute to help them become more effective or successful?
What can I coach or mentor them on?
What will I do to initiate this?
- 9. Identify and Communicate My Core Values and Vision.**
What are my core values? What do I stand for and expect of others?
What is my dream or long-term goal for my work unit?
What more can I do to communicate my values and vision to others?
- 10. Have a Concise, Memorable, Teachable Philosophy of Leadership.** Develop a philosophy that I will follow and teach to others. Consider using the metaphorical method noted below.
I firmly believe that a leader must be like a _____
because they must both do the following things:

*Whatever you can do, or dream you can, begin it.
Boldness has genius, power, and magic in it.*

--Goethe