AWARD IN LEADERSHIP

Learning Manual

JOINING A COMMUNITY OF LEADERS

WELCOME TO YOUR AWARD IN LEADERSHIP PROGRAMME.

For many people it is difficult to think of themselves as a leader or as someone who is a role model and a source of inspiration for those around them. We hope that this learning journey will support you to recognise the critical role you play within your team, your organisation and the sector.

Whether you are a senior, middle or new manager, you are in a unique position to make a positive difference. Stepping forward as a participant on this programme singles you out as someone motivated to learn, develop, grow and make a greater contribution. We hope it will help you to be the leader you want to be and to show up as the best of yourself.

You will join a community of brave, innovative and determined leaders from across the world. All of you have made the important decision to learn more about your strengths, values and skills so that you can serve yourself, others and your organisations even better. Our communities are facing some of the most challenging and exciting times and good leadership is critical to help us continue thriving as a vibrant and dynamic sector – thank you for stepping up.

This learning programme is specifically for people helping to manage and lead social change organisations. Your programme is designed to respond to you and your fellow learners. It will create a safe environment for you to not only learn new skills and knowledge, but to grow as people capable of meeting the challenges and opportunities of starting, growing or supporting an organisation with social purpose.

Time to reflect on your experience and potential is a precious thing. By taking the time out from your busy lives, we hope you will find valuable insight and practical ideas for action in return.

While you may be away from your desk, for the time you are on the programme you will be working on real issues with the support of your peers. This is not a training programme run by 'experts'. It is learning facilitated by a fellow leader.

Be prepared to share something of yourself and listen to the experience of others. Support each other to grow and the learning will be rich for everyone

Enjoy your learning.

" *If your actions inspire others to dream more, learn more, do more and become more – you are a leader* **John Quincy**

" *Do not wait on a leader – look in the mirror it is you* **Katherine Miracle**

THE LEARNING MANUAL

This manual aims to support your learning on the Leadership Programme. It is not an academic text book but rather a guide with what we hope are helpful thoughts, relevant approaches and theories to help you explore the topics we are covering. The manual has some of the handouts that tutors might be using during the programme which you can share with your colleagues. We have included links and some additional reference materials.

This manual is ever evolving and if there are any interesting links or articles that you feel we could include, please let us know. Finally, we hope you enjoy some of the words of inspiration.
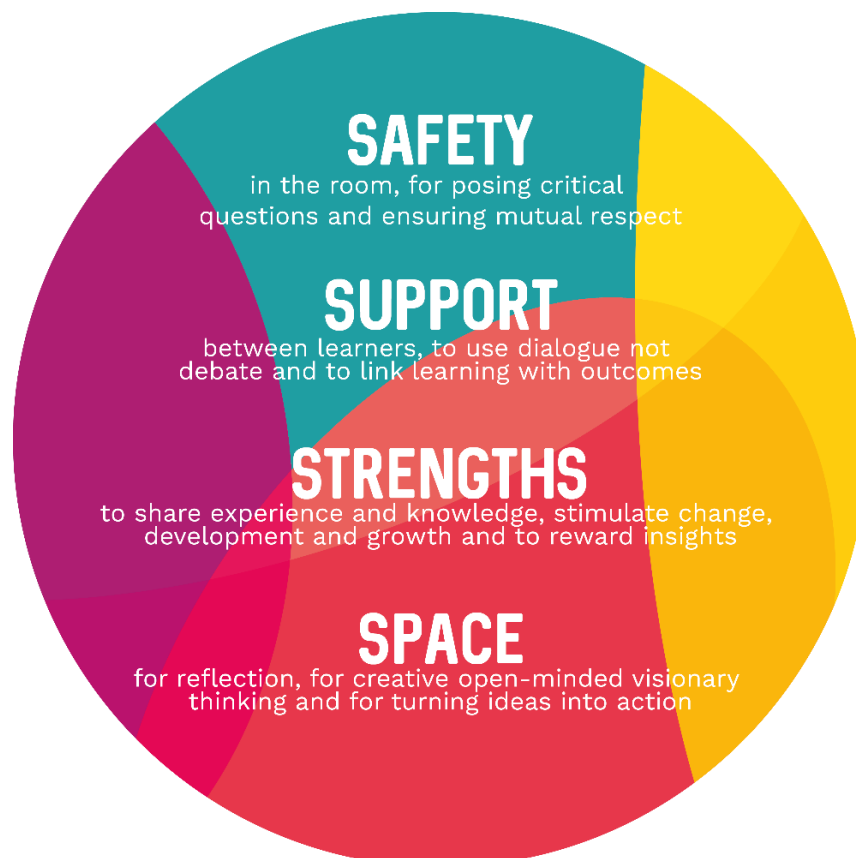
Contents

WHAT IS THE ACADEMY AND WHAT DO WE DELIVER?

The Academy is a social enterprise that was set up in 2004 to make a positive impact on and to help change our society. We do this by supporting people to learn and grow so they gain the confidence and skills that enable them to help build sustainable organisations and achieve greater social impact. We specialise in leadership, social enterprise, personal development and social impact programmes for organisations working for social purpose. Our aim is to help people to develop themselves, build their teams, and create stronger, healthier organisations so that they have greater community impact.

Our learning and development programmes focus on learning by doing and are flexible, practical and responsive. We focus on the development of the practice of leadership and the practice of entrepreneurship. The Academy's approach to leadership development goes beyond "training" and helps you to explore your mind-set, behaviours and attitudes which will hopefully drive and embed new approaches to leadership and management. Encouraging you to be reflective and create a learning environment where peers share and work on organisational related issues, are at the heart of how the Academy approaches leadership learning.

Our programmes aim to help people to think, perform and behave differently. They give time and space to reflect, plan and act. They provide an opportunity for you to share experiences with colleagues and peers and find support, learning and insight into how you want to lead and develop. The Academy has a specific approach to learning that is underpinned by some well-known concepts that contribute to individual, team and organisational development.

SAFETY in the room, for posing critical questions and ensuring mutual respect

SUPPORT between learners, to use dialogue not debate and to link learning with outcomes

STRENGTHS to share experience and knowledge, stimulate change, development and growth and to reward insights

SPACE for reflection, for creative open-minded visionary thinking and for turning ideas into action

ACADEMY LEARNING

Approach, ethos & principles

1. **Practitioner led, peer learning**

   Our tutors are experienced and skilled facilitators who have been or are still in your shoes. They know what it is like to be a manager and a leader in an organisation and deal with the challenges and opportunities that you are facing. They are passionate about supporting others to develop and create social change. However they do not see themselves as experts – they do not have the answers. The wisdom very much lies in the room with you and your peers. You will therefore experience a highly participative programme with a lot of discussion and exchange of ideas, thoughts and experience so you learn with and from your colleagues and peers.
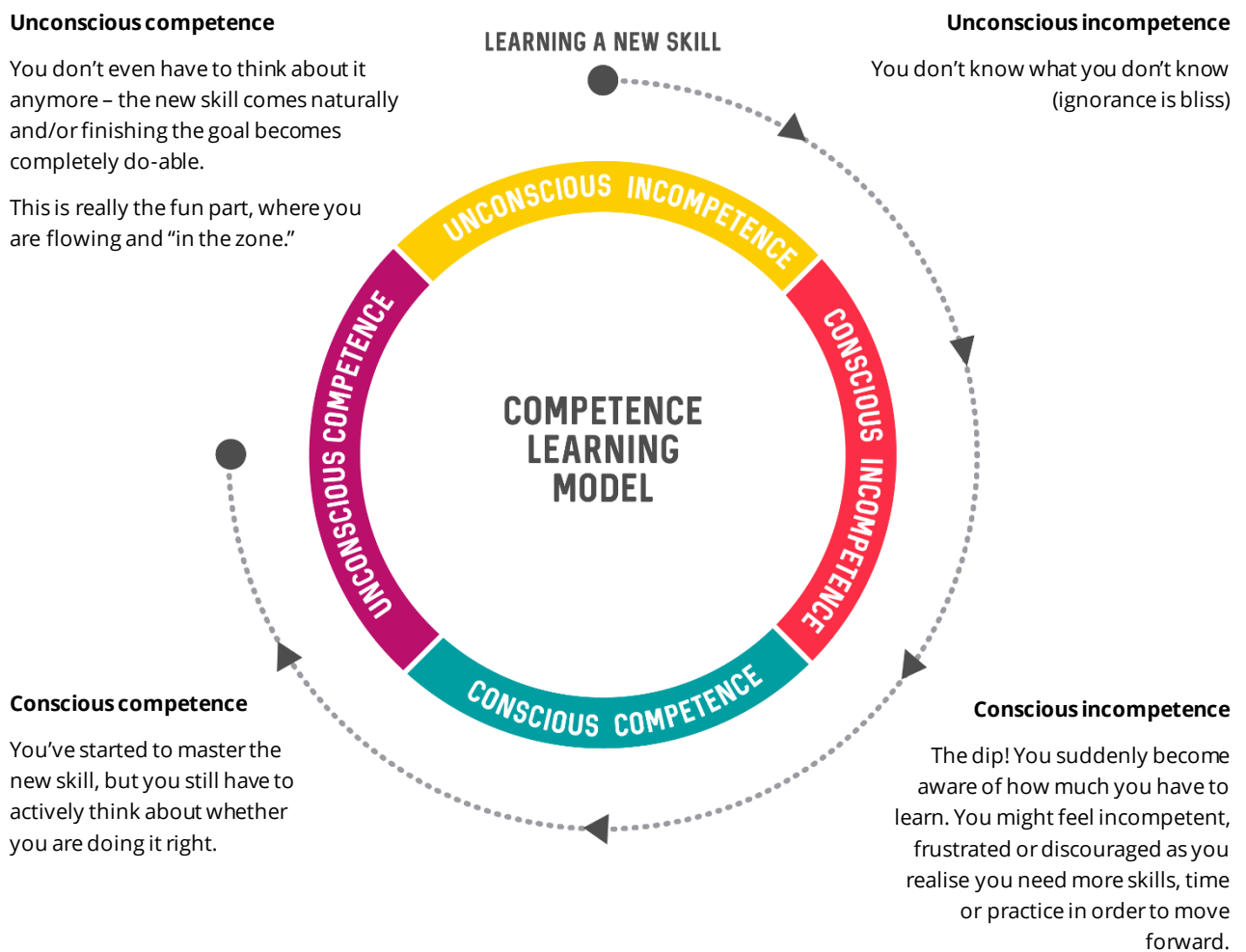
2. **A strengths based approach**

   This programme will help you to identify your strengths, build on them and utilise them more. Using a strengths based rather than a deficit approach to learning has been shown to be more effective in helping people to grow and flourish as leaders and managers. We go into more detail on this approach during Module 1.

3. Learning Process

Learning and development is a process. The four stages of competence, or the "conscious competence" learning model, relates to the psychological states involved in the process of progressing from incompetence to competence in learning or acquiring a new skill or behaviour. During the programme, it is likely that you may experience all or part of the cycle of conscious competence as you identify and practice your new leadership skills.

To move from conscious incompetence to conscious competence and onto unconscious competence takes effort, training and practice. We need to re-programme our brains and form new habits which can take time. It is important therefore that you commit to applying and practicing your learning, recognising that sometimes you might fall back into your old habits and patterns. Don't be hard on yourself – this is a natural and normal part of learning and leadership development. Through awareness, deliberate focus and commitment to applying your new learning, your new patterns will embed and become part of your leadership DNA.

Unconscious competence

You don't even have to think about it anymore – the new skill comes naturally and/or finishing the goal becomes completely do-able.

This is really the fun part, where you are flowing and "in the zone."

LEARNING A NEW SKILL

Unconscious incompetence

You don't know what you don't know (ignorance is bliss)

UNCONSCIOUS INCOMPETENCE

UNCONSCIOUS COMPETENCE

CONSCIOUS INCOMPETENCE

COMPETENCE LEARNING MODEL

CONSCIOUS COMPETENCE

Conscious competence

You've started to master the new skill, but you still have to actively think about whether you are doing it right.

Conscious incompetence

The dip! You suddenly become aware of how much you have to learn. You might feel incompetent, frustrated or discouraged as you realise you need more skills, time or practice in order to move forward.
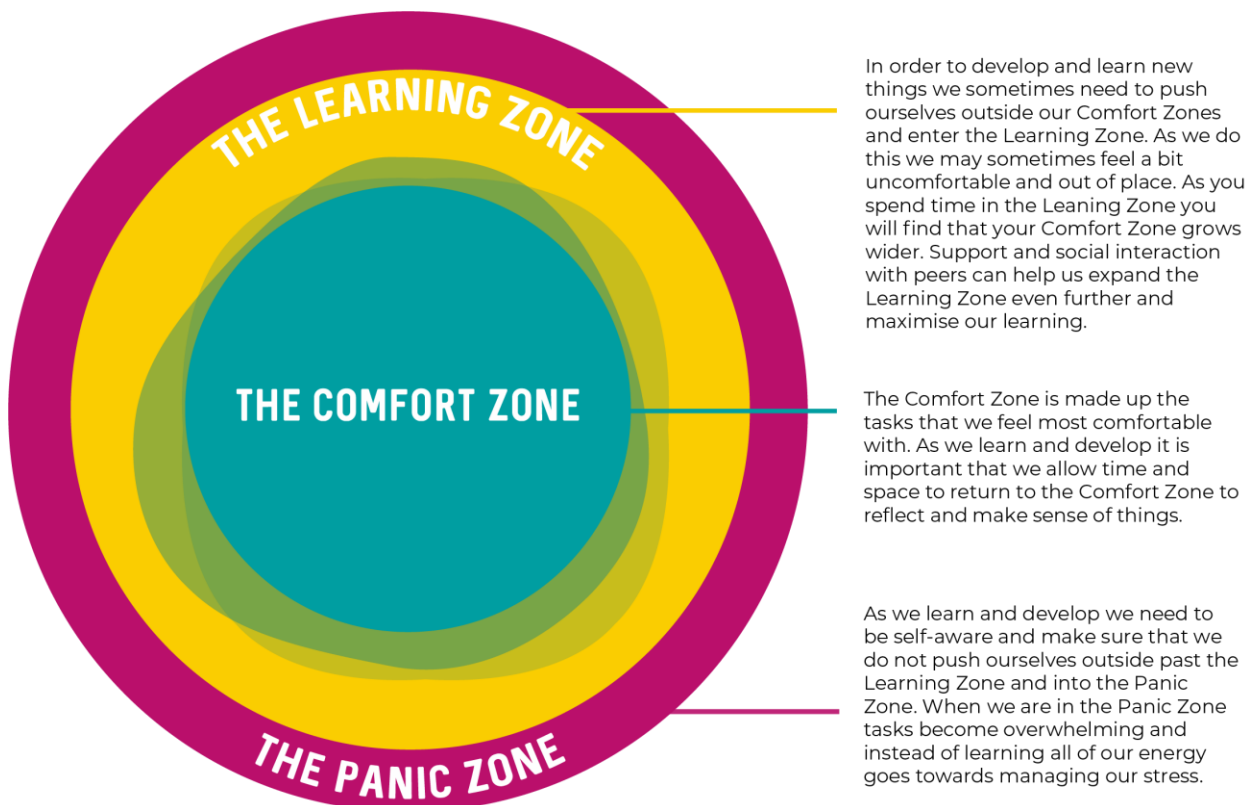
4. **The Learning Zone**

Much of the literature on learning helps us to understand what it takes to develop and learn new skills and behaviours. The Learning Zone Model is one such model. It was developed by a German expert adventurer and teacher, Tom Senninger, and is now widely used to illustrate how we can create learning situations.

He argued that in order to venture out into the unknown and learn something new, a skill, behaviour or experience we need to go beyond our comfort zone. He described three different zones. Our Comfort Zone, the Learning Zone and the Panic Zone which are illustrated and outline below.

He argues that the three zones are constantly changing and evolving. Your learning zone, the zone in which our learning really happens will expand and extend the more we challenge ourselves to learn and develop. As this happens, tasks that were once part of the panic zone move into the learning zone and things that were in our learning zone move into our comfort zone. This is a normal part of learning and why sometimes learning can feel a little uncomfortable or challenging, yet exciting and stimulating.

> *One can choose to go back toward safety or forward toward growth.*
> *Growth can be chosen again and again; fear must be overcome again and again*
> ***Abraham Maslow***

THE LEARNING ZONE

THE COMFORT ZONE

THE PANIC ZONE

In order to develop and learn new things we sometimes need to push ourselves outside our Comfort Zones and enter the Learning Zone. As we do this we may sometimes feel a bit uncomfortable and out of place. As you spend time in the Leaning Zone you will find that your Comfort Zone grows wider. Support and social interaction with peers can help us expand the Learning Zone even further and maximise our learning.

The Comfort Zone is made up the tasks that we feel most comfortable with. As we learn and develop it is important that we allow time and space to return to the Comfort Zone to reflect and make sense of things.

As we learn and develop we need to be self-aware and make sure that we do not push ourselves outside past the Learning Zone and into the Panic Zone. When we are in the Panic Zone tasks become overwhelming and instead of learning all of our energy goes towards managing our stress.

FURTHER READING

- https://lifehacker.com/the-science-of-breaking-out-of-your-comfort-zone-and-w-656426705

5. **The Adult Learning Cycle**

The adult learning cycle takes participants through a cycle that engages them at different levels to embed new concepts and behaviours. The forerunner of this was David Kolb.

David Kolb published his learning cycle model in 1984 and it has been widely used to underpin experiential learning ever since. Kolb's experiential learning theory is typically represented by a four-stage learning cycle.
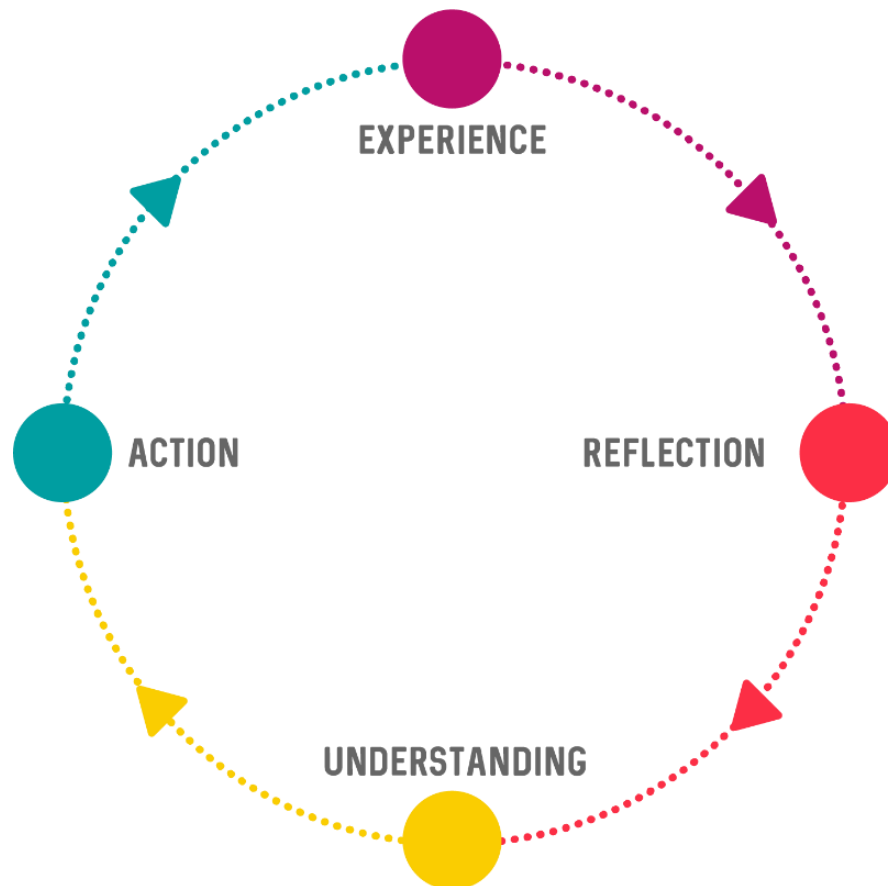
Kolb includes this 'cycle of learning' as a central principle of his experiential learning theory, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. The 'observations and reflections' are absorbed and refined into 'abstract concepts' which produce new ideas for action. These ideas can then be 'actively tested', which in turn create new experiences.

1. **Concrete Experience**   **(Experience)**

2. **Reflective Observation**   **(Reflection)**

3. **Abstract Conceptualization**   **(Understanding)**

4. **Active Experimentation**   **(Action)**

Effective learning happens when a person progresses through the full cycle of all four stages.
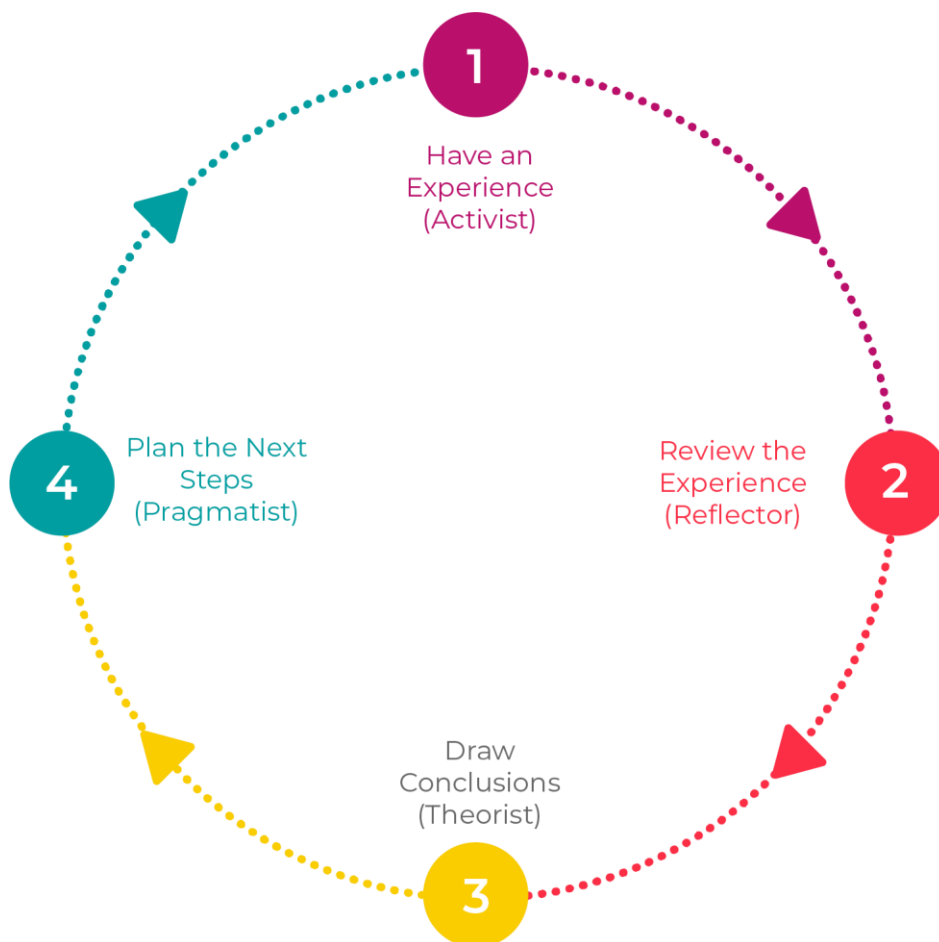
LEARNING PREFERENCES

Learning Styles (Based on the work of Honey and Mumford)

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb and they identified four distinct learning styles or preferences: Activist, Reflector, Theorist and Pragmatist. These are the different learning approaches that individuals naturally prefer (often a combination of more than one) and they recommend that in order to maximise personal learning, each learner should understand their own learning style and seek out opportunities to learn using that style. Some might also want to develop their less preferred learning styles to become a more flexible learner and to be better able to engage with the learning styles of others.

In an organisational or any group context, it can be really useful to know the learning styles of the people you are working with. It can help to recognise why people might have different priorities, reducing potential tension. It could also help ensure that everyone takes on the roles and tasks that best suit their strengths.

Honey and Mumford's Learning Cycle

1 Have an Experience (Activist)

2 Review the Experience (Reflector)

3 Draw Conclusions (Theorist)

4 Plan the Next Steps (Pragmatist)

Summary of Honey and Mumford's four learning styles

Learning style	Associated stage	Likes	Dislikes
Activist	Having an experience	Doing and experiencing. Games, practical activities, anything that is energetic and involving	Sitting around for too long, working alone, theorising, having to listen to others
Reflector	Reviewing the experience	Time to think, observe, take it all in, watching others, solitude and time	Being hurtled into activity, no time to think, crammed timetables, lack of privacy, no time to prepare
Theorist	Concluding from the experience	To know where something fits into overall ideas and concepts, analysis and logic, being stretched, abstract concepts, structure, clarity	Frivolity, mindless fun, wasting time, not being able to question, lack of timetable and structure
Pragmatist	Planning the next steps	Practical problem solving, relevance to real world, applying learning	Anything theoretical, learning that focusses too much on past or future not present

Activists

Activists are those people who learn by doing. They have an open-minded approach to learning, involving themselves fully and without bias in new experiences. They enjoy the here and now and being in the moment. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is 'I'll try anything once'. They tend to throw caution to the wind and are often impulsive. Their days are filled with activity. They enjoy dealing with short term crisis.

When faced with a problem, they like to start trying to tackle it as soon as possible. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences, but quickly become bored with longer term practice and commitment.

They are sociable people, constantly seeking out company – they are often the life and soul of the party and seek to centre activities around themselves.

Learn most when they:

- See new experiences to try and learn from
- Can get involved in short, active, 'here and now' activities e.g. games and competitions, teamwork tasks, role playing exercises
- Can take the lead
- Can come up with lots of ideas without having too many rules to follow
- Are working with others as part of a team
- Can get on with trying things out

Learn least when they are:

- Passive-listening to a speaker or watching, not able to get involved
- Given lots of information to order or analyse
- Learning on their own – reading, writing or thinking by themselves
- Asked to do a detailed, thorough job
- Asked to repeat the same activity over again e.g. when practising a skill

Reflectors

Reflectors like to stand back to think about experiences and observe them from different perspectives. They collect information and prefer to think it over thoroughly before coming to any conclusions. They tend to postpone reaching any firm conclusions for as long as possible. Their philosophy is to be cautious, 'leave no stone unturned', 'look before you leap' and 'sleep on it'. They are thoughtful people. They prefer to take a back seat in meetings and discussions. They enjoy observing and learning from other people in action.

They listen to others and get a sense of the discussion before making their own points. They tend to adopt a low profile and can have a slightly distant, tolerant and unruffled air about them. When they act, it is after considering the bigger picture and other people's observations as well as their own.

Learn most when they:

- Can take a back seat and are allowed to watch others and observe
- Are given time to think-over things
- Are given time to prepare before acting
- Are given a task which involves detailed, thorough work
- Have the chance to review what has happened and what they have learned
- Have the chance to exchange views and opinions with others

Learn least when they:

- Are expected to take the lead e.g chair a meeting or do a role play in front of others
- Have to act without planning
- Aren't given 'enough' information to make a decision
- Are worried by time pressures or rushed from one activity to another
- Have to make short cuts or do a superficial job

Theorists

Theorists like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'. Theorists think problems through in a logical, step-by-step way. When faced with lots of information, they like to order it into a theory. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational pattern. Their philosophy values logic and rationality – things have to make sense to be worthwhile. They tend to be detached, objective and resist arguments that based on emotion or opinion. They seek out certainty and like situations that are predictable.

Learn most when they:

- Are provided with information fits a system, model or theory
- Have the chance to check that something is logical and correct
- Are intellectually stretched by having to analyse complex information
- Are in structured situations with a clear purpose
- Can analyse the reasons for success of failure

Learn least when they:

- Have to participate in situations that emphasise emotions and feelings
- Are given unstructured activities with no clear outcomes
- Are not given the theories, rules or policies behind ideas or activities
- Are expected to act without there being a clear, logical purpose

Pragmatists

Individuals with this leadership approach need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. They are experimenters, trying out new ideas, theories and techniques and taking the first opportunity they can to see if they work in practice. They like to get on with things and often act quickly and confidently on ideas that attract them.

They don't like putting things off and tend to be impatient with discussions that don't get quickly to the point. They don't like meetings that discuss issues but don't lead to taking action. They are practical, down to earth people who like making practical decisions and solving problems. They tend to see problems and opportunities as 'challenges'. Their philosophy is 'there is always a better way' and 'if it works, then it's a good solution'.

Learn best when:

- There is an obvious link between a discussion or activity and real life situations
- They are shown things with obvious practical advantages e.g how to save time, use less effort, deal with obstacles
- They can practice techniques and get expert feedback
- They are given immediate opportunities to try out what they have learned
- They can concentrate on practical problem solving

Learn least when:

- They cannot see an immediate practical benefit to what they're being asked to do
- They feel that people are going round in circles and not getting anywhere
- There is no opportunity to practice a new skill or idea
- Those organising the learning seem distant from reality – too much theory
- They feel that there are too many procedures or rules getting in the way

Honey and Mumford's validated learning styles inventory can be purchased (for individual or group use) at www.peterhoney.com.

This will give a full 80-item inventory, in the form of a questionnaire, and an evaluation and interpretation guide based on the results.

JOHARI WINDOW

Creating Better Understanding Between Individuals And Groups

The Johari Window is a communication model that can be used to improve understanding between individuals within a team or in a group setting. Based on disclosure, self-disclosure and feedback, the Johari Window can also be used to improve a group's relationship with other groups. Developed by Joseph Luft and Harry Ingham (the word "Johari" comes from Joseph Luft and Harry Ingham), there are two key ideas behind the tool lies in that...

• Individuals can build trust between themselves by disclosing information about themselves

• They can learn about themselves and come to terms with personal issues with the help of feedback from others

By explaining the idea of the Johari Window to your group, you can help group members understand the value of self-disclosure, and gently encourage people to give and accept feedback. Done sensitively, this can help people build more-trusting relationships with one another, solve issues and work more effectively as a team.

Explaining the Johari Window

The Johari Window model consists of a foursquare grid (think of taking a piece of paper and dividing it into four parts by drawing one line down the middle of the paper from top to bottom, and another line through the middle of the paper from side-to-side). This is shown in the diagram below:

The Johari Window
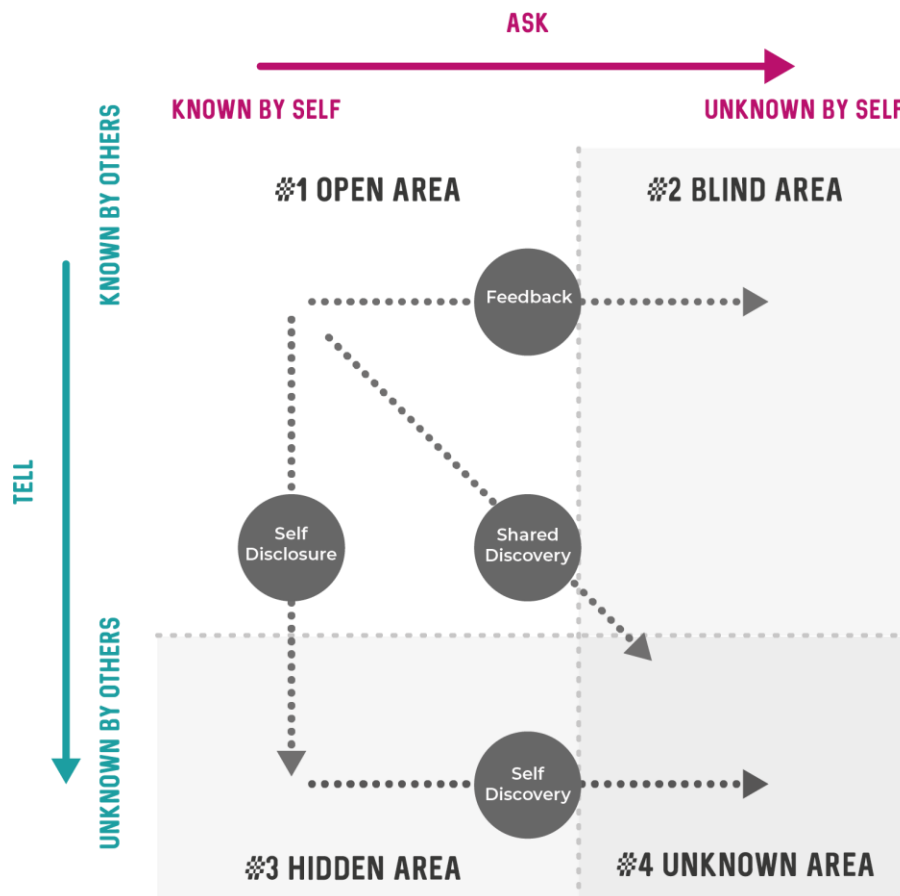
Using the Johari model, each person is represented by their own four-quadrant, or four-pane, window. Each of these contains and represents personal information - feelings, motivation - about the person, and shows whether the information is known or not known by themselves or other people.

The Four Quadrants

Quadrant 1: Open Area

What is known by the person about him/herself and is also known by others.

Quadrant 2: Blind Area, or "Blind Spot"

What is unknown by the person about him/herself but which others know. This can be simple information, or can involve deep issues (for example, feelings of inadequacy, incompetence, unworthiness, rejection) which are difficult for individuals to face directly, and yet can be seen by others.

Quadrant 3: Hidden or Avoided Area

What the person knows about him/herself that others do not.

Quadrant 4: Unknown Area

What is unknown by the person about him/herself and is also unknown by others.

The process of enlarging the open quadrant vertically is called self-disclosure, a give and take process between the person and the people he/she interacts with.

As information is shared, the boundary with the hidden quadrant moves downwards. And as other people reciprocate, trust tends to build between them.

> *TIP 1: Don't be rash in your self-disclosure. Disclosing harmless items builds trust. However, disclosing information which could damage people's respect for you can put you in a position of weakness.*

Using the Tool

The process of enlarging the open quadrant horizontally is one of feedback. Here the individual learns things about him- or her-self that others can see, but he or she can't.

> *Tip 2: Be careful in the way you give feedback. Some cultures have a very open and accepting approach to feedback. Others don't. You can cause incredible offence if you offer personal feedback to someone who's not used to it. Be sensitive, and start gradually.*

If anyone is interested in learning more about this individual, they reciprocate by disclosing information in their hidden quadrant.

For example, the first participant may disclose that he/she is a runner. The other participant may respond by adding that he/she works out regularly at the local gym, and may then disclose that the gym has recently added an indoor jogging track for winter runners.

As your levels of confidence and self-esteem rise, it is easier to invite others to comment on your blind spots. Obviously, active and empathic listening skills are useful in this exercise.

The Johari Window in a Team Context

Keep in mind that established team members will have larger open areas than new team members. New team members start with smaller open areas because little knowledge about the new team member has yet been shared. The size of the Open Area can be expanded horizontally into the blind space, by seeking and actively listening to feedback from other group members.

Group members should strive to assist a team member in expanding their Open Area by offering constructive feedback. The size of the Open Area can also be expanded vertically downwards into the hidden or avoided space by the sender's disclosure of information, feelings, etc. about himself/herself to the group and group members.

Also, group members can help a person expand their Open Area into the hidden area by asking the sender about himself/herself. Managers and team leaders play a key role here, facilitating feedback and disclosure among group members, and by providing constructive feedback to individuals about their own blind areas.

Key Points

In most cases, the aim in groups should be to develop the Open Area for every person.

Working in this area with others usually allows for enhanced individual and team effectiveness and productivity. The Open Area is the 'space' where good communications and cooperation occur, free from confusion, conflict and misunderstanding.

Self-disclosure is the process by which people expand the Open Area vertically. Feedback is the process by which people expand this area horizontally.

By encouraging healthy self-disclosure and sensitive feedback, you can build a stronger and more effective team.

SOCIAL
ENTERPRISE
ACADEMY

INTRODUCTION TO LEADING MYSELF – WHY IS THIS IMPORTANT?

> 66 *Knowing yourself is the beginning of all wisdom.* ***Aristotle***

Welcome to Module 1 of your leadership journey.

Module 1 of the programme focuses on you. To effectively lead others, we must first understand and learn to lead ourselves. Our self-leadership skills are what enable us to achieve that which is truly important to us, and thus inspire and motivate others. If we know how to lead ourselves and focus and develop our own leadership, we are in a much better position to lead and support others.

Raising our self-awareness, taking time to reflect and evaluate how we behave and becoming more conscious of the impact we have on others and the systems in which we operate is key to leading yourself. Every day, we walk into our workplaces and the way we conduct ourselves, the mind-set and assumptions we hold and the way we manage ourselves have a profound effect on the decisions and choices we take as leaders. Becoming more conscious of our mind-set and assumptions, our strengths and insecurities will therefore help us to become more of who we want to be and better leaders. This programme aims to help you show up as your best self which starts with understanding and leading yourself.

During Module 1, you will begin to identify what sort of leader you would like to be, you will identify and explore your strengths and start to understand how your triggers and areas for development affect how you lead. You will have an opportunity to understand more about your learning and personality preferences, how you cultivate your emotional intelligence and what that means for how you lead yourself.

Learning more about who you are is a courageous and exciting step in your leadership journey. It demands a little vulnerability, it is about listening to yourself more, being prepared to invest in reflection time, getting feedback and recognising your strengths. We look forward to taking this first step of the journey with you as you become more of your best self.

> 66 *No leader sets out to be a leader. People set out to live their lives, expressing themselves fully. When that expression is of value, they become leaders. So the point is not to become a leader.*
>
> *The point is to become yourself, to use yourself completely – all your skills, gifts and energies – in order to make your vision manifest. You must withhold nothing. You, must, in sum, become the person you started out to be, and to enjoy the process of becoming.*
>
> ***Warren Bennis***

LEADERSHIP THEORY

LEADERSHIP AND MANAGEMENT

Exploring the Concept – Thoughts & Ideas

What is the difference between leadership and management and why does it matter? Do we need both in our organisations? Can one person be both a leader and a manager? Much has been written about this topic and how the different roles play out in our organisations. Today it is generally accepted that there are some key differences both in how we understand who takes up the role of leader and manager and the purpose of leadership versus management.

Increasingly the writing suggests that management is seen as a position you hold, a position you get promoted into with a set of expectations attached to your role. You become a manager when you are assigned that role. Leadership on the other hand, does not depend on being given the title of "leader". Leaders emerge and exist at all levels in our organisations. A leader does not need to be an authority figure that has been promoted into a leadership role, almost anyone in our organisation can be a leader.

Perhaps the most well documented difference between leadership and management still comes from John Kotter, Professor in Leadership at Harvard Business School. Kotter, like so many others, asserts that management is essentially " a set of well-known processes, like planning, budgeting, structuring jobs, staffing jobs, measuring performance and problem-solving, which help an organisation to predictably do what it knows how to do well".

Management is a day to day activity that helps our organisations function and deliver effectively by focusing primarily on the tasks and process that ensure our products or services are delivered with the quality promised. To do this, managers generally attend to setting, measuring, achieving and reporting on goals. They tend to manage and control situations to reach or exceed objectives. Managers aim to understand and replicate and refine what works. Management is a crucial role in our organisations. It is often a complex role balancing competing priorities and agendas. Without good management and managers our organisations would fail.

Leadership on the other hand is quite different. Kotter asserts that "Leadership is about vision, about people buying in, about empowerment and, most of all, about evolving and helping to effect useful change". Leaders often disrupt the status quo, they are the ones that believe that things are possible, they provide the bigger picture and help people around them to become their best selves and maximise their contribution. Leaders galvanise people to be part of achieving the vision and purpose of an organisation. They take people or the organisation into the future, find opportunities and inspire others to move towards a preferred future.

Leadership can manifest on a large scale driving a new business venture, vision or idea but it is also small acts of leadership that matter. An administrator that supports, motivates and builds the confidence of new staff members enabling them to be their best, is a leader. The cleaner that inspires her colleagues to work together better, suggests new processes that help improve the way things are done and influences and supports her colleagues to adopt them is a leader.

The notion that a few special people at the top can provide all the leadership needed today is unhelpful and does not tap into the rich potential of people all over our organisations.

Every day, we will move along the leadership and management spectrum. To be effective in our organisations, Kotter suggests that we need to cultivate and apply both our leadership and management skills consciously and with purpose.

*The real challenge is to combine strong leadership and strong management and use each to balance each other **John Knotter***

Differences in Responsibilities

	Leadership	Management
What are we setting out to do?	• Establishing direction • Developing a vision and strategies to achieve that vision • Setting high but reasonable standards	• Planning and budgeting • Establishing detailed steps and timetables and allocating resource
How do we deliver results?	• Aligning people • Communicating direction to influence creation of teams and coalitions that understand vision and strategy	• Organising and staffing • Establishing a structure to achieve the plan • Delegating authority and providing policies and processes
How do we make it happen?	• Motivating, mentoring and inspiring • Energising people to develop change and overcome barriers	• Controlling and problem solving • Monitoring and organising
What are the outcomes?	• Producing change • Often to a dramatic degree, such as cultivating new services and new approaches	• Producing predictability and order • Consistently achieving budgets and targets
What are we setting out to do?	• Establishing direction • Developing a vision and strategies to achieve that vision • Setting high but reasonable standards	• Planning and budgeting • Establishing detailed steps and timetables and allocating resource

Source: Based on materials in John Kotter's "What Leaders Really Do", Harvard Business Review, December 2001

LEADERSHIP APPROACH

> **❝** *Leaders are made, not born, and how they develop is critical for organisational change.* ***Anon***

Most developmental psychologists agree that what differentiates leaders is not so much their philosophy of leadership, their personality, or their style of management. Rather, it's how they interpret and react to their surroundings.

Researchers Rooke and Torbert (2005) have found that leaders who undertake a voyage of personal understanding and development can transform not only their own capabilities but also those of their organisations. So if you've ever thought that you've not been born with skills of strong leadership, the good news is that leaders who make an effort to understand themselves more, are prepared to continuously learn, deepen and keep practicing some core leadership skills can develop. To do that, it's important first to understand who you are as a leader.

Exercise: Reflecting on Your Experiences of Leadership

Take some time to think about how you have experienced leadership in the past.

- Recall a situation in which you were a member of a group, but not in charge, when you felt listless, bored, de-skilled or oppressed. What did the leader do to dis-engage the membership? What behaviours or systems were influential?

- Recall an experience as a member of a group where you felt energised, engaged, motivated, and able to contribute creatively. What did the leader do to engage willing membership? What behaviours or systems were influential?

- Consider your own leadership – are there behaviours or systems that came to mind which you also use? Are there some that you had not considered using that might be useful? In what situations/circumstances?

- How would you describe the three most important lessons you learned about leadership from your experiences?

Create a Learning Log to summarize your learning on your Experiences of Leadership and what you can take forward from this.'

RECOMMENDED READING

- Rooke, David & Torbert, William. April 2005. Seven Transformations of Leadership. Harvard Business Publishing. – An article focusing on how leaders are made, not born, and how their development is critical for organisational change. It also introduces another model of leadership styles – which they call the 7 'action logics'.

NEW PSYCHOLOGY OF LEADERSHIP

Current Thinking

Leadership has often been written and talked about in terms of the universal and heroic leader. We enjoy reading about the personality who single-handedly overcomes the challenge and drives through change, and have come to understand leadership as being about individuals who have the personal traits and skills that can be applied in most situations to achieve success. One recent academic publication[1] challenges this view, and instead looks at leadership from a social identity perspective, suggesting that:

Leadership is not about one person or personality

Rather it is about the relationship between the leader and their team or stakeholders. Whether the leader is seen to be part of this group, by the group, is critical to the leader's success. An effective leader is one who is seen to be one of the team and is shaped by the team.
Question: Are you part of the team?

Leadership is context sensitive

Matching the leader's style and abilities to the current social context is important. A leader who is effective in a time of economic growth may not be as effective in a time of down-sizing and cost-cutting. This is because the context itself impacts on the leader's ability to influence.
Question: How does the current context affect your strategic leadership?

Leadership is perspective sensitive

Recognising that leadership effectiveness is in the eye of the beholder. It is unrealistic to expect all stakeholders to judge the leader's abilities in the same way because each stakeholder has a different relationship with the leader.
Question: How do stakeholders judge your strategic leadership?

Leadership should be inspirational and transformative

Effective leadership is seen in terms of taking risks, being different and making history. We have come to expect leaders to radically change their business model, drive through changes to government policy, restructure the market etc. What is important here is that leaders are seen to do this for us, and with us.
Question: What are you doing to change history?

Leadership effectiveness should be empirically valid

It is not enough to believe that leaders are effective, we need to see evidence to prove that their business strategy and their leadership of it, is working.
Question: What evidence demonstrates the effectiveness of your strategic leadership?

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[1] Source: Haslam, Reicher & Platow (2011) The New Psychology of Leadership: Identify, Influence and Power, Psychology Press

KEY TRAITS OF SUCESSFUL LEADERS

Researchers have spent decades trying to understand how some companies and organisations sustain impressive performance. Jim Collins, a management and leadership expert, is one such researcher. As one of the seven factors Collins identified as essential to take a company from good to great, leadership has been a significant focus.

Collins argues that the key ingredient that allows a company to become great is having *a Level 5 leader*: A leader in whom genuine personal humility blends with intense professional will.

Humility + Will = Level 5 leadership

Level 5 leaders are a study in duality: modest and wilful, shy and fearless. To grasp this concept, consider Abraham Lincoln, who never let his ego get in the way of his ambition to create an enduring great nation. Author, Henry Adams, called him "a quiet, peaceful, shy figure." But those who thought Lincoln's understated manner signalled weakness in the man found themselves terribly mistaken – to the scale of 250,000 Confederate and 360,000 Union lives, including Lincoln's own.

The other traits of Level 5 leaders described by Collins, are an ability to display tremendous professional will, alongside modesty. When pressed to talk about themselves, such leaders say things like, "I hope I'm not sounding like a big shot," or "I don't think I can take much credit for what happened. We were blessed with marvellous people."

Level 5 leaders have ambition not for themselves but for their companies. They want to see their companies become even more successful in the next generation and are comfortable with the idea that most people won't even know that the roots of that success trace back to them. As one Level 5 CEO said, "I want to look from my porch, see the company as one of the great companies in the world someday, and be able to say "I used to work there."

Jim Collins, in his Harvard Business Review paper (2005), *Level 5 Leadership: The Triumph of Humility and Fierce Resolve* says:

> **❝** *When you look across the good-to-great transformations, they consistently display three forms of discipline: disciplined people, disciplined thought, and disciplined action. When you have disciplined people, you don't need hierarchy. When you have disciplined thought, you don't need bureaucracy. When you have disciplined action, you don't need excessive controls. When you combine a culture of discipline with an ethic of entrepreneurship, you get the magical alchemy of great performance.*

Margaret Wheatley, another US author, perhaps best well known for her 1999 book Leadership and the New Science: Discovering Order in a Chaotic World, introduces the idea that focusing on relationships is at the core of good leadership, and powerful change.

In her paper, "An Era of Powerful Possibility" (*The Nonprofit Quarterly*, Winter 2008), she writes:

> *I've learned that people can be trusted to devise good solutions to their own problems, and to do so with the creativity and generosity that have been concealed by distrust and (a leadership style of) command and control. I've also learned that people are extraordinarily responsible and work hard for issues they care about.*
>
> *We've truly lost sight of one another and the great potential that lives within just about everyone. For many years, I've defined a leader as anyone willing to help, anyone willing to step forward to change things. Communities everywhere are filled with these leaders; they reveal themselves when the issues appear. To change our communities for the good, we have to change our perception of who's in these communities. And we need to support leadership as it emerges.*

Wheatley would likely add "skilled relationship building" to the formula for Level 5 leaders – for she recognises a leader's ability to harness human creativity as a critical skill. She recognises the value of what emerges when humans come together in conversation and joint effort; and recognises that it is most often leaders who can create such purposeful opportunities.

> *We ignore people's need to participate at our own peril. If they're involved, they will create a future that already has them in it... People support what they create... Life accepts only partners, not bosses.*

Margaret Wheatley (1998) in Bringing Life to Organisational Change

QUESTIONS FOR THOUGHT

1. How do you think you are doing with regard to some of these leadership traits?

2. If you had the authority to do so, whom within your organisation, and/or its network, would you invite to spend two-three hours working together with you to find a solution to a problem your organisation is facing at present? No limit on participants – think creatively!

FURTHER READING

- Collins, Jim (2005) Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review.

- Collins, Jim (2001) Good to Great. Random House Business Books.

- Wheatley, Margaret (2008) An Era of Powerful Possibility. The Nonprofit Quarterly, Winter 2008; and Wheatley, Margaret (1998) Bringing Life to Organisational Change. Journal for Strategic Measurement. April/May 1998. Both available at www.margaretwheatley.com

COLLABORATIVE LEADERSHIP

Collaborative leadership is really defined by a process, rather than by what leaders do. It has much in common with both servant leadership and transformational leadership. It starts, according to David Chrislip and Carl Larson, in their book Collaborative Leadership: how citizens and civic leaders can make a difference (1994), from the premise that:

> **"** *..if you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organisation or community.*

Collaborative leadership can be employed in almost any situation, and indeed is practiced in some businesses with great success, but is seen more often in community coalitions and initiatives, in community-based health and human service organisations, or in alternative education.

People often find it particularly useful in situations where "no one is in charge," where there are issues or problems so complex that no one person or entity has either the information or the power to change them. (This doesn't mean that no one has responsibility, but rather that sharing responsibility for the issue is necessary in order to arrive at a successful resolution of it.)

Why Practice Collaborative Leadership?

A coalition or other collaboration will nearly always function best with collaborative leadership. Most other organisations and enterprises may function without collaborative leadership, but there are benefits that collaborative leadership can confer even in situations where there are other possible choices.

Advantages of Collaborative Leadership Include:

Buy-in
Collaborative leadership encourages ownership of the enterprise, whether it's a coalition, an organisation, a business, or a community project. By involving everyone in decision making and problem solving, it makes what people are doing theirs, rather than something imposed on them by someone else. The sense of ownership builds commitment to the common purpose.

More involvement in implementation
Members of a collaborative group are more likely to be willing to take responsibility for implementing the group's action plan, because they were part of developing it.

Trust building
Collaborative leadership, by its use of an open process and its encouragement of discussion and dialogue, builds trust among those involved in the enterprise.

Generation of new leadership
Collaborative leadership helps to train new leaders from within the group, thus assuring continuity and commitment to the issues the group is addressing.

Elimination of turf issues

Similarly, collaborative leadership can help to address turf issues through establishing mutual trust, making sure everyone's concerns are heard, and helping organisations, factions, or individuals find common ground and work together.

Turf issues arise when individuals or organisations feel someone else is invading their "turf," their professional or philosophical or personal territory. In a community, this can mean competition among organisations for prestige, credibility with a target population, or – worst of all – funding, and can result in organisations that should be natural allies working against one another. In an organisation, it can mean individuals asserting "ownership" of information, the use of equipment, or administrative procedures, and can cause disastrous splits among staff and ineffective and inefficient operation.

Access to more and better information and ideas

When all involved in an issue are party to addressing it, they bring with them a wealth of information, as well as a variety of perspectives. As a result, the solutions they arrive at are likely to be better than those developed in a vacuum, or by only a small number of people.

Better opportunity for substantive results

The combination of ownership of the process and its results, trust, real collaboration, and better planning yields real success in the real world. In looking at successful community development efforts.

Chrislip and Larson found that nearly all were characterized by collaborative leadership.

Traditional Leaders	VS	Collaborative Leaders
Believe power comes from their position of authority	1	Believe power is greatest in a collective team
Maintain ownership of information	2	Openly share information and knowledge
Sometimes listen to suggestions and ideas from their team	3	Encourage suggestions and ideas from their team
Deliver the approved solution to their team	4	Facilitate brainstorming with their team
Allocate time and resources only when proven necessary	5	Enable their team by allocating time and resources right away
Adhere to specific roles and responsibilities	6	Allow roles and responsibilities to evolve and fluctuate
Fight fires and focus on symptoms	7	Seek to uncover the root causes of issues

Chrislip, David and Larson, Carl (1994), Collaborative Leadership: how citizens and civic leaders can make a difference. Jossey-Bass

LEADERSHIP SKILLS

EXERCISING OUR LISTENING MUSCLE

❝ *We have two ears and one mouth and we should use them proportionally*
Susan Cain

❝ *The roots of effective leadership lie in simple things, one of which is listening*
John Baldoni

Listening is perhaps one of the most important responsibilities of a leader and a core leadership skill. Listening underpins our ability to develop great relationships, earn the trust and respect of others, inspire and engage others and really understand our organisation. Studies have shown the positive correlation between effective leadership and listening. Carl Rogers, an imminent psychologist suggested that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

Having said this, the art of listening is not always easy. There are many things that get in our way of truly listening. Many of us unconsciously delete, distort and generalise much of what we hear. Raising our self-awareness and being more deliberate and conscious in how we listen is a critical part of the leadership journey.

When we think about communication, we often think about what we want to say, and too rarely about what we hear. So while listening is a key communication skill in itself, it is a very important one for those in leadership roles. We will have greater success if we find ways of harnessing the ideas, enthusiasm and experience of those around us – and listening is a key communication skill in this regard.

While hearing is something most of us can do without effort – listening is more active. We hear many things in our environment – traffic, background noise, sounds of people going about their business – but we choose whether or not we listen to it attentively.

It can be particularly challenging to really listen when someone is saying something we don't want to hear – or we are eager to make our own point. However, if we choose not to listen, we are likely to limit our effectiveness. One thing we can do to enable ourselves to listen is to engage with others with a sense of curiosity. When we are curious, wanting to learn and to understand, we are more likely to actively listen.

▶ **YOUTUBE: Willaim Ury – The Power of Listening**

LISTEN

When I ask you to listen to me
And you start giving me advice
You have not done what I asked.

When I ask you to listen to me
And you begin to tell me 'why' I shouldn't feel that way,
You are trampling on my feelings.

When I ask you to listen to me
And you feel you have to do something to solve my problems,
You have failed me, strange as it may seem.

Listen! All I ask is that you listen;
Not talk, nor do – just hear me.

And I can do for myself – I'm not helpless
Maybe discouraged and faltering, but not helpless.

When you do something for me, that I can and need to do for myself,
You contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel,
No matter how irrational

Then I quit trying to convince you
And can get about the business of understanding

What's behind this irrational feeling?
When that's clear,
The answer's obvious and I don't need advice.

Irrational feelings make sense when we understand what's behind them.
So please listen, and just hear me, and if you want to talk,
Wait a minute for your turn,
And I'll listen to you.

ANON

This poem was written by a man experiencing mental health issues who was institutionalised over a number of years in Queensland.

He wishes to remain anonymous.

POWER OF LISTENING

> 66 *To truly listen to a person with no judgement, no generalisation and no attempting to give advice*

> 66 *When you talk, you are only repeating what you already know. But if you listen, you may learn something new* ***Dalai Lama***

Exercise: Five Principles of Reflective Listening

The next time you are in a situation which requires you to really listen, try asking yourself the following questions:

- Listening to…

  Who am I really listening to? To the speaker? To myself and thoughts in my head? To background noise? Does the speaker have my undivided attention?

- Listening for…

  What am I really listening for? For agreement with my own view? For a reason? For an answer? Am I truly listening with an open mind? Have I made assumptions and pre-judged the message?

- Listening from…

  What viewpoint am I listening from? That of a friend? A parent? A manager? A colleague? How does this affect what I hear and how I interpret it? Am I really listening in a non-judgemental way?

- Have I understood? Clarify what you have heard.

- Have I listened with emotional intelligence? Seek out the 'feeling' of what is being said.

You can keep these questions to hand and use them until they become a natural part of how you listen.

Active Listening was beautifully defined by the American psychologist Carl Rogers as follows:

"*When someone really hears you without passing judgment on you, without trying to take responsibility for you, without trying to mould you, it feels damn good.*

When I have been listened to and when I have been heard, I am able to re-perceive my world in a new way and to go on. It is astonishing how elements which seem insoluble become soluble when someone listens. How confusions which seem irremediable turn into relatively clear flowing streams when one is heard."

Some helpful tips on how to actively listen

- **Stop talking** Sometimes we need to state the obvious – let someone else do a little talking

- **Pay attention to eye contact and rapport**

- **Watching & listening with your whole self** Listening fully gives respect to both parties

- **Body language** Paying attention to their non-verbal communication

- **Concentration and focus on the person**

- **Patience** Let the speaker finish speaking and let yourself finish listening before speaking

- **Don't interrupt** Do not finish the sentence of others

- **Empathise with them** Put yourself in their shoes

- **Silence** Probably the most important one that we find the most difficult to do is be silent. A good listener is comfortable with silence. Sometimes waiting out several minutes of silence will give the speaker a chance to dig deep for much needed insight. Mastering the silence is an important achievement

EMOTIONAL INTELLIGENCE

Great leaders move us, ignite our passion and inspire the best in us. When we wonder why they are so effective, we think of strategy, vision or powerful ideas. But the reality is much more primal, according to Daniel Goleman.

> " *Great leadership works through the emotions. Success as a leader depends on how they take action. Even if everything else is right, if leaders fail in the task of driving emotions in the right direction, nothing they do will work as well as it could or should. If you are out of touch with the feelings of the people that you are leading then a downward spiral of frustration, resentment and rage can occur.*

Goleman calls this dissonant leadership. If the leader fails to empathise with or read the emotions of a group then people feel off-balance and thus perform poorly. When attuned to people's feelings, they can be moved in a positive emotional direction. Goleman calls this resonant leadership.

Emotional Quotient

Emotional Intelligence is often referred to as EQ (Emotional Quotient). The EQ concept argues that IQ (Intelligence Quotient), or conventional intelligence, is too narrow and that there are wider areas of emotional intelligence that dictate and enable how successful we are. Success requires more than IQ which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We have all met people who are academically brilliant and yet are socially and interpersonally inept. And we know that, despite possessing a high IQ rating, success does not automatically follow.

Of 515 senior executives analysed by the executive search firm Egon Zehnder International, those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either previous experience or IQ. In other words, emotional intelligence was a better predictor of success than either previous experience or high IQ. More specifically, the executive was high in emotional intelligence in 74 percent of the successes and only in 24 percent of the failures. The study included executives in Latin America, Germany and Japan, and the results were almost identical in all three cultures (The Business Case for Emotional Intelligence, Cary Chernis, 1999).

It is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970s and 1980s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John Mayer (New Hampshire).

Emotional Intelligence is increasingly relevant to organisational development and developing people because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations, customer service and more.

Two Aspects of Emotional Intelligence

The essential premise of EQ is that to be successful requires the effective awareness, control and management of one's own emotions and the emotions of other people. EQ embraces two aspects of intelligence.

Personal Competence Understanding yourself, your goals, intentions, responses, behaviour.

Social Competence Understanding others and their feelings.

Five Domains of Emotional Intelligence

Within these two aspects, Goleman identified the five 'domains' of EQ.

Personal Competence

- Self-Awareness – Knowing your emotions

- Self-Regulation – Managing your own emotions

- Self-Motivation – Motivating yourself

Social Competence

- Social Awareness – Recognising and understanding other people's emotions

- Relationship Management – Managing relationships i.e. managing the emotions of others

A high degree of emotional intelligence accounted for 90% of the difference between average leaders and star performers, according to studies by Goleman.

Emotional Intelligence Competence Framework

Personal Competence

Self-Awareness	Emotional Awareness	Recognising one's emotions and their effects
	Accurate Self-Assessment	Knowing one's strengths and limits
	Self-Confidence	Sureness about one's self-worth and capabilities
Self-Regulation	Self-Control	Managing disruptive emotions and impulses
	Trustworthiness	Maintaining standards of honesty and integrity
	Conscientiousness	Taking responsibility for personal performance
	Adaptability	Flexibility in handling change
	Innovativeness	Being open to novel ideas and new information
Self-Motivation	Achievement Drive	Striving to achieve or meet a standard of excellence
	Commitment	Aligning with the goals of the group or organisation
	Initiative	Readiness to act on opportunities
	Optimism	Persistence in pursuing goals despite obstacles and setbacks

Social Competence

Social Awareness	Empathy	Sensing others' feelings and perspectives and taking an active interest in their concerns
	Service Orientation	Anticipating, recognising and meeting customers' needs
	Developing Others	Sensing what others need in order to develop and bolstering their abilities
	Leveraging Diversity	Cultivating opportunities through diverse people
	Political Awareness	Reading a group's emotional currents and power relationships
Relationship Management	Influence	Wielding effective tactics for persuasion
	Communication	Sending clear and convincing messages
	Leadership	Inspiring and guiding groups and people
	Change Catalyst	Initiating or managing change
	Conflict Management	Negotiating and resolving disagreements
	Building Bonds	Nurturing instrumental relationships
	Collaboration & Co-operation	Working with others toward shared goals
	Team Capabilities	Creating group synergy in pursuing collective goals

Consortium for Research in Emotional Intelligence in Organisations © Reproduced with permission

QUESTIONS FOR THOUGHT

1. Which of the personal competence elements are you good at? How might you use them more purposefully in your current work role?
2. Which of the personal competence elements are you weaker at? How might improving these elements improve your effectiveness?
3. Which of the areas of personal competence is/are more important in the work that you do?
4. What goals can you set yourself to improve your personal awareness?

RECOMMENDED READING

- Daniel Goleman, Emotional Intelligence, Why it can matter more than IQ

- Schaeffer, L. D. Oct 2002. The Leadership Journey, Harvard Business Publishing. – One CEO's account of how he progressed through different styles of management / leadership.
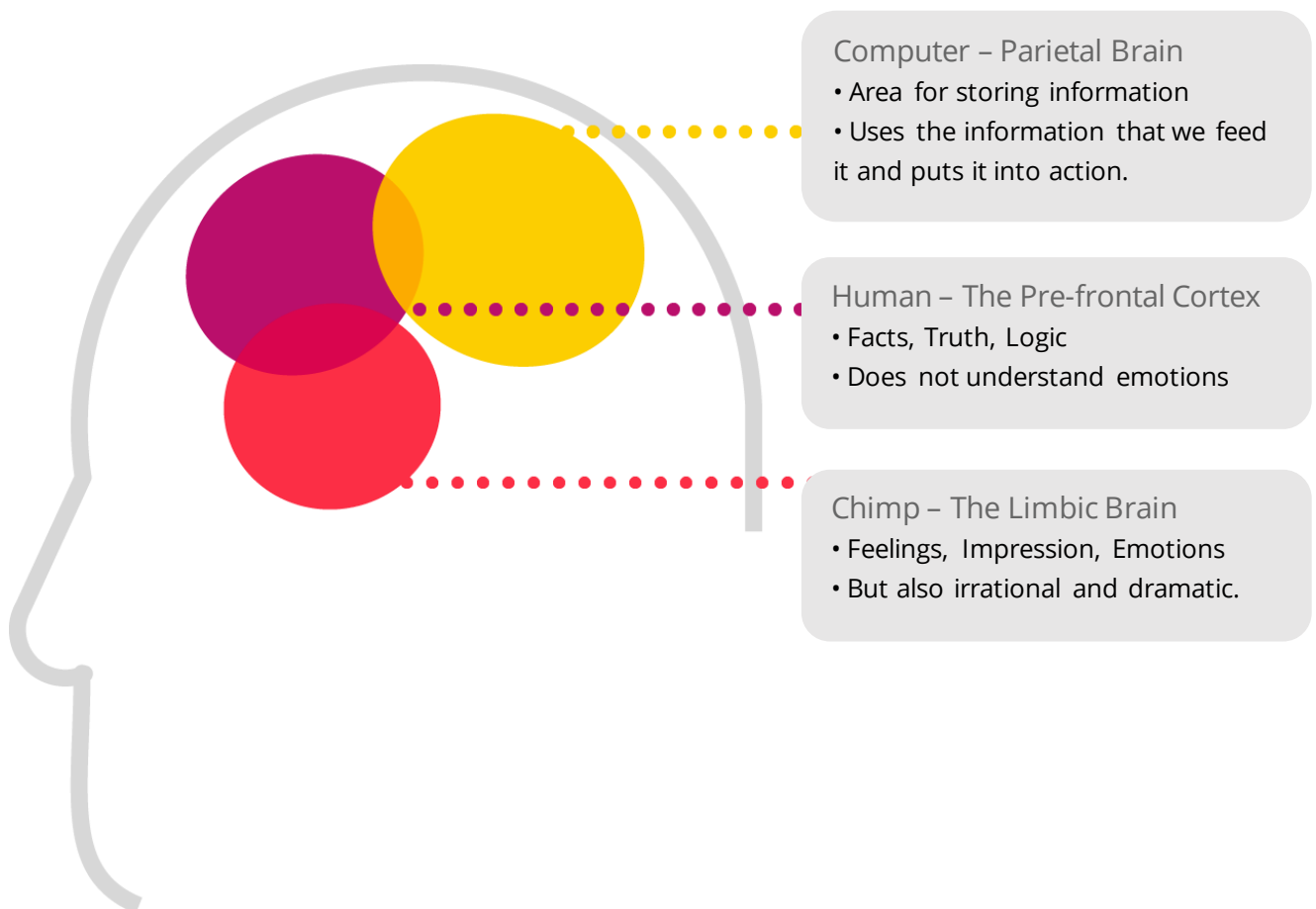
WHAT STOPS US FROM BEING OUR BEST?

To help us develop our self-awareness as a leader and understand why we sometimes behave in ways that scupper our success and inhibits our personal competence, it is important to understand how our brain works and the different ways that we act and react to things that happen to us.

The CHIMP paradox

There are many different areas in our brain, all with different functions and which focus on different aspects. Dr Steve Peters has developed a theory that helps us understand how these different parts interact and also get in the way of each other. He has called it - The Chimp Paradox.

These interconnected parts are really important for our ability to survive and function, but if we are unaware of how they work and interact it can mean that we don't always act, think or feel in a way that is good for us – that is the Chimp Paradox!

Peters argues that our inner mind, the part that determine who we are and how we act and re-act, can be divided into three different parts. Peters calls these The Chimp (our emotional thinking), The Human (our logical thinking) and The Computer (our area for storing information).

Computer – Parietal Brain
• Area for storing information
• Uses the information that we feed it and puts it into action.

Human – The Pre-frontal Cortex
• Facts, Truth, Logic
• Does not understand emotions

Chimp – The Limbic Brain
• Feelings, Impression, Emotions
• But also irrational and dramatic.

Chimp – Our emotional thinking

Dr. Steve Peters describes the chimp as this extremely powerful emotional machine that lives in our brain. This part of our brain is in fact 5 times more powerful and 5 times faster than the human part of our brain. This means that there is no point in trying to overpower it. Instead we need to get to know it, understand it and learn to manage it.

The chimp's main motivation is survival and it uses emotions and instincts to determine how to act. This is not always bad. Very often we need to use our instinct and emotions and be able to act on them quickly. The problem is that the Chimp is not interested in facts and logic reasoning. Instead it uses assumptions and guesses to fill in the blanks. The Chimp's reasoning can be helpful but it can also be based on paranoia or defensive thoughts and if we decide to act on them it might mean that we end up acting in a way that we can regret later on.

It is important to recognise that the Chimp is neither bad nor good – it's just a Chimp. It is not trying to sabotage things for you.

Human – Our logical thinking

Your Human is the logical part of your brain. It constantly looks for facts, data, proof and logic to determine how to act, but it does not understand feelings or dramatic thinking.

The problem is that the Human tends to take some time when determining how to act, which means that it is often much slower than the Chimp. Therefore the Human must not only deal with its own facts, it must also deal with what the Chimp is saying.

Computer – Our information and actions

The Computer is a devise that stores the information that the Human and the Chimp feeds into it. It then simply uses that information to act without doing any thinking of its own. This means that our actions are based on who is allowed to use the Computer. The best thing we can do is to store helpful information in our Computer that can help us manage the Chimp.

So what are the effects of our Chimp brain?

Having strong emotions, instinct and assumptions is critical to our existence and it can help us live our lives and lead our organisations effectively. The difficulty is when our emotions, instincts and assumptions consume us in a negative way and we respond to them in ways that are unhelpful or destructive to ourselves or others.

Our Chimp brain is the one that tells us that we are not good enough, that we are a failure, it can knock and undermine our confidence. There is very little we can do to stop many of these negative opinions, assumptions and instincts being raised by our Chimp brain; however there is a lot we can do in how we manage and respond to them. Managing and responding to our Chimp brain is the key to how effective we will be as people and leaders.

How do we manage our Chimp?

The key to managing the Chimp is to learn to recognise who is in control, you or the Chimp?

Indicators that your Chimp might be in charge could be that you:

- Have unwelcome thoughts or feelings

- Tend to sabotage your own happiness or success

- Act impulsively and regret it later

- Respond really unhelpfully or out of character to a situation

- Overreact when triggered

- Procrastinate or can't stick to your resolutions

It might help to ask yourself "Do I want to have this emotion?" If the answer is NO then it is likely that it is actually the Chimp that is in charge.

The next step is to recognise that whatever the chimp is telling you is not a command – it's only an offer. This means that you have a choice in whether you take the offer or not. The problem is that if we simply ignore the Chimp it will try and make us feel bad. This is why we sometimes experience stress or anxiety when we ignore our gut feeling.

This means that instead of ignoring the Chimp we need to accept that it is there, manage it, and learn to live with it. It might help to name your Chimp, talk to it. Developing our emotional intelligence is key to managing our Chimp brain.

Peters also suggests 3 main ways that can help us when managing the chimp:

1. Do not try to supress it – let it talk to you for a little while and just recognise that it is your Chimp

2. Do not engage or become attached to the opinions of our Chimp – let yourself know that it is just one side of your brain's opinion

3. Distract your Chimp brain – do something else – engage your logic and reason, speak to someone, focus on your breathing and bring a different perspective to balance the Chimp brain.

> ▶ **YOUTUBE: Optimising the Performance of the Human Mind: Steve Peters TEDxYouth 2012**

LEADERSHIP MINDSET
STRENGTHS BASED LEADERSHIP

Think of a time when you feel you did not do something well, perhaps something you wish you could go back and do again. Do you remember the feelings it elicited? How much time did you spend analysing it, talking about it, going over it? Now think of something that you have done really well, something at work that you are proud of. How much time did you spend analysing it, talking about it and really understanding what made it go so well?

Most of us can spend a lot of time analysing and trying to understand why something did not go well, far more than we spend analysing and understanding what we do well. It is also common for us to spend more time thinking about the skills we are lacking, the areas of our leadership that we need to develop rather than the strengths we have and the aspects of our leadership that we can build on and use more.

Over the last two decades, there has been a growing movement and body of research that demonstrates how focusing on your strengths and understanding what is working well, can exponentially support your growth. From the positive psychology movement through to Appreciative Inquiry, Asset-Based Thinking and Strengths Based leadership all suggest that

> " *Individuals gain more when they build on their talents than when they make comparable efforts to improve on their areas of weakness.* **Clifton and Harter (2003)**

The assumption is that we already have within ourselves a lot of what we need to succeed, the difficulty is recognising it, bringing it out, nurturing it, and building on it. Research, particularly by and for Gallup shows that when we know, understand and use our strengths, we often do our best work and are most engaged and productive. In fact according to the research, people who use their strengths at work, and who apply what they know is working are six times more likely to be engaged on the job, perform better, and are less likely to leave.

In addition, both Appreciative Inquiry and Asset-based thinking (ABT) emphasise the importance and benefits of understanding what is working and what the potential is in any situation. Really understanding what is working, how strengths are being used and what gives you and others energy and creates engagement enables us to do more of it and be at our best.

This approach is quite different to the deficit-based thinking that many of us grow up with or are led by. The deficit – based approach focuses more on analysing what is not working, what is lacking, and the gaps between where you are and where you want to be. While this has its place and it is important to analyse our mistakes and what is not working, the research would indicate that this can leave people disengaged and less energised to improve.

FURTHER READING

The Thin Book of Appreciative Inquiry by Sue Hammond (2013, Paperback)

QUESTIONS FOR THOUGHT

1. What do you consider to be your strengths and weaknesses as a leader?
2. Can you think of when your strengths might potentially become weaknesses through overuse?

YOUR CORE QUALITIES

Every person has certain core qualities that truly describe the self. This core quality pervades every aspect of the individual's life: their words, feeling, values, etc. Stripped of all conscious and unconscious external protective and regulatory barriers of everyday life, your core quality describes 'the real you'.

"What is Your Core Quality?" by Daniel Ofman (1992, 2001) describes the core quadrants model which helps you determine, describe and diagnose your core quality.

The model helps you to look at different, interdependent aspects of your core quality. Your core quality comes with associated pitfalls, challenges and allergies, which affect your relationships with others.

One way of identifying a **pitfall**, is to ask yourself "what would **too much** of my core quality lead to?" For example, if one of your core qualities is being 'caring' then one of your major pitfalls might be that you could become 'smothering'. Although you may forgive it in yourself and others, you struggle against the behaviour.

YOUR CORE QUALITY
What you consider to be "normal"

What others appreciate in you

What you expect from others

YOUR MAJOR PITFALL
What you tend to justify

What you are willing to forgive others

What others dislike about you

YOUR ALLERGY
What you would hate in yourself

What others would like you to be able to deal with

What you hate in others

YOUR BIGGEST CHALLENGE
What you lack

What others wish you were

What you admire in others

So something is needed to help with the struggle and to keep the pendulum swinging toward the core quality and not toward the major pitfall.

This is the **biggest challenge** and represents a constant struggle (so it is never comfortable or easy). It is not surprising then, that we could in fact fail the challenge.

Our **allergy** could be seen to represent the exact opposite of our major pitfall and can make us feel even worse about our 'out of control' behaviour.

What happens when two similar people, e.g. two decisive individuals, meet? They often respect each other. But in certain circumstances, they can irritate each other – each with their clear and differing views of what action should be taken.

When working with someone you may feel is your allergy, it can help to realise that the behaviour they display may be your allergy, but also their major pitfall. Understanding each other's core quadrants can enable us to have a broader perspective of other's irritation, and thus more constructively find the best way forward.

Exercise: Identify Your Core Qualities

Spend some time considering what your core qualities, pitfalls, challenges and allergies are – you will have more than one in each quadrant.

The exercise should help you to increase your self-knowledge, and thus strengthen your ability to set a course for your own development.

QUESTIONS FOR THOUGHT

1. Is there someone you can think of at work, or in your personal life, that you might use the Core Quadrants framework to develop your understanding of how and why they irritate you? What you discover might offer an opportunity to resolve your differences and develop a more positive relationship.

2. Can you think of someone in your life who represents your 'allergy'? Or perhaps someone whose allergy you, yourself, represent? What are the dynamics of this relationship? Is it possible that sharing this framework with them might help to shift the dynamics in a more positive direction?

3. People are usually allergic to the 'too much of a good thing' they themselves need most (their own challenge). In other words, we can learn from people we have a hard time getting along with. Who can you learn from?

ASSUMPTIONS AND INFERENCES

> ❝ *We are being judged by a new yardstick: not just how smart we are, or by our training and expertise, but also by how we handle ourselves and each other* **Daniel Goleman**

Ladder of Inference

Being aware of our thought processes is an important part of successfully communicating-both for what we say and what we hear. The Ladder of Inference (developed by Chris Argyris, detailed in The Fifth Discipline by Peter Senge) describes the process that many of us use unconsciously. We add potentially incorrect meaning to a conversation or experience by making assumptions, drawing conclusions and then adopting beliefs or taking actions based on these assumptions and beliefs.

It is our beliefs (conscious and subconscious) which influence the **selected data and experience** we pay attention to, and the **meanings** which we give to it, which are frequently based on our **assumptions**:

A simple test of this is to give 3 people exactly the same picture and ask them to tell you what it's all about. You will probably get 3 different stories.

It's not the picture that tells the story but us interpreting the picture based on our experiences and beliefs.

Step 1: Our brains pick up pure data – just like a photograph. Everything is captured. At this moment, there is no meaning to it. It's just data.

Then we go into the subconscious process:

Step 2: From what we observe (step 1 data) we start to filter and select specific pieces of it.

Step 3: We start to add meaning to the data, based on our experiences and beliefs about the world

Step 4: We then draw conclusions from the meaning we have added to the data

Step 5: We then adopt beliefs about the world

Step 6: We take action based on those beliefs

Step 7: We make assumptions

Here is an excerpt from an article written by Alexandra Wong, entitled "Bus Ride" published in the Sunday Star (20 January 2008) which very clearly illustrates the Ladder of Inference in action:

Express bus drivers are reckless, irresponsible speed maniacs, right? Sometimes one is surprised.

My laptop nearly flew off my lap when the coach swerved sharply to the left. Boring a laser stare into the back of the driver's head, I muttered to myself: "Do you think you're a stuntman, ah?"

Our Schumacher wannabe was to give me several more near-coronaries.

He would peer into the mirror disconcertingly numerous times, then chuckle to himself. It didn't help that I was seated in the first row of the bus and had a full view of his every movement and antic.

I slumped into my seat, resigned to the fact that I would spend the rest of the trip on the edge of my seat. When he finally pulled over at the Sungei Perak stop, I was bristling with indignation, with all sorts of nasty thoughts coursing through my head.

By a stroke of luck, the first person I spotted upon reaching the food court was Mr Stuntman Wannabe at a table all to himself.

"Ah Moi, would you like to join me for a bite?" he said, exposing toothy gums and gesturing to the empty seats.

Nobody with an ounce of politeness could possibly rebuff the invitation, so I smiled stiffly and went to buy my nasi lemak and Milo, before joining him at the table… "So what's next after Penang?" I asked, digging into the rice and sambal fish. I was now determined to make polite conversation.

"After reaching Penang tonight, we will drive down to Singapore at midnight, me and my partner."

"Tonight?" I asked disbelievingly.

"Yup. It's been like that every day: Singapore to Penang, and then, during midnight, Penang to Singapore. Been doing that for 30 days straight. No rest in between."

"Why?" I was genuinely puzzled. "Don't you guys get rest days?"

"When you rest, no money."

"How come? Don't you get a basic salary?" I asked, thinking perhaps he wanted to earn extra by working on off days, too.

"Nope. I get paid per trip I make. So I only get paid when I work."

Now I remembered. The fact that express bus drivers didn't get salaries surfaced when there was a huge uproar over a fatal bus accident in Bukit Gantang months ago. How quickly people forget.

"Thirty days non-stop, two trips a day. Don't you feel tired at all?" I marvelled.

He shook his head. "Nope, I'm used to this. I've been driving buses for ten years now. Well, I'm resting afterwards. When we reach Penang, I will sleep for a few hours while they do maintenance work on the bus, before heading down later."

I silently counted my blessings. Suddenly, I no longer wanted to dash off a complaint letter to the Road Transport Department. Of course, there was no excuse for reckless driving, but maybe there was a gentler, more subtle way of making my point than direct rebuke.

"Ten years, huh?" I repeated. "You must be an expert at driving buses now," I stroked his ego a bit first, before jumping into the heart of my grief.

"You know, just now, when the bus was swaying from side to side, I was beginning to wonder if you were paying attention to the road."

"Oh, that?" He looked surprised.

"I did it deliberately to dodge potholes, adik. I know these highways like the back of my hand, right down to every hole and every bend."

"OK," I conceded, "but what about the time you kept glancing at the mirror and laughing to yourself? I saw you do that many times and it was really unnerving."

"Oh, that?! I was laughing at the motorcyclist behind me. Do you know that motorcyclists sometimes tailgate buses – they hitch on to the slipstream created by the bus' trajectory? Well, there was one fellow doing that but half way through, the wind was too strong and his motorcycle was swaying from side to side. That was why I was laughing!"

The 'ladder we climb' informs the actions we take, which impacts the results we create and therefore our own level of personal effectiveness. Take time to be aware of how you are moving up the ladder…notice the meaning you are making of what you are hearing and seeing. Take time to check out your interpretations of events – be sure you are taking action based on clear understanding, not assumptions.

SETTING GOALS – GREAT GOAL SETTING

> **❝❝** *Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.* ***Joel A. Barker***

Goals are a way of capturing what we can or might achieve when we are at our 'best.' They are a way of giving ourselves direction and ambition. Goals can be about all kinds of things from how we relate to others to what we want from our education or career. They can range from how we manage our money or resources to our spiritual enlightenment.

Often, we are not aware of what we can achieve. Things may have happened to us in the past that prevent us envisaging what we could do 'at our best.' So how can we set goals that are helpful? We want goals to be ambitious but not completely unrealistic. Goals that with self-discipline, hard work and a bit of luck, we can or might achieve in part or fully. Goals that help us live our life to the full. As you come to the end of Module 1, it is important to set some goals for your leadership journey.

Setting goals using our whole brain

The right brain: The right side of the brain is more creative and intuitive. It deals with 'wholes' and the relationships between parts. It is good at synthesis. Synthesis is a word that comes from Greek and literally means 'to put together'.

The left brain: The left side of the brain is logical and verbal. It deals with words, parts and specifics. It is time conscious. In other words, it is good at analysis. Analysis is the opposite to synthesis and again comes from the Greek and literally means 'to break apart'.

3 Steps to Great Goal Setting...

Left brain first
Find a visual representation that resonates with something you want. There is research to show that almost all world-class athletes and other peak performers are visualizers. They try to see it; they feel it, somehow even experience it before it happens.
You may be good at imagining a picture of you achieving your goal or you may find it easier to look through pictures and find one that connects with you and the goal you are wanting to shape.

Then the right brain
Try and work out why that picture resonated with you. Write down some words that help clarify what your goal is. Then use the power of your left brain to analyse what you would need to do to achieve this.

The power of others to help
Step 3: Try sharing your ideas with someone you trust. Have you got someone who can encourage you to achieve your goal? Someone who will help you when the going gets tough. Having a mentor, a friend, or coach willing us on can help us succeed when the going gets tough.

> **❝❝** *If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.* ***Antoine De Saint-Exupéry***

TAKING ACTION TEMPLATE

Step 1: Identify the desired behaviour or actions you want to take.

Step 2: In order to be able to do (the desired behaviour or action) more, I/we need to –

1.   **STOP** doing these things (or do these things less):

         This is what will help me/us to STOP doing these things:

2.   **START** doing these things (or do these things more):

         This is what will help me/us to do these things more:

3.   **CONTINUE** doing these things:

SOCIAL ENTERPRISE ACADEMY

LEADERSHIP

LEADING AND UNDERSTANDING OTHERS

INTRODUCTION TO LEADING OTHERS – WHY IS THIS IMPORTANT?

> ❝ *Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others* ***Jack Welch***

We hope you enjoyed learning and understanding more about yourself in Module 1. Module 2 picks up on many of the themes we explored in Module 1 to help focus on the critical process of leading others.

There is now a growing body of evidence showing that how leaders and managers lead others has a significant impact on employee motivation, productivity and engagement. As a recent report identified "simply put, good leaders create more economic and social value than poor leaders and extraordinary leaders create far more value than good ones". How you lead others therefore has a direct effect on how successful your organisation is likely to be and become.

However the importance of leading others effectively goes beyond simply creating economic and social value for our organisations and communities. Most people working in our sector are passionate about what they do and enter the sector to make a difference to other individuals, their communities or society. While this is a meaningful and often uplifting experience, it can also be challenging and tiring. As leaders in the sector, we therefore have a responsibility to help create working environments that support and inspire people to do this important work. These working environments should role-model the sort of society we are looking to create. They should built on trust and inclusiveness, where everyone can show up as their best and make their best contribution. The way you lead others is critical to enabling this to happen. How you guide, support and challenge others, the potential you see in them that you encourage or unconsciously discourage will all determine how trusting and inclusive your working environment is.

During this module, we will therefore explore how you adapt your leadership style to create great working environments and grow and develop others and teams by motivating and delegating to them. We explore how you create a culture of feedback that helps to promote growth and innovation. We also explore how you have courageous conversations that help to transform relationships. However, we have not left behind Module 1, for it all still starts with you. Many of the topics we explore in this module will still start with you so that you can then identify how you effectively lead and impact others. We would encourage you to involve your teams and colleagues as much as you can in your learning journey through Module 2. We hope you enjoy developing your understanding of others and how you effectively lead them.

> ❝ *A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.* ***Lao Tzu***

LEADERSHIP TRANSITIONS MODEL

The Leadership Transitions Model describes a naturally occurring process that we follow during our development as Leaders. The original model (called the Leadership Pipeline) was developed by Ram Charan, Stephen Drotter, and James Noel who consulted to large Fortune 500 companies for over 20 years. The authors were interested in how organisations plan for and ensure effective succession planning.

A key issue they identified was that many organisations spend a lot of money and time recruiting leaders from outside their organisation instead of promoting leaders from within. There were a number of reasons for this and the model was designed to help organisations build their internal leadership capacity and create leaders at all levels.

The Academy has adapted the model slightly using the term Leadership Transitions Model. The model can help leaders to think about and understand how they unconsciously block their own development and growth as well as those of up and coming leaders. The model can also be used to think about what tasks and behaviours you prioritise as a leader and leadership team.

According to the developers, the key to ensuring that leaders can grow and progress effectively is to understand the different and critical "transition points" that people move through on their leadership journey. The stages each leader goes through will depend on their own unique leadership journey and will be dependent on a number of factors including type of role in organisation, type of organisations worked for, length of time in work etc. However regardless of these factors, there will be distinct transition points that require a change in behaviour and values from the leader.

The model below shows some typical transitions in small to medium organisations.

Levels

- Individual contributor managing self
- Manager of other individuals
- Team or middle manager
- Senior Manager
- Director/Chief Executive
- Stop/Start Transition

QUESTIONS FOR THOUGHT

Think about your own Leadership Journey:

1. Can you identify your own Transition Points?
2. What ways of working did you have to let go of?
3. What did you have to learn to do differently or embrace?
4. Where are you in your current role?
5. What things are you aware of the need to let go of?
6. What new set of expectations do you need to create?

Applying the Leadership Transition Model

Each time we move into a more senior or more responsible role we go through a transition, this is a point at which managers need to let go of the need to work in certain ways in order to embrace new ways of working and create new expectations of them as leaders.

This is in part skills based but is largely in relation to values, behaviours and priorities. The model is useful therefore to help leaders think about what they are focusing on and prioritising as they move through the different stages in the transition model.

If attention is not paid to what they are required to 'let go' and 'embrace' at each transition point, there is a high risk that leaders will default into doing activities that are most comfortable for them or that they were good at. They might also continue to value delivering outcomes or behaving in ways that were previously expected of them instead of what is now required of them.

As outlined in the diagram that follows, what the developers suggest is that we enter organisations as "individual contributors" where our role is focused on our own performance and developing our skill set and capability. The sorts of things we may value are:

- Getting the job done that has been given to us

- Meeting our own deadlines

- Working out how and when to collaborate with others

As an individual contributor or team member, we are essentially managing ourselves. The first transition point comes when we move from managing ourselves to managing others. At this point the role changes and is focussed on the performance and skill set of others. The manager needs to move away from "doing" all the tasks and needs to start developing skills in "managing and supporting others to do the tasks" .The sorts of things that they now need to value are:

- Enabling others to meet deadlines and objectives

- Valuing management of others to get the job done

- Delegating and supporting others

They need to realise that creating space to support others is not just a responsibility but vital to their own success. This is critical to the success of leadership development in an organisation and if it does not happen at the first transition point – it can have a big knock on impact upwards and down. Many people can struggle making the transition particularly if they are technical experts and are comfortable delivering the task rather than supporting other's to do some of the tasks.

As a result, people make the job transition from individual contributor to manager without **making a behavioural change or value-based transition. In effect, they become managers without taking on the necessary values and behaviours.**

DIRECTOR / CHIEF EXECUTIVE

SENIOR MANAGER

TEAM / MIDDLE MANAGER

INDIVIDUAL CONTRIBUTOR MANAGING SELF
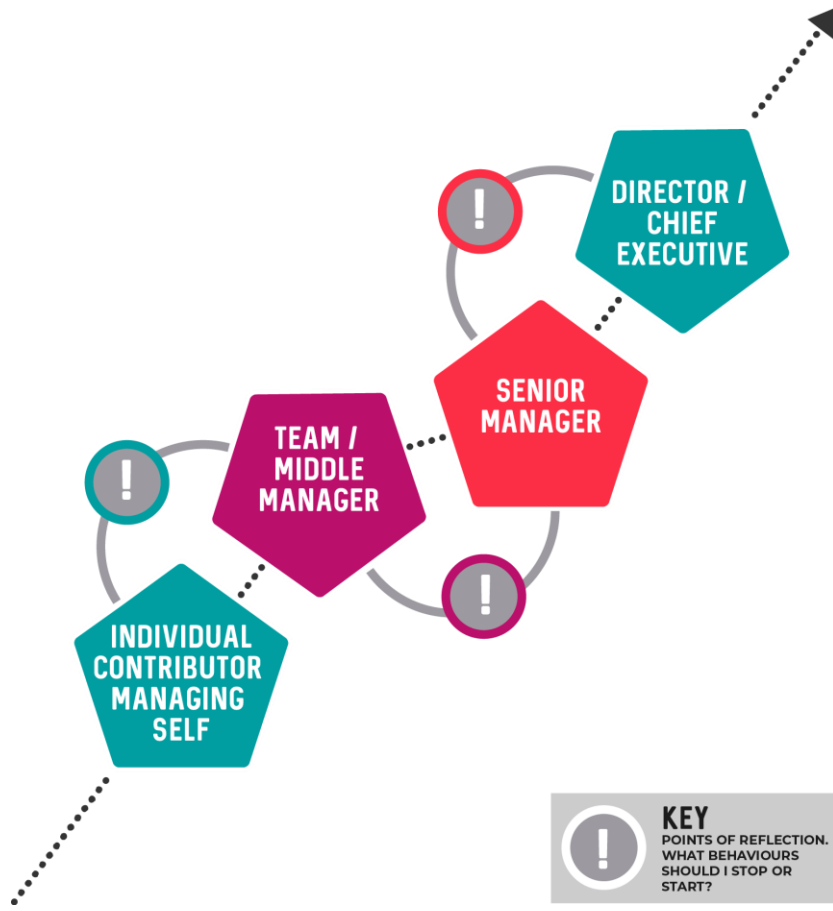
KEY
POINTS OF REFLECTION.
WHAT BEHAVIOURS
SHOULD I STOP OR
START?

	I Will Stop Doing...	I Will Start Doing...	I Will Continue...
!			
!			
!			

MOVING THROUGH TRANSITION POINTS

The next transition points happen when a manager moves from manging individuals, to managing a team, to managing other managers. At each of these points there are some key shifts to make. For example, when you transition to managing other managers, a leader needs to value making time for mentoring and coaching others.

In addition, they now need to also value:

Spending time on strategic issues that support the whole business rather than just one part of the business

Identifying the skills, behaviours and values that the organisation needs in staff and in particular those that are part of succession planning

These aspects of their role need to be considered "mission- critical" and their day job rather than things they tolerate and do when they can find time. Where there is no appropriate change in behaviour, values and skills at each level, two key and unintended consequences are likely to follow:

The tasks and focus of attention that the organisation requires from the leader at that level are not adequately carried out

The leadership development process gets blocked as people reporting into the leader are not able to step up, grow, and develop their own skills adequately

The greater your understanding of where you are on your own organisations structure - and what is demanded of you at that stage regarding behaviours and what you value - the more effective you will be as a leader. For example, senior leaders in organisations should consider how much time they are spending on:

- **Observing**, joining the dots and noticing patterns in the business

- **Communicating** the common goal and building passion and commitment to the goal

- **Reviewing and assessing** whether the organisation still has the right core capabilities, values and behaviours required

- **Horizon scanning** to understand how the environment outside is changing and impacting your organisation

- **Exploring new opportunities**, looking for people and organisations you can partner with and collaborate with

In addition to leaders own development, the Leadership transitions are also helpful as a reference to enable organisations to better select people for leadership roles based on their readiness and capabilities. It can help you to ensure they are working at the right level and demonstrating the skills and values required to move up before they are promoted.

Some other benefits associated with the model include:

- Reducing emotional stress by ensuring that employees are not assigned a role for which they lack the skills and values

- Enabling people to move through their leadership journey at the right speed

- Reducing the normal timeframe required to prepare people for leadership with a clear definition of what is needed at each level

The more organisations pay attention to the transition points and equip their leaders with the appropriate skills, values and behaviours at each transition point, the more effective they will be at building leadership capacity at all levels.

Source: Adapted from Charan, R., Drodder, S., Noel, J. (2012), The Leadership Pipeline: How to Build the Leadership Powered Company.

FURTHER READING

- The Leadership Pipeline: How to Build the Leadership Powered Company by Ram Charan, Steve Drodder and Jim L. Noel (2012) – extract of book covering the Six Leadership Passages available at: http://catdir.loc.gov/catdir/samples/wiley031/00011188.pdf

- The Leadership Pipeline – By Ram Charan – Sharing his Book Excerpt – available at: https://www.linkedin.com/pulse/leadership-pipeline-ram-charan-sharing-his-book-excerpt-onkar

SOCIAL COMPETENCE

As we discussed in Module 1, the concept of emotional intelligence occupies a prominent space in leadership literature. In many ways emotional intelligence underpins how you lead others. In recent years, research in the emerging field of social neuroscience – the study of what happens in the brain while people interact – is beginning to reveal subtle new truths about what makes a good leader. Aspects of social competence are important.

You can read more about this in the Harvard Business Review paper by Goleman and Boyatzis (2008). The salient discovery is that certain things leaders do – specifically, exhibit empathy and become attuned to others' moods – literally affect both their own brain chemistry and that of their followers. Indeed, researchers have found that the leader-follower dynamic is not a case of two (or more) independent brains reacting consciously or unconsciously to each other. Rather, the individual minds become, in a sense, fused into a single system. Goleman and Boyatzis suggest that great leaders are those whose behaviour powerfully leverages the system of brain interconnectedness.

Social Awareness

Some of the key elements of Goleman's Social Awareness are described in more detail below.

Empathy

Sensing others' feelings and perspective and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service Orientation

Anticipating, recognising and meeting customers' needs. People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

Substituting 'staff' for 'customer' adds another dimension to having a strong service orientation:

- Understand staff's motivations, and match them to tasks and job roles
- Seek ways to increase staff's satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a staff member's perspective, acting as a trusted advisor

Developing Others

Sensing what others need in order to develop and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching and offer assignments that challenge and grow a person's skills

Political Awareness

Reading a group's emotional currents and power relationships. People with this competence:

- Accurately read key power relationships

- Detect crucial social networks

- Understand the forces that shape views and actions of clients, customers or competitors

- Accurately read situations and organisational and external realities

QUESTIONS FOR THOUGHT

1. Which of the social awareness elements are you good at? How might you use them more purposefully in your current work role?
2. Which of the social awareness elements are you weaker at? How might improving these elements improve your effectiveness?
3. Which of the areas of social awareness elements is/are more important in the work that you do?
4. What goals can you set yourself to improve your social awareness?

MOTIVATION

WHAT IS MOTIVATION?

Ever heard the saying you can take a horse to the water but you cannot make it drink? It may, indeed, drink - but only if it is thirsty. Only if it is motivated to do so. The same is true with people - they will do what they want to do (self-motivated) or otherwise (externally) motivated to do. Whether it is to excel on the workshop floor or in the "ivory tower" they must be motivated to do so, either by themselves or through external stimulus.

One of the key roles of leaders is to encourage and enable people to grow and develop - thus making performance improvement inevitable. However, growth and development does not mean the same thing for each individual - one size will not fit all. Engaging fully with staff, understanding their aspirations, desires and values, gaining a sense of each individual and developing strategies that achieve a continuous release of energy, all take an investment of time and effort. Making that investment, however, generally results in a significant pay-off with a more motivated, able, co-operative and highly performing team.

Generally speaking, when individuals' own values and sense of purpose are aligned with those of the organisation, motivation is already in play. Such congruence is a strong indicator for intrinsic motivation - rewards inherent to a task or activity itself. For example, if one of my core values is environmental sustainability, then being a fundraiser for Greenpeace is inherently motivating. Such alignment of values makes the job of keeping an employee motivated much easier. However, when there is misalignment, such as the same individual working for BP, keeping them motivated becomes much more challenging.

While each individual has their own motivations - both conscious and unconscious- there are several widely accepted theories relating to more universal (albeit Western) sources of motivation at work.
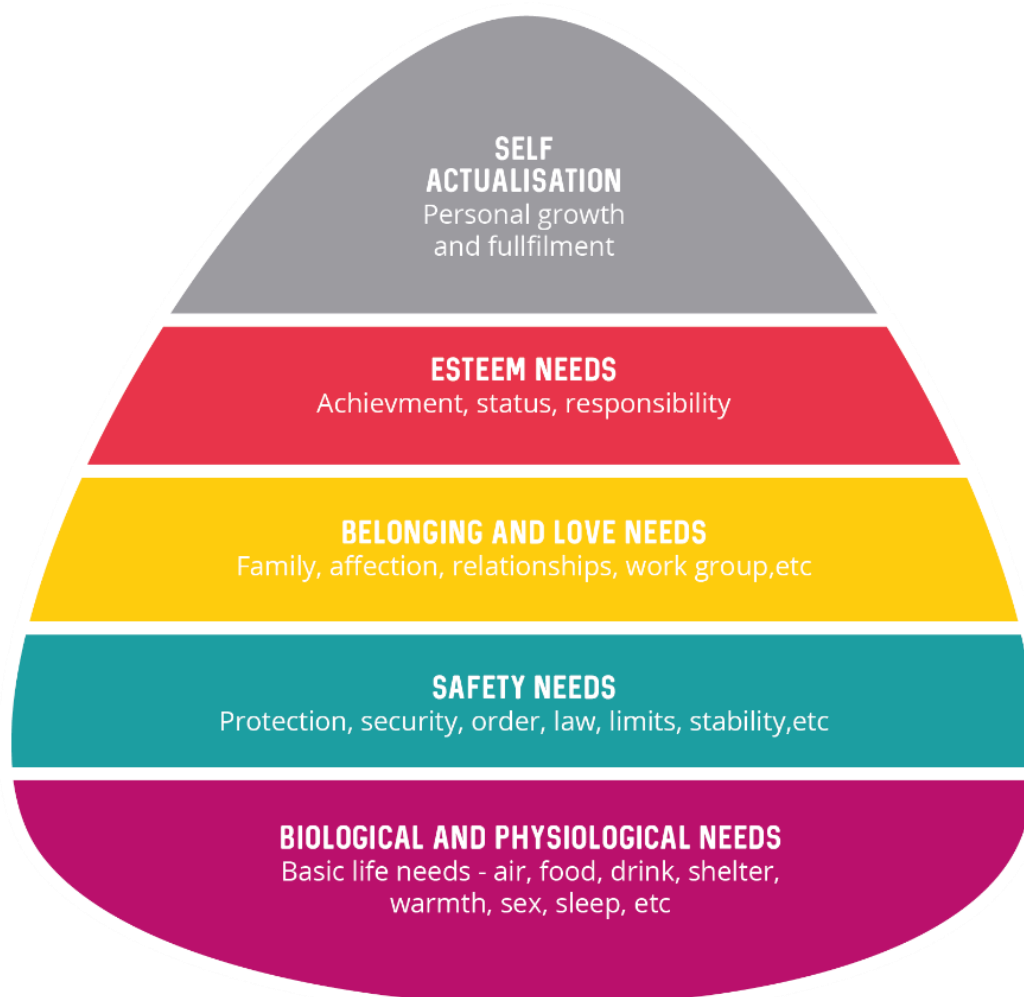
MOTIVATIONAL THEORIES

Maslow's Motivation Theory

The eminent psychologist Abraham Maslow was fascinated by the question of what motivates people. His book Motivation and Personality, originally published in 1954, introduced the concept of a Hierarchy of Needs. His observations led him to believe that, as a species, human beings constantly strive to fulfil a variety of needs. Basic physical needs come first such as food, warmth and shelter. More complex social and emotional needs come next and finally personal needs which may be more abstract, such as self-actualisation.

No sooner are the desires at one level met then people turn their attention to the next level. We also move up and down the pyramid between levels as our priorities change in relation to developments in our lives.

Maslow's pyramid has become an important aid in gaining a better understanding of the psychological forces affecting employee motivation.

However, note that it has been argued that Maslow's hierarchy is based very much on western cultural norms (an individualist model of society) and takes no account of cultural differences. In the east, for example in Asia, the social or community needs (a collectivist model of society) are considered much more important than the individual's needs.

Maslow's Hierarchy of Needs (Original Five Stage Model)

SELF ACTUALISATION
Personal growth and fullfilment

ESTEEM NEEDS
Achievment, status, responsibility

BELONGING AND LOVE NEEDS
Family, affection, relationships, work group,etc

SAFETY NEEDS
Protection, security, order, law, limits, stability,etc

BIOLOGICAL AND PHYSIOLOGICAL NEEDS
Basic life needs - air, food, drink, shelter, warmth, sex, sleep, etc

Herzberg Motivation and Hygiene Factors

Frederick Herzberg's theory on Motivation and Hygiene Factors was contained in his book The Motivation to Work, 1959. He was the first to show that satisfaction and dissatisfaction at work nearly always arose from different factors, and they were not simply opposing reactions to the same factors, as had always previously been believed. The research which resulted in his now famous theory was conducted in the USA with only 200 individuals, who were accountants and engineers (given that it was the 1950's, it is safe to assume that the vast majority were, therefore, men). One of the notable aspects of his research was his use of open, rather than closed (yes/no) questions, which thus enabled him to gather an extremely sophisticated level of data. The original study has produced more replications than any other research in the history of industrial and organisational psychology (Institute for Scientific Information).

Herzberg showed that certain factors truly motivate (motivators) whereas others tended to - once satisfied - lead to dissatisfaction (hygiene factors).

> **❝** *We can expand ... by stating that the job satisfiers deal with the factors involved in doing the job, whereas the job dis-satisfiers deal with the factors which define the job context.* **Herzberg, F. (2010) in "The Motivation to Work**

According to Herzberg, people have two sets of needs; one is, as an animal, to avoid pain; and the second is, as a human being, to grow psychologically. This is similar to Maslow's Motivation Theory.

Herzberg's research demonstrated that people will strive to achieve "hygiene" needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is only temporary.

Examples of hygiene needs (or maintenance factors) in the workplace are:

- Work conditions and salary
- Company car
- Status and security
- Technology
- Physical work environment

True motivators were found to be a completely different set of factors, offering a far deeper level of meaning and fulfilment:

- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement
- Personal growth
- Autonomy

What about relationships with others in the workplace? Would you consider this a motivation or hygiene factor?

Interestingly, Herzberg assigned salary to the set of hygiene factors - except when it correlated with achievement, advancement and recognition. This is in contrast to our society's widely held belief that salary is a primary motivational factor; despite the fact that research continues to demonstrate otherwise.

> *...a survey by Development Dimensions International published in the UK Times newspaper in 2004 interviewed 1,000 staff from companies employing more than 500 workers, and found many to be bored, lacking commitment and looking for a new job. Pay actually came fifth in the reasons people gave for leaving their jobs. The main reasons were a lack of stimulus in jobs, and no opportunity for advancement - classic Herzberg motivators - 43% left for better promotion chances, 28% for more challenging work; 23% for a more exciting place to work; and 21% for more varied work.*

Source: www.businessballs.com/herzberg.htm

QUESTIONS FOR THOUGHT

1. Considering Herzberg's theory, how would you describe the factors that motivate you at this stage in your career? How adequately are they met in your current role?

2. Have the sources of your own motivation changed over time? If they have, what has influenced this change?

3. Where would you place yourself in relation to Maslow's hierarchy?

David McClelland's Needs-Based Motivational Model

David McClelland, who worked as an academic and researcher at some of the top American universities throughout the 20th century, is considered to be one of the pioneers of workplace motivational thinking, developing achievement-based motivational theories. He believed that people had three basic needs which they sought to have met at work.

These needs are found to varying degrees in all workers and managers, and this mix of motivational needs characterises a person's or manager's style and behaviour, both in terms of being motivated, and in the management and motivation others.

The need for achievement (n-ach)
The n-ach person is achievement motivated and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.

The need for authority and power (n-pow)
The n-pow person is authority motivated. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

The need for affiliation (n-affil)

The n-affil person is affiliation motivated, and has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and a need to be liked and held in popular regard. These people are team players.

Source: www.businessballs.com

Motivational Theory of Ritchie and Martin

Sheila Ritchie and Peter Martin developed their motivation management theory in the late 1990's. The basic assumption is that "the task of the manager is to find out what motivates people, and to make them smile more and carp less".

From literature and their own observations, they identified twelve motivational drivers. These include human needs for:

1. Interest and usefulness
2. Achievement
3. Recognition
4. Self-development
5. Variety and change
6. Creativity
7. Power and influence
8. People contact
9. Money and tangible rewards
10. Structure (workplace)
11. Relationships
12. Physical conditions

Sources:

Ritchie, Sheila and Martin, Peter (1999) Motivation Management, Gower

Huczynski, Andrzej A. and Buchanan, David A. (2007) Organisational Behaviour: An Introductory Text Chapter 8 Motivation, Prentice Hall available from https://slideplayer.com/slide/10417037/

They then developed a motivational profile survey with thirty-three questions. After scoring, a unique pattern of the individual's motivational drivers is revealed that can be compared to the data of the original 1355 respondents.

Knowing an individual's profile, a manager can then tailor a motivation method for that person. For instance, if a manager considers that an employee deserves a pay-rise and their profile shows that creativity and variety motivate this person, then the manager might consider offering the employee an opportunity to work on a new project, and link the pay increase to this accomplishment to maximise motivation.

Like Maslow, McClelland and Herzberg, the motivation management theory of Ritchie and Martin would be classified as a content theory - motivation being driven by opportunities to satisfy one's needs. The order of the twelve drivers listed above reflects the profile scores of the original sample. This is to say that, among this group of 1355 respondents, the needs for interesting work and achievement were most important (money came ninth in the original study).

Daniel Pink's Drive: The Surprising Truth about What Motivates Us

Daniel Pink has researched and written about what drives staff who work in roles that demand more than simple rudimentary tasks. Roles that require some level of problem solving, decision making (however basic), creativity and thought.

He argues that the starting point for any discussion of motivation in the workplace is simple: People have to earn a living. If employee compensation isn't adequate or equitable, the focus will be on the unfairness of the situation. Without fairness in baseline compensation you'll get very little motivation at all.

However, once organisations enable their staff to pass that threshold, traditional carrots and sticks can achieve precisely the opposite of their intended aims. Rewards can transform an interesting task into a drudge. They can turn play into work. He argues, and the research would show, that the problem with making an extrinsic reward the only destination that matters is that some people will choose the quickest route there, even if it means taking the "low road".

In contrast, when the reward is the activity itself – deepening learning, delighting customers, doing one's best – people are less likely to be driven to take shortcuts. Pink sets out three elements that he feels organisations should provide to engage and motivate staff and support productivity in the workplace:

1. Autonomy "the desire to direct our own lives"

2. Mastery "the urge to make progress and get better at something that matters"

3. Purpose "the yearning to do what we do in the service of something larger than ourselves"

Autonomy
Autonomy is different from independence. It means acting with choice – which means we can be both autonomous and interdependent with others. A sense of autonomy has a powerful effect on individual performance and attitude. A Cornell University study on workers autonomy at 320 small businesses discovered that businesses that offered autonomy grew at four times the rate of the control-oriented firms and had one-third the turnover. Encouraging autonomy doesn't mean discouraging accountability. People must and want to be accountable for their work. The question you need to ask is what can you give people autonomy over? What are you controlling in the way they work that they could control?

Mastery
Mastery is about providing people with opportunities to get better at something that matters to them – their job. Providing them with opportunities to grow and develop and progress in their role and feel like they are excelling. Organisations who focus on staff development and providing opportunities for mastery have been seen to have higher staff retention and productivity.

Purpose
Pink argues that "purpose maximization" is taking its place alongside profit maximization as an inspiration and a guiding principle for staff and organisations. The new "purpose motive" is expressing itself in a number of ways for example:

- In goals that use profits to reach purpose. Giving employees control over how the organisation gives back to the community might do more to improve their overall satisfaction than another "if-then" financial incentive.
- In words and actions that emphasise more than self-interest. Emphasising the collective is more important than just the individual.
- Helping people to understand how their job links to the greater purpose.
- Pink argues that one cannot lead a life that is truly excellent without feeling that one belongs to something greater and more permanent than oneself. Satisfaction depends on not merely having

goals, but on having the right goals – goals that are greater than their own self-interest. This does not reject profits, but it places equal emphasis on purpose maximization. This move to accompany profit maximization with purpose has the potential to rejuvenate our businesses and remake our world.

Pink Daniel (2011) Drive: the surprising truth about what motivates us, New York: Riverhead Books

QUESTIONS FOR THOUGHT

Take a look back at the above theories. Which one did you take the most from?

Consider the following questions in order to creating your learning logs.

1. What Motivational theory has most engaged you?

2. What did you like about it?

3. What could you do to help create a motivating engaging work environment? What are your next steps?

To ensure you take the next steps you have identified in your learning log, you may find it useful to put your proposed actions into a structured personal development plan.

Remember to make your goals SMARTER.

Exercise: Walking the Talk Questionnaire

The following questionnaire enables you, as a leader, to explore your motivational capability. Are you leading by example - walking the talk? How motivating are you to your employees?

Answer the questions honestly. Give yourself 1 point for each statement that is applicable.

Statement	Score
I arrive at the office on time and do not leave early.	
I expect the same levels of accuracy in my own work as my employees'.	
I do not blame others. I take responsibility for my part in mistakes.	
I encourage a 'no blame' culture where staff are able to admit mistakes and learn from them, where sensible risk-taking is encouraged.	
I do not keep secrets from my employees - and respect their confidentiality.	
I do not gossip.	
I set high ethical standards for my behaviour towards employees and hold myself to those standards.	
I ensure that staff have the training they require.	
I participate in training to improve my own skills and competencies.	
Employees have an active role in developing objectives for themselves, their team and the company as a whole.	
I regularly check that objectives between different parts of the team or company are congruent. Everyone pulls together for the same end rather than competing for different results.	
I have a clear system for handling employee discontent.	
Employees are aware of the system for handling discontent and are actively encouraged to use it to address problems.	
I am not a 'micro-manager', but empower others to create solutions to smaller scale problems. People know they can seek my input when it is required	
I am authentic and personable, but keep a solid boundary between my work and personal lives.	
Employees use my support and support from their colleagues, to learn from mistakes. In our company it is understood that the only stupid mistake is one that you don't learn from.	
Employees tell me when mistakes have been made that require my attention.	
I have a coach or mentor who supports me to stay focused, manage challenges and stay motivated.	
I do not teach. Instead I lead, share, encourage and stimulate team members to grow, develop and learn.	
I trust my staff.	
Total Score	

What your score means:

Score	Outcome
15-20	Well done. You are walking the talk. Of those statements you were unable to tick, which ones would you like to work on?
10-14	The basics are there. Now you need to upgrade. What would need to change for you to score 15 or more?
5-9	You need to raise your standards. Some essential systems are missing in terms of empowering and motivating employees. Commit to raising your score to 15 in the next 3 months.
0-4	You can probably see the results of your lack of integrity in your team. Take three simple steps to improve employee motivation immediately. Create a plan and commit to raising your score to 15 in the next 6 months.

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Exercise: Develop Your Motivational Skills

Focus on one of the skills from above that you want to improve. Identify the following:

1. What do you hope to achieve?

2. Why do you want to achieve this?

3. How will this be carried out?

4. When will it be completed? How will you know it is complete?

Put together this information to create a personal development plan and date it. Make sure you review your progress once you have completed your plan.

Moving Mountains

The questions that leaders have to grapple with as they try to inspire their people are many and complex. How do you deal with individuals or groups with varying levels of motivation, who are motivated in different ways? How can you influence the behaviour of a single individual, let alone an organisation of hundreds or thousands? How can you help people feel enthusiastic and committed, especially in difficult times?

To find out how such questions have been answered in practice, a Harvard Business Review case study asked nine business leaders—along with a high school teacher, an undersea explorer, and a champion sled dog racer—to describe how they met a daunting challenge in motivating an individual, a team, or an organisation. You can learn more of these perspectives.

Available from: https://hbr.org/2003/01/moving-mountains

FURTHER READING

- There is a wealth of information on motivational theories and models at www.businessballs.com

- Buchanan, Dave (2000) Motivation Management. Human Resource Management Journal. V2 p.95-96

- Pink Daniel (2011) Drive : the surprising truth about what motivates us, New York: Riverhead Books

- Gower (1999) Managing for Development. Gower Lifeskills International Series

- Harvard Business Review Case (2003) Moving Mountains. Harvard Business Publishing –12 leaders describe tough motivational challenges they've faced.

- Harrison, R. (2000) Employee Development. 2nd Edition. CIPD

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- Ritchie, Sheila & Martin, Peter. (1996) Motivation Management. Gower Publishing.

- Vernon, M.D. (1969) Human Motivation. Cambridge University Press

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LEADERSHIP STYLES

Introduction

One style does not fit all. Leadership is not something static where we master one approach that we then apply to all situations and with all people. Leadership is context –driven and key to this is how we learn to become more adaptable and know when and how to use different leadership styles.

Being effective is about adapting your leadership style to meet the needs of the current environment, the needs of different people, and the variety of opportunities that present themselves. For some people this will mean coming out of their comfort zone of a preferred style or styles. However, with practice and by engaging our emotional intelligence to decide what style is required in this particular situation we can expand our comfort zone to include a variety of styles that will make us more effective in any situation.

DANIEL GOLEMAN'S STYLES OF LEADERSHIP

Daniel Goleman is an internationally known psychologist who wrote on the brain and behavioural sciences for The New York Times for many years. He has since gone on to write books about Emotional Intelligence (2005), Social Intelligence (2006) and most recently about Ecological Intelligence. He has also written about leadership in relation to emotional intelligence which we will look at in the next ILM 5 topic Emotional Intelligence and Self-Leadership.

The Six Leadership Styles

According to Daniel Goleman, there are six leadership styles which are associated with the various elements of emotional intelligence in different combinations.

AFFILIATIVE	Here there is a focus on people, teambuilding, bonding and forging alliances. This style is useful in creating teams or for healing dysfunctional relationships.
VISIONARY	This style focuses on the goal or vision of the future and inspires others to follow. This is appropriate when a new direction is required or a clarification of the goals needed to be achieved.
COACHING	This style focuses on helping to improve people's strengths and is especially useful in building skills to develop managers and future leaders.
COERCIVE	This is the dominant "macho" leadership style. It is appropriate in emergencies and severe situations, but otherwise will tend to disempower and disillusion subordinates.
DEMOCRATIC	This is a useful style to adopt when attempting to involve a wide range of people in decision making or building a consensus.
PACE SETTING	Using this style, the leader sets an example by working to extremely high standards of performance. This is useful to raise the stakes when a competent and motivated team is working well.

The art of leadership is to master all of the styles and use each style appropriately as the circumstances demand, just as a multilingual person would speak in the language appropriate to the country or audience.

> **"** *Leadership is about helping others to be the best they can as a result of your presence and for that impact to last in your absence.* **Sheryl Sanberg**

Style of Leadership	How They Operate	The Style in a Phrase	Emotional Intelligence Competencies	When the Style Works Best	Overall Impact on Climate
Affiliative	Creates harmony and builds emotional bonds	People come first	Empathy Building Relationships Communication	To heal rifts in a team or to motivate people during stressful circumstances	Positive
Visionary	Mobilises people toward a vision	Come with me	Self-confidence Empathy Change catalyst	When changes require a new vision or when a clear direction is needed	Strongly Positive
Coaching	Develops people for the future	Try this	Developing Others Empathy Self-Awareness	To help an employee improve performance or develop long-term strengths	Positive
Coercive	Demands immediate compliance	Do what I tell you	Drive to Achieve Initiative Self-Control	In a crisis, to kick-start a turnaround or with problem employees	Negative
Democratic	Forges consensus through participation	What do you think	Collaboration Team Leadership Communication	To build buy-in or consensus, or to get input from valuable employees	Positive
Pace Setting	Sets high performance standards	Do as I do, now	Conscientious Drive to Achieve Initiative	To get quick results from a highly motivated and competent team	Negative

Exercise: Comparing Your Experiences

For each style, identify a situation from your own experiences where:

1. The style has been the appropriate one to use
2. The style has been the inappropriate one to use

Identify a situation where each style would be suitable and when it would be unsuitable.

Exercise: Assessing Your Style

The following statements each describe aspects of emotionally intelligent leadership behaviour. Respond to each statement according to how you would most often act when in a leadership position. Score yourself from 1 to 6 on the following scale:

1 = very unlike my style   6 = very like my style

It is important to score yourself in terms of how you actually are rather than how you would like to be or try to be!

	Statement	Score
1	I'm good at getting on to other people's wave length	
2	I often talk to my team about what we can achieve if we all pull together	
3	I enjoy identifying the hidden talent in my team	
4	People often need to be cajoled into high performance	
5	I prefer to reach decisions by consensus	
6	I set challenging goals for my team	
7	I find the best way to get results is to really understand the people I work with	
8	I like to lead from the front	
9	I enjoy sharing the benefits of my previous experiences with those around me	
10	I like to stress the importance of consequences to my team	
11	I prefer to be seen more as part of the team than as a figurehead	
12	I believe that competition is a healthy way to improve our performance	
13	Listening is one of my greatest strengths	
14	I give my team/people I work with greater self-belief	
15	I delegate for development purposes as much as to get the job done	
16	I believe I have a duty to motivate people to "wake up and smell the coffee'	
17	I like to get people to buy into ideas before implementing them	
18	I often need to use my initiative in order to get things done	
19	Group harmony is one of my main priorities	
20	I am happy to be regarded as the figurehead for my team	
21	I believe that people's potential is unlimited, they often just need a helping hand	
22	I am generally the one who confronts difficult staff	
23	I actively seek input from my team/ those I am working with	
24	I like to instil a sense of urgency in my team/ those I am working with	
25	I am often the peacemaker in the team	
26	I promote a 'can do' culture	
27	I like people to play to people's strengths	
28	Leadership is often a lonely business	
29	I look for opportunities to collaborate with other teams/organisations	
30	I am often the person that makes things happen	

This questionnaire is adapted with permission from Terra Nova Training (www.terranovatraining.co.uk)

Using the table below, identify the score you allocated to each of the numbered statements and add up the total scores for each style. The total scores indicate to what degree you prefer each of the leadership styles.

Affiliative		Visionary		Coaching		Coersive		Democratic		Pace Setting	
No.	**Score**	**No.**	**Score**	**No.**	**Score**	**No.**	**Score**	**No.**	**Score**	**No.**	**Score**
1		2		3		4		5		6	
7		8		9		10		11		12	
13		14		15		16		17		18	
19		20		21		22		23		24	
25		26		27		28		29		30	
Total		**Total**		**Total**		**Total**		**Total**		**Total**	

Exercise: Evaluate Your Leadership Role

If you'd like to make changes in your leadership style, it will help you to make a plan. Identify at least one leadership style that you can improve on. It may help to look back at your results from Exercise 7 in order to identify an appropriate style to focus on.

Identify the following (with regard to your chosen leadership style):

1. What do you hope to achieve?

2. Why do you want to achieve this?

3. How will this be carried out?

4. When will it be completed? Identify the date and how you will know it is complete.

Put together this information to create a personal development plan and date it.

It may be useful to ensure that your objectives are clear and manageable. You will very likely have come across the concept of setting SMART or SMARTER goals before, to help you sharpen your learning objective.

Specific "I will undertake assertiveness training by June 2010", rather than "I will be   more assertive"

Measurable "I will finish work no later than 6:00 three days per week"

Achievable "I will schedule appraisals for each of my team by the end of April 2010"

Realistic Don't set yourself up to fail by setting goals out with your control, or that will take a Herculean effort!

Time-bound Set intended dates for completion, and put them in your diary

Exciting (stretching and challenging)

Recorded and rewarded!

Look at your objectives and consider whether they are SMARTER. Amend any as appropriate before proceeding with your plan.

Make sure you review your progress once you have completed your plan.

FURTHER READING

- Goleman, Daniel (2002) The New Leaders: Transforming the art of leadership into the science of results. Timewarner

- Goleman, Daniel (2000) Leadership that gets results. Harvard Business Review, 2000.

- Goleman, Daniel & Boyatzis, Richard (2008) Social Intelligence and the Biology of Leadership. Harvard Business Publishing.

  An article describing new studies of the brain which show that leaders can improve group performance by understanding the biology of empathy.

HERSEY-BLANCHARD

The Hersey-Blanchard Situational Leadership Theory was created by Dr Paul Hersey, a professor and author of "The Situational Leader," and Ken Blanchard, author of the bestselling "One-Minute Manager," among others.

The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully.

According to Hersey and Blanchard, there are four main leadership styles:

- **Telling** (S1) – Leaders tell their people what to do and how to do it.

- **Selling** (S2) – Leaders provide information and direction, but there's more communication with followers. Leaders "sell" their message to get people on board.

- **Participating** (S3) – Leaders focus more on the relationship and less on direction. The leader works with the team, and shares decision-making responsibilities.

- **Delegating** (S4) – Leaders pass most of the responsibility onto the follower or group. The leaders still monitor progress, but they're less involved in decisions.

As you can see, styles S1 and S2 are focused on getting the task done. Styles S3 and S4 are more concerned with developing team members' abilities to work independently.

Maturity Levels

According to Hersey and Blanchard, knowing when to use each style is largely dependent on the maturity of the person or group you're leading. They break maturity down into four different levels:

- **M1** – People at this level of maturity are at the bottom level of the scale. They lack the knowledge, skills, or confidence to work on their own, and they often need to be pushed to take the task on.

- **M2** – at this level, followers might be willing to work on the task, but they still don't have the skills to complete it successfully.

- **M3** – Here, followers are ready and willing to help with the task. They have more skills than the M2 group, but they're still not confident in their abilities.

- **M4** – These followers are able to work on their own. They have high confidence and strong skills, and they're committed to the task.

The Hersey-Blanchard model maps each leadership style to each maturity level, as shown below.

Maturity Level	Most appropriate leadership style
M1: Low maturity	S1: Telling/directing
M2: Medium maturity, limited skills	S2: Selling/coaching
M3: Medium maturity, higher skills but lacking confidence	S3: Participating/supporting
M4: High maturity	S4: Delegating

To use this model, reflect on the maturity of individuals within your team. The table above shows which leadership style Hersey and Blanchard recommend for people with that level of maturity.

Key Points

All teams, and all team members, aren't created equal. Hersey and Blanchard argue that leaders are more effective when they use a leadership style based on the individuals or groups they're leading.

Start by identifying whom you're leading. Are your followers knowledgeable about the task? Are they willing and excited to do the work? Rate them on the M1 - M4 maturity scale, and then use the leadership style that's appropriate for that rating.

DEVELOPING OTHERS

DELEGATION

The ability to delegate effectively is an important aspect of good leadership. As leaders, we can often be reluctant to delegate authority, fearing that it may cause loss of control that others will not complete a task to the standard we require, or that others may perceive us as weak or lacking skill. Delegating authority, when done properly, is one of the most useful tools a leader possesses to build team spirit, as well as individual and group motivation and cohesion.

What often stops people from delegating is:

- Fear that employees may make mistakes

- It takes too much time to delegate

- A feeling that completing the task yourself would be more efficient

- Concern about losing control

- Fear that employees will resent delegation

However, if we base a decision not to delegate on these personal needs (control) or assumptions (that others will not do what is required, or will resent us) we are denying ourselves and others the benefits that delegation offers:

- Increases commitment from employees – who have new opportunities to develop and gain skills, and will receive a message that they are trusted and valued

- Increases leadership and others skills in the organisation

- Promotes a learning environment

- Increases your time to do the things others cannot, or should not, be doing

Two Principles for Delegating

1. Only do those tasks that nobody else can, or should, do; that would represent too significant a risk (to you or the organisation) to be delegated

2. Never keep work simply because you can do it better

QUESTIONS FOR THOUGHT

1. What do you delegate?

2. Do you delegate to some people, and not to others?

3. What stops you from delegating?

4. Can you identify and divide your work according to the two rules regarding delegating?

Epic Model of Delegation

The EPIC model is made up of four levels of delegation – exploring, proposing, informing and controlling. As your experience and trust in your employees' ability increases, the level of delegation assigned should also develop. Empowerment increases for the employee as they step up through the levels of delegation and power decreases for the leader.

Exploring   The first level of delegation. The employee will look into a task, collect information and report back. You then decide what to do.

Proposing   The employee will look into a task and report back with proposed solutions. You then decide what to do.

Informing   The employee will look into a task, decide what to do and report back informing you of what was done.

Controlling   The highest level of delegation where the employee has complete control of the situation. The employee will look into, decide upon and complete the task. No report back is necessary.

CONTROL

INFORM

PROPOSE

EXPLORE

QUESTIONS FOR THOUGHT

Focus on something you would like to delegate.

1. Why do you want to delegate it?

2. What skills are required to do it and does anyone else have them?

3. Use the EPIC model to decide the level of delegation that would be appropriate.

SKILL / WILL MATRIX

Often as a leader we may set a goal or task for someone without feeling confident about how best to support them to achieve the intended outcome. This can particularly be the case when we are offering an individual a new opportunity for their development. In such an instance it can be useful to match your style of interaction with the individual's readiness for the task. The Skill/Will Matrix will help with this.

1. Diagnose whether the individual's skill and will are high or low, for the specific task to be accomplished

    •   Skill depends on experience, training, understanding, role perception

    •   Will depends on desire to achieve, incentives, security, confidence

2. Identify the appropriate style e.g. use 'Guide' if the coachee has high will but low skill for the task, or seek to develop their excitement for a task if you are certain it is within their skillset but don't perceive they have a particular interest in undertaking it

3. Agree your intended approach with the staff member, and plan the appropriate structure for the support that is being offered
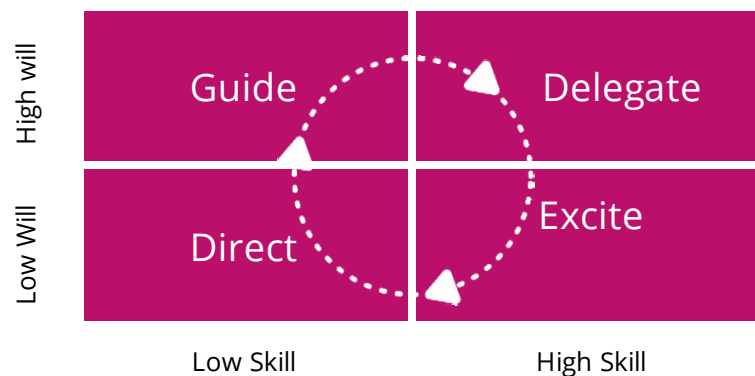
Exercise: How Could Mentoring Be Used In Your Organisation?

How could mentoring be useful in your organisation? Some possibilities might be during induction, when someone is promoted or offered additional responsibilities, for people who are underperforming, etc.

Design an internal mentoring programme for your organisation - to whom would it be offered? Who would be the potential mentors? What do you think the benefits could be? What ideas do you have about how you would assess the impact of a mentoring programme?

Finally, it is not only mentees who gain from the mentoring relationship. Mentors should also consider what they hope to gain from the experience prior to getting started. Imagining that you were going to make yourself available as a mentor, answer the following questions:

1. What key accomplishments or experiences have you had which might be of benefit in the mentoring context?

2. What other skills do you have that would be of use? (e.g. qualities and attributes, training, professional network and contacts, etc.)

3. What are you hoping to gain from the experience of being a mentor?

FEEDBACK

Creating a Culture of Feedback

Feedback is a core skill required of any leader. Observing, noticing and feeding back what goes on in our organisations and how people are working and relating to eachother is a key responsibility of leaders. And yet often the term feedback has negative connotations and it seems more like criticism rather than as an opportunity for growth and development. Sometimes this is due to the fact that it can feel like people notice or feedback more often on things that do not go well rather than things that do. Other times, it can be due to lack of confidence or a perceived lack of time.

However, studies show that by providing feedback to team members we can help strengthen relationships in our organisations and help generate new ideas.[2] Creating a culture of feedback in our organisations through the types of conversations we have as leaders is key to developing forward thinking **and an innovative and** empowering environment where people are consciously developing and learning.

So how do we create a culture of feedback in our organisations? Here are some key things to keep in mind when improving the feedback culture in your team:

Leaders who walk the talk. Any culture change starts with you as the leader who role models the behaviour that you would like to see in your teams. By actively seeking feedback about yourself from your teams we can show that we are committed to creating an environment of open dialogue. Be open about your efforts to create a culture of feedback, and show that you recognise it when others follow.

The power of noticing and feeding back on what is working well. Feedback on what is going well is often used merely as a conversation tool to deliver negative feedback. We start by mentioning a few positive areas, things that are working so that the negative feedback won't seem so harsh. However, studies have shown that by giving feedback on what is working well regarding our team member's strengths and efforts we can improve both effectiveness and motivation in our teams. People can and will do more of what works. One study in particular shows that the most effective teams are the ones where there feedback consisted at least five pieces of feedback on what is working well to every one negative. [3]

When are we providing feedback? Let's not restrict feedback to only be delivered in private formal meetings, such as annual reviews or to follow up when something has gone wrong. Why don't we take the opportunity more often? Also, not all feedback requires privacy. Try and find time and space to give feedback every day in the office, over a cup of coffee or just as we pass our colleagues in hallway. Think about how you give feedback to colleagues after a meeting you have attended with them or a good conversation you have had.

It is the detail that helps people to grow: Try and really notice HOW people do what they do and feedback on the detail of how they work. Try and provide specific information rather than generalisations General feedback (that was a great report) is nice to hear but it is difficult for the person to know exactly why it was so good. If we want to help people build on their strengths, it is the detail that helps them develop. (The way you set out the report, the length of the report and the summary at the end – made this a very good report). So try to notice and be more detailed in your feedback.

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[2]   Feedback and Follow-Through: Cornerstones of Innovation B Fischer, M Rohde, American Journal of Management vol. 13(3) 2013

[3]   The Role of Positivity and Connectivity in the Performance of Business Teams: A Nonlinear Dynamics Model, M Losada, E Heaphy, American Behavioral Scientist, Vol 47 (6), 2004

Daring Greatly - Engaged Feedback Checklist

Dr Brené Brown has created a checklist that can be used to make sure that you are ready to give honest and engaged feedback.

I KNOW I'M READY TO GIVE FEEDBACK WHEN:

1 I'm ready to sit next to you rather than across from you

2 I'm willing to put the problem in front of us rather than between us (or sliding it toward you)

3 I'm ready to listen, ask questions, and accept that I may not fully understand the issue

4 I want to acknowledge what you do well instead of picking apart your mistake

5 I recognize your strengths and how you can use them to address your challenges

6 I can hold you accountable without shaming or blaming you

7 I'm willing to do my own part

8 I can genuinly thank you for your efforts rather than criticise you for your failings

9 I can talk about how resolving these challenges will lead to your growth and opportunity

10 I can model the vulnerability and openness that I expect to see from you

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AIDD Model - Action, Impact, Desired Behaviour or Development Need

There are many different feedback models that can help to guide you in how you give feedback. This model is one example and can be used for either reinforcement feedback (feedback that highlights and builds on strengths) or developmental feedback (feedback that identifies gaps and proposes how to improve). Once again, the key is to pay attention, notice and decide what sort of feedback this person would benefit from.

Action

Emphasis is on their actions, not on your interpretation of it. So you are feeding back what you observed or heard, not on their intentions, their personality or their character. Limit the number of actions you comment on to a level they can handle – far better to give feedback on one key action that they can digest and build on to make a difference, than ten things which leaves the message diluted (and invariably leaves them demotivated). Because this is based on fact it is less likely to be challenged.

Action questions to consider:

- What are you there to discuss?
- What did you notice?
- Remember this works for positive feedback on what is working well too

Impact

This can include positive or negative impact on the end result, or on the process itself e.g. the amount of effort needed on their part to achieve the result, or the impact on others, etc. When giving praise it is so easy to say to someone 'that was really good, well done' without saying why it was good or what made the difference this time compared with previous occasions.

Impact questions to consider:

- What impact is this performance/behaviour having on the team?
- How does this performance/ behaviour affect other departments?
- How is the customer (internal or external) impacted?
- What evidence do you have for this?

Development or Desired Behaviour

Remember, the purpose of feedback is to enhance performance and motivate. So this last stage is important to determine what happens next e.g. continue with the desired behaviour as you are doing really well, develop something to make it even better next time around or address an issue or development area. Put the emphasis on what is missing rather than what is wrong – building on strengths or positives is far more likely to engender enthusiasm. Using open questions, ask the individual how they think things can be developed or built upon. This will help to gain buy in and you may be surprised by the options they suggest. The feedback should explore specific strategies the individual can use to improve their learning and performance. It should also provide a guide for their next steps.

Development or desired questions to consider:

- How can you ensure you continue to do this great work?
- What needs to change going forward?
- What does the goal look like?

- Are actions SMART?

- When will you meet again to confirm improvement or review results?

Remember with feedback you always have two choices:

1. Tell the person what you want them to know.

2. Ask them to self-assess and consider what has happened.

You may find initially that you tend to tell rather than to ask. The more you ask the more your team will be able to self-assess and improve their own performance.

Giving "Ladder" Feedback

Feedback is structured information that one person offers to another, about the impact of their actions or behaviour. Regular, good quality feedback is one of the most important ingredients in building constructive relationships and in getting jobs done. As much as possible, give *ladder based* feedback, i.e. when giving feedback to someone, start with 'I saw/heard this … I particularly noticed this … I took this to mean … which led me to believe … from which I conclude … and has led me to do X.'

By giving feedback in this way, you are taking the receiver through each rung of your ladder which helps to improve understanding. It also offers a good opportunity for the person to whom you are feeding back to correct any of your interpretations or assumptions. This open, collaborative communication helps to develop trust and interpersonal understanding – all key ingredients for effective working relationships.

QUESTIONS FOR THOUGHT

1. Can you recall a time when you have received feedback that helped you to grow and develop? How was the feedback delivered, shared with you? What made it helpful for your development?

2. Think about the feedback you usually give people – how can you ensure that your feedback is motivational and helps them to grow and develop?

COMMUNICATION

When we speak, our words are only a small part of what we are communicating. There is a lot more to how we are understood and to our communication including the tone of our words, our pace of speaking, the relationship we have with the person or people we are speaking to and all our non-verbal signs. Facial expression, use of body language, pauses, emphasis, images/metaphors, etc., are all at play when delivering our message. We communicate in different modes that influence people to different extents.

We have already covered a key part of communication – how we listen. Another key aspect of good communication is to think about how we are help others understand what we have told them. As human beings, we tend to ascribe meaning to what we hear based on our own points of reference (recall the Ladder of Inference from the Emotional Intelligence and Self-Leadership module). For this reason, we often hear something that is a variation on what was said.

For example – have you ever had the experience of having a discussion with a group of people about something and you feel you have all been clear in your communication. However, it later becomes apparent that there are different interpretations or understandings of what was said. …despite all being part of the same conversation. Our different points of reference, previous experiences and ways of using language results in us making meaning in different ways.

This is what happens between people every day – we are certain of what we have said, yet unless we check it out, we can't be certain of what was heard or understood.

We can only do this actively – asking the listener what they understood, what they plan to do as a result of our discussion, or what questions they are left with. Closing our discussions with these type of questions gives us an opportunity to check that we have been "on the same page", and therefore reduces the likelihood of miscommunication leading to the wrong type of actions and consequences.

QUESTIONS FOR THOUGHT

1. How can you be more conscious of the complexity involved in good communication? What can you do to mitigate confusion and helped people have similar understandings?

2. Think about a really good conversation that resulted in clarity for all – what helped that situation? What worked well?

COACHING

COACHING APPROACH

The profile of coaching has developed significantly in the past ten years, and has become recognised as a useful tool in the box for staff development. For managers and leaders, integrating a coach approach into line management supervision, and the organisational culture generally, can have significant benefits. On a basic level, a coach's approach supports individuals and teams to have an increased sense of responsibility as well as to be more self-directive - thus tapping into their inherent motivation.

The Coach Approach

- Rather than direct and control, the coach empowers others to accomplish results on their own initiative

- Rather than focusing solely on the organisation's goals, the coach takes care to align the individual's goals and commitments with those of the organisation

- Through empowering others, setting goals and collaborating on strategies, the coach taps into the individual's intrinsic motivation

- Within a coaching paradigm, employees are responsible for their own commitments, decisions and actions within the workplace

Supporting people to work toward goals and develop strategies is fine – what is additional about coaching is that it aspires to integrate those who (values, strengths, personal resources) within this framework

Coaching Needs across Organisations (when to coach individuals):

- Life/work balance

- Interpersonal and team skills

- Conflict management

- Induction period (new in role)

- Stress-prevention

- Managing organisational change

- Time management

- Applying new skills/working in new ways

- Maximising potential

- Professional development

The key tools of coaching are active listening and questioning. Not questioning for answers - but questioning to offer new perspectives, point out assumptions or negative thought patterns, and deepen reflection and self-understanding.

There are many books available on coaching. To understand the tools and theory in more depth, it is recommended that you consult one of the books highlighted at the end of this section.
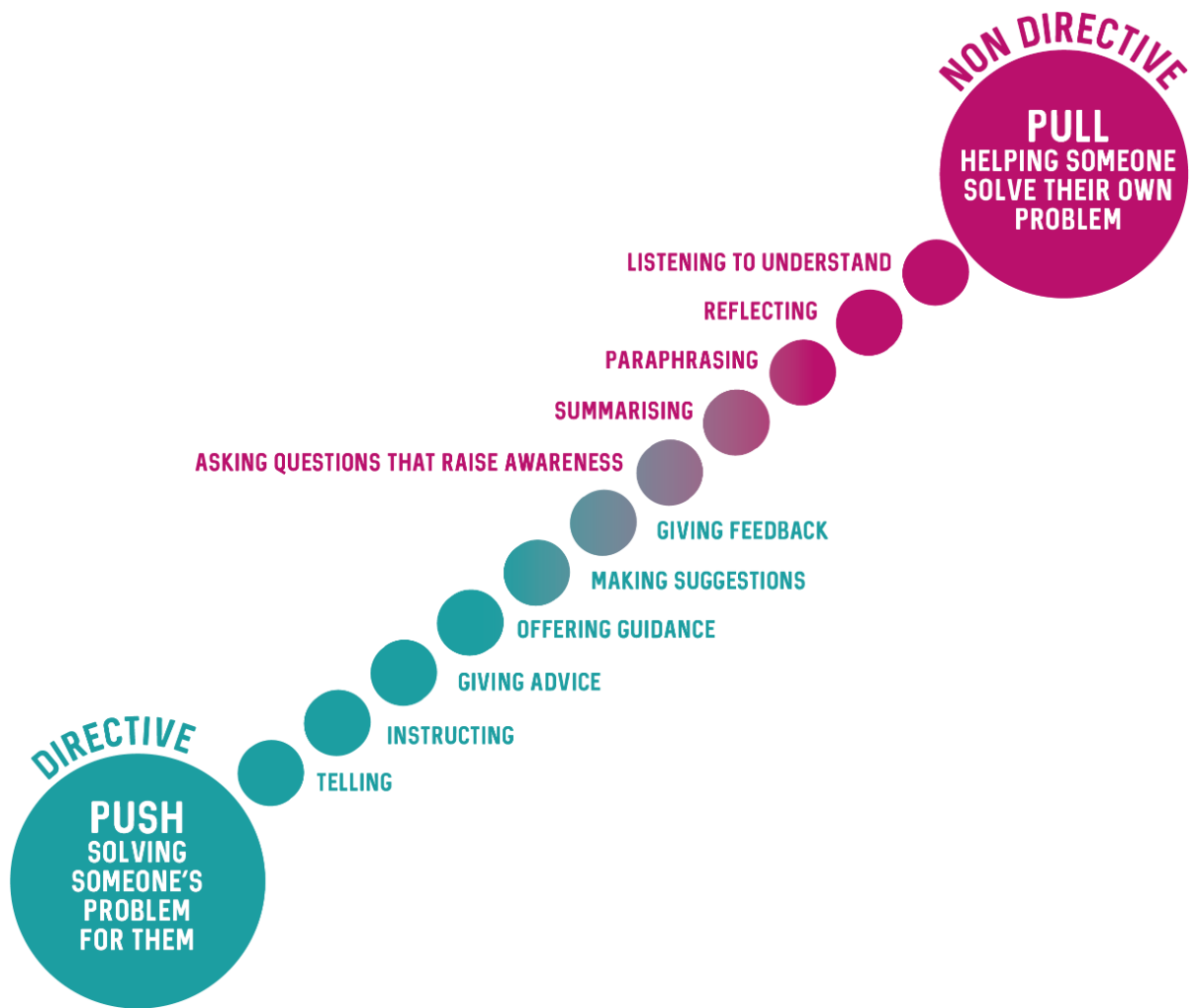
POWER OF QUESTIONS

Useful Questions

Open	Open questions have no expected answer and give the subject an open space in which to respond. Where? What? How?	• What have you done over the past year for your personal development? • How do you feel about the firm offering £500 for personal development? • You said you enjoy presentations; tell me about the last one you made?
Probing	Probing questions are useful to fill in the details.	• What exactly did you say? • What happened then? • What happened to make you think that? • Tell me more about your thoughts on personal development? • How do your responsibilities now compare with those in your last job?
Reflective	Reflective questions are useful to obtain further information – repeat something the subject has said/implied.	• You said he over-reacted - in what way? • You said you found teaching the apprentice that new maintenance task was interesting, what do you think about going on a Train the Trainer course? • It seems that you still have some reservations about the £500 allowance for personal development? • I get the feeling you are happy with some aspects of coaching but not entirely confident about your skills.
Closed	Closed questions require a short answer – useful for establishing facts.	• Did you do it? • What time is it? • How many people do you have reporting to you? • Have you already taken time to think about developing your team?
Comparative	Comparative questions are a form of probing question but with options to follow why? How? What?	• Which did you most enjoy, the technical or managerial aspects of the job? Why? • Which of your two options will involve least disruption? • Will it be quicker to retrain the operators or have the part contracted out?

Questions to Avoid

Leading	Leading questions expect a particular answer, leading the subject to a response.	• You did check with you supervisor first didn't you? • I take it you believe that the Company's values are worthwhile? • The role of coach requires a lot of diplomacy. That wouldn't worry you....? • I presume you're confident you can do all we ask of you in your job? • There is no other way of going about this is there?
Multiple	Multiple questions presented in a string means that the subject usually answers the first, the last or the one they find easiest - the others will be lost.	• Why did you go there? How long were you there? Did you have the opportunity to carry out research? • You did say you don't mind being away from home occasionally? Oh, and do you have a current licence? I presume it's clean? What do you think you still need to know to be confident at coaching your team? Have you looked through the rest of the manual to see what we will cover today? Will you let me know at the end of today if you are still unclear about any points?
Hypothetical	Hypothetical questions set up an imaginary situation, which gets an imaginary response. Used positively they get the subject to explore new areas or to find out how problems are approached. If used, this style of question must be used with caution.	• What would you do if the union threatened to strike over pay in the middle of...? • What if you spend a day with the job holder before you finally decide if this is what you want to aim for? • What would you do if you found a team leader criticising one of your team to his face? • If you had unlimited resources, how would you use them to develop yourself?
Ambiguous	Ambiguous questions have an unclear meaning or frame of reference. They usually provoke a question from the subject but can lead to misunderstanding.	• "How are things?" Do you mean on the shop floor, in the management team or at home? • Do you know your electrical regulations? • Are you a people person? • What are you like with computers?
Catch/Trick	Catch/Trick questions attempt to trick the subject into revealing something significant through answering an apparently simple question.	• What were you doing yesterday afternoon? Well you should have been......... • Do you drink? • You understand the Health & Safety regulations don't you? Why didn't you......?

THE COACHING SPECTRUM

NON DIRECTIVE

PULL
HELPING SOMEONE SOLVE THEIR OWN PROBLEM

LISTENING TO UNDERSTAND

REFLECTING

PARAPHRASING

SUMMARISING

ASKING QUESTIONS THAT RAISE AWARENESS

GIVING FEEDBACK

MAKING SUGGESTIONS

OFFERING GUIDANCE

GIVING ADVICE

INSTRUCTING

TELLING

DIRECTIVE

PUSH
SOLVING SOMEONE'S PROBLEM FOR THEM

FURTHER READING ON COACHING

- The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever - Michael Bungay Stanier
- Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results - Judith E. Glaser
- Coaching Questions: A Coach's Guide to Powerful Asking Skills - Tony Stoltzfus

SOCIAL ENTERPRISE ACADEMY

AWARD IN LEADERSHIP

LEADING WITHIN THE ORGANISATION

LEADING TEAMS

❝ *Strengths lie in differences, not in similarities* **Stephen Covey**

TAPPING INTO DIFFERENCE

Leading a team is one step up from leading individuals as we move through the Leadership Transition Model. We now need to think about how we identify and combine individual skills, behaviours and experience to create an effective and healthy team. To do this, leaders need to embrace and draw on differences within teams and help people see how they complement each other and help move the organisation forward.

Leading teams, requires more than a focus on developing high performing individuals that may work together. It requires leaders to help create the environment where people can and want to work together. Where they recognise and really tap into the different approaches and experience that each person brings to do things that are not possible when we work alone.

TUCKMAN'S 4 STAGE MODEL
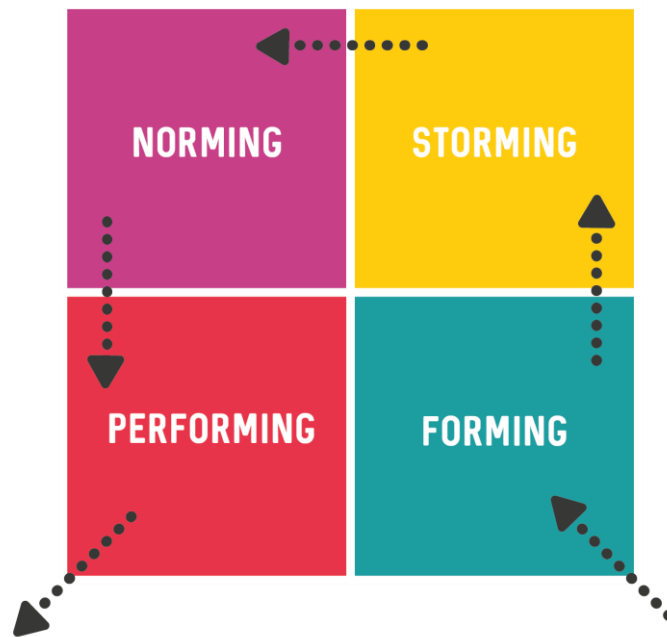
This model was first proposed by Bruce Tuckman in 1965 offering guidance and understanding into the process of team development and its expected behaviours progressing through four different stages: forming, storming, norming and performing.

Stage 1: Forming

- High dependence on leader for guidance and direction.

- Little agreement on team aims other than received from leader.

- Individual roles and responsibilities are unclear.

- Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships.

- Processes are often ignored.

- Members test tolerance of system and leader.

- Leader directs (similar to Situational Leadership® 'Telling' mode)

Stage 2: Storming

- Decisions don't come easily within group

- Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members

- Clarity of purpose increases but plenty of uncertainties persist

- Cliques and factions form and there may be power struggles

- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues

- Compromises may be required to enable progress

- Leader coaches (similar to Situational Leadership® 'Selling' mode)

Stage 3: Norming

- Agreement and consensus is largely formed among the team who respond well to facilitation by leader

- Roles and responsibilities are clear and accepted

- Big decisions are made by group agreement

- Smaller decisions may be delegated to individuals or small teams within group

- Commitment and unity is strong

- The team may engage in fun and social activities

- The team discusses and develops its processes and working style

- There is general respect for the leader and some of leadership is more shared by the team

- Leader facilitates and enables (similar to the Situational Leadership® 'Participating' mode)

Stage 4: Performing

- The team is more strategically aware - the team knows clearly why it is doing what it is doing

- The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader

- There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader

- The team has a high degree of autonomy

- Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team

- The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way

- Team members look after each other

- The team requires delegated tasks and projects from the leader

- The team does not need to be instructed or assisted

- Team members might ask for assistance from the leader with personal and interpersonal development

- Leader delegates and oversees (similar to the Situational Leadership® 'Delegating' mode)

FURTHER READING

• Tuckman's Team Development Model. Available at: http://www.businessballs.com/

tuckmanformingstormingnormingperforming.htm

• Bion, W.R. (1961) Experiences in Groups, Tavistock Publications Limited. London

• Heron, J. (1999) The Complete Facilitator's Handbook. Kogan Page Ltd. London

• Smith, K. & Berg, D. (1997) Paradoxes of Group Life: Understanding Conflict, Paralysis and Movement

in Group Dynamics. Jossey-Bass Business and Management

COURAGEOUS COMMUNICATION

COURAGEOUS CONVERSATIONS

A courageous conversation is a discussion between two (or more) people where:

- The stakes are high
- Opinions vary
- Emotions run strong

It is not the same as a difficult conversation where you are passing on bad news or dealing with a performance issue. This is more related to problem solving that needs to involve two or more people in the resolution or way forward. There are three options:

- We can avoid them
- We can face them and handle them poorly
- We can face them and handle them well

Preparing For Courageous Conversations

❝ *You can choose courage or you can choose comfort you cannot have both.* **Brene Brown**

Before your courageous conversation, you you want to make sure you have prepared yourself to make sure that you have prepared yourself. **5 STEPS to prepare for a courageous** conversation

S   Start with the end in mind: What outcome do you want? What do you want to achieve? What is important to ensure happens? (e.g. I want to still have a good relationship)

T   Think about the other. Look at things from their perspective – what might they be thinking feeling? What sort of person are they and how best can you talk with them? (see things from their pespective)

E   Environment – When and where do you want the conversation? How can you create a good environment to have the conversation?

P   Preparation - What questions do you feel would be helpful to ask – think of affirmative questions, how can you help them prepare for the conversation? What are the 4 or 5 key things you want to get across? How can you prepare yourself so you are in the best mind-set to have the conversation?

S   System – what else is going on that might impact on the situation? What could you have done differently?

While you are in the conversation

- Stay in Adult mode (explain the gap between how you see things and they see things)

- Think of your language, tone and body language (e.g. use "and" not "but")

- Find joint solutions (how can we find a way forward?)

- Be open to hearing what they have to say – Listen and use the Balcony Technique

- Stay curious – Ask questions

- Explore different options – hold your opinios lightly

- Manage expectations

- Acknowledge emotions

- Keep focused

- Take a break if needed

After the conversation

After the Conversation, reflect on what you learnt about yourself and the other person:

What went well? What could you have done differently?

QUESTIONS FOR THOUGHT

1. Think of a brave and bold conversation that you have had – how did you approach it? What helped it to go well? What helps you to have a courageous conversation?

2. What conversation can you have to help transform a situation?

TRANSACTIONAL ANALYSIS

Transactional Analysis was developed in the 1950's by a psychologist - Eric Berne. Although the theory is quite old now, it is still seen as one of the most helpful theories to support good and effective communication, particularly in difficult situations. Berne said that verbal communication, particularly face to face, is at the centre of human social relationships. Transactional Analysis became the method of examining the transaction between people and what leads to a positive or less positive interaction. Transactional Analysis explores the dynamic between people and how we impact and contribute to how people respond and react to us. Berne described 5, what he called ego states, which he suggests relate back to the parent- child relationship.

The Five Ego States

One of the main things which parents do is to define for their children how to perceive and deal with the world. As a result, the Parent ego state is replete with opinions, judgements, values and attitudes. These are of two major types: Nurturing (NP) and Controlling (CP).

1. The Controlling Parent

Behaving in a way which we have copied from senior figures (initially our parents, teachers, etc), and in a way which is aimed at controlling a situation and/or other people.

The Controlling Parent is opinionated, powerful, strongly protective, principled, punitive and demanding;

- Directive
- Clear
- Potent/Powerful
- Bossy
- Taking charge of a situation or another person

The behaviour can be viewed as positive, or helpful, and as negative, or unhelpful:

Positive, or Helpful CP

When our parental directives are genuinely aimed at protecting or promoting others' well-being.

Negative, or Unhelpful CP

Parental directives which put others down, or indicate that we're the boss, and we know best.

2. Nurturing Parent

Behaving in a way which we have copied from senior figures (initially our parents, teachers, etc), and in a way which is aimed at taking care of others.

The Nurturing Parent is caring, forgiving, permissive, warmly protective and worried;

- Looking after
- Rescuing
- Reassuring
- Concerned

The behaviour can be viewed as positive, or helpful, and as negative, or unhelpful:

Positive, or Helpful NP

Caring which is provided from a position of genuine regard for the other

Negative, or Unhelpful NP

The 'help' is given from a one-up position, that disregards the capacity of the other to look after themselves, or think for themselves

3. Adult

Behaving in a way that is truly appropriate to the situation, and is in direct response to the here-and-now.

In Adult, we use all our grown-up, mature, skills, resources and capacities. We can respond to what's actually happening in a way which is unfettered by 'shoulds', 'oughts' or 'musts', and we are not replaying any childlike impulses, desires or dreads.

- Rational
- Grounded
- Level-headed
- Problem-solving orientation
- Solutions-oriented
- Responsive
- Active listening orientation
- Respectful
- Active in getting our own needs met, in an appropriate way

Adult behaviour, by definition, is always positive and helpful.

4. Free Child

Behaving in an uncensored, natural, spontaneous way, free from the limits of 'rules' and 'expectations'.

The Free Child expresses emotions and urges freely, as a child would;

- Impulsive
- Fun-loving
- Demonstrative
- Angry/happy/sad/scared

The behaviour can be viewed as positive, or helpful, and as negative, or unhelpful:

Positive, or Helpful CP

Letting our emotions out in a safe, and appropriate way; knowing how to get our needs for comfort met

Negative, or Unhelpful CP

Doing what we want in-the-moment, without regard for others and/or the situation; risking our own or others' well being

5. Adapted Child

Behaving in a way which fits in with what we believe senior figures expect of us, OR behaving in a way which rebels against the rules, or what we believe to be the expectations of us.

The Adapted Child either Complies or Rebels;

- Pleasing

- Careful

- Accommodating

- Polite

- Determined, free thinking

- Stubborn

- Sulky

The behaviour of both the Rebellious AC and the Compliant AC can be viewed as positive, or helpful, and as negative, or unhelpful:

Positive, or Helpful CP

Acting according to the norms or rules, so that our needs, and others' needs, get met comfortably

OR

Standing up for what we believe in, despite what others are doing

Negative, or Unhelpful CP

Not asserting (or maybe not even knowing) what we think or believe

OR

Rebelling against anything and everything for the sake of it

FURTHER READING ON TRANSACTIONAL ANALYSIS

- Growing up again by Jean Insley – Clark 1998
- I'm okay your okay by Tom Harris 1992
- Staying OK by Tom Harris 1994
- Transactional analysis by Wooloms and Brown 1998
- Transactional analysis skills by Phil Lapworth 2010

BALCONY SCRIPT

There are occasions when standing in someone else's shoes for a while can diffuse difficult situations, especially when two sides seem to be at loggerheads.

Consider what the other person wants from either you or the situation.

Note: This may not be what they say they want....

It is useful to use the "What do you want/what don't you want" technique in these situations.

Having Established What They Want - Can You Give It To Them?

This technique is used in negotiating and selling the majority of the time. The concept behind it is if you give someone what they want, you in return will get what you want.

It is important when using this technique to tread the fine line between compromising and compromising yourself.

There Are Four Steps In The Process:

1.   Go to the balcony

       Show the person that you are willing to talk & listen

2.   Step to their side

       Try to see things from their perspective and viewpoint

3.   Invite them to step to your side

       Only when you have seen it from their side, and demonstrated this, can you try to persuade or influence them to your opinion

4.   Build a Golden Bridge

       Find common ground and compromise. Get agreement on some issues and build from there

MANAGING CHANGE

KUBLER ROSS

The Change Curve is based on a model originally developed in the 1960s by Elisabeth Kubler-Ross to explain the grieving process. Since then it has been widely utilised as a method of helping people understand their reactions to significant change or upheaval.

Kubler-Ross proposed that a terminally ill patient would progress through five stages of grief when informed of their illness. She further proposed that this model could be applied to any dramatic life changing situation and, by the 1980s, the Change Curve was a firm fixture in change management circles. The curve, and its associated emotions, can be used to predict how performance is likely to be affected by the announcement and subsequent implementation of a significant change.

The Change Curve
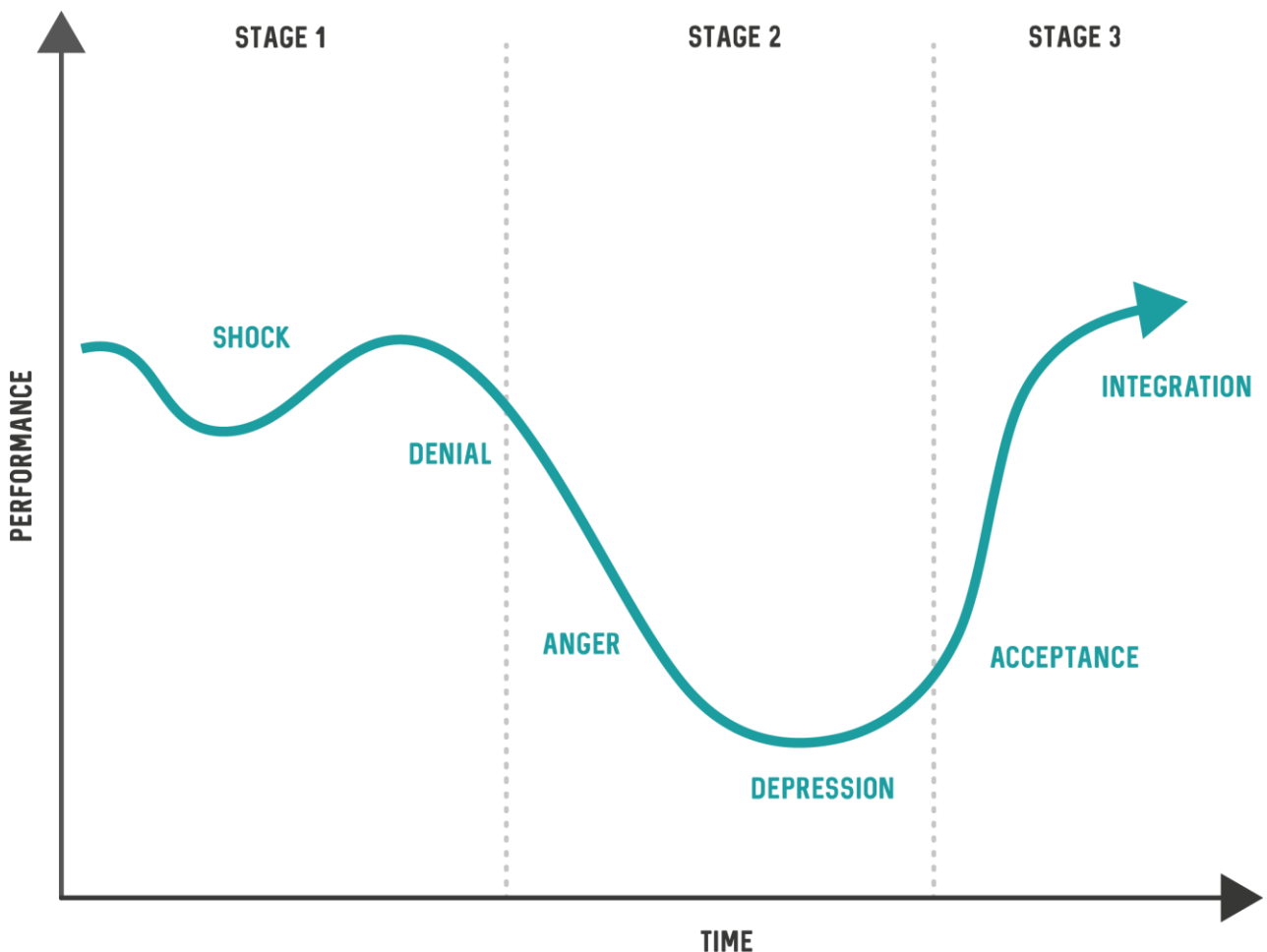
Source: Academia. (n.d.). www.academia.edu. Retrieved from:
http://www.academia.edu/12747714/The_Change_Curve

The original five stages of grief – denial, anger, bargaining, depression and acceptance – have adapted over the years. There are numerous versions of the curve in existence. However, the majority of them are consistent in their use of the following basic emotions, which are often grouped into three distinct transitional stages.

Stage 1 – Shock and Denial

The first reaction to change is usually shock. This initial shock, while frequently short lived, can result in a temporary slowdown and loss of productivity. Performance tends to dip sharply, individuals who are normally clear and decisive seek more guidance and reassurance, and agreed deadlines can be missed.

The shock is often due to:

- Lack of information
- Fear of the unknown
- Fear of looking stupid or doing something wrong

After the initial shock has passed, it is common for individuals to experience denial. At this point focus tends to remain in the past. There's likely to be a feeling that as everything was OK as it was, why does there need to be a change?

Common feelings include:

- Being comfortable with the status quo
- Feeling threatened
- Fear of failure

Individuals who have not previously experienced major change can be particularly affected by this first stage. It is common for people to convince themselves that the change isn't actually going to happen, or if it does, that it won't affect them. Performance often returns to the levels seen before the dip experienced during the initial shock of the change. People carry on as they always have and may deny having received communication about the changes, and may well make excuses to avoid taking part in forward planning.

At this stage, communication is key. Reiterating what the actual change is, the effects it may have, and providing as much reassurance as possible, will all help to support individuals experiencing these feelings.

Stage 2 – Anger and Depression

After the feelings of shock and denial, anger is often the next stage. A scapegoat, in the shape of an organisation, group or individual, is commonly found. Focussing the blame on someone or something allows a continuation of the denial by providing another focus for the fears and anxieties the potential impact is causing. Common feelings include:

- Suspicion
- Scepticism
- Frustration

The lowest point of the curve comes when the anger begins to wear off and the realisation that the change is genuine hits. It is common for morale to be low, and for self-doubt and anxiety levels to peak. Feelings during this stage can be hard to express, and depression is possible as the impact of what has been lost is acknowledged. This period can be associated with:

- Apathy
- Isolation
- Remoteness

At this point performance is at its lowest. There is a tendency to fixate on small issues or problems, often to the detriment of day to day tasks. Individuals may continue to perform tasks in the same way as before, even if this is no longer appropriate behaviour.

People will be reassured by the knowledge that others are experiencing the same feelings. Providing managers, teams and individuals with information about the Change Curve underlines that the emotions are usual and shared, and this can help to develop a more stable platform from which to move into the final stage.

Stage 3 – Acceptance and Integration

After the darker emotions of the second stage, a more optimistic and enthusiastic mood begins to emerge. Individuals accept that change is inevitable, and begin to work with the changes rather than against them.

Now come thoughts of:

- Exciting new opportunities
- Relief that the change has been survived
- Impatience for the change to be complete

The final steps involve integration. The focus is firmly on the future and there is a sense that real progress can now be made. By the time everyone reaches this stage, the changed situation has firmly replaced the original and becomes the new reality. The primary feelings now include:

- Acceptance
- Hope
- Trust

During the early part of this stage, energy and productivity remain low, but slowly begin to show signs of recovery. Everyone will have lots of questions and be curious about possibilities and opportunities. Normal topics of conversation resume, and a wry humour is often used when referring to behaviour earlier in the process.

Individuals will respond well to being given specific tasks or responsibilities, however communication remains key. Regular progress reports and praise help to cement the more buoyant mood. It is not uncommon for there to be a return to an earlier stage if the level of support suddenly drops.

Individual Reactions

Each person reacts individually to change, and not all will experience every phase. Some people may spend a lot of time in stages 1 and 2, whilst others who are more accustomed to change may move fairly swiftly into stage 3.

Although it is generally acknowledged that moving from stage 1 through stage 2 and finally to stage 3 is most common, there is no right or wrong sequence. Several people going through the same change at the same time are likely to travel at their own speed, and will reach each stage at different times.

Summary

The Change Curve is a very useful tool when managing individual or team change. Knowing where an individual is on the curve will help when deciding on how and when to communicate information, what level of support someone requires, and when best to implement final changes. Furnishing individuals with the knowledge that others understand and experience similar emotions is the best way to return, with as little pain as possible, to optimal performance.

Leadership Behaviours Required To Support and Guide Through Change

Stage 1 – Shock and Denial	
Potential feelings, responses, and behaviours seen	Potential leadership behaviours and actions required
- Shock - Fear - Crying "I'm fine" - Initial relief "They'll change their minds when they see sense." "I'll be fine" "This won't / can't last." "I can keep going as I was."	- Explain the rationale. - Deal with individual needs; don't assume reactions will be the same for all. E.g. provide space, or be there with them. - Give time to let the message sink in. - Repeat, and repeat the message. - Listen and listen. - Show you understand their concerns. - Find out what support or information someone might need initially. - Take what actions you can to deal with immediate concerns. - Be clear, in a supportive way, about what is non-negotiable if anything. - Provide as much information as you are able on the future and the plan to get there. - Re-assure what you can re-assure on. - Appreciate you may have had more time to come to terms with the change

Stage 2 – Anger and Depression	
Potential feelings, responses, and behaviours seen	Potential leadership behaviours and actions required
- Anger - Bitterness - Betrayal - Fear - Worry - Scepticism - Suspicion - Exaggeration of stories - Self-doubt - Feeling down and depressed - Disruptive activity - Drop in performance levels. "Why should I bother?" - What would have been a small issue becomes a big issue.	- Early involvement in how the change will happen. - Providing something that they can have control over. - Remove barriers wherever possible. - Regular meeting to discuss issues and concerns, both with the team and individually. - Show you understand their concerns, but don't promise anything you can't deliver. - Be approachable, and make time for people. - Be honest and provide clarity. - Ask for and provide facts to keep the situation grounded in reality. - Ask what they need from you. - Ask what could be done; what could help; where would the benefits lie in the future. - Allow space to talk things over in a constructive fashion. - Provide feedback and praise to keep people confident. - Provide any relevant good news stories. - Draw on those who can see things in a more positive light. - Re-assure things will feel better in the future, and focus on their positive qualities that will help make the change.

Stage 3 – Acceptance and Integration	
Potential feelings, responses, and behaviours seen	Potential leadership behaviours and actions required
- Insecure - Unskilled - Fear of others being better	- Re-assure of progress. - Recognise and feedback positives. - Understand and clarify the benefits

- Unsure
- Warily accepting
- Accepting it but not liking it.
- Putting up barriers.
- Getting there
- Nostalgic for the old times
- Starting to see the benefits come through
- Growing in confidence
- Forward thinking
- Making the change work.

- Watch for slipping back to Anger and Depression, and have regular team meetings as well as 1:1s.
- Be tenacious and stick to new ways of working.
- Provide training and allow time to learn new skills / ways of working.
- Being clear about new ways of working, and what's not to be done any more.
- Listening and taking actions to overcome barriers.
- Reflect back and show progress made in all aspects – tasks, how people are feeling.
- Involve and give ownership to making things work.
- Stay honest with what's working and what's not.
- Praise the progress made and feedback individual's contributions.
- Celebrate the successes with all.
- Review and check understanding of new ways of working.
- Coaching to improve the successes gained.
- Provide greater responsibility and involvement to ensuring on-going success.
- Listening and taking actions to overcome final barriers.
- Be aware that people will reach these last stages at different times.

BRIDGES TRANSITION MODEL

William Bridges in his book Managing Transitions (1991) distinguishes between change and transition. He defines change as the external things that happen around us – the new boss, new site, new team, new policy etc. – situational factors. He describes 'transition' as the psychological process of adjustment that people go through to adapt to the new situation.

Change is external. Transition is internal. Unless transition occurs, change won't be effective or sustained, Bridges argues.

Change focuses on outcomes – the new email system, the revised organisational structure. All of these can be implemented in a relatively short time scale. In each case we have to understand the new arrangements. Transition however involves loss, leaving things behind.

Bridges describes three stages in his transition model.

Endings

The first stage is Endings, during which people have to accommodate or come to terms with losses of varying sorts. During this stage they must detach from the old reality and the old identity they had before change occurred. In simple terms you have to end before you begin.

So the start of this transition process is an ending. If you think of a personal change you have gone through, even a good one, for example being promoted or moving up the housing ladder, there are usually losses associated with even these changes.

In moving house we often leave behind neighbours, perhaps a great view, or even one's pet DIY project. Promotion often brings a new set of relationships, perhaps even a loss of competence associated with familiar and successful task achievement.

Negative change is often more challenging, and in some circumstances extreme in terms of the losses felt, e.g. through loss of a partner, or a job. Coming to terms with the losses associated with these endings is the first step in managing transition. The thing to bear in mind is that while external change might happen quite quickly, the psychological transition can be extended in timescale and for each one of us it takes a different length of time. Fast is not necessarily good.

Neutral Zone

This stage has been described by Bridges as an 'emotional wilderness' – a period when you are unclear about who you are and where you are going. It is the time between the ending and the new beginning.

One's gut reaction to this state of ambiguity is to rush through it and be disheartened when it is prolonged. People often feel major self-doubt at this time and sometimes respond by running away, or leaving the organisation.

There is no way back however without abandoning the transition and risking the effectiveness or sustainability of the change. A key feature of the Neutral Zone is the opportunity it presents for change – Bridges describes it as the individual's and the organisation's best chance for creativity, renewal and development. This empty space between old and new is a time of creative opportunity to think and do things differently. In social work this time is seen as often the only opportunity you have to help people make real changes to their lives.

The Neutral Zone has a positive and a scary side to it – opportunity for new things, uncertainty at a high level. It is the core of the Transition process.

Beginnings

The transition process paradoxically ends with Beginnings – the shoots of growth we experience in spring. People don't reach Beginnings without having first gone through Endings and spent a period in the Neutral Zone.

The minute the new organisation chart is posted, individuals may know what their new roles are, who their new bosses will be and who is in the new team. The reorganisation has begun but until people have made a beginning, effectiveness and productivity will be low.

Beginnings occur at different paces, and faster is not necessarily better. They cannot be forced but they can be encouraged and supported. People are helped by application of the four P's - Clarity of Purpose, a Picture, a Plan and an understanding of the Part they play.

Key Things That Help the Transition

Purpose
Explain the basic purpose behind the change. Help them understand the logic behind the change before they apply their minds to it.

Picture
Paint them a picture of how the future will look and feel. Let them imagine it first before committing to it.

Plan
Lay out the plan for phasing in change. Provide a clear sense of direction.

A Part to Play
Show people the part each of them plays in the future and how they contribute. Each of us will find one or two of these factors more important than the others. Some of us need to understand the Purpose, others need the Picture. For some a detailed Plan is necessary, while others need reassurance that everyone has a Part to Play.

Why Change Fails (Or Why People Don't Change When We Want Them To)

Organisations (planners of change) go through transition too, often at a different pace and ahead in terms of timescale. The result often is that the change planners are at Beginnings when change is announced – they are at the roadshow, rah rah stage – "Look how wonderful the future will be."

Well great for them, but you and I are coping with losses and are just entering the Endings phase with no thought for the wonderful future ahead.

So while managers do need to get to Beginnings to plan and scope the change process, they must also provide support for their people through each phase and remember that their teams will usually be at a different place in the Transition process.

How Can Leaders Support An Effective Transition?

Tips for Managing Endings

- Have I given space and time for people to express their strong emotions?

- Am I aware enough to understand that people might not hear what I am saying at this stage?

- Have I thought about each aspect of the change carefully and identified what specially needs to change (attitudes and behaviour) what needs to stay the same?

- Have I defined clearly what is over and what isn't?

- Who is likely to lose what? – What am I likely to lose?

- Have I permitted staff and myself to grieve and publically express our own sense of loss?

- Do I understand the realities of losses to other people who experience them, even when they seem like over reactions to me?

- Have I acknowledged these losses – how?

- Have I found ways of compensating for these losses?

- Am I giving people quality information and doing it appropriately but recognising that they might not be able to hear it?

- Even where there is no news am I making sure to tell them "there is no further news at the moment?"

- Have I found ways of marking the ending?

- Do I show that I value the past?

- Have I made it clear how the ending we are making is necessary to protect the continuity of the organisation or conditions on which the organisation depends?

- Define what is over and what is not. If this is not done staff will decide for themselves what to keep and what to discard. Be specific about what attitudes and behaviours will need to change but do not throw the baby out with the bath water!

- Mark endings – don't just talk about endings, create actions or activities which demonstrate or symbolise them. Separate the old from the new.

Tips for Managing the Neutral Zone

- Communicate a lot during this stage

- Have I made it clear to everyone that it is perfectly natural and normal to find the neutral zone a difficult time, and that we can use such difficult times to change things for the better?

- Am I doing all I can to keep up everyone's morale and commitment – for example, by continuing to make them feel valued?

- Are there things I can do to try to buffer people from the effects of further changes?

- Have I done practical things to ease us all through this unsettling time, such as providing immediate goals, and realistic levels of output?

- Have I thought about how this time of transition can be put to good use – for example, can old problems be solved, or ways of doing things be changed for the better, while the organisation is temporarily "unfrozen" in its procedures?

- Are we encouraging innovation and creativity: are we rewarding constructive and creative effort, whether it is successful or not?

- How can I sell problems that have brought about the change, more effectively and get staff to own the problem?

- Try to find compensations for the loss – what can you give back to balance what has been taken away e.g. if a change has made someone feel less competent timely training could help.

- Sell the problems that are creating the need for change and get staff to take responsibility for these.

- Establish an environment where there is time to take stock and to reflect – this is a good opportunity to reconsider custom and practice.

- Promote team work and cohesion in the face of uncertainty and anxiety.

- Ensure that there is effective and 'healthy' communication.

- Encourage the generation of ideas and creative problem solving

- Set short term goals to give staff a sense of achievement rather than ambitious goals which may set them up to fail.

- Help staff identify for themselves what they need to help them through this phase (knowledge, skills, tools, techniques, support).

Tips for Managing Beginnings

- Celebrate people's resilience and commitment

- Celebrate again!

- Paint a picture of how things will look and feel.

- Give each person a part to play, both in the plan and in reaching future outcomes - people need to know how they contribute, what their role is.

- Communicate regularly and consistently at this stage.

- Plan and reward early success.

Ask yourself:

- Am I sure that I'm not trying to make a new beginning come about before the endings and the neutral zone have been adequately dealt with?

- Have I communicated my own vision of the change to everyone else?

- Have I identified some quick successes that will encourage people to view the change as successful overall?

- Have I done all I can to help people to settle into their new roles and to help them to understand the shape of the new organisation?

- Am I consistently being a good model for others?

- Am I consistently rewarding people for their positive behaviour?

- Do I acknowledge the efforts made by everyone to successfully come through a long and, at times, difficult process?

QUESTIONS FOR THOUGHT

1. Think back on a change that you have been through – how did you manage the change? What is your relationship with change? What helps and hinders you to transition and bring about change?

2. Thinking about a change that you might need to make in your team or organisation – how can you draw on Bridges 4 P's to help you articulate the change and support people? How can you draw on Bridges model to effect the transition?

FURTHER READING

- Managing Transitions: Making the Most of Change, by William Bridges and Susan Bridges, 2009
- Who Killed Change?: Solving the Mystery of Leading People Through Change, by Ken Blanchard, John Britt, Judd Hoekstra and Pat Zigarmi, 2009
- HBR's 10 Must Reads on Change Management, by Harvard Business Review, 2011
- The Heart of Change: Real-Life Stories of How People Change Their Organizations, by John P. Kotter and Dan S. Cohen, 2012
- Jason Clarke website http://www.mindsatwork.com.au

▶ **YOUTUBE: Jason Clarke – Embracing Change**

Product Diffusion Curve

The Product Diffusion Curve is a curve that relates to how quickly people can change to adopt a new product. On the one extreme, some consumers adopt the product as soon as it becomes available. On the other extreme, some consumers are among the last to purchase a new product. As a whole, the new product adoption process can be modelled in the form of a bell-shaped diffusion curve similar to the following:

The rate at which people will adopt the change depends on many factors, including:

- Perceived benefits over alternatives

- How well the benefits have been communicated

- Price / costs and ongoing costs

- Ease of use

- Promotional effort

- Perceived risk

- Compatibility with existing standards and values

- Divisibility (the extent to which a new product can be tested on a limited basis)

Even if the change you are proposing offers high value, you will nonetheless face a challenge in convincing staff and customers to try and adopt the change. Having a clear vision of what it is you are trying to achieve will be key in achieving this.

INNOVATORS 2.5%　　EARLY ADOPTERS 13.5%　　EARLY MAJORITY 34%　　LATE MAJORITY 34%　　LAGGARDS 16%
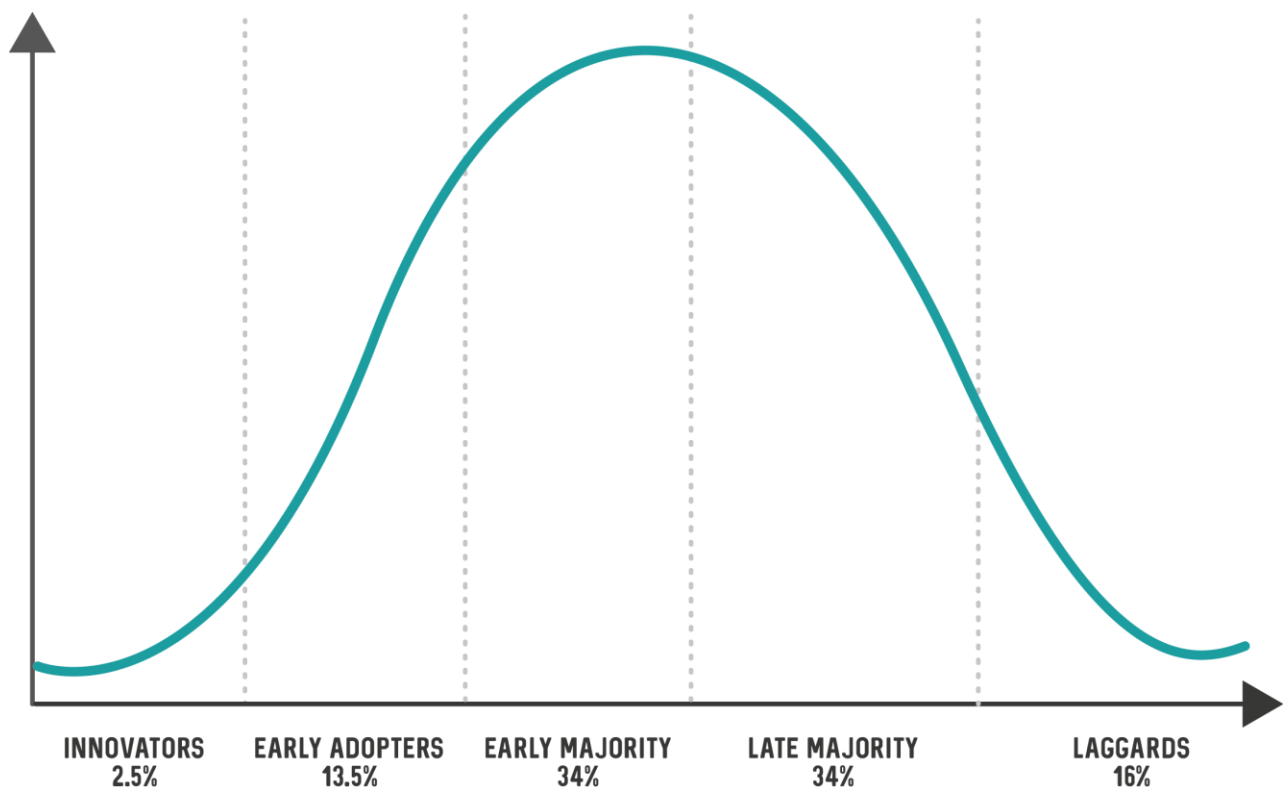
Innovators

These are well-informed risk-takers who are willing to try an unproven product. Innovators represent the first 2.5% to adopt the product. Innovators either have a pressing need, or are wealthy enough not to worry too much if the product doesn't work. They'll most likely be knowledgeable and self-confident and (if they're to be influential) may be people that others look up to.

Early Adopters

Members of this group gauge the response of the Innovators before rushing in purchasing a new product. They'll probably be educated and somewhat product savvy. Early Adopters represent about 13.5% of the total consumer population.

Early Majority

Members of this group are more cautious and prefer to avoid the risk associated with purchasing an unproven product. Generally, members of the Early Majority group accept a product only after it has been approved by members of the Early Adopters group, waiting for the recommendations or product endorsements from those who have experience with the product. The Early Majority represents 34% of consumers.

Late Majority

Members of this group are more sceptical. They are late to jump on board and do so only after a new product becomes mainstream The Late Majority represents about 34% of consumers.

Laggards

Members of this group are more than simply sceptical. In fact, they generally do not accept a new product until more traditional alternatives no longer are available. Laggards represent about 16% of consumers.

PEOPLE INVOLVED IN CHANGE

.When people in organisations think about implementing a change project, there are often three underlying assumptions.

- We need to develop a communication strategy to ensure that everyone is given the same information about the change

- People are bound to be resistant to the change

- We need to get everyone on board for the change to be a success

What this model does is to challenge all three of the above assumptions on the basis of people's actual experience of how change happens within organisations.

Type Of Person	Percentage Involved	Focus	Strategy For Communication
Champions and Pioneers	10 – 15%	Let's get started	Clear information. Give permission.
Early Adopters	20 – 25%	Very interested - will willingly join	Clear information. Give permission and encouragement, support.
Late Adopters	20 – 25%	Interested but wait & see	Clear information plus a good argument. Request participation. Build safety net and encourage. Support.
Sceptics	20 – 25%	Wait and see - I told you so!	Listen to them carefully. Good argument and reasonable persuasion. Request participation. Allow time to consider. Withdraw rewards for non-compliance.
Active Resistors	10 – 15%	Forget it!	Forget it! Listen carefully to arguments against. Note and act on any useful suggestions. Explain choices and implications.

Champions and Pioneers

We all know people who welcome change with open arms, sometimes infuriatingly so!! For people in this group, the most helpful strategy is to try to clear away organisational blocks and allow their momentum to be channelled more effectively. Sometimes it can be helpful to work with them so that some of the excesses of their enthusiasm do not turn off would be "joiners"!

Early Adopters

These people want to see enough proof that the project is likely to "fly" so that they can add their weight to the momentum for change. They may well need to know that they have the backing of their leaders to make this move.

Late Adopters

These are people who need "chapter and verse ", in terms of critical data that substantiates the claims for success of the change initiative. They will be thorough in checking the facts, but once convinced will come on board because the logic is clear- the change makes sense!

Sceptics

Are those who tend to respond negatively at first but who do have comments that may alert us to what we need to pay attention to! Having given them appropriate time to re-consider, remove rewards for non-compliance. (e.g.: you can use whichever Word Processing package you want to on your computer but after January the help desk will only support Word 2010)

Active Resistors

Treat them with respect and listen to their points, but do not lose sleep over them! You do not need their compliance to make the change a success! Once the first 3 categories are on board you have a constituency for change!

NOTES