

Leadership

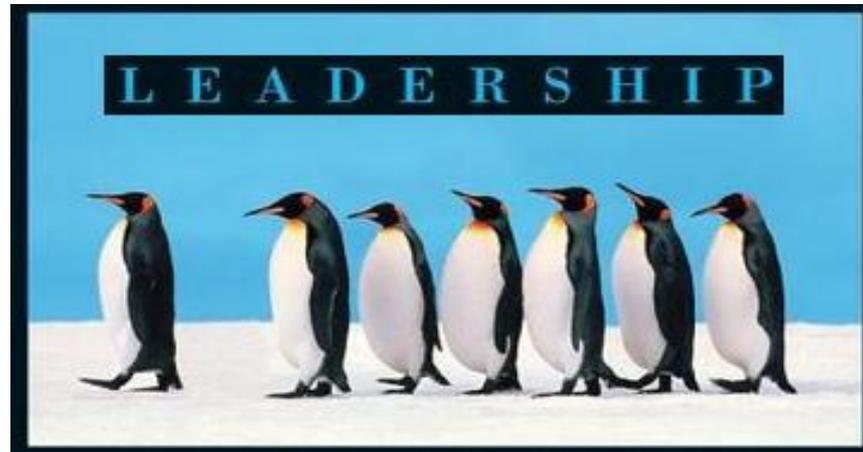
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- Leadership

- Enhancing the Lessons of Experience 8th Edition

- Richard L. Hughes, Robert C. Ginnett, and Gordy J. Curphy,
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Part Three: Focus on the Followers

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● Chapter Eleven: Skills for Developing Others

- The Roman Philosopher Seneca wrote, “When a man does not know what harbor he is making for, no wind is the right wind.”
 - ▢ Setting goals and developing plans of action to attain them are important for individuals and groups.
 - ▢ Once group goals are agreed on, they induce member compliance, act as a criterion for evaluating the leadership potential of group members, and become the criteria for evaluating group performance.



Setting Goals

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- Perhaps the most important step in accomplishing a personal or group goal is stating it right in the first place.
 - Some ways of writing goal statements increase the likelihood that we will successfully achieve the desired goals.
 - Goals should be specific and observable, attainable and challenging, based on top-to-bottom commitment, and designed to provide feedback to personnel about their progress toward them.



Specific and Observable

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- Research shows that specific goals lead to higher levels of effort and performance than general goals.
 - General goals do not work well, because they often do not provide enough information regarding which behaviors are to be changed or when a clear end state has been attained.
- The idea of having specific goals is closely related to that of having observable goals.
 - It should be clear to all when a goal has or has not been reached.



Specific and Observable

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- Note that specific, observable goals are also time limited.
 - Without time limits for accomplishing goals, there would be little urgency associated with them.
 - Neither would there be a finite point at which it is clear whether a person or group has accomplished the goals.



Attainable but Challenging

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- To be useful, goals must be realistic. And, goals should also be challenging.
 - Setting easy goals does not result in high levels of performance; higher levels of performance come about when goals stretch and inspire people toward doing more than they thought they could.
 - Goals need to be challenging, but attainable to get the best out of ourselves.



Commitment

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- Organizational goals are most likely to be achieved if there is commitment to them at both the top and the bottom of the organization.
 - Subordinates often become committed to goals simply by seeing the sincere and enthusiastic commitment of top leadership to them.
 - Another way to build subordinate acceptance and commitment to goals is to have subordinates participate in setting the goals.
 - Worker acceptance and satisfaction tend to increase when workers are allowed to participate in setting goals.



Commitment

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- If leaders are perceived as competent and supportive, followers may have as much goal commitment as they would if they had participated in setting the goal.
- However, group members may not have any special enthusiasm for accomplishing a goal if the leader is perceived to have little expert power or is unsupportive, curt, or inept.



Feedback

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- One of the most effective ways to improve any kind of performance is to provide feedback about how closely a person's behavior matches some criterion.
- Research shows that performance is much higher when goals are accompanied by feedback than when either goals or feedback are used alone.
 - ▣ People should seek feedback from a variety of sources or provide feedback using a variety of criteria.



Providing Constructive Feedback

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- Giving constructive feedback involves sharing information or perceptions with another about the nature, quality, or impact of that person's behavior.
 - It can range from giving feedback pertaining specifically to a person's work (performance feedback) to impressions of how aspects of that person's interpersonal behavior may be pervasively affecting relationships with others.



Providing Constructive Feedback

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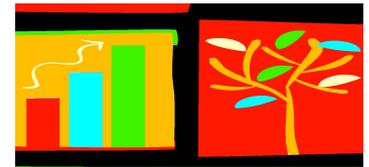
- Getting helpful feedback is essential to a subordinate's performance and development.
 - Besides fostering growth, effective supervisory feedback also plays a major role in building morale.



Providing Constructive Feedback

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- In many ways, the development of good feedback skills is an outgrowth of developing good communication, listening, and assertiveness skills.
 - Giving good feedback depends on being clear about the purpose of the feedback and on choosing an appropriate context and medium for giving it.
 - Giving good feedback also depends on sending the proper nonverbal signals and trying to detect emotional signals from whoever may be receiving the feedback.
 - Giving good feedback depends on being somewhat assertive in providing it, even when it may be critical of a person's performance or behavior.



Providing Constructive Feedback

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- Someone may have good communication, listening, and assertiveness skills, but poor feedback skills.
 - The distinction can be made clearer by examining the knowledge, behavior, and evaluative components of feedback skills.
 - The knowledge component of feedback concerns knowing when, where, and what feedback is to be given.
 - The behavioral component of feedback concerns how feedback actually is delivered – it is specific, descriptive, and helpful.
 - Finally, one way to evaluate feedback is to examine whether recipients modify their behavior accordingly after receiving it.



EVALUATE

Providing Constructive Feedback

Positive and Negative

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- There are a number of reasons why leaders are hesitant to provide both positive and negative feedback, but leaders need to keep in mind that followers will perform at a higher level if they are given accurate and frequent feedback.
 - Positive feedback is necessary to tell followers they should keep doing what they are doing well.
 - Negative feedback is needed to give followers or team members ideas for how to change their behavior to improve their performance.

NEGATIVE FEEDBACK

Feedback Skills

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● Tips for improving Feedback Skills:

1. Be Helpful
2. Be Direct
3. Be Specific
4. Be Descriptive
5. Be Timely
6. Be Flexible

6



1. Make It Helpful

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- The purpose of feedback is to provide others with information they can use to change their behavior.
 - Being clear about the intent and purpose is important because given feedback sometimes can become emotional for both the person giving it and the person receiving it.
 - To be helpful, individuals need to be clear and unemotional when giving feedback, and they should give feedback only about behaviors actually under the person's control.

Help me!

2. Be Direct

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- People can improve the impact of the feedback they give when it is addressed to a specific individual.
 - A common mistake in giving feedback is addressing it to “people at large” rather than to a specific individual.
 - ▣ In this case, the individuals for whom the feedback was intended may not believe the feedback pertains to them.



3. Be Specific

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- Feedback is most useful when it identifies particular behaviors that are positive or negative.
 - The more specifically leaders can point out which behaviors to change, the more clearly they let the person know what to do.



4. Be Descriptive

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- In giving feedback, stick to facts as much as possible, being sure to distinguish them from inferences or attributions.
 - A behavior description reports actions that others can see, about which there can be little question or disagreement. Such descriptions must be distinguished from inferences about someone else's feelings, attitudes, character, motives, or traits.
 - Sometimes it is helpful to describe both the behavior itself and the corresponding impressions when giving feedback.



5. Be Timely

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- Feedback usually is most effective when it is given soon after the behavior occurs.
 - The context and relevant details of recent events or behaviors are more readily available to everyone involved, thus facilitating more descriptive and helpful feedback.

The logo for 'Timely' features a stylized clock face icon to the left of the word 'Timely' in a bold, sans-serif font.

The logo for 'timely' features a stylized clock face icon with a blue plus sign above it, positioned above the word 'timely' in a lowercase, sans-serif font.

6. Be Flexible

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- Although feedback is best when it is timely, sometimes waiting is preferable to giving feedback at the earliest opportunity. In general, everyone should remember that the primary purpose of feedback is to be helpful.
- It is important to be attentive to the other person's emotional responses while giving feedback and to be ready to adjust your own behavior accordingly. Also, It is important to give feedback in manageable amounts.



Criteria for Evaluative Feedback

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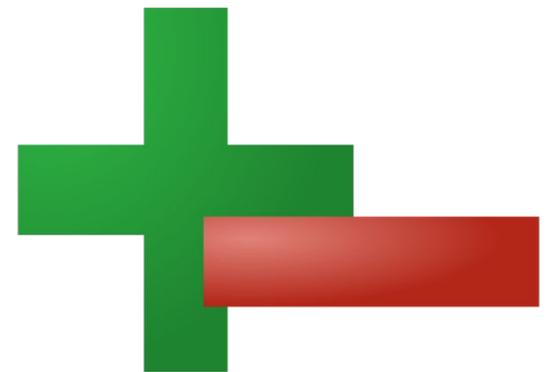
- The following are types of criteria to use for Evaluative Feedback:
 - Compare behavior with others' measured performance. With this method, the subordinate's behavior is compared with that of her peers or co-workers; this is also called norm-referenced appraisal.
 - Compare behavior with an accepted standard. This is known as criterion-referenced appraisal.
 - Compare behavior with a previously set goal. With this method, the subordinate must participate in setting and agree with a goal.
 - Compare behavior with past performance.



Give Positive as well as Negative Feedback

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- Giving both positive and negative feedback is more helpful than giving only positive or negative feedback alone.
 - Positive feedback tells the other person or the group only what they are doing right, and negative feedback tells the other person or group only what they are doing wrong.
 - ▣ Providing both kinds of feedback is best.

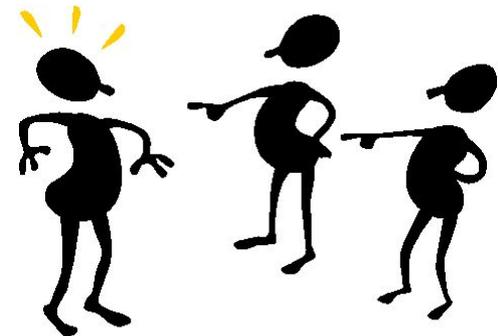


Avoid Blame or Embarrassment

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- Because the purpose of feedback is to give useful information to other people to help them develop, talking to them in a way merely intended (or likely) to demean or make them feel bad is not helpful.
- Followers tend to be more likely to believe feedback if it comes from leaders who have had the opportunity to observe their behavior and are perceived to be credible, competent, and trustworthy.

BLAME



Team Building

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- Team-building activities may help team members understand why they are having so much difficulty in achieving team objectives, and even suggest coping strategies for an intolerable situation.
 - They are not, however, likely to remove root causes of problems.

Team Building



Team Building



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- As a basis for any work at the team level, individual team members must first be comfortable with themselves. They must be able answer the questions “What do I bring to the team?” and “What do I need from the team?”
 - Not answering these questions breeds inherent fear and mistrust. However, when these questions have been answered, team members are in a position to begin dealing at the interpersonal level, where they may now comfortably ask, “What do you bring to the team, or need from us?”
 - Not resolving these issues results in caution in dealing with other members, and interactions at the “polite façade” level rather than at the level of truth and understanding.

Team Building



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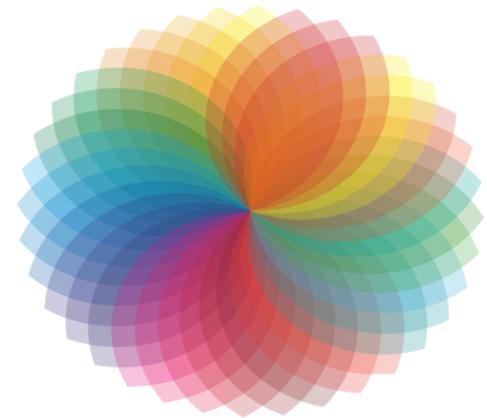
- An intervention at the team level must meet three general requirements to be successful, and at least one activity must be included in the intervention pertaining to each of those three requirements.
 - Awareness Raising
 - ▣ Include a healthy dose of team-based research findings about how teams really work as a critical element of a workshop.
 - Diagnostic, Instrument-Based Feedback
 - ▣ Provide team members with a reasonably valid map of where they and their teammates now are located.
 - Include a Practice Field
 - ▣ Practice is necessary for athletic success, and in organizations too. Provide an opportunity to test new skills in a risk-free space.

High Performance Teams

The Rocket Model

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- Leadership is not an individual process, rather it involves influencing a group to pursue some over-reaching goal.
 - Teams may vary in a number of important factors, such as group size, norms, development stages, and cohesion.
 - ▣ Leaders need to take these factors into consideration when creating and leading teams.



The Rocket Model

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- The Rocket Model of Team Effectiveness is prescriptive in that it tells leaders what steps to take and when to take them when.
 - The model can be used as a tool for understanding where teams are falling short and what leaders need to do to get them back on track.
 - There are eight components of the Rocket Model:
 1. Context
 2. Mission
 3. Talent
 4. Norms
 5. Buy-In
 6. Power
 7. Morale
 8. Results



The Rocket Model



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- Building a team can be analogous to building a rocket.
 - Just as rockets operate in different environments (i.e. low altitude, high altitude, or outer space), so must teams clearly define the context in which they operate.
 - ▣ The booster stage is critical for getting a rocket off the ground, so are the mission and talent stages critical next steps for a team.
 - ▣ Once the mission and talent issues have been addressed, leaders need to work with team members to sort out team norms, buy-in, and so on.
 - ▣ Research shows that the teams with the best results are usually those who report a high level of team functioning on all the components of the Rocket Model.

The Rocket Model

Context: What is the Situation?



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- A critical first step to building high-performing teams is gaining alignment on team context.
 - Most teams either influence or are influenced by competitors, suppliers, customers, government regulators, market conditions, other internal teams, the larger organization, etc.
 - All too often team members have different assumptions about these constituencies, and as a result they may take well intended, but misguided actions that destroy team morale and performance.
 - Leaders must identify all the constituencies affecting the team, and ask team members to share their assumptions about customers, competitors, and the like. Then identify challenges.

Context



The Rocket Model

Mission: What are We Trying to Accomplish?



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- Once the situation has been clearly defined the next thing a leader must do is clarify the team's purpose and goals.
 - Thus, the mission component of the Rocket Model is concerned with setting a common direction for the team.
 - Who makes these decisions is not as important as ensuring that all the team members understand what the team is trying to accomplish and how they contribute to team success.



The Rocket Model

Mission: What are We Trying to Accomplish?



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- There are several aspects of Mission that are worth noting.
 1. Leaders need to realize that individual goals drive individual behavior; team goals drive team behavior.
 - Therefore, if leaders want to encourage collaboration then they need to set team goals.
 2. A common problem plaguing many teams is that they set vague or ill-defined team goals.
 - Good team goals are specific, measurable, achievable, realistic, time-bound, and benchmarked.
 3. Mission may be the most important component as it impacts all other components.
 - The mission should determine the number and skills of people needed to achieve results (talent), the rules by which the team operates (norms), the equipment and budget needed (power), and so forth.

The Rocket Model

Talent: Who is on the Bus?



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- The talent component of the Rocket Model is about answering the five right questions:
 - Does the team have the right number of people, with the right organizational structure, in the right roles, with the right skills, and for the right reasons?
 - Clarifying the reporting structure, defining roles and responsibilities, selecting the right kind of people, and continuously developing those skills needed to achieve team goals are the key leadership activities in this component of the model.



The Rocket Model

Norms: What are the Rules?



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- Once team members are in place and clearly understand the team's situation, goals, and roles, leaders need to address the norms component.
 - Norms are the rules that govern how teams make decisions, conduct meetings, get work done, hold team members accountable for results, and share information.



The Rocket Model

Norms: What are the Rules?



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- Several important aspects of norms are worth noting.
 - The decisions the team makes, the way in which it makes decisions, how often and how long the team meets, and so forth should all be driven by the team's goals.
 - Norms happen.
 - ▣ If the team or team leader is not explicit about setting the rules that govern team behavior, they will simply evolve over time. And, when they are not explicitly set, these rules may run counter to the team's goals.
 - There are many team norms.
 - ▣ But, of the domain of possible norms, those involving decision making, communication, meetings, and accountability are the most important.

The Rocket Model

Buy-In: Is Everyone Committed and Engaged?



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- Just because team members understand the team's goals, roles, and rules does not necessarily mean they will automatically be committed to them.
- Teams with high levels of buy-in have team members who believe in what the team is trying to accomplish and will enthusiastically put forth the effort needed to complete their assigned tasks and make the team successful.



The Rocket Model

Buy-In: Is Everyone Committed and Engaged?



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- There are three basic ways team leaders can buy-in.
 1. Develop a compelling team vision or purpose.
 - Many team members want to be part of something bigger than themselves, and serving on a team can fulfill this need.
 2. Have a high level of credibility.
 - Leaders with high levels of relevant expertise who share trusting relationships with team members often gain their buy-in.
 3. Involve members in the goal, role, and rule-setting process.



The Rocket Model

Power: Do We Have Enough Resources?



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- The power component concerns the decision-making latitude and resources the team has to accomplish its goals.
 - Teams reporting high levels of power have considerable decision-making authority and all the equipment, time, facilities, and funds needed to accomplish team goals.
 - Teams with lower power often lack the necessary decision making authority or resources needed to get things done.
 - Good teams figure out ways to make do with what they have, or devise ways to get what they need.
 - Dysfunctional team spend their time and energy complaining about a perceived lack of resources, rather than figuring out ways to achieve team goals.



The Rocket Model

Morale: Can't We All Just Get Along?



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- More often than not, team members do not get along because of unclear goals and roles, ill-defined decision-making or accountability norms, a lack of commitment or resources, and so forth.
 - In other words, the reason why team members fight has to do with a problem in one or more of the other components of the Rocket Model. Successfully identifying and addressing these problem components will not only improve results, but will also help develop team morale.



The Rocket Model

Results: Are We Winning?



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- The (1) context through (7) morale components of the Rocket Model describe the “how” of team building.
 - In other words, these components (1-7) tell team leaders what they specifically need to do to improve team mission, norms, and so forth.
- The (8) results component describes the “what” of team building – what did the team actually accomplish?
 - Like morale, results are a symptom or an outcome of the other components of the Rocket Model.
 - ▣ High performing teams get superior results because they have attended to the other seven components of the model.

RESULTS

The Rocket Model

Results: Are We Winning?



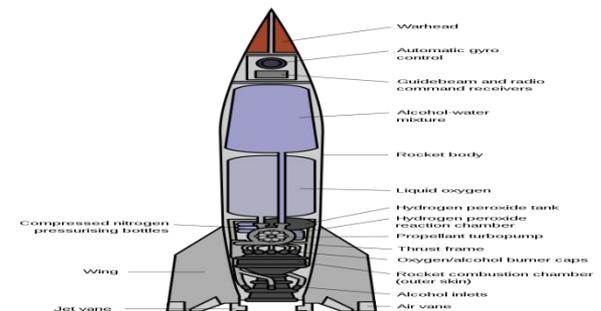
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- One thing we know about successful military leaders and athletic coaches is that they teach their teams how to win.
 - They are continually devising strategies and tactics to leverage their team's strengths, minimize weaknesses, and do just the opposite of their opponents.
- Business leaders rarely teach their teams how to win.
 - To do this, team leaders need to set well-defined team goals, create executable plans with clear timelines and accountable parties to achieve these goals, and conduct periodic progress reviews to identify key learning and revise plans as needed.

Implications of the Rocket Model

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- The Rocket Model is both prescriptive and diagnostic.
 - When building a new team or determining where an existing team is falling short, leaders should always start with the context, mission, and talent components before moving to other parts of the model.
 - Just as a rocket model needs a large booster to get off the ground, teams need to have a common understanding of the situation, a set of well-defined team goals, and the right players to succeed.



Delegation

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- Delegation is a relatively simple way for leaders to free themselves of time-consuming chores; give followers developmental opportunities; and increase the number of tasks accomplished by the team.
- However, delegation is often an overlooked and underused management option.



Delegation

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- Delegation implies that someone has been empowered by a leader to take responsibility for completing certain tasks or engaging in certain activities.
- Delegation gives the responsibility for decisions to those individuals most likely to be affected by or to implement the decision, and delegation is more concerned with autonomy, responsibility, and follower development than participation.
- Research shows that leaders who delegate authority frequently often have higher performing organizations, but followers are not necessarily happier when leaders frequently delegate tasks.



Delegation

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- Leaders who delegate skillfully have more satisfied followers than leaders who do not delegate well.
 - Subordinates need to feel they have the appropriate authority to accomplish a delegated task, they appreciate minimal monitoring of their approach and efforts, and expect to be delegated tasks of importance rather than tasks the leader is unwilling to do him or herself.



SKILLFUL
A MARKLE INITIATIVE

Why Delegation is Important

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- The essence of leadership is achieving goals through others, not trying to accomplish them oneself. Developing subordinates is one of the most important responsibilities any leader has, and delegating significant tasks to them is one of the best ways to support growth. And, in doing so, organizations will be strengthened.
- Delegation is important because:
 - ▢ Delegation Frees Time for Other Activities
 - ▢ Delegation Develops Followers
 - ▢ Delegation Strengthens the Organization



Common Reasons for Avoiding Delegation

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- The following are some common reasons leaders try to avoid delegating tasks to subordinates:
 - Delegation Takes Too Much Time
 - Requires Staff Training and Oversight
 - Delegation Is Risky
 - Can Feel Threatening to Leader (Career Risk) and Loss of Control
 - The Job Will Not Be Done as Well
 - Subordinates May Lack Technical Competence
 - The Task Is a Desirable One
 - May Create a Source of Power or Be a Prestigious Task
 - Others Are Already Too Busy
 - Leader May Feel Guilty for Adding to Workload



Principles of Effective Delegation

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- The following are principles of effective delegation:
 - Decide What to Delegate
 - ▣ Justify Time Spent On Each Activity
 - Decide Whom to Delegate
 - ▣ Select Appropriate Person and Balance Development Opportunities
 - Make the Assignment Clear and Specific
 - ▣ Clarify Task and Expectations
 - Assign an Objective, Not a Procedure
 - ▣ Indicate What is to be Accomplished, Not How It Needs to Be Done
 - Allow Autonomy, but Monitor Performance
 - ▣ Do Not Micromanage
 - Give Credit, Not Blame
 - ▣ Leaders Always Remain Fully Responsible and Accountable

Coaching



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- A key success factor in most organizations today is having leaders and followers with the right knowledge and skills.
 - More and more, companies are looking at “bench strength” as a competitive advantage.
 - There are two ways to acquire bench strength: (1) employers can either buy (that is, hire) the talent they need, or (2) they can build their existing talent through development and coaching programs.
 - Most leaders engage in some form of informal coaching.



Coaching



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- Peterson and Hicks have described coaching as the “process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more successful.”
 - Good coaches orchestrate rather than dictate development.
 - Good coaches help followers clarify career goals, identify and prioritize development needs, create and stick to development plans, and create environments that support learning and coaching.
 - Coaching is a blend of several different leadership skills.
 - And, being a good coach means having well-developed skills, determining where a follower is in the coaching process, and interviewing as appropriate.



Forging a Partnership

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- The first step in informal coaching involves establishing a relationship built on mutual trust and respect with a follower. There are several things leaders can do to forge a partnership with coaches:
 - Establish credibility.
 - Understand that the context in which the employee operates can be as important as the relationship you share.
 - Provide realistic career advice based on employee' skills.
 - Ask questions to better understand aspirations and motivators.



GAPS Analysis for an Employee

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● Goals

- Where do you want to go?
 - ▢ Career objectives and Career strategies:

● Abilities

- What can you do now?
 - ▢ What strengths do you have for your career objectives?
 - ▢ What development needs will you have to overcome?

● Standards

- What does your boss or the organization expect?
 - ▢ Expectations:

● Perceptions

- How do others see you?
 - ▢ 360 degree and performance review results and feedback from:
BOSS-PEERS-DIRECT REPORTS

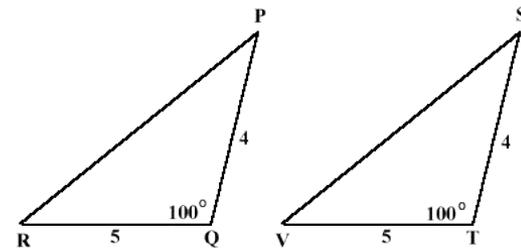


Growing Skills

Creating Development and Coaching Plans

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- Once the employee's development needs are identified and prioritized, they will need to build development plans to overcome their targeted needs.
- In addition to the development plan, leaders must build a coaching plan that outlines the actions they will take to support the employee's development.
 - These plans should be congruent with one another.



Development Plan Checklist

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- **Objectives**

- One-year career objective identified?
- No more than a total of two or three development goals?
- Areas in which the EE is motivated and committed to change and develop?

- **Criteria for Success**

- Is the new behavior clearly described? Can it be measured or observed?

- **Action Steps**

- Specific, attainable, and measurable steps? On the job activities?

- **Seek Feedback and Support**

- Involvement of a variety of others? Management support?

- **Stretch Assignments**

- Do the stretch assignments relate to the employee's career objectives?

- **Resources**

- Use a variety of books, seminars, and other resources?

- **Reflect with a Partner**

- Includes periodic reviews of learning?

Promoting Persistence

Helping Followers Stick to Their Plans

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- Leaders can help to promote persistence as partners in the development plan by capitalizing on coachable moments.
 - To capitalize on a coachable moment, leaders must know their followers' development objectives, be in situations where they can observe followers practicing their objectives, and then provide immediate feedback on their observations.



Transferring Skills

Creating a Learning Environment

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- To build bench strength, leaders need to create a learning environment so that personal development becomes an ongoing process rather than a one-time event.
- The most successful organizations are those that emphasize the learning and teaching process – they focus on constantly creating leaders throughout the company.
 - Leaders will need to role-model development.
 - And, creating a feedback-rich environment is crucial for success.



Coaching

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- Given the competitive advantage of companies that have a well-developed and capable workforce, in the future it will be hard to imagine leadership excellence without coaching.



The End

...IS JUST A NEW
BEGINNING

THE
END
IS
JUST
A
NEW
BEGINNING

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