



**McAndersen**

# Leadership Skills for Supervisors

McAndersen International Limited  
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Supervisors and Managers Series

# **Leadership Skills for Supervisors: Communication, Coaching and Conflict**

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## How to Use This Guide

This Self-Study Guide is designed and laid out in a way that will guide student learning much in the same way that an instructor would. This workbook is comprised of modules called *Sessions*. Each Session focuses on a major concept in the course.

In each *Session*, we have included short-answer and (in some instances) multiple-choice questions which relate directly to the session material. Throughout the guide, you can take the opportunity to internalize what you have learned by completing various self-reflection exercises.

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# SESSION ONE: COURSE OVERVIEW

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## COURSE OVERVIEW

Supervisors represent an important force in the economy. You have the power to turn on or turn off the productivity of the people who report to you. You are the crucial interface between the employee on the shop floor or the service desk and the managers of the organization. Although you usually have more technical experience than the employees you supervise, you may not have had a lot of leadership experience. This course will give you the skills in communication, coaching, and conflict that you need to be successful.

## LEARNING OBJECTIVES

After you complete this course, you will be able to:

- Learn ways to prioritize, plan, and manage your time.
- Identify your primary leadership style.
- Develop some flexibility to use other leadership styles.
- Determine ways you can meet the needs of employees and co-workers through communication and coaching.
- Explore ways to make conflict a powerful force for creative, well-rounded solutions to problems.

**Why did you take this course? Use this opportunity to consider your personal learning objectives and reasons for taking this course.**

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## PRE-ASSIGNMENT

Before you take this course, please answer these questions.

**What kind of leader do you prefer to work with? What traits do they have that resonate with you?**

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**Who is the best boss you ever reported to? What was so good about them?**

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**Are you the type of leader that you would like to work for? Why or why not?**

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**What things are you most interested in learning about in order to become a better leader?**

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# SESSION TWO: PRE-ASSIGNMENT REVIEW

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Pre-assignments are designed to get you thinking about the topic and preparing for learning. In this case, you have explored some ideas about leadership skills for supervisors and what you are ready to learn.

*In this session, you will review the pre-assignment and see how your thoughts about supervision will help you to grow as a leader.*

## MAKING CONNECTIONS

**Review your pre-assignment answers, particularly the fourth question.**

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**What do your answers mean in terms of your leadership skills?**

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Consider what you can do to be a leader that people would like to work for?

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**What things are you most interested in learning about in order to become a better leader?**

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**What could you do to be a leader that people would like to work for?**

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## SESSION THREE: WHAT'S YOUR TYPE? HOW ABOUT MINE?

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Can you describe yourself in a few paragraphs? Have you had the opportunity to analyze your temperament? When we open ourselves to self-discovery, we gain insights into our own behaviors and motivation.

*In this session, you will complete a self-assessment and then read about the main attributes of the types included here.*

### SEEKING INFORMATION

There are many ways to describe personality types, with the idea that there are base temperaments that we can relate to, and that we prefer. The science behind this kind of assessment relates back to the work of Carl Jung, which was later advanced by Katharine Cook Briggs and her daughter Isabel Briggs Myers.

If you have ever wondered what type of person – or temperament – makes the best type of leader, the answer may surprise you. It is not necessarily the person who achieves the greatest success (however you define that), nor is it necessarily the person with the greatest communication skills. The keys to being the best type of leader have to do with many things, including the way you approach work and life, and also in having a strong team to work with that can offer a range of strengths.

Some people seem to be natural leaders with an enviable track record and lots of people turning to them for advice and mentorship. Others seem to have to work at it, and are constantly looking to the world for learning and working on developing their skills. In reality, all leaders need to work at something, because one strength of a leader is their continuing drive to learn.

# IDENTIFYING YOUR CHARACTERISTICS AND PREFERENCES

We have developed an assessment that can help you identify what your base temperament is. First, look at the group of words. For each group, decide which of the four choices is most like you, a lot like you, somewhat like you, and least like you. It is important to answer the questions according to what feels right, and not what you think people think about you, or may expect.

First, select the choice that is most like you and write the number four on the line. Then select the term that is a lot like you and write number three on the line, then two, and then one. You have to use the numbers 4,3,2,1 in each section. There are no ties allowed, so you need to make a decision on each group. You can see an example below.

Remember that you are working on preferences and not a math exam, so do not get overly tied up in absolute definitions. When you are finished the questionnaire, follow the instructions on the scoring sheet.

## Example

### Scale

- 4 = Most like you
- 3 = A lot like you
- 2 = Somewhat like you
- 1 = Least like you

## Terms

1. A driving need for you is:

3	C	To find meaning in life
4	A	To learn and gain knowledge
2	B	To belong
1	D	Freedom to do what you want



## QUESTIONNAIRE

1. A driving need for you is:

<input type="checkbox"/>	C	To find meaning in life
<input type="checkbox"/>	A	To learn and gain knowledge
<input type="checkbox"/>	B	To belong
<input type="checkbox"/>	D	Freedom to do what you want

2. A primary need for you is

<input type="checkbox"/>	D	Making an impact
<input type="checkbox"/>	A	Maintaining calm
<input type="checkbox"/>	C	Relationships
<input type="checkbox"/>	B	Responsibility and duty

3. Which of these things interests you?

<input type="checkbox"/>	C	People
<input type="checkbox"/>	A	Ideas
<input type="checkbox"/>	B	Information
<input type="checkbox"/>	D	Actions

4. You respect:

	B	Authority
	A	Intellect
	D	Performance
	C	Relationships

5. You:

	C	Stick up for what you believe
	D	Are constantly busy
	A	Look to the future
	B	Like to provide for others

6. You like:

	A	Exploring
	B	Security
	C	Cooperation
	D	Seizing opportunities

## 7. You're good at:

<input type="checkbox"/>	D	Making quick decisions
<input type="checkbox"/>	B	Looking after details
<input type="checkbox"/>	C	Inspiring others
<input type="checkbox"/>	A	Solving complicated problems

## 8. You want:

<input type="checkbox"/>	D	Variety
<input type="checkbox"/>	A	Logic
<input type="checkbox"/>	C	Harmony
<input type="checkbox"/>	B	Stability

## 9. You prefer to focus on:

<input type="checkbox"/>	B	Structure
<input type="checkbox"/>	C	Relationships
<input type="checkbox"/>	D	Action
<input type="checkbox"/>	A	Knowledge

10. You value:

	D	Action
	B	Security
	C	Self-improvement
	A	Intelligence

11. You make decisions by relying on:

	C	Intuition
	D	Senses
	A	Data
	B	Tradition

12. You enjoy:

	D	Adventure
	B	Social gatherings
	C	Meaningful interactions
	A	Theories and data

13. Your work stressors are:

	D	Inefficiency
	C	Boredom
	B	Injustice
	A	Not knowing

14. You appreciate:

	C	Skilled performance
	A	Research and investigation
	B	Cooperative interaction
	D	Respect for policy and tradition

15. Your leadership style is

	D	Firm, fair, respectful
	C	Relaxed, flexible, open
	B	Patient, supportive, encouraging
	A	Logical, inspirational, direct

### Scoring Example

Add the total number of points that you wrote beside each letter of the alphabet in the questionnaire. Pay close attention, since the letters above are not always in order!

In our sample at the beginning of the questionnaire, we would add four points to the A column, two points to the B column, three points to the C column, and one to the D column.

<b>A</b>	IIII
<b>B</b>	II
<b>C</b>	III
<b>D</b>	I

### Your Score

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	

Total A's \_\_\_\_\_ Total B's \_\_\_\_\_ Total C's \_\_\_\_\_ Total D's \_\_\_\_\_

The letter with the highest total is most like you. Write it here: \_\_\_\_\_

The other letters are your next preferred styles. If your numbers are close to each other (within five points), you probably find it pretty easy to flex your style to those other categories. If your numbers are far apart, or one is much lower than the others, that is the area you will find it challenging to work within. You will have the knowledge of how to do it once you work through the material below.

## ANALYZING THE RESULTS

In reality, we are a blend of all types, moving within the numbers and flexing into the other styles that our circumstances and our comfort levels dictate. This means that we are more like a blended drink than distinct ingredients. You will recognize that you may behave one way at work (super-organized), usually be more relaxed at home, but return to your super-organized self when stress at home increases.

As you read the descriptions below, see if they agree with how you behave as a leader or as a member of a team. You will also get some insight into how to connect with the different types in the descriptions.

### Mostly A's – Inquiring Rationals

Inquiring Rationals are often **drawn to jobs like banking and engineering**. They like to figure out how things work. They consider the structure and configuration of things. They process information intuitively and look at the big picture. These are visionaries, like Albert Einstein and Bill Gates. When it is time to make decisions, they apply logic, and they do not get persuaded by emotions. If they do not respect you, you will not keep their attention. Experience and competency are very important to Inquiring Rationals.

This temperament profile makes up approximately **five to seven per cent of the population**. Other notables in this group are Walt Disney, Ben Franklin, Margaret Thatcher, and Napoleon.

**To connect with Inquiring Rationals on your team**, demonstrate your expertise. Quote experts and remember to cite your sources. When speaking with them, get to the point quickly. To keep their attention, use facts and figures first and personal stories later.

**As a leader**, you probably enjoy being in charge. One of your strengths is in making good decisions that have been well analyzed, researched, and considered. This allows you to keep on top of things that you also enjoy, like tracking deadlines and benchmarks. You may reach your decisions, however, without much consideration to people's feelings or the morale of the group. You may get frustrated with people who forget details or who want to do things differently. Once people see how much you care, they will learn to appreciate and respect you, and they will respond to your commitment to help them grow and learn.

**People usually describe Inquiring Rationals as:**

- Dependable
- Systematic
- Proficient
- Efficient
- Practical

**Sometimes they are also:**

- Shortsighted
- Data-bound
- Perfectionistic
- Narrow-minded
- Cautious



## Mostly B's – Authentic Idealists

Authentic Idealists are **natural teachers, counselors, and leaders**. They are people who enjoy being around other people. They have excellent communication abilities. They are benevolent and intuitive, and they focus on global issues like world poverty and humanitarian issues. Idealists love metaphors, stories, and symbols, rather than statistics and figures. They make decisions that reflect their values, and rely on emotion and instinct as opposed to logic. In fact, statistics and facts bore them. They are looking for significance, and they seek the truth.

The Authentic Idealist temperament makes up about **10 per cent of the population**. Notable members of this group include Eleanor Roosevelt, Billy Graham, Mahatma Gandhi, Jane Goodall, Oprah Winfrey, and Albert Schweitzer.

**To connect with the Authentic Idealists in your organization**, share your values and personal convictions. Be authentic and reach out to them by telling stories that demonstrate your empathy. Appeal to personal ethics and a higher calling. Show that you care about them and others on the team.

Authentic Idealists are considered **peaceful leaders**. They can easily handle the details of day-to-day operations and are process oriented, although the small stuff can get them sidetracked. As a leader, they have the greatest amount of compassion, so it is easy for others to share their feelings, interests, and challenges with them. Authentic idealists can be difficult to motivate externally, which might frustrate others, but they are well motivated intrinsically.

One of the major considerations for them is that the group gets along, so they foster a sense of togetherness and try to smooth conflict. Sometimes their efforts at peacefulness can be at the expense of getting results for the team, but harmony is really essential for them.

### Authentic Idealists are often seen as:

- Encouraging
- Enthusiastic
- Supportive
- Humorous
- Relaxed

### They can sometimes be:

- Impractical
- Vague
- Manipulative
- Not sufficiently serious or focused on the bottom line

## Mostly C's – Organized Guardians

Organized Guardians are extremely **dependable and loyal**, and they play by the rules. They have an amazing work ethic, stay down-to-earth, and they like routine. They are thorough and orderly. At times they are too serious, but they are practically always serious. They are good at taking care of other people. They want to hear about the bottom line, and they want the facts.

Organized Guardians will consider charts and graphs and follow a well-prepared presentation longer than most people. However, they can also shut down when too much emotion is presented and may get bored with stories. This temperament makes up **40 to 45% of the population** and includes people like Queen Elizabeth II, Mother Teresa, George Washington, and Colin Powell. With their respect for tradition, they are drawn to the military and policing. These are also the people who will pass traditions to their children and grandchildren.

**To connect with Organized Guardians** on your team, be concise, organized, and provide supportive data. Present information in logical sequence, and avoid any tendencies for tangents.

**If you are an Organized Guardian as a leader**, you will be very logical and grounded. You might be inclined to present data with everything that you discuss with members of your team, so learn their preferences and see how much is necessary.

Your compassion for others adds depth to your work, although you will only demonstrate your emotional depth with people that you trust. You will capture the attention of people on your team because you are interesting and a positive influence. Your passion shows when you are working on the right things and in the right place. You maintain high levels of organization and control, but you can also be flexible and think on your feet.

### People often describe Organized Guardians as:

- Cooperative
- Independent
- Traditional
- Flexible
- Imaginative

### Sometimes, they can also be:

- Too future oriented
- Not task focused
- Unrealistic
- A dreamer

## Mostly D's – Resourceful Artisans

Resourceful Artisans **crave action and live in the moment**. They are very social, confident, and persuasive. Steven Spielberg, and Madonna are notable Resourceful Artisans. They are witty, playful, and fun. If they had a message to share, it would be that the world could lighten up a little. They love playing to an audience, and look at the world as their stage. Like Organized Guardians, they can also perceive the world concretely. They can get bored with visionary tasks. They enjoy stories that they can easily relate to and imagine happening to them. This temperament makes up about **35 per cent of the population**.

**To connect with Resourceful Artisans on your team**, be authentic and spontaneous. Engage them with questions and discussion. Use well-developed, engaging personal stories. Let your creativity show so that they can connect with you. This style wants you to deliver an experience, not just assignments.

**If you are Resourceful Artisan as a leader, your strengths include** energy, personality, and creativity. You will deliver results. You will get a thrill from the emotional connection between you and the people that you work with. You will be a popular leader, and will create a fun environment if it does not exist already.

**Your weakness** might be in your organization and structure. Because you are living in the moment, you will avoid the homework that goes into the development of brilliant work. Sometimes you challenge authority or act as devil's advocate, and you may find it a struggle to work with conservative or risk-averse organizations.

**People often describe Resourceful Artisans as:**

- Candid
- Honest
- Principled
- Assertive
- Ethical

**Sometimes, Resourceful Artisans can also be:**

- Rigid
- Arrogant
- Self-righteous
- Unyielding

## What's Important?

We all have preferences for how we do things, and now we hopefully understand a bit more about them. It is also important to remember that we ALL have the range of temperaments described here. We just have our own preferences; you might be mostly A, but call on behaviors that are more closely associated with B or C or D as needed. It is also important to have a range of types in our workplace. The strength of having some people looking after facts and figures, while others appeal to emotions and spontaneity, makes our business effective. It is the blend, that presence of different temperaments within a multitude of strengths, that keeps our world fascinating.

## DEBRIEF

**Do you agree with the explanations for your temperament?**

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**What factors stand out?**

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**What do you not agree with?**

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**How can you alter your approach to meet your greatest challenge?**

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## SESSION FOUR: INTROVERSION/EXTROVERSION

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Another powerful aspect to understanding yourself and others is to recognize whether you are an introvert or an extrovert. We often talk about introversion and extroversion in terms of how comfortable we are being around other people. **Extroverts** appear comfortable socially, can enter conversations easily, and are considered outgoing. **Introverts** are seen as being less open, quiet, and often preferring their own company over being social. However, there are other considerations to introversion and extroversion, like where we get our energy from. To add some complexity, there are lots of introverts who act like extroverts in order to collaborate, converse, and work or play in social situations.

### QUESTIONNAIRE

Answer the following questions to help determine whether you are an introvert or extrovert. Try not to get too concerned about whether you are one way or another and remember this is about developing understanding. For this exercise, you need to answer each question according to the one that is *most like you*.

1. I get the best ideas when:
  - a. I can think things through from beginning to end
  - b. I can bounce my ideas off other people
2. I learn new things best when:
  - a. I can study, contemplate, and read them on my own
  - b. I learn, talk, and act them out with others

3. I feel really energetic when:
  - a. I have had ample time to rest, read, or relax
  - b. I am around my friends or colleagues
4. Meeting new people:
  - a. Wears me out
  - b. Is something I love to do
5. When I think of something new:
  - a. I like to think about my ideas and make some decisions before looking for feedback
  - b. I like to share my initial thoughts and get people's feedback
6. After a productive day working with a team, I:
  - a. Go home feeling worn out and in need of a rest
  - b. Am full of energy and ready to do something else
7. I prefer solving problems by:
  - a. Analyzing and working through them on my own
  - b. Talking things over with people

## SCORING

Total the number of A and B answers that you made.

A answers = \_\_\_\_\_

B answers = \_\_\_\_\_



B responses represent extroverted tendencies and A responses represent introverted tendencies.

Now, place an X on the continuum where you feel it best represents your preference. If you have strong introverted tendencies, then you will mark an X closer to the word “introverted” on the continuum. If you have strong extroverted tendencies, your X will appear closer to the word “extroverted” on the continuum. If you have a mix of preferences, then your X will appear closer to the center point.



## CASE STUDY

Consider the story of these parents. Dad needs to come home from work and get through a cup of tea plus 20 minutes of quiet before the kids or his wife talk to him about their day. Once he has this quiet time, he’s engaged and ready to spend time with family, run errands, cook supper, and so on.

Then there is Mom. At the end of a day spent busy working, she will connect with a friend and go work out at the gym, or have animated, energetic conversations with neighbors and kids.

While the introvert replenished energy by spending some time alone, the extrovert gathers energy from the people around her.

## LESSONS TO LEARN

Whatever type(s) you most strongly relate to (whether you are an introvert or an extrovert), you hopefully now have a little more understanding of yourself as well as other people.

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# SESSION FIVE: UNDERSTANDING LEADERSHIP

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Part of being a leader involves a process of continuous learning. Are you excited about your new role? Are you just getting your feet wet or have you been doing it for a while now?

*In this session, you'll learn some aspects of leadership, including managing performance, servant leadership, and onboarding.*

## ABOUT LEADERSHIP

### Defining Leadership

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. Good supervisors do not:

- Let their authority go to their head.
- Use authority like a sledgehammer to pound people into line.
- Act superior.
- Throw their weight around.
- Make boastful statements.
- Make mean or cutting remarks to their employees.

Good supervisors practice good leadership and communication skills. When they must use their formal authority, they do not make a show of it. Good supervisors do:

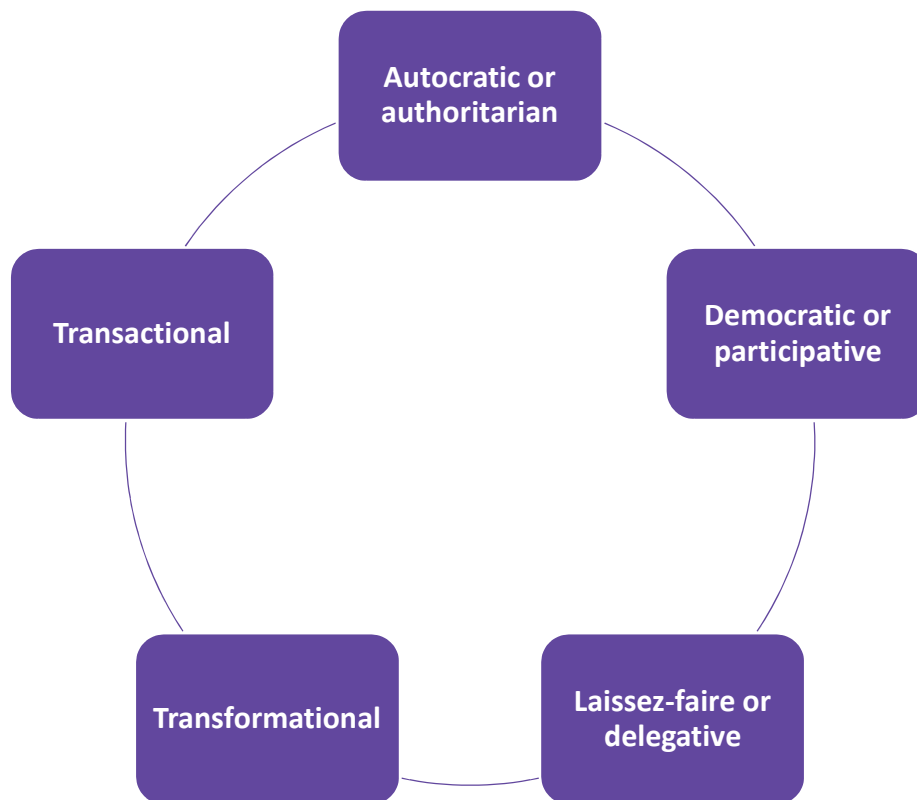
- Give orders clearly, calmly, and with confidence.
- Not accuse until they are sure of their facts.
- Listen to what their employees have to say.

- Tell it like it is, without losing their temper or their self-control.
- Show appreciation when work has been well done.
- Remain firm, fair, and friendly.

Several very strong models for leadership have been developed after many years of study, and with the help of many companies and their leaders. 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.

It is important to note that no one style is successful all the time. This depends on personalities and circumstances. The key is to understand the various styles, to be flexible and to adapt to situations because advantages and disadvantages exist for each approach.

Some of the leadership models include:



- **Autocratic or authoritarian** — One person makes all of the decisions without input from others. Pros: Works well when quick decisions are needed or to correct poor performance. Cons: Discourages open communication, can stifle creativity and create resentment.
- **Democratic or participative** — Input from others is sought and considered, with decisions made by the person in charge. Pros: Employees feel engaged, creativity is stimulated, work quality is high. Cons: Results are less productive, can be difficult to incorporate different opinions.
- **Laissez-faire or delegative** — Hands-off leadership where employees complete their responsibilities and make decisions with little guidance. Pros: Can be effective when employees are skilled, motivated and work well on their own, high level of job satisfaction for employees. Cons: Ineffective time management, lack of accountability.
- **Transformational** — Charismatic leaders motivate workers to identify needed change and inspire them to make improvements. Pros: Enhances motivation, morale and job performance, strengths and weaknesses are understood, collaboration. Cons: Potential for improper use of influence, can be time consuming.
- **Transactional** — Result-driven, uses structured policies and procedures, focuses on rewards and punishments to achieve compliance. Pros: Short-term goals reached quickly, clear expectations. Cons: Doesn't focus on progress, creativity is limited.

We will take a closer look at the Situational Leadership II and Servant Leadership models.

# THE SITUATIONAL LEADERSHIP II® MODEL

First, let's explore what kind of a leader 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 support to people.

# UNDERSTANDING YOUR COMFORT ZONE

## Making Connections

Where is your comfort level...

**With your current direct reports (or, if you have no direct reports, colleagues, committee members, etc.)?**

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**With one staff member you may be having problems managing?**

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**On a project that you are currently a part of?**

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## CHOOSING OUR STYLE

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 per cent of the work is exceptional, a typical leader will ask why you missed the other 10 per cent.

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 stop us from being truly effective.

In Jim Collins' bestseller *Good to Great*, he talks about humility in leaders. Humility allows a leader to realize that it is 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 is not demonstrated by updating social networking sites and bragging about the things that you have done.

# MAKING CONNECTIONS

**What kind of performance manager are you?**

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**Do you look for gaps and apply negative pressure to your employees to get more out of them?**

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**Or, are you focusing on what is going right in order to build on those successes?**

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## SERVANT LEADERSHIP

Robert Greenleaf first used the term **servant leadership** in 1970, although the principles have been in use for more than 2,000 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.

## MAKING CONNECTIONS

**Are you called to lead?**

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**What do you love about leadership?**

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**What challenges do you have?**

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

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# SESSION SIX: MANAGE YOUR TIME AND YOUR ENERGY

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As your responsibilities increase, you will want to make time for a period of learning and adjustment as you transition away from front-line work and take on the supervisory role.

*In this session*, you will learn some tips about applying your energy when you are most alert and managing your time well.

## INTRODUCTION

Like most people, you like getting things done, and you also want to enjoy life. However, learning how to do the things you **MUST** do, as efficiently as possible, and feeling confident and relaxed as you go about doing them, in the knowledge that nothing has fallen through the cracks, is a goal we all struggle to reach.

Think about the following questions:

**When do you do your best work, early in the morning or late in the day?**

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**Do you set goals for yourself?**

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**How do you organize your workspace?**

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**What are your best tips for managing time effectively?**

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## TIME MANAGEMENT TIPS

The key to effective time management is having a carefully thought-out plan for how to use your time, and developing efficient routines.

Start with creating a list of tasks that need to be accomplished. Then organize the list by type of task, prioritize them, allocate a realistic amount of time for each task, and set deadlines.

Assignments with more immediate deadlines should be placed higher on the list than those with far-off or no specific targets.

Schedule tasks for peak performance. Physically or mentally demanding work should take place at times when you have the most energy and a high level of concentration.

Also try to schedule important tasks for times of the day when fewer interruptions are likely to occur. While disruptions will happen, they can be minimized by setting specific 'Do not disturb' times.

Create daily and weekly plans, focusing on goals and what needs to be accomplished. Larger tasks or projects should be broken into smaller, manageable assignments. Checking these items off as they are completed gives a sense of accomplishment.

To ensure that time is being used efficiently, keep a log to track the time it actually takes to finish tasks on your list. Review this log regularly, evaluating processes and procedures and addressing inefficiencies. It is a good idea to regularly ask yourself whether what you are doing is the best use of your time.

When you have finished making your schedule, you may find that you do not have enough time to complete all of the necessary tasks, and you may have to consider delegating some of them. Be sure to assign these tasks to the appropriate people. Know that it is okay to ask for help when you feel overwhelmed by demands.

Multi-tasking is not always an efficient way to operate. It may be best to tackle one type of task at a time, such as answering emails or making phone calls. Grouping similar tasks together decreases transition time.

Try to reduce the number of distractions by turning off notifications for email and texts, and scheduling specific times for checking them.

Breaks should be planned, and you should make sure to take them, as everyone is more productive when they recharge periodically throughout the day.

Make sure to organize your workspace, and eliminate clutter, which will maximize efficiency. One way to keep your work area organized is to tidy each day before you leave.

Other tips to keep in mind:

- Try to stick to your schedule while being flexible at times
- Do not procrastinate; act instead of worrying
- Eliminate time wasters
- Be open to more efficient ways of doing things
- Set realistic standards for quality, it is difficult to achieve perfection
- Try to touch each piece of paper or read each email only once

## LARKS AND OWLS

As mentioned earlier, it is important to know yourself and to schedule important tasks for when you are the most capable of completing them in a timely fashion.

Larks are our morning people, who like to get up and get the day started first thing. By sometime after noon they usually run out of thinking energy. It is best to tap into a lark's creative energies early in the day.

Owls may need a little longer to get going, because they really are at their best late in the day and into the night. Working at a job that requires them to be up and alert first thing in the day is difficult for an owl.

Where an owl may rely on caffeine to get into an early start, the lark may require caffeine if they are needed to function late into the day.



**Are you more lark or owl?**

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**What's your organization like?**

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## OUR TOP TIME MANAGEMENT TIP

One of our favorite ways to stay organized and manage your time is the five-minute method. Whenever you have a task to do that you are dreading or cannot seem to find the time for, take five minutes at the end of the hour and get started on it. This is particularly effective for simple chores like cleaning off your desk or setting up your planner for the next day.

Consider the following:

**What does your leadership style look like now?**

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**What is the one change you would like to make to your current leadership style?**

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**What are some specific activities or behaviors that you want to perform in order to be an effective leader?**

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**What do you hope to be like as a leader a year from now?**

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**How will you get there? (List your action plan)**

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# SESSION SEVEN: THE COMMITMENT CURVE

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*In this session, you will explore the commitment curve in stages. You will also consider how you can apply your knowledge of the curve to enrich the orientation process.*

## 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 will be working from noon to 8 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 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 the new person works for, it is your responsibility to make sure that your new team member is welcomed, and that they feel they made the right choice in accepting the job offer.

**Do you remember the day you started your current job? What was it like?**

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## THE BIG PICTURE

This section recognizes that a new employee will need some time to adjust to a new place, new people and new processes. They will be building relationships with the people around them, getting to know how the organization works, getting to understand what is expected of them, working out lines of reporting and territories, and a hundred other stressful, difficult things. In fact, this session acknowledges that things will probably get worse before they get better, but that your organization knows this and has put some supports in place for just those situations.

Many employees face a difficult adjustment period in the first few months of a new job. It is your job as a supervisor to recognize this and assist them, which will help build a strong relationship with that employee.

While we refer to this as a commitment curve, it also reflects what we know about how people react to change. When you are talking with employees, you may not want to call this a

commitment curve, but you could use it to help them understand the range of feelings that they are experiencing. In addition, you can stress your role in helping them through the curve, which involves keeping the dip as short and shallow as possible.

When your new hires get over the celebration of landing a new job, the realities of their new position soon start to be realized. For many people this can mean a small or very large learning curve as they meet and connect with new people, decipher a new workplace culture, and get on with their work.

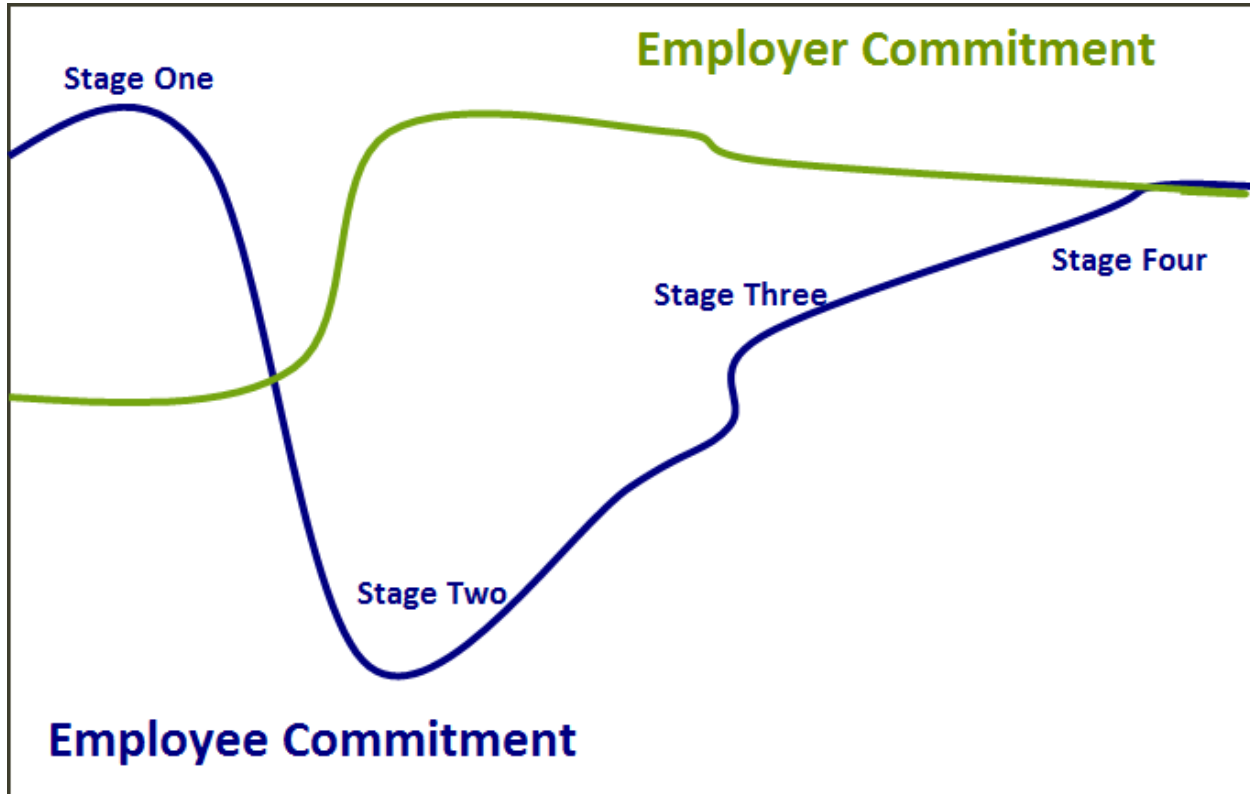
Often, after the initial celebratory period, a decrease in enthusiasm, satisfaction, and engagement occurs. In other words, the employee's commitment will take a dip. What happens next is vitally important. Will they recover from this initial shock, will they bounce around for a few weeks or months trying to get their bearings, or will they decide to leave?

You want employees to quickly integrate into the new environment, so you want the new employee to recognize the impact and identify some things that can be done to address it.

Nothing else you do as part of the orientation program will be more important than this. If it is done well, not only will the employee-employer relationship survive, but it will be strong.

## STAGES OF THE CURVE

### Model Overview



(Adapted from "Delivering the Promise: The Transition from Higher Education to Work," by Colin Graham and Alasdair McKenzie, Directors of Yellowbrick Training and Development Ltd., Templeton Business Centre, Glasgow, Scotland, UK.)

## STAGE ONE: UNINFORMED OPTIMISM

At the beginning of a new job, the company will have a commitment level slightly lower than the employee, because as we have seen, employees tend to be quite excited and may also be very optimistic at the outset.

At this stage:

- Employees are happy about the new job
- Employees feel positive about this life change and themselves
- Apprehension is balanced by optimism

## STAGE TWO: INFORMED PESSIMISM

As the work starts to get underway, employees begin to:

- Question their ability to cope with the new information and/or changes going on around them
- Notice things that seem wrong or incomprehensible to them
- Find political issues, paperwork and procedures are difficult and hard to cope with
- Experience resources and support promised at recruitment stage do not seem to be there
- Colleagues do not seem as competent or committed as they did initially

As the employee experiences depressed commitment during the first few months, the company will strengthen its commitment to the employee by making its commitment more overt and providing support (training, mentoring, or simply listening and understanding). The company's goal at this time is to reduce the effects of the decreased commitment by making sure that they are offering the support that is needed and making the dip as short and shallow as possible.

## STAGE THREE: HOPEFUL REALISM

At this stage, shock subsides and the employee begins to realize their value to the organization, and that they will be making valuable contributions. The organization's support mechanisms kick in. The employee makes some friends and allies and begins to understand how the system works. They begin to make sense of procedures. Their work routine begins to appear normal.

## STAGE FOUR: INFORMED OPTIMISM

At this point, the company's and the employee's commitment levels, if managed correctly, will converge to the point where the company and the employee's expectations and commitment are mutual and equal.

Characteristics of this stage include:

- Some projects have gone through to completion
- Success is beginning to build
- Aware of the realities at this organization keep them from making naïve or unrealistic assessments of their company

## SUMMARY

The key to success is that the company is committed to the employee's development. By supporting the employee through the commitment drop, expectations will be aligned and the relationship will be strengthened.

Key points to remember include:

- It is to be expected that they will experience a decrease in commitment in the first few months of their time with the company.
- It is vital that this process is managed and turned around.



- The company is aware of, and supportive of, the commitment curve process and its effects.

## WHAT CAN BE DONE TO BRIDGE THE COMMITMENT GAP?

### Awareness

Both parties should be aware of areas where expectations are mismatched with reality.

### Communication

There should be free and open communication about expectation mismatches.

### Understanding

There should be an agreed understanding between the company and the employee regarding the expectation mismatches and what can be done about it.

### Action

Appropriate action must be taken by both parties.

**What aspects of your job responsibilities, reporting structure, and/or quality standards could cause an expectation mismatch?**

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# SESSION EIGHT: EMPLOYEE DEVELOPMENT MODELS

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The employees that report to you will exhibit a range of temperaments, just as supervisors do. Part of your role will be determining the best approach to work with your staff, and how best to encourage and lead them.

*In this session, you will learn a coaching model that we find very effective, a dialogue model, the power of I messages, and the consequences and benefits matrix.*

## THE COACHING MODEL

When it comes to getting results as a coach, it helps to have a process. Since you are dealing with human beings, you will not want to become fixated on the process, but use it as a framework. Nobody can completely design a coaching process for somebody else. However, here are four steps that find their way into most coaching models.

## STEP ONE: FRAME A CONVERSATION

Where are you and where do you want to be? Establish where the employee is in terms of competence right now, and determine where they would like to be. When establishing current competence, a facilitative coach will want to allow employees to assess themselves and set their own goals as much as possible.

In this approach, the coach:

- Puts the employee at ease
- Prompts the employee to describe current skills
- Asks open-ended questions

- Actively listens
- Establishes the role the employee wants the coach to play

When agreeing on the learning objectives or goals, a good coach:

- Prompts the employee to define his/her own objectives or goals
- Establishes an environment in which the employee is motivated to learn (What is in it for me?)
- Explains the structure of the coaching process
- Makes sure that the objectives or goals are clear and mutually understood. Have a standard that the employee is expected to reach and a timescale for achieving it.
- Treats the discussion as a partnership
- Summarizes agreed upon objectives at the end of the discussion

It is vital to agree on the learning objectives. Learning objectives should specify:

- Performance (What activity is the employee aiming to improve?)
- Standard (To what level of competence does the employee aspire?)
- Condition (Within what time limits must progress be made?)

As much as possible, put the onus on the employee for defining these terms. As Bob Pike, an experienced trainer and coach, has said, "People don't argue with their own data."

## STEP TWO: CREATE OPPORTUNITIES

How are you going to achieve the goals that you set out? Identifying options that the employee was not previously aware of is one important component of coaching. When creating a hands-on opportunity, a good coach will ask questions like these:

- Is what you are doing helping or hindering?
- What have you tried already? What worked? What did not?
- What have you seen others do that might work?

- What are the major obstacles you will have to overcome?
- What can you imagine yourself doing differently?
- What if you had a magic wand and could do anything you wanted?

The coach also reassures the learner that help is available.

## STEP THREE: CREATE AN ACTION PLAN

What steps will you take? What type of plan can we create that will help you get to where you want to be? Be sure to identify your own limitations, and your own role, so the employee does not misunderstand who must implement this plan. The employee carries the ball. A coach's job is to stimulate, to challenge and to see around blind spots, and to ultimately work themselves out of a job. Don't be ready to give advice too quickly. However, be ready to give suggestions if the employee hits a blank wall.

Some key questions to ask include:

- How do you want to go about accomplishing this?
- What's the plan, from your perspective?
- What obstacles do you anticipate?
- How will you work with your manager and your co-workers?
- What support do you need?

In this step, the coach and employee must agree to the extent of the opportunity and the next point at which a coaching intervention will take place. Stress the fact that the hands-on opportunity is a real activity/real work experience. The plan is always to review progress on developing the skill. The employee needs to experiment and to make mistakes. This is all a part of the learning process.

## STEP FOUR: GIVE FEEDBACK

The next step is to give feedback. When giving feedback, a good coach:

- Gives praise and encouragement
- Uses open and probing questions to prompt self-assessment and self-review
- Acts as a mirror rather than a critic
- Builds on the self-assessment with a few tips
- Encourages the learner to try again
- Prompts adjustments before re-trying the hands-on opportunity

The most important aspect of this step is to prompt self-reflection and self-adjustment. For example:

- How do you think that went?
- What ideas do you have for making it better next time?

It is also a stage where suggestions and tips can be given to the employee. The tips should not be instructions per se but suggestions which prompt the employee's own thoughts on the situation.

When giving a recap and summary, a good coach:

- Uses questions to prompt discussion on good progress
- Reaches agreement on progress made
- Checks the learner's understanding
- Gives praise
- Looks for good points to reinforce
- Clarifies the next steps
- Makes it clear that he or she is looking forward to the next stage

It is important to understand that steps three and four may be repeated several times when coaching employees.

## THE DIALOGUE MODEL

Dialogue is the free flow of meaning between two or more people. People who are skilled at initiating and maintaining dialogue are skilled at getting all the information out on the table: not just their information but the other person's information as well. These are people who are good at helping others feel safe to say what is on their mind and to speak up about things that are bothering them. They also are skilled at finding mutual goals: benefits to both parties if everyone can speak openly and honestly. Skilled people really do have the good of everyone involved at heart.

## I MESSAGES

Sometimes when issues get in the way of a good relationship, we are most likely to retain the goodwill of the person we are standing up to if we stick with our own thoughts, feelings and beliefs, and avoid direct or implied criticism of the other person. One way to do that is to stick with “I” messages, expressed in a matter-of-fact, non-judgmental tone of voice.

You Message	I Message
You talk too loudly.	I have sensitive hearing.
You should send out an agenda.	I'd like to know what we're going to discuss in the meeting tomorrow so I can bring the necessary information with me.

You can use this same type of message when you are giving feedback about someone else's behavior. Again, the feedback should be non-judgmental. However, it should be specific. Here is an example.

Step	Goal	Example
Step 1	Non-judgmentally describe a specific behavior of the other person.	When you...
Step 2	Describe as specifically as possible the effect or practical problems this behavior is causing in your life.	The effects are...
Step 3	Describe how you feel as a result, without using the expression, "You make me..."	I feel...
Step 4	You describe what you want, preferably after you give the other person a chance to state what he or she thinks might be done.	I prefer/would like...

When you are stating feelings, make your statements descriptions rather than judgments. To do this:

- State feelings, not evaluations.
- State feelings, not solutions.
- State feelings directly.

## THE CONSEQUENCES AND BENEFITS MATRIX

One technique that can be used when you want to challenge your employee to do the best they can do, or want them to change their behavior, is to draw out a four-quadrant matrix like this:

<b>Consequences of Not Changing</b>	<b>Benefits of Not Changing</b>
<b>Benefits of Changing</b>	<b>Consequences of Changing</b>

This matrix should be filled in by the person who is being asked to make the changes (such as your employee). This is a way to give them control over the decisions they make, yet at the same time see the situation from a different perspective.

Whether you do one of these or any other type of exercise, remember to include documentation in your file. Coaching, like any of your leadership activities, requires a paper trail.

**Take a moment now to think of an example and work through it in the consequences and benefits matrix.**



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## SESSION NINE: DEALING WITH CONFLICT AND DIFFICULT ISSUES

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When we work with people, differences in opinion and values can lead to conflict. Sometimes it is straightforward for individuals to work things out, and other times necessary for a supervisor to intervene.

*In this session, you will reflect on dealing with these issues. We will also share some techniques for resolving differences.*

### REFLECTION

**Identify a few examples of when it is difficult to bring up a concern or issue with another person:**

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**Can you and the other person identify a mutual goal? How can you go about doing that?**

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**How can you help the other person feel safe talking to you?**

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**What are some things that could happen if you and this person do not sit down and talk things through?**

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# CONFLICT

Conflict in a workplace must be handled professionally and properly so that it doesn't hamper productivity and creativity, and lead to frustration and anger. While some conflict is normal, and can actually lead to inventive solutions to problems, the overall goal should be to promote a positive and cooperative workplace culture.

## CONFLICT RESOLUTION STYLES

In the 1970s, Kenneth Thomas and Ralph Kilmann developed a list of five ways of handling conflict, which are still relevant today. It is useful to understand these approaches, as effective leaders have the ability to adapt and to identify the best mode to use for different situations involving conflict.

1. **Competitive:** This technique usually involves someone in a position of power resolving conflict autocratically. It is useful when an emergency situation requires immediate action, or when unpopular measures must be taken such as disciplinary actions or enforcement of rules. It is not the best method to use if it is only being used to wield power or if it will cause more conflict.
2. **Collaborative:** This method tries to meet the needs of everyone involved, but takes considerable time and energy. It is valuable as a learning tool as it takes different viewpoints into account. It also fosters cooperation and participation.
3. **Compromise:** This style involves concessions by both sides. It is sometimes necessary in order to end an argument or debate that is in a standstill situation, or when a deadline is approaching. It can be used as a temporary solution, but leaders should be cautious of overuse.
4. **Avoidance:** This comprises not getting involved or doing anything. Frequently an ineffective approach, it is beneficial in situations where team members may be able to resolve the issue without assistance or when the matter is a minor one.
5. **Accommodation:** This promotes harmony by one party giving up their position in the dispute. It is good to use if the issue is more important to the other person, or you

realize you are wrong. Do not use this method if it will hinder the success of your organization or if it can cause a safety issue. Someone who frequently employs this approach can be taken advantage of.

## TECHNIQUES FOR RESOLVING CONFLICT

Conflict can lead to poor productivity and frustration and rarely resolves itself. To end a situation involving conflict, follow these practices:

### **Remove all masks.**

Sincerity is the ideal mindset for conflict resolution. If we cannot achieve sincerity, at least aim for authenticity. Being authentic means not hiding behind masks, but showing up as yourself.

### **Identify the real problem.**

Often the real problem lurks somewhere behind or underneath the apparent problem. Conflict will not be resolved until the process can address the true problem. Make sure you understand the situation through investigating all sides.

### **Give up a must-win attitude.**

When players compete too hard all the time, a good deal of life passes them by. They go to the wall to defend a position and will go down screaming, taking as many people with them as possible. Conflicts are not won; they are resolved.

### **Develop several possible solutions.**

In reality, most situations can go in a variety of directions. It may be up to you to create the choices.

### **Evaluate options and select a solution.**

Choose the best workable choice from the possibilities you have gathered. The goal is to choose the possibility that will hold the most for both you and the other party.

## Communicate in a manner certain to be received.

A great idea goes nowhere if you do not communicate it to others. Only when someone feels you have heard their message are they ready to listen to yours, so listen actively.

Communication that is full of anger, lacks clarity, and has no commitment behind it, will not bring about action.

## Acknowledge and preserve the value in the relationship.

Resolving conflict is about preserving relationships. If that were not so, people would not try to resolve their conflicts. Disputes would just fester and eventually destroy the relationship.

To provide a temporary time-out for individuals who feel they are locked in conflict, ask questions such as these:

- How do you think we are doing?
- Are we making progress on this issue?
- Do you feel your views are being heard?

**Do you have any additional methods you can add to this list?**

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# SESSION TEN: WHAT SUCCESSFUL LEADERS DO

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As businesses evolve, our perceptions of what leadership means can also change. The managerial styles of the last century are not necessarily the preferred approach in this century.

*In this session, we'll consider what makes a successful leader and what kind of techniques or applications you prefer.*

## SECRETS TO SUCCESS

Over the years there have been many studies done in an effort to find out just what it is that successful leaders do that make them so successful. In the 1970s, management schools and researchers such as Dr. Eugene E. Jennings taught that these characteristics were common to successful leaders. Similar lists of these characteristics have been generated time and again. In the following activity, you will create your own list.

## MAKING CONNECTIONS

**Make a list of practices that you think a good leader follows.**

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Review this list of practices:

- Gives clear work instructions.
- Praises others when they deserve it.
- Is willing to take time to listen to others.
- Is calm and cool and takes time to think things through.
- Projects confidence and self-assurance.
- Has appropriate technical knowledge of the work being supervised.
- Understands the problems the group encounters.
- Gains the group's respect.
- Treats everyone fairly.
- Demands good work from everyone.
- Gains people's trust.
- Goes to bat for the group.
- Does not act superior to employees.
- Is easy to talk to.

**What items are you doing right now?**

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**What items should you be doing?**

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**How will you start doing them?**

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## CREATING THE RIGHT ENVIRONMENT

Many companies have demonstrated tremendous results and great innovation. Think of 3M, whose engineers invented Post-It notes. Or, consider some of Google's inventions, such as Gmail (a response to the bulky, awkward nature of most e-mail programs) and Google chat.

Those innovations came out from a fairly unusual work environment. Employees were given 20 per cent of their time at work to work on anything they wanted. They applied their energies in an autonomous (the opposite of controlled) and empowered (under their own volition) environment. Other companies and leaders who study leadership and results are coming up with tremendous results, and making profits, because of their approach to leadership.

**What could you implement in your workplace:**

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## RECOMMENDED READING LIST

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Blanchard, Kenneth. *Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations*. Pearson Education, 2009.

Godin, Seth. *Tribes: We Need You to Lead Us*. Penguin, 2008.

Graham Scott, Gini. *Disagreements, Disputes, and All-Out War: Three Simple Steps for Dealing with Any Kind of Conflict*. AMACOM, 2007.

Hamilton, Cheryl, and Cordell Parker. *Communicating for Results (10th Edition)*. Wadsworth Publishing, 2013.

Kimsey-House, Karen, Henry Kimsey-House, Phillip Sandahl, and Laura Whitworth. *Co-Active Coaching (3rd Edition)*. Nicholas Brealey Publishing, 2011.

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge (5th Edition)*. Jossey-Bass, 2012.

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books, 2009.

Senge, Peter. *The Fifth Discipline*. Currency, 2006.

Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations (10th Anniversary Edition)*. Penguin Books, 2010.

Weeks, Dudley. *The Eight Essential Steps to Conflict Resolution*. Tarcher, 2011.

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# POST-COURSE ASSESSMENT

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1. Which messages can sometimes imply criticism towards another person?
  - a. "I" messages
  - b. "You" messages
  - c. "We" messages
  - d. None of the above
  
2. Which of the following is the last step in the coaching model?
  - a. Asking where the employee thinks they are and where they want to be
  - b. Asking the employee's opinion
  - c. Asking the employee what steps they will take to get where they want to be
  - d. Giving feedback to the employee and asking how they might improve their process
  
3. Which of the following is the first stage of the commitment curve?
  - a. Informed optimism
  - b. Informed pessimism
  - c. Uninformed optimism
  - d. Uninformed pessimism
  
4. True or False: When dealing with conflict within your organization, sometimes the best solution is to develop several possible solutions.
  
5. True or False: A successful leader gives clear work instructions, praises others when they deserve it, takes time to listen to others and does not act superior.
  
6. True or False: Servant leadership is about heart.
  
7. Which of the following is not a good time management technique?
  - a. Create a list of tasks to be accomplished.
  - b. Schedule tasks for peak performance.
  - c. Keep workspaces organized and tidy.
  - d. Stick to a schedule rigorously.

**I have these resources to help me:**

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<b>As a result of what I have learned in this course, I am going to...</b>	<b>My target date is...</b>	<b>I will know I have succeeded when...</b>	<b>I will follow up with myself on...</b>