

# Leadership

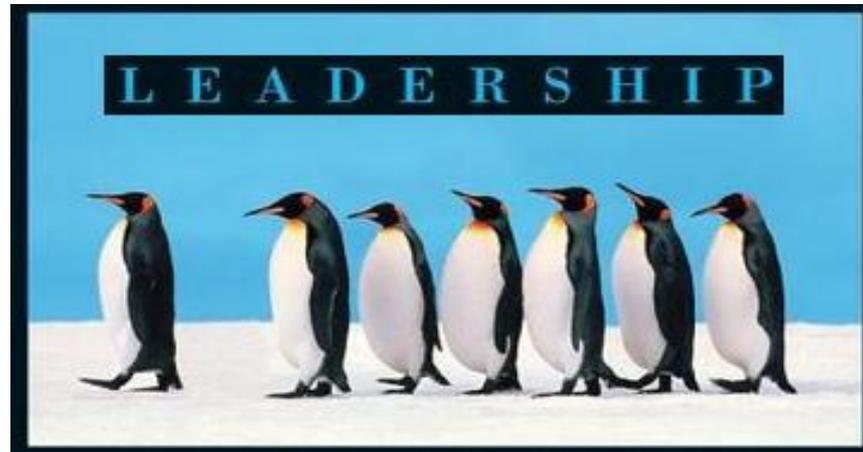
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- Leadership

- Enhancing the Lessons of Experience 8<sup>th</sup> Edition

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# Part One: Leadership is a Process, Not a Position

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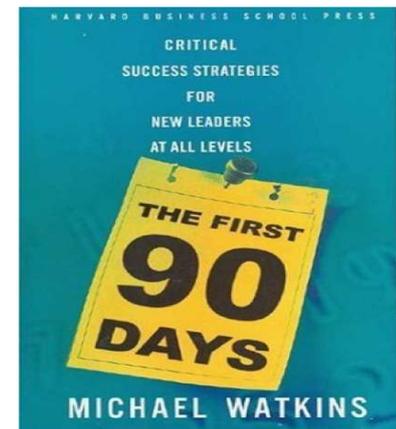
- Chapter Three: Skills for Developing Yourself as a Leader
  - One reason any person can improve his or her leadership effectiveness is that part of leadership involves skills, and skills can be practiced and developed.
    - ▣ One of the most enduring challenges you will face as a leader is continuing to learn as a leader what you need to know now to be successful, and how to keep learning and developing throughout your life and career.



# First 90 Days as a Leader

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- Although the first three months give leaders unique opportunities to make smooth transitions, paint compelling pictures of the future, and drive organizational change, far too many new leaders stumble during this critical time.
- Many early mistakes are avoidable, and what follows is a road map for helping people make successful transitions into new leadership positions.

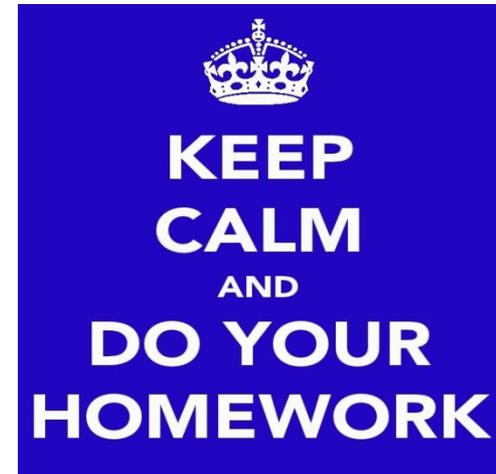


# Before You Start

## Do Your Homework

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- Candidates should read as much as possible about the organization by reviewing its website, annual reports, press releases, marketing material, etc., and use social media networking sites to set up informational interviews with people inside the organization to learn more about the history and culture, as well as, the vacant position.



# Before You Start

## Do Your Homework

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- Sometime during the interview process candidates should also seek answers to the following 5 questions:
  1. Why is the organization looking for an outside hire for the position?
  2. What can make the function or team to be led more effective?
  3. What is currently working in the function or team to be led?
  4. What is currently not working in the function or team to be led?
  5. What about the function or team is keeping interviewers awake at night?



# The First Day

You Only Get One Chance to Make a 1<sup>st</sup> Impression

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- New leaders have two critical tasks the first day on the job: to meet their new boss and their new team.
  - The following are some key topics to discuss:
    - ▢ Identify the team's key objectives, metrics, and important projects.
    - ▢ Understand the boss's view of team strengths and weaknesses.
    - ▢ Work through meeting schedules and communication styles.
    - ▢ Share plans for the day and the next several weeks.



# The First Two Weeks

## Lay the Foundation

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- New leaders should spend the first two weeks meeting with as many people as they can both inside/outside the team.
  - The key objectives for these meetings are to:
    - ▣ Learn as much as possible.
    - ▣ Develop relationships.
    - ▣ Determine future allies.



# The First Two Weeks

## Lay the Foundation

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- During the first two weeks new leaders will want to have one-on-one meetings with team members.
  - Some of the critical questions to ask should include:
    - What is the team member working on?
    - What are the team members' objectives?
    - Who are the “stars” a level or two down in the organization?
    - What are the people issues on the team?
    - What can the team do better?
    - What advice do team members have for the new leader, and what can the new leader do to help team members?



# The First Two Weeks

## Lay the Foundation

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- New leaders should schedule regular meetings with their peers to help build relationships and stay ahead of potential conflicts or work issues.
- New leaders should also meet with their “stars” during the first two weeks on the job.
  - ▣ Stars will be full of ideas for improving team performance, and these individuals are likely candidates for direct reports.
  - ▣ And, if chosen for promotion, “stars” are likely to be loyal and well respected by others because they were widely recognized as being among the top performers on the team.



# The First Two Months

## Strategy, Structure, and Staffing

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- New leaders need to spend the next six weeks gathering more information, determining the direction, and finalizing the appropriate structure and staffing for the team.
- New leaders will need to:
  - Benchmark information from other organizations.
  - Meet with key external customers and suppliers.
  - If appropriate, meet with the former team leader.



# The First Two Months

## Strategy, Structure, and Staffing

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- New leaders need to be able to articulate where the team has been and where it needs to go over the next one to three years, what it needs to accomplish, what changes will be needed to make this happen, and the expectations for team members.
  - New leaders need to remember that team strategy - vision and goals - should drive team structure, which in turn should drive team staffing decisions.
  - New leaders need to “socialize” their strategy, structure, and staffing ideas with their boss and peers before making any changes to improve buy-in and support.



# The Third Month

## Communicate and Drive Change

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- The two major events for this third month are meeting with the entire team and meeting off-site with direct reports.
  - The purpose of the first team meeting is for the new leader to share what he or she learned from whom during the information gathering process.
  - A leader should share:
    - ▣ The vision of the future
    - ▣ The new team structure and staffing model
    - ▣ Expectations for team members, and the rationale for any team changes.



Share

# Change

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- Change is not about a new leader's words spoken or picture painted, but instead involves the tangible actions taken.
  - And, the actions team members pay the most attention to are the hiring, firing, promotion, restructuring, and staffing decisions made by new team leaders.
    - ▣ One of the fastest ways to change the culture and norms of a team is to change the people in it.



# Change

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- New leaders need to work through the following key issues with their direct reports.
  - Get agreement on the critical attributes and values of team members.
  - Create a team scorecard.
    - Formulate a set of concrete, specific goals with timeliness and benchmarks for measuring success.
  - Establish an operating rhythm.
    - The team will need to work on its meeting cadence and rules of engagement.
  - Establish task forces to work on key change initiatives.



# Learning from Experience

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- Leaders can enhance the learning value of their experiences by:
  - Creating opportunities to get feedback.
  - Taking a 10% stretch.
  - Learning from others.
  - Keeping a journal of daily leadership events.
  - Having a developmental plan.



# Creating Opportunities to Get Feedback

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- Some of the most helpful information for developing your own leadership can come from asking for feedback from others about their perceptions of your behavior and its impact on your group's overall effectiveness.
- Leaders should not assume they have invited feedback merely by saying they have an open-door-policy.



# Taking a **10%** Stretch

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- Learning always involves stretching. It involves taking risks and reaching beyond one's comfort zone.
  - The phrase 10% stretch conveys the idea of voluntary but determined efforts to improve leadership skills.
    - Examples could include making a point of conversing informally with everyone in the office at least once each day, seeking an opportunity to be chair of a committee, or being quieter or even more assertive than usual at meetings.
    - There is much to be gained from a commitment to such ongoing “exercise” for personal and leadership development.
    - The difference between average performers and exceptional ones is 10 percent.

# Learning from Others

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- Leaders learn from others, and should not limit their learning by narrowly defining the sorts of people they pay attention to, and leaders also learn by asking questions and paying attention to everyday situations.
- Observant leaders can extract meaningful leadership lessons from everyday situations.
  - ▣ They can learn a lot by actively observing how others react to and handle different challenges and situations, even common ones.



# Keeping a Journal



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- Another way leaders can mine experiences for their richness and preserve their learning is by keeping a journal.
  - Journal entries may include comments about insightful or interesting quotes, anecdotes, newspaper articles, or even humorous cartoons about leadership. They may also include reflections on personal events, such as interactions with bosses, coaches, teachers, students, employees, players, teammates, roommates, and so on.
  - Such entries can emphasize a good or bad way somebody handled something, a problem in the making, the difference between people in their reactions to situations, or people in the news, a book, or on film.
  - Leaders should also use their journals to “think on paper” about leadership readings from textbooks or formal leadership programs or to describe examples from their own experiences of a concept presented in a reading.

# Keeping a Journal



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- **There are at least three good reasons for keeping a journal:**
  - The process of writing increases the likelihood that leaders will be able to look at an event from a different perspective or feel differently about it. Putting an experience into words can be a step toward taking a more objective look at it.
  - Leaders can (and should) reread earlier entries. Earlier entries provide an interesting and valuable autobiography of a leader's evolving thinking about leadership and about particular events in his or her life.
  - Journal entries provide a repository of ideas that leaders may later want to use more formally for papers, pep talks, or speeches.

# Having a Developmental Plan

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- A systematic plan outlining self-improvement goals and strategies will help leaders take advantage of opportunities they otherwise might overlook.
  - A leader's first step in exercising control over his or her personal development is to identify some actual goals.
  - A leader should also spend time reading literature about leadership to broaden their perspective.



# Technical Competence



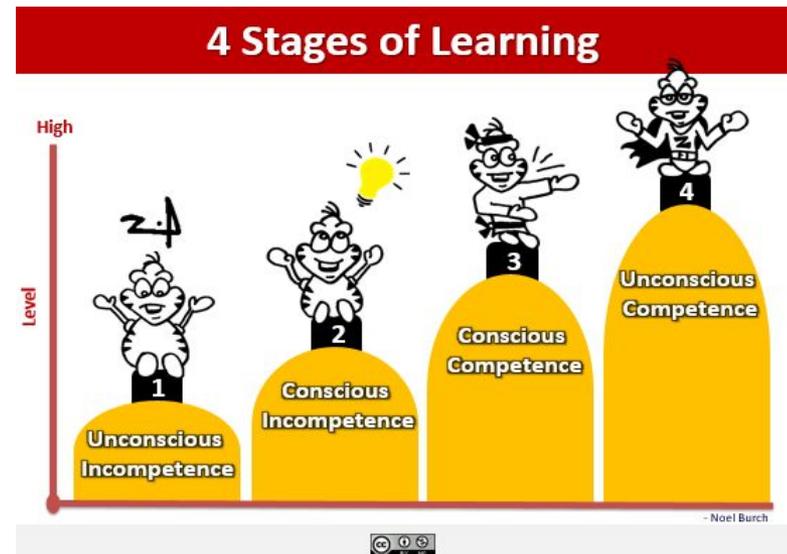
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- Technical competence concerns the knowledge and repertoire of behaviors one can contribute to successfully complete a task.
  - Research has shown that technical expertise plays a key role in supervisors' performance appraisal ratings of subordinates.
  - Followers with high levels of technical competence have a lot of expert power and at times can wield more influence in their groups than the leader does.
  - Individuals with high levels of technical competence may be more likely to be a member of the leader's in-group, and are more likely to be delegated tasks and asked to participate in decisions.
    - If followers wish to earn greater rewards, exert more influence in their groups, and have greater say in decisions, they should do all they can to enhance their technical competence.

# Technical Competence

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- Leaders who have a high level of technical competence may be able to stimulate followers to think about problems and issues in new ways, which in turn has been found to be strongly related to organizational climate ratings and followers' motivation to succeed.



# Technical Competence

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- The first step in technical competence is to determine how one's job contributes to the overall success of the organization.
  - Next, people should evaluate their current level of technical skills by seeking verbal feedback from peers and superiors, reviewing past performance appraisal results, or reviewing objective performance data.
    - ▣ These actions will help individuals get a better handle on their own strengths and weaknesses.

The logo for 'The Job' features the words 'THE' and 'JOB' stacked vertically in a bold, gold, textured font. The letters have a metallic, slightly distressed appearance. The background is a solid black rectangle.

# Technical Competence

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- Individuals can improve their technical competence by seeking opportunities to broaden their experiences.
  - Visit other parts of the organization to understand its whole operation, and work on team projects in order to interact with members of other work units to develop new skills.
  - Volunteer to support school, political, or community activities in order to increase organization and planning, public speaking, fund-raising, and public relations skills, all of which may be important aspects or technical competence for certain jobs.



# Relationship with Superiors

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- Build effective relationships with superiors.
  - Superiors and followers sharing the same values, approaches, and attitudes will experience less conflict, provide higher levels of mutual support, and be more satisfied with superior-follower relationships than superiors and followers having poor working relationships.
    - Individuals having good superior-follower relationships are often in the superior's in-group and thus are more likely to have a say in decisions, be delegated interesting tasks, and have the superior's support for career advancement.

Relationship Status:  
**it's complicated**

# Relationship with Superiors

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- Wherever a person is positioned in an organization, an important aspect of that person's work is to help his superior be successful, just as an important part of the superior's work is to help followers be successful.
- Followers should think of their own and their superior's success as interdependent.
  - Understanding how superiors view the world and adapting to superiors' styles are two things followers can do to increase the likelihood their actions will have positive results for themselves, their superiors, and their organization.



# Relationship with Superiors



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- Followers can do a number of things to better understand their superior's world.
  - Get a handle on their superior's personal and organizational objectives.
    - ▢ Subordinates can support their superior if they understand their superior's goals and objectives.
    - ▢ Knowing a superior's values, preferences, and personality can help followers understand why superiors act as they do and can show followers how they might strengthen relationships with superiors.
  - Realize that superiors are not super-men or women; superiors do not have all the answers, and they have both strengths and weaknesses.
    - ▢ Subordinates can make a great contribution to the overall success of a team by recognizing and contemplating a superior's weaknesses and understanding his or her constraints and limitations.

# Relationship with Superiors

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- Subordinates can enhance superior-follower relationships by keeping superiors informed about various activities in the work group or new developments or opportunities in the field.
  - The best followers think critically and play an active role in their organizations, which means followers should keep their superiors informed about critical information and pertinent opinions concerning organizational issues.



# Relationship with Superiors



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- Research has shown that some executives fail to get promoted, because they are unable or unwilling to adapt to superiors with leadership styles different from their own.
  - Followers need to keep in mind that it is their responsibility to adapt to their superior's style, not vice versa.
  - Followers need to be flexible in adapting to their superior's decision-making styles, problem-solving styles, modes of communication, styles of interaction, and so on.
    - ▣ Followers can better adapt to a superior's style by clarifying expectations about their role on the team, committee, or group.
    - ▣ Just because followers know what their job is does not mean they understand their role.

# Relationship with Superiors

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- Followers interested in developing effective relationships with superiors need to be honest and dependable.
  - After integrity, superiors value dependability.
    - ▣ Superiors value workers who have reliable work habits, accomplish assigned tasks at the right time in the right order, and do what they promise.



THE PRESENCE  
THE *Promise*  
THE POWER

# Relationship with Peers

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- Researchers have maintained that a fundamental requirement of leadership effectiveness is the ability to build strong alliances with others, and groups of peers generally wield more influence and can get more things done than individuals working separately.
- Similarly, investing the time and effort to develop effective relationships with peers not only has immediate dividends but also can have long-term benefits if a peer earns a position of power.



# Relationship with Peers

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- One of the best ways to establish effective working relationships with peers is to acknowledge shared interests, values, goals, and expectations.
  - Establishing informal communication links is one of the best ways to discover common interests and values.
    - An effective way to establish relationships with other members of a team, committee, or organization is to meet with them in contexts outside normal working relationships.



# Relationship with Peers

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- Building a cooperative relationship with others depends on knowing the sorts of tasks others perform in the organization. It also depends on understanding their problems and rewards.
  - One of the best ways to establish strong relationships is by lending a hand whenever peers face personal or organizational problems.
  - It is especially important to remember that people tend to repeat behaviors that are rewarded and are less likely to repeat behaviors that go unrewarded.



# Relationship with Peers

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- To secure cooperation from others, it helps to know which situational factors reinforce both positive and negative behaviors in others.
  - By better understanding the situation facing others, people can determine whether their own positive feedback or lack thereof is contributing to, or hindering the establishment of, effective relationships with peers.
    - People should not underestimate the power of their own sincere encouragement, thanks, and compliments in positively influencing the behavior of their colleagues.

+

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POSITIVELY INFLUENCING

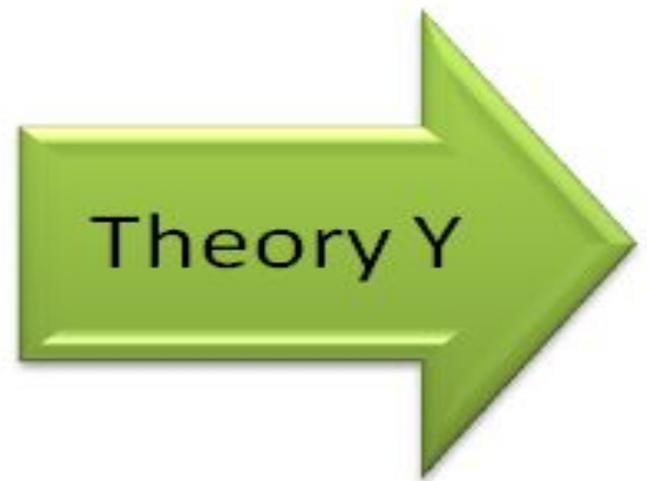
NEGATIVELY INFLUENCING

# Relationship with Peers

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- Another way to build effective working relationships with peers is to view them from a Theory Y perspective.
  - When a person assumes that others are competent, trustworthy, willing to cooperate, and proud of their work, peers will view that person in the same light.





### **Attitude**

We dislike work, find it boring, and will avoid it if we can.

We need to work and want to take an interest in it. Under the right conditions, we can enjoy it

### **Direction**

We must be forced or coerced to make the right effort.

We will direct ourselves towards a target that we accept.

### **Responsibility**

We would rather be directed than accept responsibility, which we avoid.

We will seek and accept responsibility, under the right conditions

### **Motivation**

We are motivated mainly by money and fears about their job security.

Under the right conditions, we are motivated by the desire to realize our own potential.

### **Creativity**

Most of us have little creativity – except when it comes to getting around rules.

We are highly creative creatures – but are rarely recognized as such or given the opportunity to be.

# Relationship with Peers

38

- Guidelines for resolving issues when you don't get along with others.
  - It is best to work on the task if there is little animosity between the parties, if success can be achieved despite existing animosities, if group norms inhibit openness, if success on the task will improve the feelings of the parties, if the other person handles directness poorly, or if you handle directness poorly.
  - Conversely, it is best to work on the relationship if there is great animosity between the parties, if negative feelings make task success unlikely, if group norms favor openness, if feelings between the parties are not likely to improve even with success on the task, if the other person handles directness well, and if you handle directness well.

A blue rectangular box with white text that reads "can't we just all get along?". The text is in a bold, sans-serif font and is centered within the box.

# Development Planning

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- Development planning is the systematic process of building knowledge and experience or changing behavior.
- Development planning consists of five interrelated phases:
  1. Identify development needs.
    - Identify career goals.
    - Assess strengths and weaknesses in light of these goals.
    - Seek feedback about how behavior affects others.
    - Review organizational standards pertaining to goals.
  2. Analyze and prioritize development needs.
  3. Create a focused and achievable development plan.
  4. Review the plan and reflect on learning – modify as needed.
  5. Transfer learning to new environments – ongoing development.

5

# GAPS Analysis

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- The 1<sup>st</sup> phase in the development planning process is to conduct a GAPS Analysis - Goals, Abilities, Perceptions, Standards.
  - The first step in the GAPS Analysis is to clearly identify what you want to do or where you want to go with your career over the years.
  - Identify strengths and development needs to achieve your goal.
  - Analyze how your skills, abilities, and behaviors affect others.
  - Determine the standards your superior or the organization has for your career objectives.

# GAPS Analysis

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- Review the information from the GAPS Analysis, look for underlying themes and patterns, and determine what behaviors, knowledge, experiences, or skills will be the most important to change or develop if you are to accomplish your career goals.
  - Where do you want to go?
  - Where are you now?



# GAPS Analysis

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- A good development plan is like a road map: it clearly describes the final destination, lays out the steps or interim checkpoints, builds in regular feedback to keep people on track, identifies where additional resources are needed, and builds in reflection time so people can periodically review progress and determine whether an alternative route is needed.
- Specific steps for creating a high-impact Development Plan:
  1. Career and Development Objectives
  2. Criteria for Success
  3. Action Steps
  4. Whom to Involve (Feedback) and When to Reassess Dates
  5. Stretch Assignments
  6. Research and Resources
  7. Reflect with a Partner



*The End*

...IS JUST A NEW  
BEGINNING

THE  
END  
IS  
JUST  
A  
NEW  
BEGINNING

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