Business Leadership

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Define your role as a manager and identify how that role differs from other roles you have had.
- ✓ Understand the management challenge and the new functions of management.
- ✓ Discover how you can prepare for and embrace the forces of change.
- ✓ Identify ways to get you and your workspace organized and get a jump on the next crisis.
- ✓ Identify your leadership profile and explore ways to use this knowledge to improve your success as a manager.
- ✓ Enhance your ability to communicate with others in meetings and through presentations.
- ✓ Create an action plan for managing your career success

Learning Organisation

About the Learning Organization

What is a Learning Organization?

The idea of **learning organizations** has gained significant importance since Peter Senge explored it *The Fifth Discipline* in 1990. (It was last re-written and updated in 2006.) In it, he presents well accepted practices for encouraging and creating organizations where all employees are committed to lifelong learning, with one central goal of continual growth and development.

One of the most compelling factors in support of **continual learning** is the rapid change of pace that we face today. Technology is evolving constantly, corporate hierarchies are frequently being reshaped, and job responsibilities are always shifting.

If learning is seen as the means to this end, the question then becomes, "How do we get started?" What steps do we take on Monday morning?

Translating learning into productivity involves several steps:

1. Understand how learning takes place, so that you can understand the most effective ways to learn.
2. Identify critical areas of responsibility.
3. Develop goals.
4. Intentionally transfer skills and tools learned back to your workplace in a relevant and meaningful way.

Are You a Lifelong Learner?

Learning involves two important factors: willingness and ability. If you have boundless opportunities but no desire to assimilate the information, real learning won't take place. Similarly, you can be eager but lacking in the appropriate skills; again, the opportunity will be lost.

Your success at learning depends on attitudes and experience. Is continuous learning marked by opportunities or obstacles for you?

	Yes	No
1) Learning doesn't just happen; it must be a conscious activity.		
2) In general, people learn when they need to or have to.		
3) My learning didn't end when I graduated from school.		
4) All jobs, no matter how routine, offer learning opportunities.		
5) People learn better from success than mistakes.		
6) It is my responsibility to create learning opportunities, not my company's.		
7) I can recall a valuable lesson learned at work in the past week.		
8) There are opportunities for me to share learning and hear about the learning experiences of others in my workplace.		
9) I keep learning logs to document lessons learned.		
10) I place a high premium on learning.		

Scoring

Give yourself 2 points for each yes answer and 1 point for each no answer.

18-20 Points: You get an A for attitude! By recognizing that effective learning is conscious, committed to memory, and communicated, you are likely maximizing learning opportunities. By embracing continuous learning, you are taking responsibility for your own development and probably enjoying significantly higher levels of achievement.

14-17 Points: Don't leave learning to chance! You might appreciate the benefits of learning, but you may also need to make more of a conscious effort to retain lessons learned. Try to make one change to enhance your learning, such as keeping a learning log or sharing lessons learned with colleagues. You'll enjoy a considerable return on your investment.

10-13 Points: Don't let learning lag! Continuous learning isn't just a buzzword that will fade away next year. To keep pace with change, improve your productivity, and succeed in your business, you must develop your skills and learn on an ongoing basis. Don't wait for someone else to provide learning opportunities – they're all around you.

What is Personal Mastery?

Introduction

Peter Senge identified five learning disciplines that he believed were at the core of leadership in learning organizations. They are:

- Personal mastery
- Mental models
- Shared vision
- Team learning
- Systems thinking

Personal Mastery

Personal mastery refers to successfully and consistently working toward our own goals to become as efficient and effective as possible. This is one of those aspects of life that is really about the journey we are on, rather than the destination, since we don't stop learning or pursuing once we reach our goals. As part of the lifelong learning process, we set new goals and keep going. We also recognize that in order to help grow the organizations that we work with, we must also learn and grow ourselves, and become better at what we do.

The term "**mastery**" refers to full command or understanding of a subject. Personal mastery, then, means that we have a great deal of understanding of what our own strengths are, as well as where we want to go.

If you are responsible for also leading people in the workplace, it is important to model our own commitment to seeking personal mastery. That means that we must demonstrate our commitment to learning and to setting goals and achieving them. This approach can also help you to support your staff in identifying their own vision, overcoming gaps in knowledge and performance, and finding a way to achieve their objectives.

Your Personal Vision

Let's take a few moments to capture our own personal vision of the future. What do you want for yourself? What characteristics do you want to demonstrate for yourself and others? What do you want to achieve?

We often find it hard to create a personal vision that we can articulate because of some of the concepts we hold from the past, which are also discussed in Peter Senge's work.

We can't have what we want.

While this may have been true in your past (that things you wanted were too expensive, extravagant, or not what you were entitled to, for example), our challenge to you is to suspend your self-doubt and judgment about those things. Identifying what you want is a way to start to identify our goals and how to get there. Let yourself do a little dreaming.

I want what someone else wants for me.

It can be easy to let other people influence what we want, and then we go after their goals rather than our own. Consider whether what you want was your own decision, or whether there is a lot of influence coming from your partner, a supervisor, or your parents. Sometimes we need to consider the needs of others when we decide what we want, but the decision must be our own and not someone else's if we're going to be motivated and go after it.

It doesn't matter what I want.

If you've had some of your ideas ignored or argued against in the past, you can get trapped into thinking that your opinion doesn't matter. You may even approach the exercise of setting up your own personal vision as if someone else is going to change it, so you write down the first thing that comes to mind instead of thinking through it. Don't shortchange yourself that way; choose a vision that is personal to you. You can learn how to be confident and go after what you want.

I already know what I want.

Knowing what you want means that you are already on the path to getting there, which is a great start. Your vision will continue to evolve over time, and since lifelong learning really is about the journey, keep an open mind and continue to work on your vision throughout your life.

I am afraid of what I want.

Sometimes the things that we really want also have the potential to scare us too. That's okay. If you need to work on smaller goals to get to your vision and make it manageable, then do that too. For example, you may want to change jobs but you realize that you need to take some training, do a lot of research, or wait for a better time in your life. Keep in mind that this is your vision; you can change it as needed, and revisit things when you are ready.

I don't know what I want.

This is a common feeling, especially if we have plenty of choices. Take the time to explore what you want, look at options, and work things through on paper and in your mind. These activities will help you move closer to knowing what you want.

I know what I want, but I can't have it at work.

Take a look at what you do have at work, and make sure that it fits in with your values and goals. Going through a values exercise can help you to see what you want, and will also make sure thatthere is some congruency in different areas of your life. If what you want is part of your personal life and the rewards of work help you to achieve that that means work is helping you to get what you want.

Our Personal Vision and Our Values

If you want to feel like you're getting more out of life, then we recommend that you set a personal vision statement. This will then help you set short and long term goals, which should influence your daily plan. All leaders need to know what they want from life and to have a plan to get there. You can think of it like a pyramid:

There are three important steps to creating your personal vision.

Step One: Identify Your Values

The list below reflects some common values. Choose the ten that are most important to you as a person (meaning that they apply both at work and at home). You can customize the wording, or add your own to the list.

Ability to make decisions and implement them	Ability to persuade and influence others	Achieving excellence
Achieving fame and recognition	Adventure and excitement	Behaving ethically
Being challenged by pressures and deadlines	Being organized and dependable	Being skilled and capable
Building a family	Building meaningful relationships with others	Competition with others
Contributing to society	Cooperation with others	Demonstrating expertise
Diversity in daily tasks	Doing something meaningful	Efficient and effective
Enjoying what you do	Environmental rights	Establishing a reputation
Expressing creativity	Feeling excited and stimulated by life	Feeling independent
Feeling of belonging and community	Feeling of inner harmony	Feeling of patriotism
Financial security	Financial wealth	Free speech/human rights
Freedom to set your own pace and goals	Having a feeling of security	Having power and control
Having privacy	Helping those in need	Religion and/or spirituality
Leading others to success	Moving at a fast pace	Moving at a slow pace
Being productive	Reliability	Self-development
Sense of accomplishment	Serving the public	Spontaneity
Truth and integrity	Working as part of a team	Working individually

We cannot focus on too many things at one time and remain effective, which is essential for leaders. Look at the ten values you selected and select the five that are most important to you. Cross the others off. Be firm with yourself if you need to be. Remember, you are focusing on what is really important to you.

Next, reduce the list to just three values. These are the things at your very core. Cross the other two off your list. Put circles around the three items that are your core values.

Step Two: Define Your Values

Now, outline what success for each of those values would look like.

Value One

Value Two

Value Three

Step Three: Put It All Together

Finally, bring the three statements together into one paragraph. You may feel that you need to go back and re-evaluate your values, or you may want to re-work some sentences to create what is meaningful to you. That's OK! Above all, this should be a reflection of your innermost thoughts and a roadmap for how you would like to conduct your life.

Session Four: Analyzing Our Mental Models

The second discipline from Peter Senge's work asks us to reflect on the way we picture the world.

If you move into a new neighborhood and you expect your neighbors to be friendly, you are more likely to say hello and get to know those neighbors than you would if you thought you were moving into an unfriendly or dangerous neighborhood.

Differences between **mental models** also explain how two people can witness a crime and explain it differently to the police. (This is a fascinating phenomenon for crime writers and investigators.) Some people will witness the event, or the alleged criminals involved in it, in entirely different ways. Was the robber wearing a baseball style hat or a knitted cap? Was he wearing a dark jacket or a sweater? Driving a car or a van? When investigators ask more than one witness for their descriptions, and the answers are yes to all those questions, we see the reflection of different mental models.

The same principle applies to what you see in your environment. If you are thinking about getting a dog to add to your household, you start noticing every dog around you. You can spot dogs that are walking quite a distance away, notice what breed they are, how well behaved they are on a leash. This also happens when you or someone you know gets pregnant, and suddenly it seems that there is a baby boom going on. Your awareness to these things in your environment has changed your perception of the world.

Our mental models exist somewhere below our awareness, so we do not look at them very often. The core **challenge of this discipline** is to examine what your mental models are; explore the impact they have on our lives; and consider whether making some adjustments would result in living with more meaning, purpose, or satisfaction.

When it comes to our workplaces and different industries, there are mental models that can actually hamper results. If classroom teachers believe that parents don't know anything about education, the parents do not get invited to discuss changes to schooling. If management in a manufacturing facility believes that their hourly workers are lazy or unproductive, they will not tap into the knowledge that those workers have to see what could be improved. When it comes to the workplace, we have to increase our awareness so that we do not dismiss ideas as being a fad or irrelevant to us. If we are aware of our mental models, we can then be open to innovation and creativity.

Strategies for Working with Mental Models

You may have come across people who always blame things on outside sources. You probably know someone who has had a horrible boss, a spouse who left, and an unhappy life, and is able to blame all of it on everyone else. They may even ask you why there are so many nasty, messed up, or otherwise negative people out there.

If you are feeling sympathetic, you might even agree with your friend that other people are pretty messed up. But if you genuinely wanted to help him, you would need to step in and show him how he attributes his problems to others, and that he must also take some responsibility for the results he sees. His beliefs about people are having a direct impact on what is happening to him, without him even realizing it.

Imagine how his life would be enriched if you could help him understand that mental models are the result of his own mental maps. These maps direct him to think in set ways about himself, other people, stories he hears, businesses he frequents, and every aspect of the world. We all have these mental maps, and just like a map on paper or in a GPS system, they are all flawed in one way or another.

You can create new mental models!

If we think of science, we know that human beings can do an extraordinary number of things now that we could not do two hundred years ago. We can send people and machinery into space, we can milk hundreds of cows on a farm in a single day, and we can communicate with people around the world easily. Just think of what is to come in the future!

Coming up with new mental models is easier if you link the goal with an action plan. We see this happening in customer service where a company says, “If we really want to serve our customers, we have to start by wanting to serve them, instead of seeing their requests as an interruption to our day.” With support and practice, this new view of our customer base starts to have a positive impact on how staff members feel about work, and how our customers feel about doing business with us.

If a new mental model is going to be successful, we need to follow through with an action plan and then bring the model to life.

The Ladder of Inference

We tend to hold onto beliefs that are not tested. We might have the beliefs because of decisions we make or because of past experience, but this doesn’t mean that they are correct!

We might feel that:

- Our beliefs are the truth.
- The truth is obvious.
- Our beliefs are based on reality.
- The reality that we select is the reality that exists for everyone else.

For example, let’s say that you are giving a presentation to your company’s senior management. One manager (we’ll call him Stephen) is checking his BlackBerry, answering messages, and clearly disengaged from your work. At the end of your comprehensive presentation, his only comment is to ask you for more detailed information, in a report sent via e-mail.

You know that if you do prepare that information, it’s unlikely that Stephen will read it. Plus, that all the details are in your presentation. As you start brooding this over, you remind yourself that Stephen has never shown any respect for you and that he did not want to hire you to this team. Clearly, Stephen doesn’t know what he is doing, and by the time you take your seat at the table, you are thinking about Stephen as a big jerk. You’ve also decided you are not going to create a special report for him; you’ll send him a summary of your presentation, because he won’t read it and won’t know what’s in it anyhow.

In those few seconds before you take your seat, you have climbed up what Chris Argyris calls a **ladder of inference**: a common mental pathway of increasing abstraction that often leads to assumptions and misguided beliefs.

You did start out with observable data (Stephen is at the presentation), and then added his behavior (distracted by his BlackBerry and answering messages). But then you added some meaning of your own: that Stephen doesn’t respect you and didn’t want to hire you. Finally, you label Stephen as a jerk.

This process tends to take place very quickly, and most people aren’t even aware that they climb the rungs of this ladder in their head. The only visible parts for anyone else are the observable events at the bottom of the ladder, and anything that you demonstrate at the top, where you’ve made your decision about what to do. The discussion going on inside your mind (which you probably can’t or won’t verbalize) and your journey up the rungs of the ladder are not visible to anyone else.

We can climb these ladders of inference very easily. The more I believe that Stephen does not support me, the more likely it is that I am going to notice his unsupportive behavior in the future. This becomes a reflexive loop, where my beliefs will influence the data I am going to select the next time I see Stephen.

There is naturally also a reflexive loop here for Stephen, where he will react to my antagonism. He is quite likely working on some rungs on his own ladder, and before long, we could find it impossible to work together.

It’s possible, however, that what you witnessed in the meeting was Stephen dealing with something else. Perhaps he was bored or distracted, but it is also possible that he was checking his BlackBerry because of an emergency he had to deal with. Maybe he was interested in your presentation, but the fact that you didn’t print a copy off for everyone led to his request for something that he could look back on and refer to.

As a professional, it might have been best for you to find out if there really is a problem that you and Stephen need to work out. What would happen if you asked him about the meeting? What if you asked him for some feedback on your work and the efforts that you are putting in to your projects? Would you hear his answer?

Reflection: Using Your Own Experiences as a Resource

You can learn a great deal by increasing your awareness and giving some thought to situations that you experience. Try writing out an exchange with a co-worker, a troubling event, or even the scenario with Stephen above. Then, set it aside for a week before you look at it. This will give you the time and distance needed to review it clearly.
Let’s look at an example.

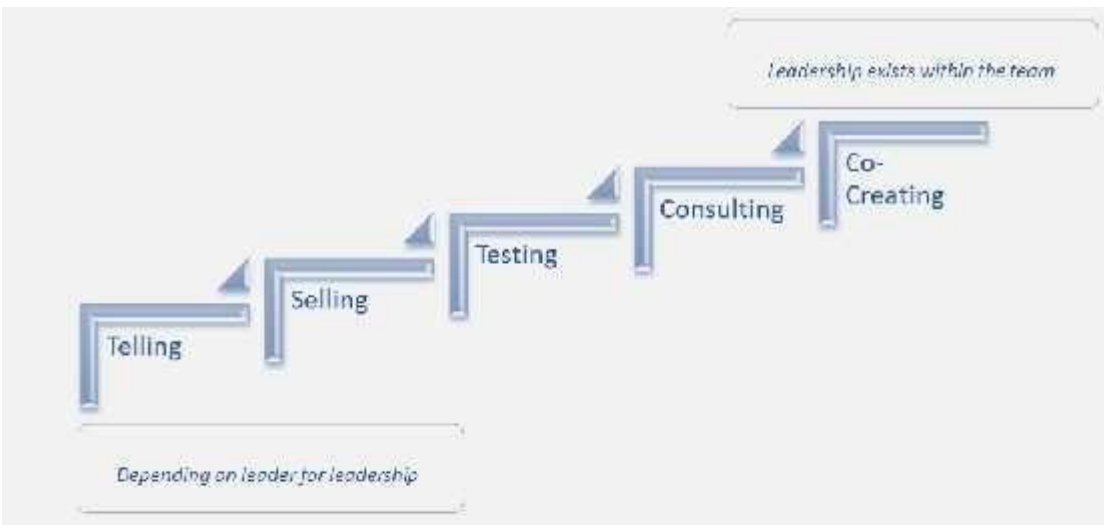
What I Was Thinking	**What We Said**
We're two months late on this, but I didn't think that he knew. I was hoping we could catch up before he figured it out.	**Stephen:** Jim, I'd like to come down there next week. We're a few weeks behind, and I think we might all benefit from a meeting at your office.
I have to stand my ground with this. I'm responsible for this, but I can’t volunteer for more work.	**Me:** I am concerned about these deadlines, and there have been some delays that we did not predict. We're working around the clock, but it would be good to talk about things in more details, and for you to come and have a look.
This help would have been better in the planning stages so we could use his Experiences in our forecasting. It's too late Now to bring that up.	**Stephen:** It's occurred to me that we need More communication between us.
If he stopped making changes, that would be a huge help.	**Me:** Well, I'm happy to talk through any changes that you have in mind. **Stephen:** I don't have anything specific in mind.
If I can hold him off for two weeks, we should be ready.	**Me:** I'd like to have a finished model to show you when you come down. Could we arrange this for the 15th?

You can use this format to evaluate your own examples, either as they have happened or as they might take place. As you think of your own examples, remember that you are trying to work at a higher level of awareness.

Achieving a Shared Vision

It was common belief at one time that the leader needed to be a visionary, and then the team would do the work to make the vision come to life. We know now that this is not the way to motivate people, or to inspire a company. Having a **shared vision** helps to build commitment within the group. When people share a vision, they have a collective sense of what is important, and they can create a plan to collectively achieve the goals.

A **shared vision** lets the group determines how much support they need and where they will get it from. There are different models that will show something similar to the following diagram, where the process begins with the leader having to provide instruction (telling them what's expected) to selling them on the idea, and becoming less necessary as the group takes on the task and completes the work.



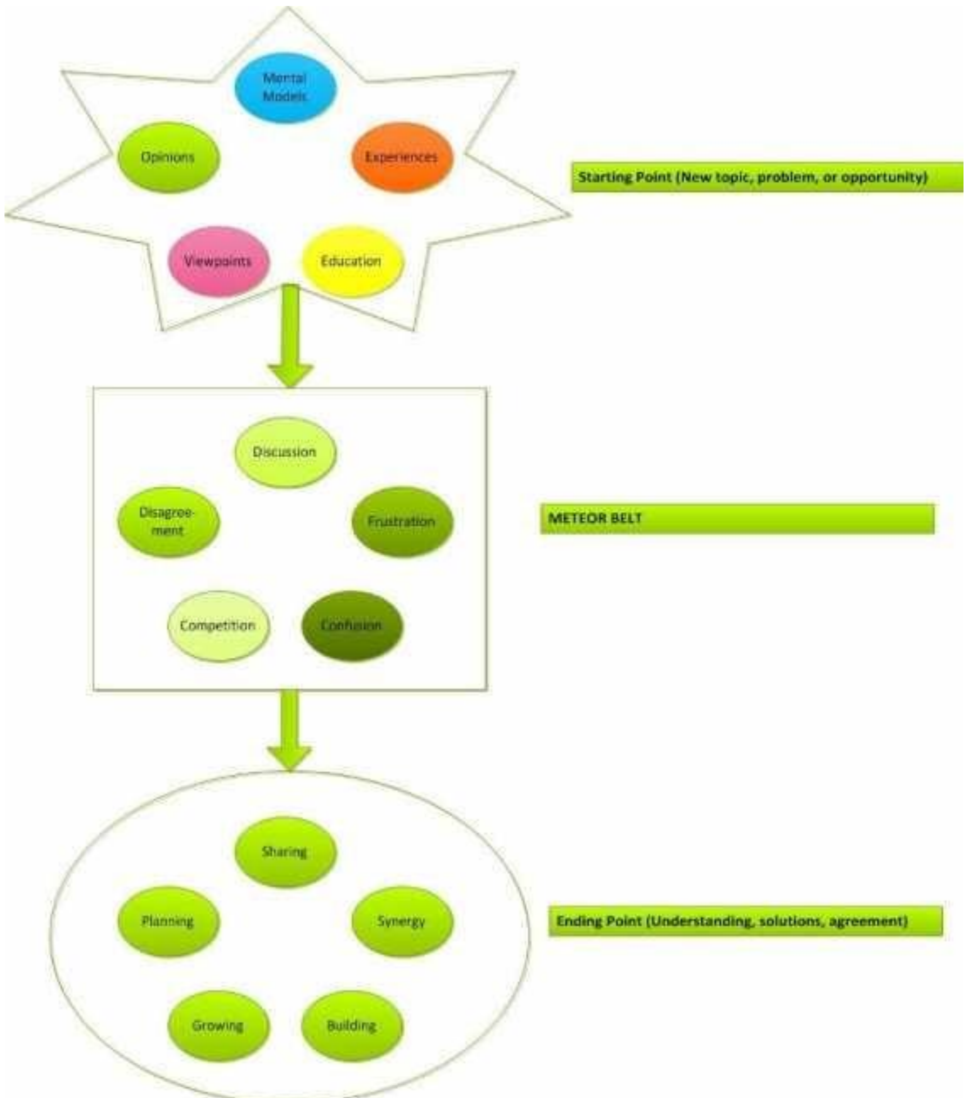
The team's degree of involvement and accountability increases as they move through the phases.

Team Learning

When people work together as a team, they all bring their individual mental models to the table. The **team learning discipline** transforms their individual conversational and thinking skills, so that they can develop greater skill than that of any one individual.

Team learning isn't team building. Instead, it draws on the skill of building shared vision and on systems thinking to capitalize on the value of multiple inputs toward one cause. Having skills to improve dialogue is a primary medium for management teams to build these capabilities in their employees, although it takes some concerted effort to get the individuals to move away from their independent and linear comfort zone and contribute to the collective mentality of the group.

We expect a discussion to start at Point A and proceed directly to Point B (Decision Point) to reach an agreed upon conclusion or decision. This doesn't happen. Between Point A and Point B is what we can refer to as the Meteor Belt, a time of differing (and often conflicting and colliding) opinions and viewpoints. However, if we don't get everyone's ideas on the table and encourage everyone to see where others are coming from, it will be almost impossible to build sustainable agreements.



Protocols for Skillful Discussion

In Peter Senge's *The Fifth Discipline Fieldbook*, he presents a system for making discussion more productive. The idea is that team learning will take place as a result of good, open dialogue. Here are his five elements for skillful discussion.

I will pay attention to my intention.

- Consider what I want from this conversation.
- Decide whether I am willing to be influenced.

I need to balance advocacy with thoughtful inquiry.

- Can you tell me what led you to that view?
- Help me understand by explaining___________.

I will try to build shared meaning.

- When we use the term_______, what are we trying to say?
- What are others hearing us say?

I will increase my self-awareness as a resource.

- What am I thinking?
- What am I feeling?
- What do I want at this moment?

I will explore impasses or roadblocks to look for ways to move forward.

- What are we able to agree on?
- What actually happened? Where's the data/information?
- What do we disagree on?
- What are our goals and values about this?

Preparing the Ground for Skillful Discussion

Here are some of the things that you can do as a leader to help your team navigate the minefield of the meteor zone and reach safe ground.

Create a safe haven for participants.

At the beginning of the meeting, the leader has to establish a safe place for discussion. Don't allow individuals to become territorial or overbearing. Outline some rules of engagement at the beginning so that respect is maintained. Remove barriers to good discussion that can interfere with progress, like a focus on job titles, status, or prestige. This will help keep all team members on an equal level, and encourage curiosity, innovation, and team work.

Make openness and trust the rule rather than the exception.

People don't automatically trust one another, and early in the team development period, trust needs to be worked on. Make sure that all participants understand that they can speak freely, without worry that they could become a target of criticism, ridicule, or retribution. One of the ground rules needs to be that nothing discussed gets mentioned outside the room, unless participants agree that some aspect of the meeting needs to be shared with other parties. Grounds rules will help to set things in motion, but trust will only grow if all participants demonstrate that they will behave in a trustworthy manner.

Encourage and reward the injection of new perspectives.

Groups that meet often or regularly can get a bit stale, especially if they are relied upon for innovative ideas or creativity. Find special guests (even if they are internal employees from different areas and specialties) and invite them to a session. Right and wrong ideas are not the focus here; the exchange of perspectives and different points of view are to be supported and encouraged.

Plan the agenda, time, and context to allow for concentrated deliberation.

If you want meetings to be effective and efficient, send an agenda out in advance. This is the best way to ensure that participants come expecting to talk about the intended subjects. Remember that creative discussion takes time, so make sure you plan accordingly. Keep distractions (especially phone calls, text messages, and interruptions) to a minimum.

Systems Thinking

At its broadest level, **systems thinking** encompasses all those theories that explain the flow of activity at work. Even though there are multiple and diverse approaches, the one common thread that connects them is that all systems follow certain common principles. Understanding systems thinking helps us to see how we can alter systems to make them more effective, and how we can align ourselves more closely with larger processes of the natural and economic world.

Simple paradoxes crop up regularly in organizational life. The time of your greatest growth is the best moment to plan for harder times. The harder you strive for what you want, the more you may undermine your own chance for achieving it.

Anyone in sales is familiar with the **sales cycle** of prospecting for clients, closing the sale, implementing the transaction, and then back to prospecting for sales again, and the need to always have more than one prospect or one sales contract in the works.

One example of a **system** we are all familiar with: the grass grows, cows eat the grass, the grass is converted into food for humans, and the waste products go back into the soil to produce more grass.

Understanding Leadership

About Leadership

There are several very strong models for leadership which have been developed after many years of study, and with the help of many companies and their leaders. (See the recommended reading list at the back of this manual for more information.) All of these models share some things in common that we can certainly learn from in our own quest to become the best leaders that we can be. Whether you have "leader" in your job title or you are a leader without a team, developing the characteristics of strong leaders will help you in your work.

First, let's explore what kind of a leader that you are. In the work done by Paul Hersey and Ken Blanchard on the Situational Leadership II® model, they recognize four leadership styles that tend to resonate with us. As you read about the different styles, think about where your comfort zone is.

Director's Style

Someone with a director's style does well with new employees, who seem to easily respond to being told what is expected, having processes and procedures outlined for them, and having someone they can report to or ask questions of regularly. The director's style is defined by a high emphasis on directing tasks and being able to account for results.

Coach's Style

Coaches are able to blend supporting people and directing tasks. This is available to a leader when employees understand what is expected, but need some range of support in order to take independent steps and make things happen. A coach's style has a high degree of involvement in directing tasks, with an equally high emphasis on supporting people.

Supporter's Style

This style encourages people to come up with solutions and solve problems on their own. It provides them with the support they need in terms of tools and resources. The supporting style shows a low degree of directing tasks and a high emphasis on supporting people.

Delegator's Style

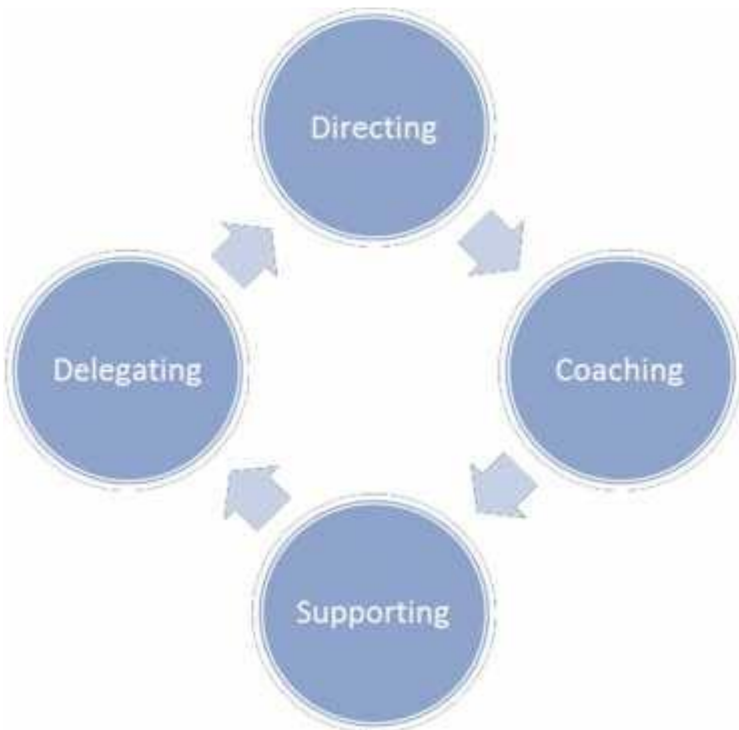
Delegating means that the delegator holds responsibility for results, but that the work is done by others. We delegate to individuals who have high levels of related skill and the experience it takes to locate their resources and tools. Then they can report to the delegator at defined intervals. This style is one with a low emphasis on directing tasks, and an equally low emphasis on providing people support.

Understanding Your Comfort Zone

We all have a comfort and ease with one style, but there are times when staff performance, our own confidence, or a crisis demands that we behave differently.

When new people join the team, they understandably will need a level of **direction** that can be quite high and will leave little time for supporting people. As they gain skill and confidence, the leader can progress to a **coaching** style where they are still directing tasks but also able to offer additional support. As the employee makes progress, the leader provides more support and less hands-on direction until the direct report has the ability to accept delegated tasks.

This process can be cyclical. For example, a team that you can easily delegate to might go through a significant change or have a new system being implemented. You might have to start again with directing behavior before moving on to coaching, supporting, and then a return to delegating.



We also might encounter structures that do not allow us to delegate, which can be a tough job for someone who is a capable and effective delegator.

Managing Performance

When you consider different aspects of leadership, you can learn from the insights of global business leaders and research in order to make your own foray into leadership as effective as possible. One of the areas that many leaders struggle with is **performance management**. We are very good at identifying the things that people do wrong (or the gaps in their performance), but we may not be as good at recognizing their success. For example, if you complete a project and 90% of the work is exceptional, a typical leader will ask why you missed the other 10%.

Instead of looking for gaps and managing performance from a negative perspective, think of our job as leaders as one to help people do more and do better. Empowerment means that leaders make sure that people have what they need to do their work, while still being accountable for what they do. Often, leaders will congratulate themselves when things are going well, and then look for people and outside factors to blame when things are going wrong. This is unfortunate, and a sign of how our egos can stops us from being trulyeffective.

In Jim Collins' bestseller *Good to Great*, he talks about humility in leaders. Humility allows a leader to realize that it's not about him or her; leadership is about making sure that people have what they need in order to do their best work. Humility is best demonstrated by action – and not the self-serving kind of actions either! Humility is doing what needs to be done without fanfare. It's not demonstrated by updating social networking sites and bragging about the things that you have done.

Servant Leadership

Robert Greenleaf first used the term **servant leadership** in 1970, although the principles have been in use for more than two thousand years. Servant leaders are those who can see a larger picture, and make a commitment to serve their own people. In a traditional organization, employees respond to what their boss needs. Servant leaders, however, know that their role is to help people reach their goals, and they keep the bigger picture in mind. Rather than wanting their own needs met, servant leaders want to make a difference for others, and the outcome is the impact that this approach has on the organization.

While servant leadership has a long history, standard business practice has been to focus on results in terms of profit and put "bosses" in positions of authority and accountability. Servant leadership, however, is about heart. When leaders pay attention to what their people need and engage their hearts as well as their minds, they are able to get a level of commitment that is much higher than in traditionally led organizations. The results can be measured in terms of profit, but also in terms of employee engagement and commitment.

Are you called to lead?

What do you love about leadership?

What challenges do you have?

If your organization is not exemplifying servant leadership now, what do you think would have to change for it to become a serving organization?

Onboarding and Orientation

Here is one of our favorite success stories.

Ann started a management job a couple of years ago where the welcome was remarkable. Her team had a banner saying “Welcome!” hung up, and there was a vase with daisies on her desk. Her new cell phone was there, all ready to go. Her computer was set up with all the applications she needed. Her new boss even took her out for lunch and answered all her questions, and provided her with insight on the company’s culture. Ann was captivated by the place, and felt very good about her decision to accept the job.

But this is not the way many people start a new job. Can you relate to any of these stories?

- No one knew the person was starting on Monday because the boss was off on vacation and had not made any arrangements.
- New members of a road crew showed up and there was no safety gear for them.
- A sales representative started a new job with no computer access, business cards, computer, or phone.
- An organization assigned a buddy for a new staff member to show him the ropes. No one thought of the fact that the buddy doesn’t start work until an hour after the new employee was told to.
- A receptionist starts in a veterinary office on Monday. On Wednesday, someone tells her that each Thursday she’ll be working from noon to 8:00 p.m. instead of the day shift she was hired for.
- No one has been assigned to show a new employee around the building, which is set up like a labyrinth. Where do they go to the washroom, store their lunch, or report to their supervisor?

These may seem like some extreme examples, but they have all actually happened to people that we know. Imagine how Ann felt on her first day of that job, in contrast to the people in the other examples.

If you are the leader that the new person works for, it is your responsibility to make sure that your new team member is welcomed, and that they feel that they made the right choice in accepting the job offer. Balance your need to get started with the pace that this person can take in what is new: avoid an information dump or negative comments about the orientation process or the company. Your role is to engage the heads and hearts of new people, and to realize the benefits of the decision you made to hire them.

Five Practices

Introduction

James Kouzes and Barry Posner are two other well-known researchers who have done a tremendous amount of work on leadership, and their findings complement Peter Senge's work.

They have identified five practices they feel should be a part of every leader's skill set.

- Challenge the process
- Inspire a shared vision
- Enable other to act
- Model the way
- Encourage the heart of employees

Let's take a quick look at what these mean to us.

Practices One, Two, and Three

Challenge the process.

Leaders venture out. Leaders don't sit idly by waiting for fate to smile upon them. They seek and accept challenge. Leaders are pioneers who are willing to step out into the unknown. They are willing to take risks, innovate, and experiment to find new and better ways of doing things.

But leaders need not always be the creators or originators of new or different products, services, or processes. These innovations tend to come from customers, vendors, people in the labs, and people on the front lines. The leader's contribution is in recognizing the good ideas, supporting innovation, and challenging the system to get new processes adopted. They know that they are taking a risk, but they proceed anyway. They learn from their failures as well as from their successes.

Inspire a shared vision.

Leaders have absolute and total personal belief in their dreams, but in some ways, leaders live their lives backwards. They can see pictures in their mind's eye even before the end is in sight.

Yet if a vision is only seen by the leader, it can't create an organized movement, or a significant change in a company. A person who doesn't have followers is not a leader, and people do not follow until they can accept a vision as their own. Leadership is a dialogue, not a monologue. (Sound familiar? This was the idea behind shared vision in the work by Peter Senge.)

Enable others to act.

Leadership is a team effort. Leaders know that nobody does their best if they feel weak, incompetent, or alienated; they know that those who are expected to produce results must feel a sense of ownership.

Leaders enable others to act not by hoarding the power they have, but by giving it away. When people have discretion, authority, and information, they are likely to use these resources and their energies to produce extraordinary results. Leadership is a relationship founded on trust and confidence. Without trust and confidence, people don't take risks. Without risks, there's no change. Without change, organizations die.

Image Identification

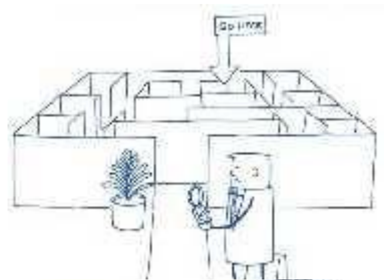
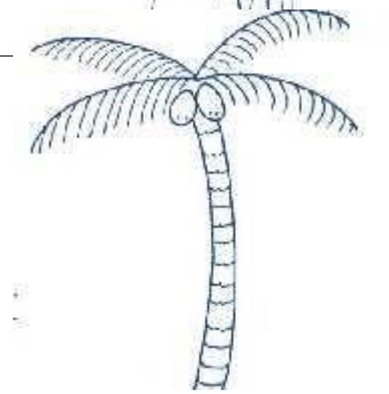
 1	 2
 3	 4
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Image Number	How does it relate to leadership?	Rate the appeal of the photo.
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Practices Four and Five

Model the way.
Leaders go first. Never ask your team to do something you are not willing to do. You set an example and build commitment through simple daily acts that create progress and momentum.

Leaders stand up for their beliefs, so you'd better have some beliefs to stand up for. Your deeds are far more important than your words. Leaders need operational plans. They must steer projects along a purposeful course, measure performance, give feedback, meet budgets and schedules, and take corrective action.

Encourage the heart.

Of all the leadership practices, encouraging the heart is the hardest to plan. Why? For one thing, you don't know in advance what people will do that merits recognition. For another, you want your recognitions and celebrations to be spontaneous, genuine, and heartfelt. Too much planning can make recognition feel routine or forced.

To get started on encouraging the heart through effective recognition, here are two possible commitments for you to accept.

- One person I'll recognize in the coming week: ____________________________
  - Why: ____________________________
  - How: ____________________________
- One celebration I'll hold in the next month: ____________________________
  - Why: ____________________________
  - How: ____________________________

Practices in Practice

Activity	Practice Number(s)
Communicate often. Make sure communication runs both ways.	
Be aware of changing environment.	
Make sure everyone understands the end results & their role & and how they will benefit.	
Plot a procedure. Break it down into its parts.	
Ask for help from others.	
Constantly evaluate current products and procedures.	
Reserve judgment until you have the facts & but be willing to come to decisions.	
Give employees projects for which they can take responsibility.	
Lead and direct the process, but make it an "us" collaboration.	
Measure your deliverables.	
Create a collaborative basic plan for growth.	

Activity	Practice Number(s)
Demonstrate integrity in your own actions.	
Recognize individuals the way they want to be recognized.	
Trust and provide visible evidence that you do.	
Celebrate success together.	
Make sure others see what’s in it for them; how they will benefit.	
Help others understand why they must innovate and be competitive, viable, and marketable.	
Share how you see the business/organization in 10 years.	
Benchmark and find out how “X” is doing it.	
Explore risks. Be willing to take small risks to innovate.	
Do a SWOT analysis.	
Provide people with both opportunities and resources.	
Develop effective strategies for resolving conflict.	
Really delegate. Live with mistakes and learn from them.	
Be visible and accessible.	
Set reasonable short term goals.	
Demonstrate random acts of kindness.	
Celebrate and post external accomplishments.	
Recognize strengths and recognize victories over challenges.	
Find ways to recognize teams: verbally, in writing, and with tokens of appreciation.	

Building Trust

The Cycle of Trust and Performance

Trust may very well be one of the most important determiners of employer-employee relationships. Research has determined that if employees trust their managers, they are much more likely to be open in their communication. High trust on the part of a manager stimulates high worker performance, which in turn reinforces trust and thus becomes a self-fulfilling prophecy. This makes a constructive cycle of trust between the employee and employer.

However, in a destructive cycle, low trust on the part of the supervisor/manager contributes to low worker performance, which then reinforces a manager's low trust.

To improve trust, either the manager or the employee can initiate a break from the destructive cycle. Using the reciprocal nature of relationships as justification, a manager can react to a low-producing employee by giving back more trust and responsibility, hoping to motivate better performance. Or the employee can react to low trust with increased productivity, hoping to persuade the manager that he or she is deserving of trust.

Although there is an element of risk in these methods, the destructive cycle will continue until one or the other does something to break it.

Trust Exercise

Many authorities on leadership, communication, and management assert that a trusting relationship is basic to leadership effectiveness. On the scale below enter data at three points on it to indicate the degree to which:

- You trust your employees (M)
- You trust your boss (B)
- You believe your employees trust you (E)

Here is a sample of a completed rating:

Here is the scale that you are to use:

Change Management

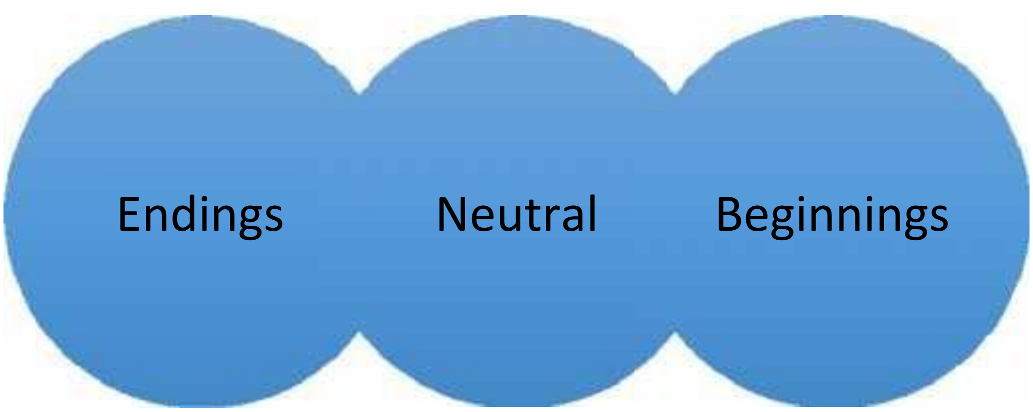
About Change

There has been a great deal of research and much has been written about the effect of cataclysmic change in organizations. It is becoming clear that an organization's approach to change creates a ripple effect that reverberates through the organization for months or even years.

Managers and team leaders can have a powerful effect on how workers react to the threat of change, either positively or negatively. Unless we as individuals come to grips with the underlying psychological effects of radical change, we will be ill-equipped to guide others, or our organizations, through that change.

Programs don't fix people. People fix people. Once we understand why we find change so threatening, we can begin to accept and manage change for ourselves and for others.

While adapting to change, it is helpful to analyze what William Bridges has called the change cycle. This cycle details three stages that each of us goes through when adjusting to change.



Endings

There is an Endings stage, where we let go of something known and dependable. Not acknowledging an ending makes it difficult to move forward. People may not want to acknowledge beginnings or endings but they usually agree on the stress and confusion that they feel during this time.

Neutral

There is a neutral zone, where we hang in mid-air, without orientation to the past or future. Here you will want to find anchors, arrange temporary structures, and explore the other side of change, particularly its positive aspects.

Some characteristics of this stage are:

- Time to complete endings and begin new patterns.
- Strong need for support from others.
- Major transitions unleash powerful conflicting forces in people.

It's interesting to note that Western culture avoids the neutral zone experience. The neutral zone is treated like a busy street to be crossed as quickly as possible. However, it is important to take the time to complete endings and integrate new patterns. Most organizations (and many people) skip transitions and jump to new beginnings.

Beginnings

Finally, there is a beginnings stage, where we plunge headlong into something unknown and unknowable – our own future. This stage is a void to be filled with renewed enthusiasm and a new direction.

Organizations think about beginnings long before people do. As well, there is often conflict between the organizational impetus and the critical mass to make it happen. At this stage, people need drawing leadership (vision and purpose) rather than pushing management (goals and plans).

Here are some more thoughts about change:

- All change begins with an ending.
- Just because you understand something doesn't mean you accept it. Western culture teaches us to intellectualize. If you understand it, then you can deal with it. However, we don't always have the skills to deal with emotional reservations. Intellectually, we might accept change, but emotionally, we may still resist that change.
- Change is often viewed as loss.
- Studies show that as little as a 15-20% change in a job description will cause people to describe having a whole new job.

Individual Exercise

Change Situation	Ending Events	Neutral Events	Beginning Events

Key Factors in Successful Change

Empathy: The First Key to Successful Change

A practical definition of **empathy** is, “putting yourself in the shoes of the other person.”
In managing change, the first key is to know to what extent the change will be resented or rejected, accepted or welcomed. If everyone is enthusiastic about it, it is probably OK to proceed immediately. But if it will be resented and resisted, it is probably wise to reconsider or go slowly.

In order to be accurate in analyzing the degree of resistance or acceptance, it is necessary to consider each person individually. The better a manager knows the individuals who will be affected by the change, the more accurate will be his or her analysis of their reactions.

Participation: The Second Key to Successful Change

Empathy, the first key, requires a manager to determine feelings and reactions toward a change. The second key, participation, requires a manager to get involvement from those concerned with and affected by the change.

Participation is a very important factor in the successful management of change. It begins with a philosophy among all levels of management beginning at the top. They must believe that **participation** can benefit both the organization and the employees.

It then requires **implementation**. In most cases a formal approach is best, such as quality circles (with structure and training). In some cases an informal approach can be successful.

Not only can participation contribute to the quality of the change, but it can also be significant in increasing the acceptance of those who must implement the change. And this is what managing change is really all about! It involves both the decision itself and its implementation. A good decision based on all the available facts can fail because of lack of acceptance, resulting in resistance and even sabotage. Participation is the key that can contribute to both quality and acceptance and results in a win/win solution for both managers and their employees.

Communication: The Third Key to Successful Change

Communication, the third key, requires the manager to maintain continuous, complete, and clear communication with all persons affected by the change.

It probably isn't necessary to point out that communication is so important when you are managing change, but we would like to call attention to the following aspects of communication that are frequently misunderstood or often ignored.

Definition.

Communication means to create understanding and not merely to send information. If people don't understand, the manager has not communicated.

Who.

The criteria for deciding to whom to communicate should include those who want to know as well as those who need to know.

When.

Care should be taken regarding the timing of the communication. First of all, managers should be told before non-managers and union officers get the information. Secondly, those who will be affected should be told as far in advance as practical.

How.

Managers should give thought to the method of communicating before doing it. It is important to understand the advantages and disadvantages of oral and written communication. In most cases, oral both methods may be necessary to achieve understanding as well as to gain acceptance. In very few cases will written communication alone do the job?

A Step-by-Step Plan for Change

Case Study: Getting More from the Last Hour

Getting More From the Last Hour

Employees in one department have fallen into the habit of slacking off during the last hour of work. Supervisors were under a good deal of pressure from their managers to do something about it. Privately they acknowledged the slowdown as a real problem, but in fact they did nothing.

Rather, they scheduled themselves into their offices during the last hour of the day, under the guise of using that hour for planning the next day's work. The result was that they didn't have to see the problem. Each supervisor intuitively sensed that to take action would be unpopular and would bring criticism from both supervisory colleagues and from employees for trying to win points with management.

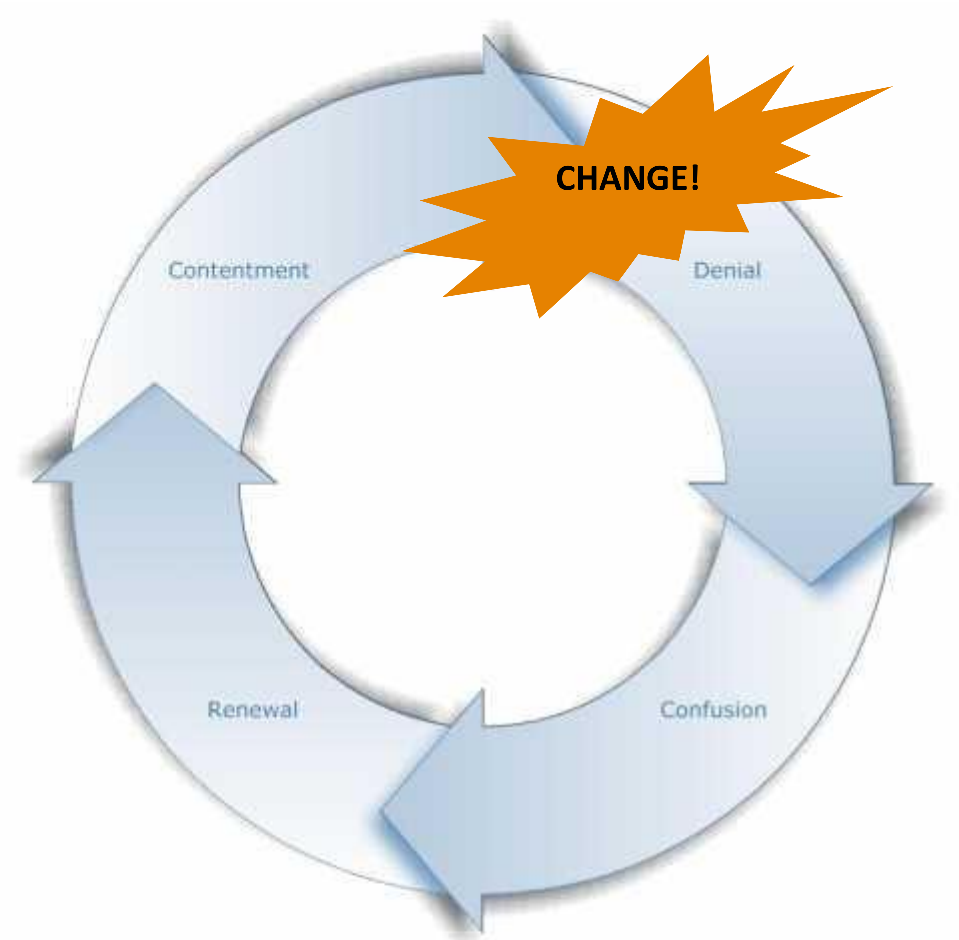
The situation was further complicated by the fact that employees had work-related justification for being away from their primary work area and in contact with employees in different sections. Thus employees could be supervised by their area supervisor, or by a supervisor from another area.

Twenty supervisors report to four managers.

If you were one of the managers responsible for productivity and morale in this department, what would you do to correct the situation? (Hint: Use the model that we just discussed as a template for your action plan.)

The Four Room Apartment

Psychologist Claes Janssen describes the process of change like moving from one room to another in a four-room apartment.



Imagine that we are going through our workday relatively content with the status quo; there is no need to make changes and all is well. Here, we are in the **contentment** room. However, should a change come along, our first response is to deny that change.

That is when we move to the **denial** room. However, if you receive more information or can begin to see some advantages of the change, you may move into the **confusion** room. You aren't quite certain what is in store, but you are willing to keep an open mind.

Eventually, the confusion is cleared up and you can then move into the **Renewal** room where you feel energized and positive about the future again. You settle into the new status quo – you're back in the **Contentment** room.

Generally, we only need about 20% of a group to see some benefits in a change to have the change happen relatively smoothly. These people will move through denial and into the confusion room fairly quickly. They will ask enough questions and be supportive enough of the change that it will bring the rest of the group along. Of course, there is always the possibility of a few hold-outs!

Time Management Tips and Tricks

Getting Things in Order

In some workplaces it seems to be impossible to get everything done. This session will help you to prioritize what does need to be done and sort it out from things that you could do, but may not have the time to finish.

Brian Tracy wrote a great little book called *Eat that Frog!* That helps people get over procrastinating. He also plays with a couple of quotes from the writer Mark Twain that help us to remember what we are meant to do, and how to stop putting things off. The idea is this:

"If the first thing you do each morning is to eat a live frog, you can go through the day with the satisfaction of knowing that is probably the worst thing that is going to happen to you all day long. "

We are often guilty about procrastinating, and this stops us from getting things done. And as you likely already know, when we procrastinate about one thing, it can also interfere with getting other things done.

As Mark Twain said, "The rule of frog eating is this: If you have to eat two frogs, eat the ugliest one first."

This quote is about taking the frog – the thing we are procrastinating about – and getting on with eating it. Clearly, after you've eaten a great big frog, everything else you have to do that day is going to be easier than what you started off with.

By procrastinating, that thing we are putting off often becomes a bigger and more daunting task than it really is, and the more we think about (rather than doing something about it), the more space it can take up in our head.

This is a very simple concept that can have a profound impact on our results. There is no self-satisfaction in knowing that we are letting things get away from us, and we feel better and more motivated when we go ahead and get these things crossed off our to do lists.

Do you have a frog or two waiting for you at work?

What is standing in the way of eating that frog?

Mastering E-mail

One of the greatest demands on our time is e-mail, and so it is important to put it in proper perspective with the demands of our jobs. We've become a society where we expect replies to e-mail immediately. Many people send e-mails out to more recipients and with more frequency than is often required.

While e-mail has become a benefit in many ways, it is also a huge contributor to people's stress. And it's not enough to just be able to check an e-mail on a computer somewhere; many managers have issued with a hand-held device that allows them to be connected to their e-mail 24/7.

Let’s see what kind of an impact it has on your day in terms of time.

- How many e-mails do you receive in an average day? ______
- How many of those e-mails do you reply to? ______
- How many e-mails do you send (not including the replies)? ______

Let’s say that an average e-mail takes you three minutes (and that is only if they are short and need very quick thinking on your part).

- **Total from above:______x 3 = _______________**
- **This is the total number of minutes per day that you manage e-mail.**

Look carefully at that number. It is not unusual for us to talk to managers who receive, reply, and create up to 100 e-mails per day. 100 e-mails a day is equivalent to 300 minutes, or five hours of time each day!

Since we normally have lots of additional tasks in the day in addition to e-mail (like meetings, administration, performance management and coaching), is it any wonder that we struggle to get through the day? Add to this the time you might take to read reports, meeting minutes or agendas, process information or work on projects, eat a healthy lunch, and perhaps some time spent invested in your people, and it’s no wonder we are often looking for more time.

Time Management Tips

Time can get away on all of us, but if this happens regularly, we will never get caught up! Here are some time management tips that are collected from peak efficiency experts. You will find that if you implement even a few at a time, your productivity will improve enormously.

Eight Exciting Ideas

- You can save yourself an hour a day by getting organized. Did your mother ever tell you that there was “a place for everything and everything in its place?” The lesson there is to put things away and know where you put them. There is no need to do a big clean up once a year if you can take a half hour once a week to file, sort, and keep things organized.
- It is important to identify and operate within two time horizons: short and long term. Anticipating events allows things to get done in the short term which contribute to achieving long-term objectives.
- An up-to-date master calendar can be your most helpful planning tool. If you prefer an electronic version, make sure that it is backed up properly so that you don’t lose your data.
- When things begin to get hectic, a "Things to do today" list can help you focus your attention on the highest priority items.
- Action Planning Worksheets, Milestone Charts, and PERT Diagrams are excellent planning aids when properly used.

- Planning contact with colleagues and staff will help minimize the disruption of their schedules. Keep a file for each person you meet with on a regular basis, with items to be discussed.
- The most effective approaches to planning are those tailored to meet individual needs. Concepts, procedures, and worksheets should all be customized to fit individual circumstances.
- Experts say nothing should be attempted without prior planning, but there must be flexibility in your plan.

A Planning Checklist

For every plan you make, cover all these points:

- What
- Where
- When
- How
- Who

Putting Plans into Action with Scheduling Aids

Some useful short term planning aids:

- A daily to-do list
- A planner with at least a week at a glance
- A monthly project list
- Project planning worksheet

Organizing Your Work Area and Your Paperwork

A clean desk is not a sign of an empty mind! Don't fall prey to the false notion that a messy work area means you're busy because you look busy, thinking that if you look busy, then you're productive. Being active is not the same as being productive!

Here are some tips for organizing your work area.

Do it now!

Anything that takes less than 30 minutes should be done as it comes up. Otherwise, we tend to procrastinate.

Dump.

Throw out or take home all those things you have collected that you don't need or use.

Sort and group.

Your desk should be organized logically; pencils and pens in one place, another place for letterhead and envelopes. Have a basket for projects and another one for priority items so that you can locate the things you need when you want them. You can use the same kind of system on your computer so that you can find your working files. Once a project is complete, move it into an appropriate folder for retention.

Set up a system.

Use a planner to jot down your daily to-do list and schedule in any tasks that will take longer than 30 minutes to do. Prioritize each item so that you know what to work on, and make sure that you stick to the list. (Maintain some flexibility for emergencies, but make sure you get back to priorities as soon as possible.)

Don't save papers you can easily find somewhere else.

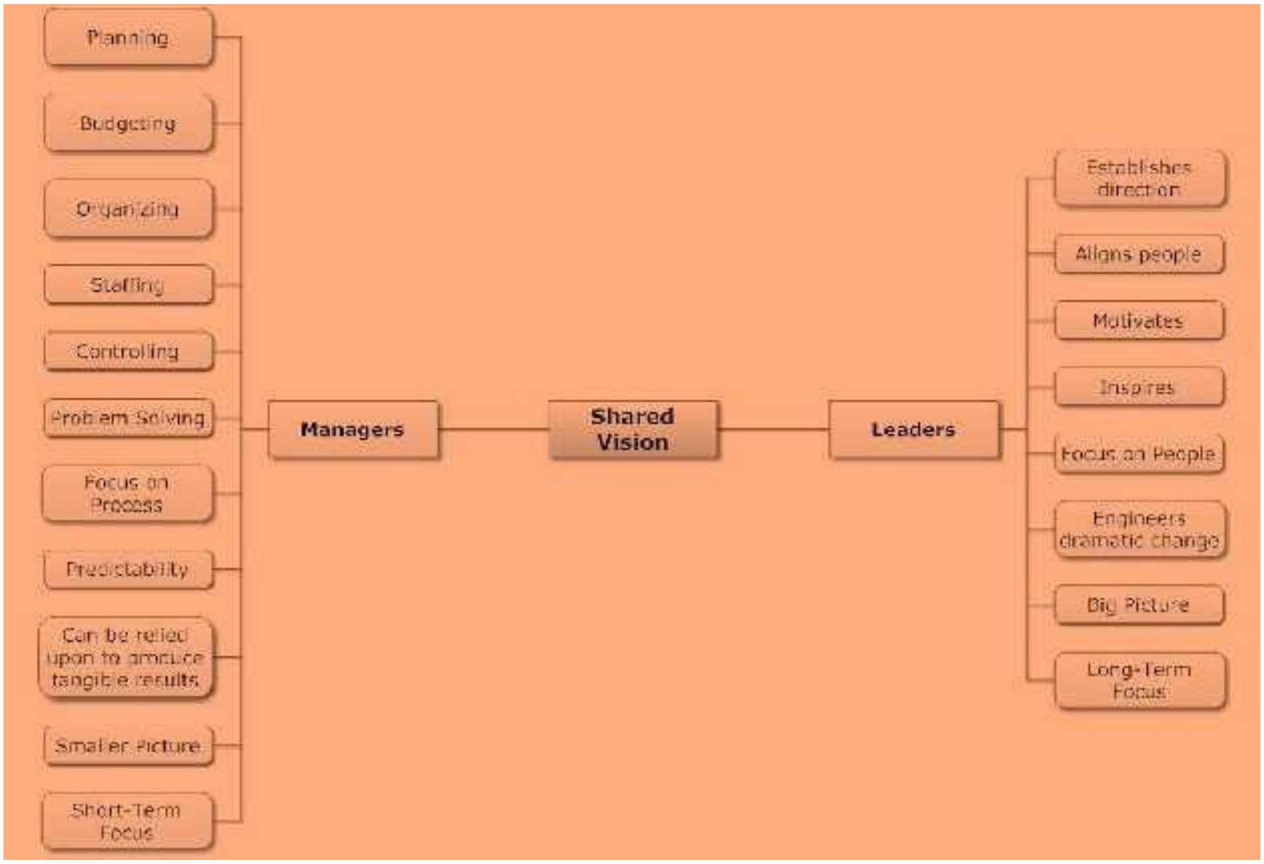
Don't ask yourself, "Is there a chance I will need this someday?" because the answer is nearly always yes. Ask yourself, "If I know I need this, do I know how to find it?" One of our biggest time-wasters is searching for papers we know we have but we can't find. If a piece of paper is important enough to save, it is important enough to file for retrieval.

Understanding Managers and Leaders

Leaders can be managers, but all managers are not necessarily leaders. Within your organization, you will find job titles that are associated with leadership roles, and we also have people who are not formally in a management role, but they are certainly leaders. This section will discuss the elements of leaders and managers. Decide what kind of role you fulfill, and consider whether you will further develop your leadership and management skills.

Workplaces need people who can **both lead and manage**. Being an authentic, strong, and successful leader is not easy, and we should not expect it to be. Becoming a good athlete, physician, or musician is not easy. While you may see leaders who make the journey look easy, it's important to recognize that they have to work at it.

Often, you will see managers defined as looking after administration, systems, or a particular structure; being accountable; and getting things done correctly. All of these things are absolutely essential in business success. However, the leader is observed as an innovator, a visionary who inspires trust, someone who has a long term view, and someone who is able to empower managers and others to get the work done. When the leader sets a direction and shares a vision, the manager is responsible for implementing it.



Perhaps Peter Drucker said it best: "Management is doing things right; leadership is doing the right things."

Types of Thinking

Directional Thinking

Directional thinking is the thought process that a person goes through, whether individually or within an organization, that ultimately produces a vision or establishes a direction.

The process consists of two major steps:

- A direction-setting opportunity.
- A direction-setting decision.

A **direction-setting opportunity** (DSO) is an event that occurs in a person's life. It may be ordinary or it may be extraordinary. But it does present an opportunity to change a particular course of action.

In general there are two types of DSOs: those that occur arbitrarily through forces outside your control and those that are intentional.

A **direction-setting decision** (DSD) occurs when you choose between the existing pattern and a new direction. Once you make a DSD, it will change your course and put you on a road that leads in a different direction.

We can create this new direction by using several different techniques.

Paradigm Shifts

One example of a paradigm shift is the story Stephen Covey told in his book *The Seven Habits of Highly Effective People*. He was on a subway train early one Sunday morning. All was quiet as people read their paper, sipped their coffee, or caught a few more minutes of sleep. At one stop, the quiet was broken as a man and his three small children got on the train. Within minutes the children had disrupted the calm as they jostled people, threw things, and yelled back and forth. The atmosphere was charged with unspoken anger toward this man and his children.

Covey's own resentment grew, and since the father was sitting next to him, Covey brought the children's behavior to the man's attention. The stranger replied, "We just came from the hospital where their mother died about an hour ago. I don't know what to think, and I guess they don't know how to handle it either."

Here is the paradigm shift: people's anger and resentment shifted to sympathy and compassion as the magnitude of what had taken place registered for each individual. People expressed an interest in the children as Covey spoke with their father, and the shattered peace was no longer important.

Mind Mapping

This technique is an example of creative or lateral thinking versus linear thinking. Linear thinking is sequential and orderly. However, this is not always the way our minds work. For example, say you were thinking of starting a garden in your backyard. Your mind might think about these things:

- Lights
- Perennials/annuals
- Soil
- Layout

Write these ideas in a list. Then under or beside "Lights" write what comes into your mind as in: up lighting, motion sensors, etc.

Soon you have a mind map that is anything but sequential, but which can be made sequential when the time comes.

Reframing

Think of how these phrases might be reframed to sound more positive:

Negative	Positive
It's them	
It's a problem	
We don't have enough time	

Reframing an idea or problem can give us a new perspective on it and help us come up with new insights.

Consequential Thinking

Consequential thinking is the process of identifying the risks associated with a particular action and then considering whether to continue in pursuit of that goal.

No one is immune from risk. Choices create risk. We all live with risk on a daily basis and leaders encounter risks with every decision they make, and every action they pursue. The difference between the risks you take as an individual and the risks you take as a project leader is the number of people who are affected.

In *Managing Risk*, author Vernon L. Grose argues there is no such thing as an accident. He feels that what we call accidents are actually the result of choices. For leaders, the question before proceeding in a certain direction should not be, "How likely is an accident?" but rather, "What are the risks associated with my choices? Which risks can be eliminated? Which risks can be avoided?"

Since your decisions will change things from the way they are to the way you think they should be, consider the process and the outcomes carefully.

Consequential thinking is a logical extension of directional thinking. The greatest enemy to a successful decision is your own impulsiveness. What are some of the ways you can structure your thinking to minimize risk?

Whenever you make a decision, think about its consequences. You can use the Rotary four-way test to help you:

- Is it ethical?
- Is it legal?
- Is it fair and balanced?
- Will it pass a test of public scrutiny?

You can also consider the pros vs. cons and costs vs. benefits of your decision.

Ethics 101.

You start a new job where you have the discretion to choose the charity to which your company donates. The charity with which your company has had a long association, however, contravenes your political beliefs, but the charity's budget relies on your company donation and many recipients of its services would lose out if you stopped the practice.

Influence Strategies

At the very core of leadership is the ability to influence people. The importance of this ability is reflected in most definitions of leadership.

Consider these quotes:

- Any time you try to influence the behavior of another person, you're engaging in an act of leadership. (Ken Blanchard, in *Leadership and the One-Minute Manager)*
- What leaders do is inspire people, empower them. They pull rather than push. If you want to lead people, the first thing you have to do is get them to buy into shared objectives. (Warren Bennis and Joan Goldsmith in *Learning to Lead)*

There are several things to consider when we talk about influencing others:

- An individual's resistance to change
- Maslow's Hierarchy of Needs
- The types of strategies that manipulate
- The type of strategies that persuade people to change (usually based on principles of fairness and mutual gain

In *Influence: The Psychology of Persuasion,* Robert Cialdini has identified six influence strategies.

Reciprocity

This refers to an obligation to return what we get. When people remember our birthday, anniversary, or an event we feel obligated to give them or do something of equal value in return.

Commitment

Once we have made a commitment to do something, we feel both internal and external pressure to follow through. For example, if I made a commitment to look after your pet goldfish for the weekend, I would feel pressure in my own mind to do so, even if circumstances made it very difficult to follow through.

Social Proof

One way we can determine what is the correct or best way to do something is to find out what others are doing and then do the same thing. This influencing factor is even more effective when we are uncertain what the standard should be and we seek opinions from people that we know and trust.

Likeability

People generally prefer to do business with people they know and like, rather than people they don't know or don't like. Successful sales people usually have excellent interpersonal skills that help them connect with people. This might be remembering their name or their birthday, the ability to find some common ground with them, or simply the ability to make others feel good about themselves. Remember, we catch more flies with honey than we do with vinegar.

Authority

People will be more apt to comply with requests if they think the request comes from a figure of authority. We rarely question police officers, fire officials, doctors, or professors when they ask us to comply with their requests.

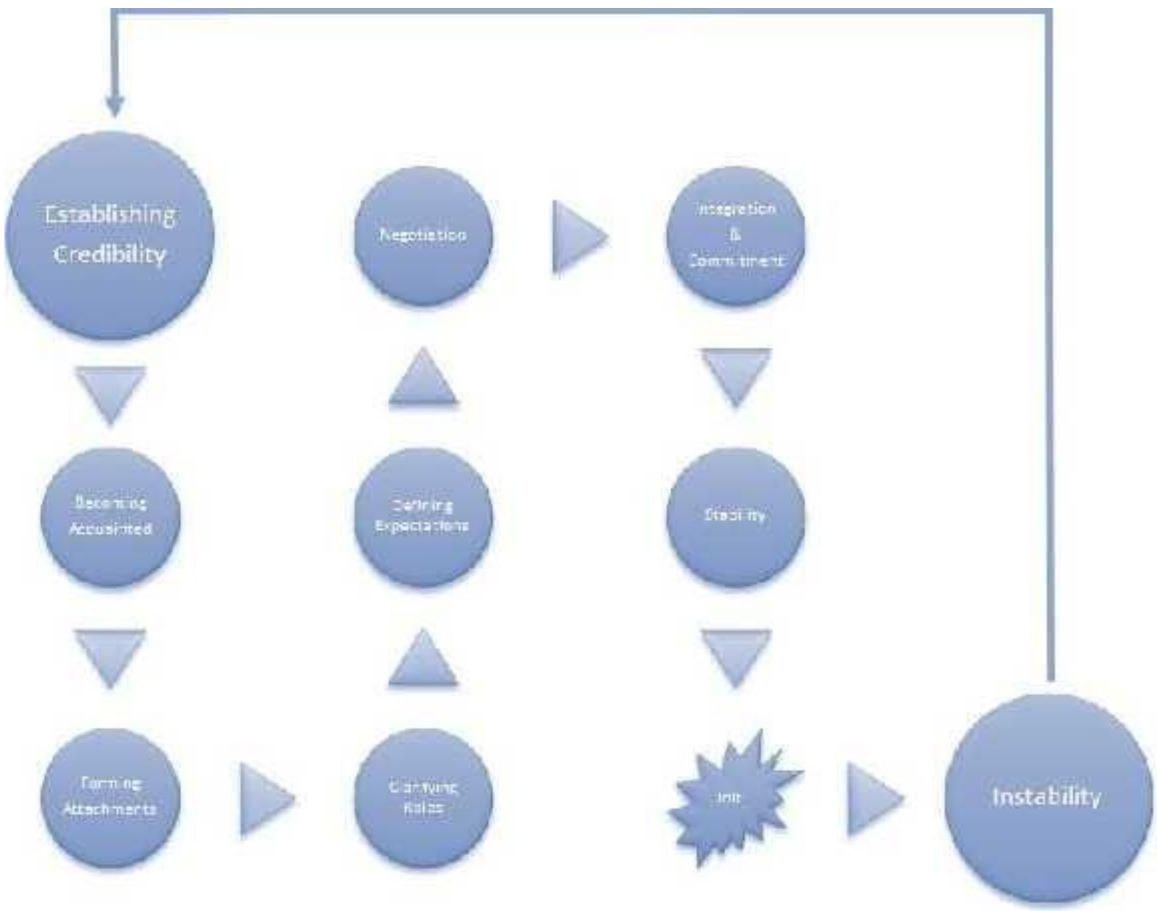
Scarcity

If stores are about to run out of something, we feel the urge to stock up whether we need the item or not. We don't want to lose our sense of being in control. This opens the door to unfair price-gouging during times of stress, like major storms or disasters.

Managing Relationships

The Relationship Cycle

Look at the illustration below. You can see how relationships develop, function, and in some cases disintegrate. Unsuccessful relationships usually come about because of unresolved conflict.



Successful relationships are those in which conflicts are confronted and resolved so that the productive functions of the relationship are maintained. At the jolt point in the relationship, there is an eroding commitment. If the partners don't resolve these jolts as they occur, tension mounts and intensifies over time and could lead to the disintegration of the relationship, usually with a great deal of resentment and hostility.

Coaching Through Conflict

One of our roles as a leader is to help others. The ability to help others improve their skills and attitudes is both rare and important.

What is coaching? It's that one-on-one mentoring that helps people develop their skills, set goals, and understand your company's success. Coaching is a way of telling the truth, confronting tough issues, and using language to inspire.

The secrets of successful coaching? Build on the positive, be diplomatic with the negative, and never, ever yell.

When you are helping your team deal with the inevitable conflicts that come up in the workplace, help them to build their listening skills. This includes the ability to:

- Make eye contact
- Use supportive body language
- Acknowledge what the other person is saying or feeling
- Use open-ended questions

When you are working with your employees, help each of them tell their side of the story without interruptions. It can be difficult to coach other people on dealing with conflict if we feel we aren't able to deal with it very well ourselves.

When people become engaged in a conflict, there are two major concerns that they have to take into account:

- **Achieving your personal goals or objectives**: You are in conflict because you have a goal that conflicts with another person's goal. Your goal may be of importance to you, or it may be of little importance.
- **Keeping a good relationship with the other person**: You may need to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

How important your goals are to you and how important the relationship is to you also affects how you act in a conflict.

Given these two concerns, five styles of managing conflict can be identified. They may go by different names, but if you do any additional reading on conflict, these styles will surface. We'll reference work done by David W. Johnson in *Human Relations and Your Career* to discuss styles called The Turtle, The Shark, The Teddy Bear, The Fox, and The Owl.

As you read about each style, decide whether this style is one you use often or not. Try to pick the one you think is most like you.

The Turtle (Withdrawing, avoiding)

Turtles withdraw into their shells to avoid conflicts. They give up their goals and personal relationships. They stay away from the issues over which the conflict is taking place, and from the people they are in conflict with. Turtles believe it is hopeless to try and resolve conflicts. They feel helpless. They believe that it is easier to withdraw (physically and psychologically) from a conflict than to face it.

The Shark (Aggressive, forcing)

The shark tries to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of other people. They do not care if other people like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating other people.

The Teddy Bear (Smoothing, cooperating)

To teddy bears, the relationship is of great importance, while their own goals are of little importance. Teddy bears want to be liked and accepted by other people. They think that conflict should be avoided in favor of harmony, and believe that conflict cannot be discussed without damaging relationships. They are afraid that if the conflict continues, someone will get hurt, and that would ruin the relationship. Teddy bears say, “I’ll give up my goals and let you have what you want in order for you to like me.” Teddy bears try to smooth over the conflict so as not to harm the relationship.

The Fox (Compromising)

Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise. They give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a solution to conflict where both sides gain something—the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

The Owl (Confronting or problem-solving)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a relationship that achieves both their goals and the goals of the other person in the conflict. Owls see conflict as improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflicts as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their goals and the other person’s goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

Preparing for Conflict

Each of us has had some experience with conflict, so now that you know a little bit more about conflict styles, how can you prepare for conflict situations? How or where do you get information about how the other person might be thinking or feeling? What are your hot buttons; the issues and behaviors that make you react or get angry?

The most important part of preparation is **attitude**. Reminding ourselves of our conflict management skills can help us deal with our fears. We can also adopt the attitude that there is more than one way to cut up the pie, and quite likely more than one way to satisfy concerns.

Good preparation can also mean the difference between success and failure. It is the most critical element in achieving your objectives. **Know the issues involved**; know what you and your organization want to achieve. Look at the situation from the other person's perspective. Plan your strategy.

Do your homework so you really know what's fair. Find out what is common practice. Look at the situation through the other person's eyes. Brainstorm some options with your colleagues.

Know your hot buttons. What makes you feel angry, defensive, fearful, or guilty? These are your stressors. What are the long-term effects of feeling stressed or fearful? (Examples: Fatigue, high blood pressure, heart disease, insomnia, absenteeism.) Life isn't fun any longer.

As long as there are negative emotions, what will happen to the conflict situation?

During our preparation, we should have already **dealt with our own emotions**. To overcome our fear, we will face it and just keep going in spite of it. To overcome our anger, we have to recognize it isn't going to get us what we want.

Can you think of a time when you responded to a sales clerk or waiter or gas pump attendant with anger and got even worse service that you were originally complaining about?

Pour oil on the troubled waters. Try helping the other party regain their control and mental balance, and get them to listen.

Sometimes **past habits** can get in our way, or in the way of the other party. Do you have any examples you can think of? Have you ever tried to discuss issues with anybody who just won't discuss or negotiate, who responds, "Whatever you decide is all right with me?" We can carry past desires to give in, to please, or to respond with aggression and anger, into our conflict situations.

Have you ever encountered **skepticism** when you were trying to win people to your way of thinking? For example, when you are from a government agency, skepticism is apt to be high, perhaps based on past experiences or just the general perception about government as a bureaucracy.

Change the game and bridge the gap. Engage the other person in mutual problem solving.

Power is another challenge. Most of us tend to rate our own power as too low. Power is whatever you think it is. If you think you have no bargaining chips, you don't. You have to help both yourself and the other party understand there might be a win/win resolution to an issue if both parties are willing to look for them.

Make it easy for the other party to **say yes**. Make it hard to say no.

The final and most difficult challenge is to **remain calm** in the face of all these challenges. Once we start getting emotional too, the ball game is almost over. No matter what the situation, two angry, frustrated, and/or overwrought individuals will seldom be able to think through a solution that works, or that people feel good about.

Managing Stress

One of the hardest parts of learning how to manage conflict is managing your own emotions.

Provocative situation	What I expect from the other person	How I can take responsibility and control

The Positive Effect

What can you do as an individual to make the positive effect work for you? Try these recommendations:

- Keep yourself in a positive mood.
- Induce positive effect in others.
- Find everyday uppers.
- Offer help whenever you can.
- Be kind.

Fifteen Steps for Dealing with Upset People

1) Be glad when a person shares their feelings of discontent with you. It implies that the person still has confidence in your interest in the problem and your ability to do something about it.
2) Think of the situation as an opportunity to shine.
3) Don't take it personally or become defensive.
4) Show genuine care and concern.
5) Listen.
6) Let the complaining person vent. Don't interrupt with defensiveness.
7) Politely interrupt the upset person and offer guidance.
8) Apologize assertively when you have made a mistake.
9) Express empathy, if it is genuine.
10) Take notes about the situation.
11) Tell the upset person what you can do.
12) Try to find a solution you can both agree on.
13) Thank the person for sharing his or her concern.
14) Follow up later, when appropriate.
15) Phrase your comments positively.

Five Tips for Dealing with Difficult People

- Maintain a friendly and professional attitude.
- Acknowledge that a difficult situation exists.
- Calm the person by questioning and verifying that you understand.
- Focus the person on the problem.
- Handle the problem.

Six Steps for Dealing with Angry People

1) Listen closely so you will understand the problem.
2) Ask questions.
3) Apologize.
4) Stay calm and don't take their anger personally.
5) Remain courteous.
6) Propose an action plan and then follow through!

A Simple Problem Solving Process

Systematic Problem Solving

There are many systematic ways to tackle the problems of planning to achieve objectives. It is probably more important that everyone in the team understands and follows the process, rather than having a complicated procedure that only a few use.

The process below is widely used.

Let's look at each step in detail.

Establish Context

- Explore the background of the objectives
- Link the work of the team to the wider organizational purpose and business background
- Examine individual values and different viewpoints, skills, and abilities
- Ensure everyone knows why they, in particular, are part of the team

Set Goals

- State goals clearly and briefly
- Identify essential, "must have" goals and "would be nice to achieve" goals
- Prioritize goals
- Get agreement on goals

Analyze factors

- Get the team to analyze all factors affecting it
- Use visual analysis such as graphs, fishbone technique
- Clearly define resources available to the team and the constraints imposed

Evaluate Options

- Consider as many options as possible
- Be innovative
- Select courses of action according to clear criteria
- Get agreement on courses of action

Plan

- Allocate tasks to individuals
- Set sequences, timing and deadlines
- Publish plans
- Have flexibility

Communicate

- Ensure all members of the team understand what is happening
- Use conflicts constructively

Implement

- Act effectively and efficiently to meet agreed targets
- Communicate results of actions

Monitor and Review

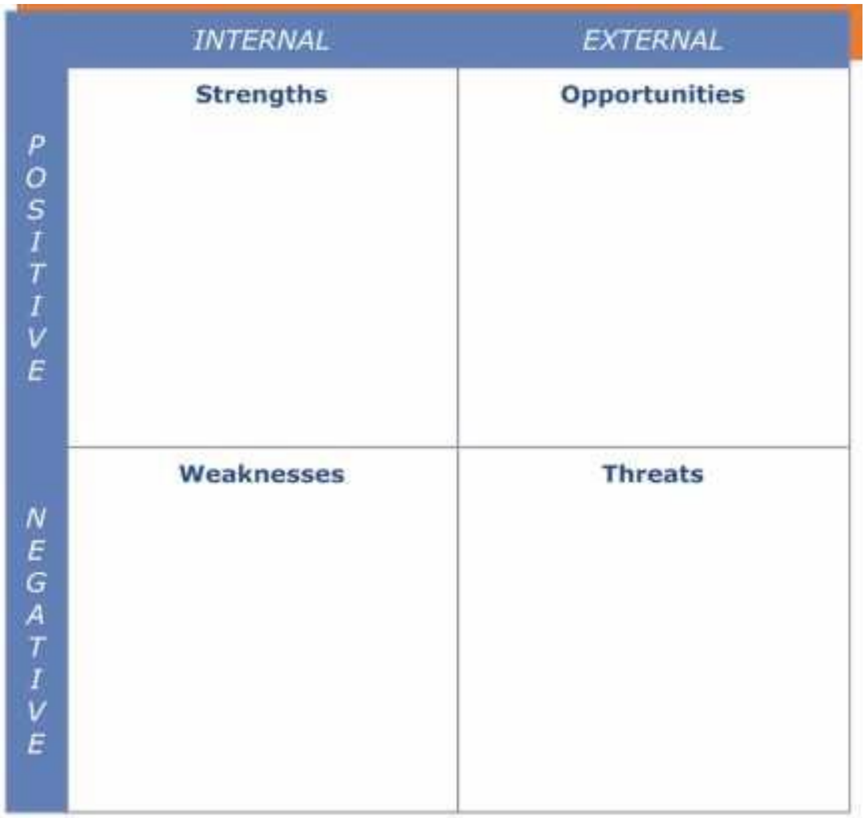
- Praise and reward team members for their actions
- Carry out performance reviews
- Look for better ways of doing things

Strategic Planning

SWOT Analysis

Generally, there are several critical steps to an effective strategic planning session. Most important is the SWOT analysis, where the members of your management group or team attempt to identify the assets and liabilities of the organization as they look to the future. This is the first step toward creating that shared vision that is so critical to your ability to lead.

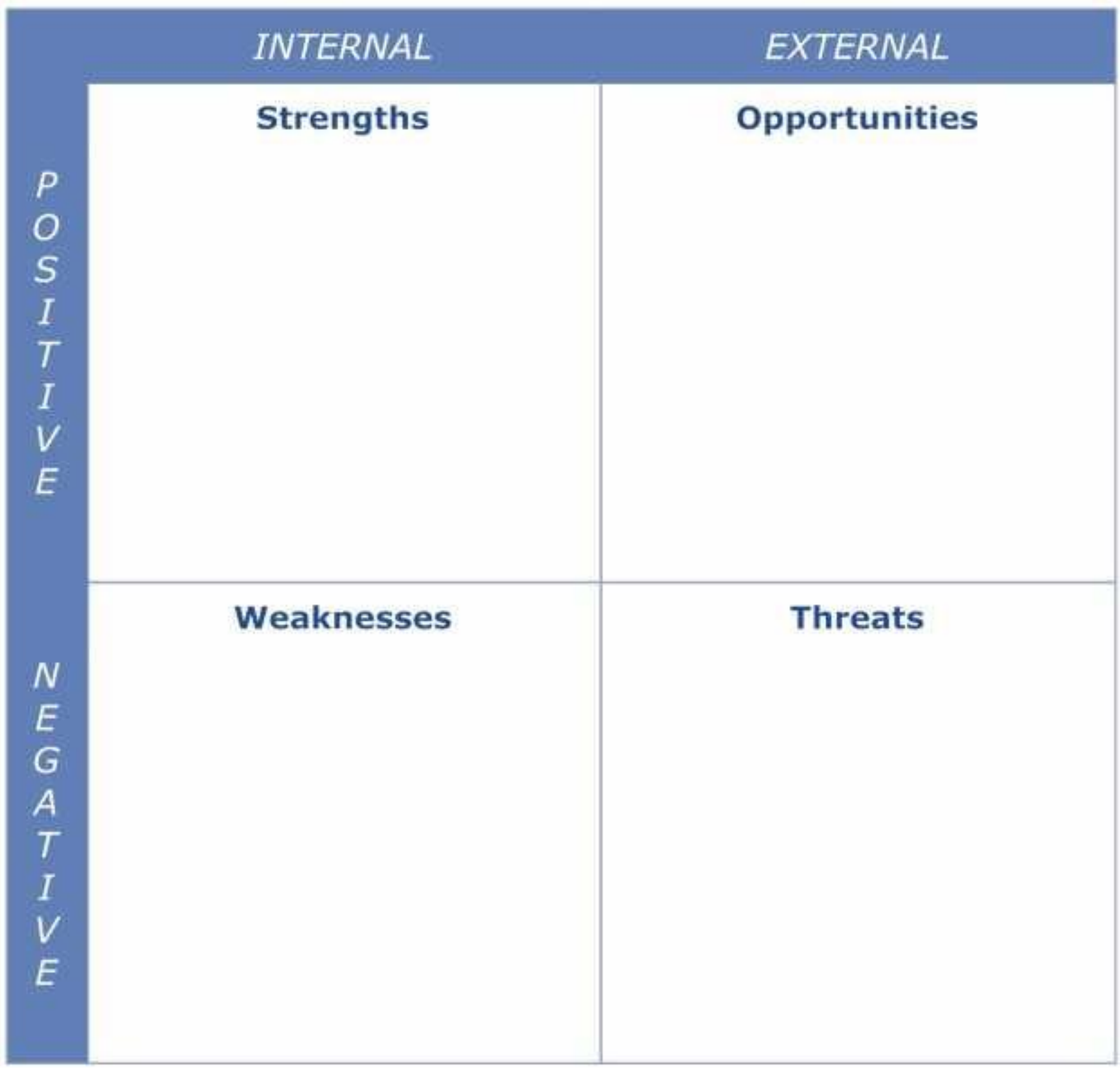
SWOT stands for the strengths, weaknesses, opportunities, and threats facing your company. The strengths and weaknesses are usually considered to be internal, while the opportunities and threats are generally external to the company. This analysis helps you ask yourself, “Where are you now?” This is really your situation analysis or inventory, and it gives you an opportunity to take stock of the overall situation right now before planning any future changes.



A SWOT analysis should consider:

- Your company and its strengths and its weaknesses
- Your products and/or services and their strengths and weaknesses
- The community and what is currently going on that may affect future planning
- Your primary and secondary target markets and what they want/need
- The competition and what they are doing
- The external forces that will affect your business
- Opportunities that are available to you and your company
- Environment and market factors that could threaten your business

Individual Analyses



Doing Delegation Right

What is Delegation?

Effective delegation is one of the most valuable skills a manager can master. It reduces a manager's workload and develops employee skills. Delegating prepares employees who work for you to be able to handle your responsibilities and simultaneously allows you to advance to other career opportunities within your organization.

The essence of supervision and management is getting work done through the efforts of others. Therefore, the supervisor or manager can decide (and must decide) what they are responsible for directly (those things they cannot delegate and empower others to do) and what others can do. They still maintain the authority, but they have passed the responsibility to someone else. They have empowered them to do those things.

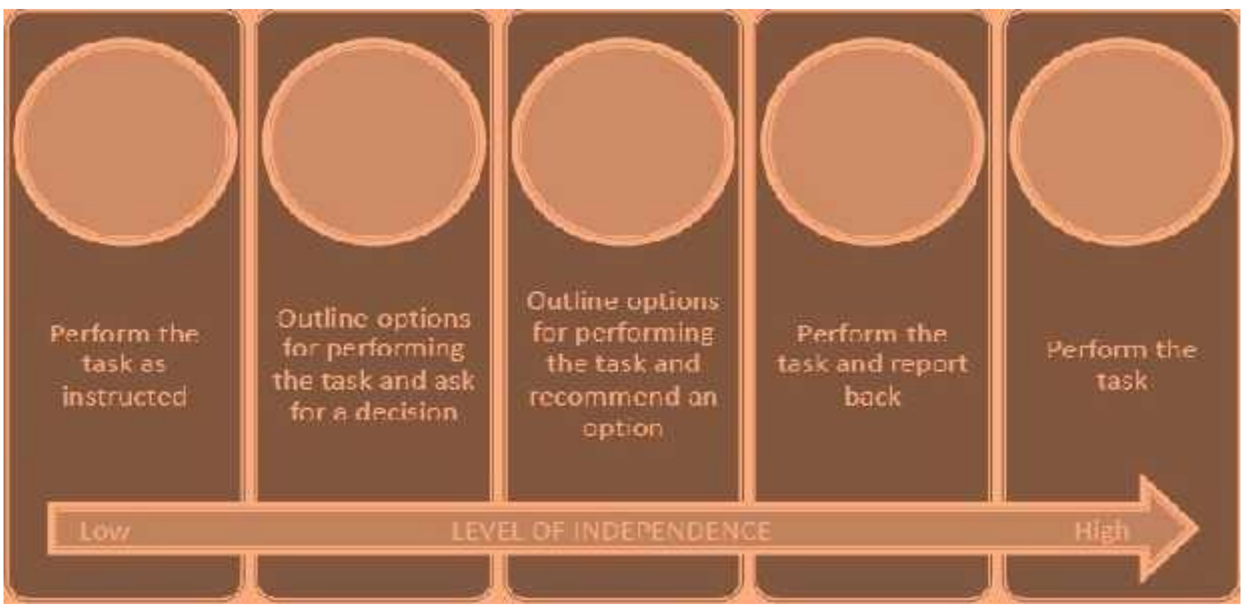
Delegating involves trusting someone else to do a task for which you will ultimately be held responsible. It is not giving them tasks to do. Rather, delegation is systematically delegating whole jobs to people who work for you.

Levels of Delegation

The Five Levels

Delegation doesn't have to be all or nothing. In fact, you should consider what level of delegation is appropriate for the task, the employee, and the situation.

Here is an overview of the five levels of delegation:



Breaking down the Model

Let's say that we want an employee to prepare a summary report of their work over the past year that will be submitted to the executive team. How will each level of delegation look?

The **first level of delegation** is to have the employee perform the task exactly as instructed with no independence. In our example, we might give the employee a report template, the data, and similar reports. Then, we'll ask them to complete the report and submit it by a certaindate.

The **second level of delegation** is to allow the employee to do some research (if necessary) and then give you options for the task. You make the decision and the employee completes the task according to your instructions. In our example, the employee might research different formats and give you some different options. They may also draft a list of items that they want to include in the report. Then, you will outline the format and contents for them. They will complete the report and submit it by a certain date.

The **third level of delegation** is similar to the second, except that an employee makes a recommendation. Continuing with our report example, the employee would recommend a format and possibly prepare an outline. You would approve it and ask the employee to complete and submit the report.

The **fourth level of delegation** is where independence really comes into play. This is the level that you will use most often once team members get up to speed. With our report example, you would simply ask the employee to complete the report and submit it by a certain date. (They may use existing procedures or templates, but the bulk of the decisions are up to them.) You would then review the report, approve it, and send it to the executive team.

The **fifth level of delegation** gives the employee complete freedom. With our report example, you would ask the employee to complete the report and submit it directly to the executive team. You may ask the employee to send you a copy of the report, but you would not have any active role in it.

Delegation Role

Plays Delegator

Assume you are going on a four-week cruise vacation. Your manager has made it clear that in order to get so much time off you must train somebody else to do your job in your absence. In a short role-play, go over several of the most important tasks that he/she will be performing in your absence.

You may choose to teach any relevant tasks, such as how to complete a report or run a machine. Your goal is to teach this employee how to perform several tasks that will be delegated to him/her in your absence. You may do this in any way that will be comfortable for you.

Delegate

Assume that your boss is going on a four-week cruise vacation during which you will need to do his/her job in his/her absence. In a five-minute role play, you and your boss will go over several of the tasks that you will be performing for the first time in his/her absence. This is your only opportunity to learn how to do this work so make sure that you understand the instructions. Be sure you are clear about what you will need to do in his/her absence.

Observer

While the delegator gives his/her instructions to the delegate, watch the interaction.

Criteria for Useful Feedback

The old management and leadership texts used to say that whenever giving feedback, you need to compliment someone or something they did first. This was meant to break the ice and ease any tension. However, what tends to happen is that people know they are coming for feedback, and they can be so focused on the criticism coming up that they do not hear your compliments, or they prefer that you get down to business.

Know your people, and how they prefer to receive feedback, and you will become very effective at delivering it.

Here are some of our best practices for offering feedback.

- Keep the conversation **positive**. Even when you have to deliver negative feedback (or outright bad news), the conversation should remain respectful, positive, and preserve the integrity of the people involved. Being positive gets the person in a better frame of mind to hear the other side.

- Feedback should be **asked for or agreed upon** ahead of time, rather than imposed. If it's appropriate, let people know that you'd like to give them some feedback and what the agenda for the discussion is so that they can also prepare if needed.
- Effective feedback is **well timed**. In general, feedback is most useful at the earliest opportunity after the given behavior.
- Feedback should be **specific** rather than general. To be told that you are dominating would not be as useful as to be told that, "Just now when we were deciding the issue, you didn't listen to what others said, and I felt forced to accept your arguments or face attack from you."
- Feedback should be **descriptive** rather than evaluative or judgmental. Describing one's own reaction leaves the other person free to use that information or not, as they see fit.
- Feedback should be directed toward **behavior** the receiver can do something about.
- Feedback should **take into account the needs** of both the giver and receiver of feedback. Feedback is destructive when it serves only the giver's needs and fails to consider the needs of the other person.
- Check that your **feedback is clear** to the receiver. One way of doing this is to have the receiver summarize the feedback in his/her own words.
- When feedback is given in a group, both giver and receiver have the opportunity to **check with others in the group** on the accuracy of the feedback. Is this one person's impression or an impression shared by others?

The performance feedback that you provide your people may be on a group level in terms of how well they are meeting targets compared to other groups, or it may be about individual performance toward attainable goals. Remember, just as feedback is necessary to keep a rocket on target and interest in a sport alive, it's also an important way of keeping employees interested in their work.

Feedback Techniques

Feedback Techniques

Feedback has traditionally been given in the "**sandwich**" format.

In the sandwich, you begin by saying something positive about the person's behavior, such as, "Roger, you are one of the fastest workers in here. You understand computers better than most of the people I work with."

Then comes the description of the behavior you want to see changed. For example, "I would like you to be more precise with your documentation. You come up with brilliant solutions that never get recorded and I'd like you to change that."

Back to his value to you and the company: "You have knowledge that the rest of us could use, and you don't always get credit for the ideas you have. Can I count on you to do more documentation?"

We prefer a more **open-ended approach**. When you use this technique, there is no lead-in. You move right to telling the person what behavior has to be changed. For example: "Roger, I would like you to be more precise with your documentation. You come up with brilliant solutions that never get recorded and I'd like you to change that."

Then remind him of his value to the organization: "You have knowledge the rest of us could use, and you don't always get credit for the ideas you have. Can I count on you to do more documentation?"

Of course, it is critical that your feedback is always sincere, with the intent of improving behavior.You can also just give an **individual positive feedback statement** as well, such as: "Roger, you are one of the fastest workers in here. You understand computers better than most of the people I work with."

Occasionally you can give the individual the **constructive criticism** without any positives to go with it. Example: "Roger, I would like you to be more precise with your documentation. Your solutions never get recorded and I'd like you to change that." Just don't use this technique very often.

Here are some tips that you can use to **encourage feedback**:

- Reward the person who asks a question.
- Set aside time for regularly scheduled feedback sessions.
- Use silence to encourage feedback.
- Watch for non-verbal responses. Most people cannot hide or censor their non-

verbal responses.
- Ask open-ended questions.

Role Play

Situation

Three weeks ago, you delegated the task of the monthly financial report to your assistant. S/he submitted it this morning. It looks great: new format, extra information, and statistics that update automatically. The problem is that you didn't ask for a new format; the old format is a standard across the company and must be used. You need to figure out how to deal with the situation and give feedback so this doesn't happen again.

Mastering Your Body Language

In significant (though often misinterpreted) research, **Albert Mehrabian** found that when it came to discussing emotions, only 7% of the speaker's message was communicated by words, and that tone of voice was responsible for about 38% of the meaning and body language about 55%. This means that the words themselves played only a very small part in conveying meaning. In other conversations (not the ones about emotions), we know that tone of voice and body language have a large impact on those messages, too.

We are always sending signals to others, whether we like it or not. Body language combined with vocal tone can override or even cancel the meaning of the words we say. If you want your messages understood, make sure your words and your body are sending the same signal.

Here are some things to keep in mind about body language:

- Your **eyes, eyebrows, and mouth** send out the signals that can make a world of difference.
- People who smile are happier than those who don't. **Smiling** releases a chemical in your brain that makes you feel good. It's a great way to establish a rapport with listeners.
- **Eye contact** helps you carry your message to each person in the audience. It builds trust.
- Learn to speak with your **hands**. Draw lines in the air, make a point, count on your fingers, and emphasize length and width.
- Work on appearing **sincere and comfortable**.
- Let your **hands** do what they want to do, as long as they don't get in your pockets, fiddle with an object, or make obscene gestures to your audience.
- Your **body posture** affects your emotions and how you feel determines your posture. If you are confident, happy and ready, your body will show it.

One of the most important things you can do with body language is learn to pick up **cues** from people that you are making them uncomfortable, such as:

- Rocking
- Leg swinging
- Tapping

These are the first signals of tension and indicate that the person feels intruded upon or nervous. If it escalates, these signals are often followed by:

- Intermittent closing of the eyes
- Slight tucking of the chin into the chest
- Shoulder hunching

Basically, learn to watch for these cues, and then **adjust your approach**. Sometimes just taking one step back, or getting the other person to talk to you instead, will be all it takes to ease the tension. If you sensitize yourself to these simple cues, over time people will feel more relaxed, at ease, and open with you (and to you).

Meeting Management

Preparing for Meetings

Careful preparation can make the difference between feeling confident and in control, and coming out of a meeting feeling really unhappy about the way it's gone.

You should get an agenda before each meeting and a set of minutes afterwards. The agenda needs to be detailed enough for you to know whether anything important or contentious is coming up. You also need to receive it in plenty of time to be able to consult colleagues or seek additional information if you need to. If there is anything you want to put on the agenda, don't be afraid to. (It is a good idea to find out early on how you should go about doing this as practice will vary between organizations.)

Reading the Reports

In some organizations, you will receive reports which form the basis for discussion on various issues. Sometimes these are quite concise and sometimes they can be quite bulky. The time that you want to spend reading things like this will be limited, so it's important that you approach the task systematically and develop your ability to digest the material.

- When the reports arrive, scan them quickly to establish the scope and content.
- Write down any initial questions you may have and look for answers in the subsequent stages.
- Read conclusions, summaries, and recommendations first.
- Highlight sections you will want to refer to.

You can develop the ability to read faster by:

- Concentrating
- Never going back on a sentence
- Using a ruler to keep you on a line
- Not reading each word mentally

- Being on the lookout for important areas
- Always marking useful sections (highlighter, post-it notes, markers)
- You can use a code to remind you (For example: 1 = interesting, 2 = important, 3 = vitally important)

Once you have read the reports, put them to one side and try to write out the key issues and ideas in your own words. Then try these tips:

- Reread the document and check your understanding.
- Establish your own objectives, which should be your measurable targets for the meeting.
- Write them down.
- Identify what you want to do on each item. (Remember, what you say on one issue may have an effect on other issues, so pick your issue carefully.)
- Prioritize.
- If you are going to speak on an item make a note of the things you want to cover.
- Check your understanding with others.

Questions to ask yourself when preparing for a meeting include:

- What information do you need to take with you?
- What do you want to get out of the meeting?
- Is there something in particular you want to get done?
- What contribution do you want to make?
- Are you just trying to get information?
- Do you want to follow up something that was raised at an earlier meeting and check progress on it?
- Do you just want to draw attention to something?
- Do you want to make sure people are aware of a problem so that it doesn't happen again?

During the Meeting

Keep your contributions short.

Your point is more likely to be understood and to have an impact if you keep it reasonably short.

Don't take so many notes that you lose track of what is going on.

Most meetings are minute so just write down the things that affect you (such as things that you are responsible for doing before the next meeting) or things that will jog your memory when it comes to reporting back to your employees or supervisor.

Avoid interrupting others to make your contribution. Do not let others interrupt you.
In some meetings it is difficult to get your contribution in. If you do have to interrupt, do so firmly and politely. Once speaking, do not be tempted to make several points for fear of not getting in again.

Think about your non-verbal behavior.

Both the volume and tone of your voice are important here. If you are too quiet you will lose impact and be open to interruptions. Eye contact is also important. Remember to sit somewhere that makes it easy to catch the eye of the chair so that you can get your contribution in. While you are speaking, distribute your eye contact throughout the meeting, but direct it at those for whom your contribution is most relevant. This enables you to judge how your contribution is being received.

Time your contributions.

Raise points at the relevant time for the maximum impact. Do not wait until the last minute before airing an opposing view. If others are on the verge of making a decision, they will be irritated if you suddenly come up with opposition.

If you are brief and avoid interruptions you stand a good chance of getting a reaction. If no one reacts, however, don’t be shy about asking the meeting or an individual for a reaction.

If you are asked to give an opinion on something that has come up unexpectedly, don’t feel pressured into giving an off-the-cuff answer if you are not confident that you know your own strengths. It is perfectly acceptable to ask to be given time to think about it.

Managing Meetings

People spend endless hours in meetings that are poorly planned, ineffectively conducted, and go nowhere. Arthur Ciervo of Pennsylvania State University estimates that the average manager spends 14 to 20 hours a week in meetings and that half those hours are wasted. A key part of learning to be a manager is learning how to make the most of meeting time.

Presentation Tips

9 Secrets to Command Attention

1) Dress in a professional manner
2) Walk to the podium with confidence
3) Stand erect behind the podium
4) Look at the audience and pause before you start to speak
5) Project your voice to speak with authority
6) Convey dynamism
7) Begin with a powerful introduction
8) Establish your credibility early
9) Leave the podium with a confident, purposeful gait

10 Secrets to Control Fear

1) You can never prepare too much
2) Be totally familiar with your introduction
3) Practice out loud and practice often
4) Practice mentally
5) Record your speech
6) Concentrate on your message, not on yourself
7) Know that to feel nervous is to be human
8) Breathe deeply
9) Channel your adrenaline into positive energy
10) Know that you appear more confident than you feel

10 Secrets to Build Credibility

1) Dress to convey authority and professionalism
2) Project your voice
3) Share your credentials
4) Use quotations or testimonies
5) Offer statistics
6) Use examples and case studies
7) Compare or contrast ideas
8) Use visuals
9) Restate ideas in a variety of ways
10) Deliver the message dynamically

10 Secrets to Prepare Like a Pro

1) Check out the speaking environment prior to your presentation
2) Change the environment to fit your style if necessary
3) Use the three-minute prep for unexpected speeches
4) Use sheets of paper for notes, not note cards
5) Use nouns as notes to jog your memory
6) Time your speech and edit, edit, edit
7) Select a title that's a hit
8) Prepare your introducer with an exciting introduction
9) Anticipate questions from the audience
10) Have questions ready

8 Secrets to Close with Power

1) Summarize your main points
2) Refer to the occasion
3) End with a powerful quotation
4) Make a startling statement
5) Leave listeners with a vivid illustration
6) Issue a challenge or an appeal
7) Keep a second closing in reserve
8) Leave the podium with a confident, purposeful gait

10 Secrets to Sharpen Your Delivery

1) Speak clearly
2) Vary your pace
3) Use silent pauses often
4) Limit the use of vocalized pauses
5) Vary your inflection
6) Look at everyone frequently
7) Use movement to maintain attention
8) Use natural gestures to generate interest
9) Hide your errors
10) Leave playthings at your seat

Pumping up a Presentation

Public speaking is an opportunity that leaders must learn to grasp at every opportunity.
It gives you a chance to establish yourself with the community and tell people about your company. Whether you are making a sale, pitching your idea to the boss, or managing a crisis, effective speaking skills are critical to building credibility and driving your message home. People want to do business with people they like and trust.

Even the most secure speakers shouldn't wing it. No matter how well you know your product or service, it pays to plan. Think about what's most relevant to your audience and put their interests first.

Luckily, no presentation has to be perfect. The numbers of people who aren't good speakers far outweigh those who are good, so there's lots of room for those who are just OK at public speaking.

However, if you want to move your presentation from dull to dynamic, you can pump up your presentation in seven easy steps:

1) **Talk to yourself.** Practice in front of a mirror, trying to look relaxed and friendly. Stand with your arms in front of your body, with your elbows at 90 degrees and your palms at 45 degrees, leaning forward. That says, "I'm here, I'm engaged, and I don't have a weapon."
2) **Have a point.** Decide on your core message ahead of time. Bring the listener quickly to the point of action by crafting your theme into your introductory passages.
3) **Look them in the eye.** Making frequent eye contact for a few seconds with listeners in the audience will create an aura of confidence and familiarity, which will help you get your message through.
4) **Know the room.** Boost your comfort level by checking out your speaking venue in advance. Practice with the microphone and any visual aids that you plan to use.
5) **Crack a smile.** Smiling tells the audience you're enthusiastic and confident—just the kind of person they want to hear. Smiling can also relax you, reduce your heart rate, and help you breathe easier.
6) **Pump up the volume.** People need more energy than they think to make a strong presentation. Use a louder voice than you think you need.
7) **Don't be a comic.** When you tell a joke, you might offend somebody. Tell a funny story about yourself instead.

Further Reading:

- ✓ Argyris, Chris. *Knowledge for Action.* Knowledge for Action, 1993.
- ✓ Bennis, Warren. *On Becoming a Leader.* Perseus Publishing, 2003.
- ✓ Blanchard, Ken, and Sheldon Bowles. *High Five! The Magic of Working Together.* William Morrow, 2000.
- ✓ Blanchard, Ken, and Spencer Johnson. *The One-Minute Manager.* HarperCollins Business, 2000.
- ✓ Carnegie, Dale. *How to Win Friends and Influence People.* Pocket Books, 1998 (Reprint).
- ✓ Cialdini, Robert. *Influence: The Psychology of Persuasion.* Collins, 2006.