Fundamentals of Good Leadership

What is leadership
How does leading differ from managing
What is the best way to measure a leader’s 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
✓ How to influence 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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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
- Performance Management
- Change Management
- Corporate Communication
- Team Leadership
- Team Building
- Coaching Skills
- Business Writing
- Technical Leadership
- Conflict Management
- Executive Speaking and Writing
- Interpersonal Communication

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

- Georgia Power
- CARE-USA
- Mercedes-Benz
- Office Depot
- Georgia Tech
- Virginia Tech
- SouthTrust Bank
- Wellman, Inc
- CNN
- US Air Force
- Professional Engineers of North Carolina
- Siemens Corporation
- Crawford & Company
- Turner Broadcasting
- Department of Defense
- 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 two years and often presents programs to college and university staff.

Rich also does consulting work focusing on the areas of leadership effectiveness, performance management, team building, 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

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. 3-7

Describe the leadership process: 5
- Build a trusting relationship with people
- See something to be accomplished; set a clear direction to get it done.
- Influence people 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 help one another succeed

Describe and demonstrate three ways to build trusting relationships. 9
- 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. 12
- 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 you. 16
- Set the example for doing it.
- Explain the logic, importance, reasons, benefits of getting it done.
- Describe the emotional 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. 18
- Assess their personal 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. 28
- Promote task completion effectiveness and relationship effectiveness.
- Guide the team through the stages of development.
- Promote team feelings of achievement, belonging, and contribution.
There Are Many Ways to Define Leadership

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*

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 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.

A Simple Definition of Leadership

Leadership is

seeing something to be accomplished,
taking the initiative to make it happen,
and getting others to join with you to get it done.

Something to Be Accomplished
A Task, Requirement, Need, Problem, or Opportunity to Be Accomplished.

Aspiring Leader
People the Aspiring Leader Seeks to Recruit to the Effort
The Leadership Process

To lead well, an aspiring leader will complete these steps in the leadership process:

1. Build a trusting relationship with people.
2. See something to be accomplished and set a 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 to get it done together.

As a result of this process, something gets accomplished.
How “Leading” Differs From “Managing”

Leading and managing are different but complementary skills.

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 an organized, robust system to get things done.

Which are your strengths?

Put a ✓ next to your strongest skills/traits.

Which are areas for development?

Circle the skills/traits you need to build.
What is the Best Measure of a Leader’s Effectiveness

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

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

An effective leader helps people get better, stronger, more capable.
Exercise:
Reflect on a Time You Showed Good 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 good leadership to get something done through others.

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

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

**Actions You Took:**
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 the buy-in and support of others?
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 impact, value, or benefit did the effort achieve?

What did you do that went well? What could be done better?
What lessons about you and your leadership skills can be drawn from all this?
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.
✓ Show genuine concern for others. Show interest in them.
✓ Listen carefully to them.
✓ Consider their needs and desires when making decisions.

Show Character

✓ Demonstrate integrity. Act ethically. 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. Stand up for others.

Show Competence

✓ Do your job well and get results
✓ Gain deep knowledge in your areas of responsibility.
✓ Look like you know what you are doing.
✓ Talk like you know what you’re talking about.

…and be consistent in doing all of the above!
How Close and Trusting are Your Relationships

To gauge the level of trust you have earned from your colleagues at work, assess your **trust distance**.

When they feel close to you, they trust you a lot.

When they seem distant from you, they have less trust in you.

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**The Circles of Trust**
(Trust Distance)

- **High Trust**
- **Some trust**
- **Low Trust**

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**What can you do to earn higher levels of trust?**

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<thead>
<tr>
<th>Current Level of Trust</th>
<th>Actions to Build Greater Trust</th>
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<tr>
<td><strong>High? Medium? Low?</strong></td>
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<td><strong>Upper Mgmt</strong></td>
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The Leadership Process: Step #2

See Something to Be Accomplished; Set a Clear Direction for Getting 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

Leaders are aware of what’s going on in their organizations. To be more aware and assess the current reality for something to be accomplished--

Look Around

Walk around to identify what is going on from the inside and outside.

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 successfully

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?*
- *How can I help?*
How to Communicate a Vision in a Compelling Way

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 communicate both with conviction.

**Current Reality.** Describe the **current reality** (strengths, weaknesses, opportunities, and threats) of the team, its products, and its services.

In doing so, be honest.

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

**Sample Script:**

*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:* 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:*
How to Delegate Well to Set a Clear Direction

Use this R-R-A-M-P=S job aid as a guide.

### Reasons for Delegating a Task or Goal

- **Reasons for the Task or Goal and Its Importance and Urgency**
- **Reasons for You Selecting this Specific Delegatee**

### Responsibilities Being Assigned to the Delegatee

- **Requirement** What specifically must be accomplished?

### Authority Being Delegated to the Delegatee

- **Types of Authority You Can Delegate**
  - Direct the activities of other people
  - Allocate resources
  - Decide on behalf of the delegator
  - Conduct planning
  - Speak on behalf of the delegator

- **Levels of Authority You Can Delegate**
  - Complete, limited, or none

- **Duration of the Delegated Authority**
  - Temporary or permanent

### Measures of Success to Be Met by the Delegatee

- **SMART Goals to be Achieved by the Delegatee**
  - Specific
  - Measurable
  - Ambitious
  - Reachable
  - Time-bound

- **Performance Measures and Deadlines to be Met.**
  - Quality, Quantity, Deadlines, Satisfaction Levels, Cycle Times, etc.

### Potential Problems to Be Avoided by the Delegatee

### Support to Be Provided to the Delegatee

- **Resources** (Time, Funds, People, Information, Training, or Other Resources)

- **Follow-Up Coaching to Be Provided**

- **Follow-Up Meetings & Reports to Monitor Progress**

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 benefits of getting it done.
✓ Describe the emotional 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.

But sometimes, people are skeptical or reluctant. Here is where a leader’s powers of persuasion are critical.

Set a Credible Example through Your Actions and Attitude: 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.

You can’t teach what you don’t know.
You can’t lead where you don’t go.

Explain the Benefits of Getting It Done. Describe what is at stake. 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 Bad Things that Happen If It Doesn’t Get Done. Tell a realistic story of the negative consequences of inaction or failure.

Identify Those Already on Board. Describe those 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.
The Leadership Process: Step #4

Inspire People to Do Their Best

✓ Assess their personal 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.

Actively engaged and highly motivated  “All In”

Passively engaged and barely motivated  Doing the minimum

Actively disengaged and demotivated  Avoiding work
Understand What Motivates People 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

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

Different people may respond differently to each of these options.
Which will work best with ___________________________ (name of the person)?

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.
   - Provide the kinds of rewards that make it worthwhile to try hard.
   - 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.
✓ Give reinforcing feedback often 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

Leaders observe and then coach people to do their very best and succeed. They have people account for their work to identify their successes and areas for improvement. Leaders then guide the planning of next steps to keep people growing. As appropriate, leaders offer reinforcing and corrective feedback.

Highly Motivated

Level of Motivation

Low

Level of Performance (Skill/Behavior)

Highly effective

What specifically has gone well?

What didn’t and why?

What could be done differently going forward?
How to Conduct a Coaching Conversation

Step 1: 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 or value 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.

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 a 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 Give Corrective Feedback for Repeated Poor Work

When someone’s performance or behavior is repeatedly poor, try the following:

Get yourself in a calm and positive frame of mind.

Show you care about the person.

Start with a gentle warning:

I want you to know that this is really 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 as follows.

When I see (saw, hear, heard)_______ (State the facts, tell the story about the repeated poor work.)

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

Because ____________________________ (Give reasons for the emotions.)

I would prefer to see more/less ______ (Describe your advice that is simple and practical.)

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

Listen and guide them to develop a specific plan.
“I” Messages that Deliver Corrective Feedback for Poor Work

Example #1:

This is a bit awkward for me and may be for you, but there is something we need to discuss.

When I saw that the report lacked the key information that I had asked for, I felt concerned and, quite frankly, irritated. Because this isn’t the first time we’ve discussed 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.

Example #2:

This feels really awkward for me and may be for you, but there is something we need to discuss.

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 will you do to demonstrate more self-control and respect? I need a specific 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

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
The Two Dimension of Team Success

*Leadership is the ability to get something accomplished through others.*

*Relationship Effectiveness*

[Graph showing two dimensions: Leadership and Task Completion Effectiveness]
How to Build Task Completion Effectiveness and Relationship Effectiveness

Put These Factors of Task Completion Effectiveness in Place:

- **Deliverables:** Define clearly what must be accomplished.
- **Expectations:** Set measures of success -- how good it must be.
- **Deadlines:** Set clear deadlines -- by when must it be done.
- **Resources:** Provide resources—what we need to succeed.
- **Processes:** List steps to success and the role of each person.
- **Responsibilities:** State who will be accountable for what.

Create and Sustain These Factors for Relationship Effectiveness:

- **Behavior Norms:** Describe how team members should interact.
- **Communication:** Ensure info, opinions and needs are clearly shared.
- **Participation:** Ensure everyone has a voice and a role.
- **Conflict Mgmt:** Establish ways to resolve disputes.
- **Recognition:** Ensure the efforts of individuals are recognized.
Recommended References


Bennis, Warren and Joan Goldsmith. Learning to Lead: A Workbook on Becoming a Leader. Reading, Mass: Addison-Wesley,


Goleman, Daniel. Working with Emotional Intelligence. New York: Bantam


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 the 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 greater 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