Being a Likeable Boss

Training Manual

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Module One: Getting Started

While many who enter into management and leadership roles want to be genuinely liked by the workers they supervise, seeking popularity for its own sake can be a dead-end path. Many have tried to lead while seeking popularity only to find that, indeed, they are loved but not respected. Becoming a more likeable boss however does not mean you have to sacrifice respect. Being a likeable boss and a respected boss does mean you have to learn to be more effective. This course helps you take the first steps of what will be a continuous journey towards becoming a more effective boss, the side effects of which are both likeability and respect.

Workshop Objectives
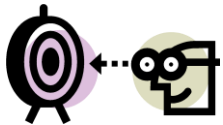
Research has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let's review our goals for today.

At the end of this workshop, participants should be able to:

- Understand how to develop leadership qualities

- Know how to delegate effectively

- Choose inspirational and engaging tasks for yourself and others

- Use wisdom and understanding to lead others

- Identify the roles of your team

- Learn how to trust others and earn their trust.

Action Plan

MODULE	GOAL	SPECIFIC?	MEASURABLE?	ACHIEVABLE?	RELEVANT?	TIMED?	NEXT STEPS
ONE							
TWO							
THREE							
FOUR							
FIVE							
SIX							
SEVEN							
EIGHT							
NINE							
TEN							
ELEVEN							
TWELVE							

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Evaluation Form

Workshop Title: Workshop Instructor:

_____   Date: _____   _____

Please rate the following items on a scale of one to ten, with one being abysmal, five being acceptable, and ten being perfect.										
WORKSHOP ROOM	1	2	3	4	5	6	7	8	9	10
Comments:										
WORKSHOP FACILITIES	1	2	3	4	5	6	7	8	9	10
Comments:										
INSTRUCTOR KNOWLEDGE	1	2	3	4	5	6	7	8	9	10
Comments:										
INTERACTIVITY OF WORKSHOP	1	2	3	4	5	6	7	8	9	10
Comments:										

Would you recommend this course to others? Why or why not?

Other thoughts you would like to share?

Pre-Assignment

Complete this worksheet before the class begins. Make note of what you hope to learn or goals you want to address after the class.

1.) How do you feel about your boss, or about being a boss?

_____
_____
_____

2.) List some qualities that you feel are important to being an effective boss.

_____
_____
_____

3.) What are some ways in which a workplace can benefit from gaining a more likeable boss?_____

_____
_____

4.) What do you hope to take away from this course?

_____
_____
_____
_____

Pre-Test

1.) Who first posed the question of whether it's better to be feared or loved?

    a) Shakespeare
    b) Da Vinci
    c) Columbus
    d) Machiavelli

2.) What is an advantage of authoritarian leadership?

    a) Employee loyalty
    b) Well-defined boundaries
    c) A lack of conflict
    d) Respect for upper management

3.) What is another word for a top-down organizational structure?

    a) Vertical
    b) Lateral
    c) Horizontal
    d) Inverted

4.) Which of the following is NOT a disadvantage of a top-down organizational structure?

    a) Office politics
    b) Information distortion
    c) Slow decision making
    d) Low rung employees can feel less involved in company goals

5.) Which of the following statements about leadership is NOT true?

    a) Most leaders are born into it
    b) Most leaders have to develop into the role of leader
    c) In order to lead, you should have an idea of to where and to what end you are leading others
    d) None of the above statements are true

6.) Beginning with the end in mind means _____

    a) You control the situation
    b) You can predict the future
    c) You have a definite plan for what you want to accomplish
    d) None of the above

7.) Who developed the theory of dramatism?

    a) Kenneth Burke
    b) William Shakespeare
    c) Geddy Lee
    d) Neil Peart

8.) Which of the following is an accurate representation of the theory of dramatism?

    a) "Neither a borrower, nor a lender be."
    b) "All the world's a stage, and all the men and women merely players."
    c) "To be or not to be, that is the question."
    d) "Out, out, brief candle! Life is but a walking shadow …"

9.) When an employee fails to meet an expectation, which is an effective way to proceed?

    a) Offer constructive feedback in a private setting
    b) Punish the employee by humiliation in front of the rest of your team
    c) Ignore it in the interest of being a likeable boss
    d) Fire the employee immediately to set an example for the rest of the employees that you are nobody's fool.

10.) Which of the following, according to the module, is NOT a consequence of punishment?

    a) It creates a parent-child dynamic
    b) It creates an orderly work environment
    c) It fosters rebellion
    d) It creates a poisonous work environment

11.) When your team is successful, as an effective leader you should _____.

    a) Accept the praise
    b) Deflect the praise to your team
    c) Ignore praise
    d) Praise yourself for your superior leadership skills

12.) Lighting a fire is synonymous with cultivating what emotion?

    a) Fear
    b) Jealousy
    c) Enthusiasm
    d) Calm

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13.) Why can micromanagement be ineffective?

   a) It adds more work to your employees
   b) It makes it easier for your bosses to blame you for things that go wrong
   c) It makes employees work too hard
   d) It keeps employees from growing

14.) What does excessive micromanagement communicate to your employees?

   a) That you think you're not as effective as they are
   b) That you do not trust your employees
   c) That there is really not enough work to go around at this job
   d) That the work employees do is important

15.) When telling someone a painful truth, what two things should you consider?

   a) Your tone and your intentions
   b) How talented the employee is, and how much do you like them
   c) The Act and Agency
   d) None of the above

16.) Which type of leader inspires more respect?

   a) The leader who is perfect
   b) A leader who is never wrong
   c) A leader who is vulnerable
   d) A leader who uses honesty as a weapon

17.) Which of the following statements is NOT true about allowing other employees to help in assessing team members' strengths and weaknesses?

   a) You should have team members assess each other's weaknesses publicly
   b) You should allow team members to assess each other's weaknesses and strengths privately
   c) Allowing other employees to assess team member's strengths and weaknesses allows you to compare your assessments with other's assessments.
   d) Allowing an employee to identify his or her strengths and weaknesses encourages self-reflection.

18.)Which of the following is a good guideline for assessing employees?

a) Make sure you hover over their shoulders all the time to encourage performance under pressure
b) Make a point of correcting mistakes in front of other people to use public humiliation as a form of motivation
c) Determine what factors caused someone to fail or to succeed in a given task
d) Determine who you should blame for failure at a given task

19.)When identifying the qualities that you admire in a leader, what can help you identify these?

a) Your mission statement
b) Fox News
c) MSNBC
d) Your boss's qualities

20.)What is a synonym for detachment?

a) Apathy
b) Dispassion
c) Clarity
d) Honesty

Module Two: Is it Better to be Loved or Feared?

This famous question comes down to us from Niccolò Machiavelli, a political theorist who lived in Italy during the Renaissance. He contended that a leader who is feared is preferable to a leader who is loved. However, he also lived during a time of great political instability when city governments changed in a flash, usually violently, and usually involving executions of the previous leadership. Since we no longer live in an age when stepping down from a leadership position or being removed would involve the loss of one's head, do we really need to adopt the route that proved so disastrous for such ruthless dictators as Saddam Hussein and Augusto Pinochet?

The Case for Fear

An authoritarian approach to leadership is not all bad. Some people in leadership positions might still maintain that leaders who approach their employees with a sense of antagonism have fewer instances where employees take advantage of them. They can use "tough love" to "whip employees into shape." Where supervisors who aim for popularity fail in setting boundaries for their employees, authoritarian leaders make those boundaries clear through well-defined consequences for crossing them. This approach to leadership seldom suffers from employees taking liberties or taking advantage of a perceived weakness from the supervisor.

The Case for Love

Well, that's a case closed then, right? Make sure that you scare your employees, and they will treat you with respect and dare not cross you. This has been a great training session. Thank you for participating. Good luck!

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If it were only so easy. While an authoritarian approach to leadership might give you the appearance of being respected, it's not so likely that this respect would be genuine. Real respect must be earned, and involves respecting others. If you genuinely care about your employees, you may not have to work so hard getting them to do what needs to be done, uncovering instances where they were too afraid to approach you, or squashing conflicts with your employees that might tend to flare up when you approach your leadership role from an authoritarian standpoint. Perhaps being loved is not such a useless approach to effective leadership.

The Case Against Either

The problem in leadership isn't being more loved, nor is it being feared more. Both have their upsides, but each also has its downside. Beloved leaders might be popular, but they might also be easily manipulated and put into unnecessary situations where it feels as if *the inmates are running the asylum*. Conversely, those who use fear as a leadership tactic frequently have to deal with such issues as insubordination or dishonesty from their employees. In addition, a work environment that is marked by fear turns into a poisonous place to work. Authoritarian leaders often experience higher rates of turnover from their employees. This means time that might otherwise be productively spent is now redirected towards training new employees. Any efficiency such a leader hoped to gain by cracking the whip has been lost when employees won't stay for any length of time. There must be an intermediary way.

The Middle Ground

Since both leadership styles have both upsides and downsides, perhaps the best approach is to be a little bit of both. Like an authoritative leader, you want to have clear boundaries with clear consequences, but you do not want to create a fearful and poisonous work environment where everyone is trying to stab each other in the back and no one will tell you the truth, but only what you want to hear.

In addition, a middle ground approach would mean that you do value your employees as people. You are genuinely interested in their lives. You understand that respect is a two-way street and must be earned. Yet, you impose clear boundaries. While you and your employees may be equal in both a personal and possibly even a professional sense, you have a different job than your employees. You face a different set of pressures. The key to understanding whether it is better to be loved or feared is considering the big picture and the long term, and in each situation, which approach would be more effective for that situation.

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Practical Illustration

Steve and Angela were both recently promoted to a management position. While Steve tried to crack the whip and boss his employees around, Angela tried to get to know her employees and worked on making them happy. Soon, Steve found all of his employees either quitting on him or they no longer were friendly with him. His employees would do their work, but often it was the bare minimum. The work environment when he was in charge became quiet, serious, and tense. When Angela was in charge, the effect was like a ray of sunshine lighting up a dark room. Employees laughed and joked with her and with each other, but they also worked extremely hard.

Module Two: Review Questions

1.) Who first posed the question of whether it's better to be feared or loved?

    a) Shakespeare
    b) Da Vinci
    c) Columbus
    d) Machiavelli

2.) What is an advantage of authoritarian leadership?

    a) Employee loyalty
    b) Well-defined boundaries
    c) A lack of conflict
    d) Respect for upper management

3.) Genuine respect _____.

    a) Must be earned
    b) Is achieved through fear
    c) Can only be given to people who are higher up than you are
    d) All of the above

4.) Which is NOT an effect of a more lenient and understanding leadership style?

    a) Less conflict between management and employees
    b) Employees tend to be more loyal
    c) Clearly defined boundaries
    d) Easier to motivate employees to cooperate

5.) What is a detriment of authoritarian style leadership?

    a) Clear boundaries
    b) High employee turnover rate
    c) Lack of discipline
    d) None of the above

6.) What is a detriment to a relaxed leadership style?

    a) Poisonous work environment
    b) High employee turnover rate
    c) Clear consequences for violating boundaries
    d) A chaotic work environment

7.) When determining whether to approach with an authoritarian style or a lenient style, what should you consider?

a) The bigger picture
b) The long-term consequences
c) What will be effective
d) All of the above

8.) What should a middle ground approach to leadership include?

a) A poisonous work environment
b) A chaotic work environment
c) An indifferent work environment
d) An environment where all employees are respected regardless of status

9.) Why did Machiavelli claim what he did about leadership?

a) He lived in a different time
b) He was loved by all
c) He was not liked at all
d) None of the above

10.) What does *an intermediary way* to lead mean?

a) Someone has to be in charge
b) Employees love their boss
c) An effective leader can also be loved by their employees
d) None of the above

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In order to lead, one must first learn how to serve.

The I Ching

Module Three: Leadership as Service

Whether you prefer an authoritative leadership style, a lenient one, or something in between, one factor that can truly enhance your effectiveness in leadership is to see yourself as serving the needs of your employees even as you serve the needs of your company or organization. Often these two sets of needs will coincide. The needs of your employees are the needs of a well-run organization as well. When they do contradict, seeing yourself as a kind of servant to your employees can help you to better weigh your priorities in both the long and short terms.

Top-down Hierarchies

The traditional form of hierarchy in business organizations is known as a top-down or vertical structure. This means that you have a clear ranking from CEO to mail-room clerk, and everyone understands their place. This structure has both advantages and disadvantages. If you are a leader in this type of organization, it is helpful to understand what those advantages and disadvantages are in order to better serve the needs of your employees.

Advantages:

- You always know who is in charge and who to report to.

- Decision making is efficient.

- Advancement up the career ladder is clearly defined.

Disadvantages:

- The potential for power-based politics and maneuvering can result in flattering and *yes-man* type behavior rather than providing accurate information.

- Employees at the bottom can feel less of a stake in the goals of a company.

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- If you have a weak leader, you will have a weak organization.

- Information from management and higher-ups is prone to distortion as it trickles down through multiple filters.

- Both management and employees can have a distorted understanding of what the other group does and has to deal with.

A Lateral Perspective
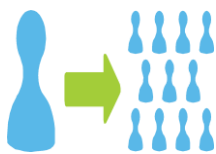
An alternative to the traditional vertical organizational structure is known as a lateral or horizontal structure. In this structure, the different departments are administered by project managers who report to an upper management and serve as a conduit between the team and the administrators. This approach has its own pros and cons:

Advantages:

- This approach tends to reinforce creativity and innovation because employees are more willing to take risks when they know that they won't lose status in doing so.

- The organization can better adapt to changes in circumstances because communication does not have to go through as many filters.

- Employees have a greater feeling of stake in the organization.

- Employees have a greater sense of autonomy which can lead to greater development of a wide array of skills.

Disadvantages:

- When something goes wrong, the lack of a clear structure can lead to blaming of different teams and departments.

- Decision making can be a slow process.

- The lack of authoritarian supervisors can lead to an undisciplined and chaotic work environment.

- Transitions from vertical to horizontal organization structures can be difficult because those used to authoritarian management styles find it difficult to adjust to seeing co-workers as peers.

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Know Your Employees

Regardless of which organizational structure you employ, to lead effectively it helps to know your employees on a personal and professional level. Obviously, with larger corporations, the former is more difficult than the latter, but taking the time to get to know your employees as people can help inform your decision making in ways that not only affect employee morale, but also help in crafting more effective approaches. If you understand what it is like to work on the front lines, you can better address problems in such a way that does not create additional problems. Keeping abreast of what goes on in your employees' lives can also help you in addressing each person as an individual.

Genuine Empathy and the Power to Lead

Brian Browne Walker's commentary on the *I Ching* offers some excellent advice about leadership: "Gentleness and understanding create in others an unconscious willingness to be led." When you can genuinely understand where your employees are coming from, you are able to know exactly what to do or say to get the best results from them. This requires developing your own capacity for empathy. Here are some suggestions for developing your empathy:

- **Listen.** You may not always understand where an employee is coming from. Even the most creative and open minded of people can fail to grasp another individual's unique circumstances. Consequently, the only way you can understand where others are coming from is by listening to them. Listening in this sense is not merely listening to the words a person says, but listening for the underlying needs that the person may be expressing even while failing to articulate this.

- **Validate.** Particularly in times where people seem far apart in their beliefs, it's really easy to look at a person with whom you disagree and see an enemy. However, we all have the capacity to feel the same types of emotions, whether these are fear, anger, or joy. We also all have the same basic needs. When you try to recognize that beneath any disagreement are two people who need love and respect, it's not so easy to see someone you disagree with as the enemy.

- **Consider your own attitude.** When you find yourself in a disagreement with someone else, ask yourself what you want from the interaction. Do you want to see the other person punished? Is this about winning or being right? Wanting to see another person punished presumes that you know best, a dangerously arrogant attitude, especially from a leader, who should be looking to serve employees.

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- **Suspend your own viewpoint.** When you are trying to understand another person's feelings, your own point of view isn't a necessary perspective. In fact, it gets in the way of seeing another's point of view. Remember that suspending your views is not the same as dropping them or changing them. Your viewpoint will still be there if you still need it.

Practical Illustration

Alice was running late to work. She was nervous about being late, but she was not afraid because she knew that her boss Juan would understand. He was strict about tardiness, but he would listen to your explanation and take that into account. Instead of trying to sneak into work, she went straight to Juan first and let him know why she was late. This was fortunate because Juan had given the rest of his employees specific instructions for how to handle a particular customer service call that was coming in more frequently that day. If Alice had tried to sneak past Juan, she would have taken the first customer service call and handled it incorrectly.

Module Three: Review Questions

1.) What is another word for a top-down organizational structure?

   a) Vertical
   b) Lateral
   c) Horizontal
   d) Inverted

2.) Which of the following is NOT a disadvantage of a top-down organizational structure?

   a) Office politics
   b) Information distortion
   c) Slow decision making
   d) Low rung employees can feel less involved in company goals

3.) Another term for a horizontal organizational structure is _____.

   a) Vertical
   b) Lateral
   c) Inverted
   d) Anarchy

4.) Which of the following is NOT a disadvantage of a horizontal organizational structure?

   a) Finger pointing when something goes wrong
   b) Chaotic work environment
   c) Slow decision making
   d) Office politics

5.) According to this module, which of the following is a good reason to get to know your employees?

   a) Blackmail purposes
   b) Helps employee morale
   c) So you know what gifts to buy them on their birthdays
   d) None of the above

6.) Which of the following is NOT a good reason to get to know your employees?

   a) Allows you to make effective policies
   b) Allows you to understand what motivates your employees
   c) Allows you to avoid creating more or bigger problems when making policies
   d) Allows you to plan the perfect date

7.) According to the *I Ching,* what qualities are helpful in developing in others an "unconscious willingness to be led"?

   a) Gentleness and Understanding
   b) Awe and Fearsomeness
   c) Dignity and Strength
   d) None of the above

8.) Which of the following is NOT a good approach towards developing empathy?

   a) Listening actively
   b) Seeing the others point of view as valid
   c) Suspending your own viewpoint
   d) Giving advice

9.) How can you enhance your effectiveness as a leader?

   a) Being humiliated in front of them
   b) Look at yourself as serving them
   c) Allow them to be late
   d) None of the above

10.) Which is an advantage of the traditional hierarchy?

   a) You always know who is in charge
   b) Decisions are made efficiently
   c) Career advancement is clear
   d) All of the above

Edit your life frequently and ruthlessly. It's your masterpiece after all.

Nathan W. Morris

Module Four: Leadership by Design

Few people are actually born to leadership. Most people have to learn how to become good leaders. One important aspect of good leadership is knowing what you are trying to lead others to. This involves careful consideration beforehand.

Begin with the End in Mind

Having a plan means that you know what the end result should look like. This can apply to your work environment, the culture, or what you expect from your employees. By having a clear idea of what you want from your employees and what you want from yourself, you put yourself in a better position to plan how to meet your goals.

Setting Goals

In addition to company-wide goals, each leader of a team should have specific goals for their team that complement the company's goals. These goals can inform how you make policy and what kind of team culture you foster. If you have ever been involved in meetings or team building exercises that have seemed to be fun but ultimately pointless or a waste of time, you can understand the need to have clear goals to strive for. Then, activities such as meetings, exercises, or other activities assume a greater importance. In order to be effective at setting and reaching goals, it is helpful to use the S.M.A.R.T. acronym:

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- **Specific.** When you establish specific goals for your team rather than general goals, you are far more likely to follow through.

- **Measurable.** One of the reasons for making a goal specific is so you can measure what the successful completion of that goal looks like, an important aspect of beginning with the end in mind.

- **Achievable.** If a goal is too easy, it can also be easy to justify giving up on it because it's not important enough. Make sure you set goals for your team that are challenging but achievable.

- **Realistic.** While being ambitious can help you to achieve large goals, being too ambitious can often lead to rebellion, both in your team and in yourself.

- **Time-targeted.** When you decide on setting a goal, you must also decide on when you expect your team to achieve that goal. You must be specific. This allows you to organize your goal-achieving behavior with a deadline.

In addition to being SMART about goal setting, there are some other steps you can take that will help you remain committed to achieving your goals.

- Tell someone else about your goal. This will help to keep you accountable and committed.

- When appropriate, divide your team goals into smaller milestones. When you collectively reach a milestone, reward your team. Small rewards can help your team to stay enthusiastic.

- If your team fails to meet a milestone, don't use this as an occasion to beat them or yourself up or to give up. Instead, determine where and how you failed and how to avoid doing so in the future. Most importantly, don't give up.

- Perhaps the single most important step is to choose a goal that is meaningful to you, your team, and to the company.

Determining Values

Setting goals for yourself, your team, and in some cases your company are important aspects of developing a plan for your leadership. However, on another level, these goals are actually not as *big picture* as you can get. To really understand how you can lead others, you must account for your own values, and the company's values as well. When you have a good grasp on what is important to you, this can clarify when to stand your ground and when to relent when you disagree with others, which is a position you will find yourself in often as a leader.

Values are not the same as morals and ethics. In fact, what you value is unique to you and can change over time. How can you know what you value? The following steps can help:

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- Identify one of your happiest moments in your life. Who were you with? What were you doing? What factors contributed to your happiness?

- Identify one of your proudest moments in life. Was this a shared experience? With whom? What elements in the experience made you feel proud?

- Identify one of your most fulfilling moments. Rather than a happiest moment, this would be when you felt the greatest sense of satisfaction. What need was fulfilled?

- When you work on determining your core values, identifying anywhere from 5-10 values should be sufficient. More than 10 can make decision making too confusing.

- When values are in conflict, identifying which ones take precedent can help clarify your thinking in these moments.

- Since your values can change, reassessment on a regular basis can help you to determine if these values still apply. Ask yourself if you are proud, happy, and fulfilled by these values. Ask yourself if you would feel comfortable identifying your core values to another human being. If the answer to either of these questions is no, then you should probably reassess.

- While it is both possible and likely to value other people, this may not be as helpful as valuing abstract principles which exist outside of individuals. Principles such as honesty, adventurousness, etc., can serve as signposts for your behavior and decisions throughout your life.

A Mission Statement

Imagine you are somehow able to listen in at your funeral. What will everyone say about you? What would you like to be said about you? Now that you have taken the time to identify some specific goals and some core values, the next step is to write out a mission statement. Think of the mission statement as a kind of personal constitution. Just as the US government uses the US Constitution as a guide toward decision making, this mission statement can help to serve as your guide. This can be your own personal mission statement, but it is also helpful to work out a mission statement with your team. However, the most important step in making these mission statements is that you have identified what you truly value and understand why you have set the goals that you have set, both for your team and for yourself. Keep in mind that the activities in this module are first steps, and a mission statement that is of any true worth takes more than just a week to put together. So, use these worksheets as beginning points in developing your goals, your values, and ultimately your mission and purpose, both professionally and personally.

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Practical Illustration

Jennifer and Marie had both been promoted at the same time. Both were encouraged to write a personal mission statement as a guide for their decisions. Marie spent weeks thinking about her values and making her mission statement. Jennifer procrastinated, jotting down catchall words like synergy and win-win. When they started working with teams, Marie faced a team conflict. One of her core values was cooperation over competition. She helped her employees work through their issues. Both of her employees felt empowered, thinking they fixed the issues themselves. Jennifer, however, faced a conflict and fell short. She took her work home with her and would second guess herself, and found her employees didn't take her seriously.

Module Four: Review Questions

1.) Which of the following statements about leadership is NOT true?

    a) Most leaders are born into it
    b) Most leaders have to develop into the role of leader
    c) In order to lead, you should have an idea of to where and to what end you are leading others
    d) None of the above statements are true

2.) Beginning with the end in mind means _____

    a) You control the situation
    b) You can predict the future
    c) You have a definite plan for what you want to accomplish
    d) None of the above

3.) SMART stands for _____

    a) Simple, Meaningful, Appropriate, Right, Targeted
    b) Specific, Measurable, Achievable, Realistic, Time-targeted
    c) Some Made-up Acronym while Roasting Toads
    d) None of the above

4.) Which of the following is NOT a useful approach to goal setting?

    a) Tell someone about your goal
    b) Divide complex goals into milestones
    c) Choose a goal that you could not possibly fail to achieve
    d) Choose a goal that is meaningful

5.) Which of the following statements about values is NOT true?

    a) Values are the same thing as ethics and morals
    b) Values can change over time
    c) Values are unique to the individual
    d) Values must be discovered from your life's history

6.) Which of the following moments in life helps you to determine your core values?

    a) Proudest moment
    b) Happiest moment
    c) Most satisfying moment
    d) All of the above

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7.) According to this module, what is another term for your mission statement?

   a) Your Bible
   b) Your Rulebook
   c) Your Coach
   d) Your Constitution

8.) Which of the following statements IS true about a mission statement?

   a) Once you write it, you're done looking at it
   b) It never changes
   c) You can finish writing a mission statement in a few hours
   d) Writing a mission statement is a lengthy and ongoing process

9.) One important aspect of good leadership is knowing what you are _____.

   a) Doing in your new position
   b) Planning
   c) Trying to lead others to
   d) None of the above

10.) When choosing a goal, make it _____.

   a) Smart
   b) Competitive
   c) Powerful
   d) Meaningful

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Module Five: Understanding Motivation

You can't always get into the head of another person. Even if this were possible, understanding what motivates another person can be so complex that even that person is unaware of their motivations. However, to a certain degree, the essence of leadership is getting others to do what you need them to do, as if it were their original plan. While you may not be able to specifically identify another person's motives, there is a good rule of thumb that was developed by Kenneth Burke called dramatism.

Dramatism

The great Canadian rock band Rush once sang, "All the world's indeed a stage, and we are merely players." To be fair, they borrowed this notion from William Shakespeare who noted that each person is like the star actor in their own play. Kenneth Burke developed his theory of dramatism based on this notion. If you understand that people see themselves as the star of their own drama, this can be the first step towards making a good guess as to what motivates them. If you can at the very least think in terms of how other people are motivated, you are better able to develop compassion for them. With compassion, you are better able to understand another person's needs and how to meet those needs while motivating the person to help meet yours, or your company's needs.

The Pentad

The key aspect of Burke's dramatism is referred to as the pentad, but if you have ever taken a class in journalism, you may recognize the pentad in another form, the five W's. The pentad and the five W's are
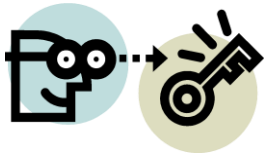
similar and both allow you to think about who is doing what to whom, and how and why they are doing it. Here is the Pentad and how it relates to the Five W's.

- **Scene.** The scene of something is the same thing as the Where and the When of the five W's. This doesn't merely refer to the physical place where something may be occurring, but to the overall environment as well. When and where something occurs may explain exactly why the situation is playing out the way it is.

- **Agent.** This refers to the actor or actors in a given situation. This also corresponds to the Who in the five W's. When you look for motives behind people's behaviors, who they are can be one source of motives, but their environment and the other factors of the pentad could also be sources for motives. For example, someone who comes to work not dressed properly may be simply rebelling against work policies. In this case, the motive is more about this particular person. Another possible motive; however, is that this person has been out of work so long that they do not have the nice clothes needed to meet the office policy. In this case, the motive is not really about the person or agent but more about the scene or situation, this person having been out of work so long to not have the appropriate clothes.

- **Act.** The act is similar to the What in the five W's. It is the action that is taking place in a given situation. If you assigned some work to an employee who didn't finish the work in the time you expected, you could look at motivation in terms of the agent, in this case the employee needs more training or maybe doesn't work as hard as you would expect. However, another possible "motive" lies in the action itself. Perhaps the task you assigned is a complicated enough task that cannot be accomplished in the time you expect, or this can at least be a major factor.

- **Agency.** The agency aspect of the Pentad does not strictly conform to the Five W's, however, if you add the question of How, this gets to what agency is referring to. In the previous example, the nature of the work that you assigned to the employee might be difficult, and you may already realize that the employee is a diligent worker who tends to perform well. However, if the employee picked an inefficient way to go about working on the assignment, this could explain why it didn't meet up with your expectations. This would place the "motive" under agency where the problem is not the act itself, nor the agent or scene, but instead the problem is in how the agent is going about doing the act.

- **Purpose.** The purpose part of the pentad corresponds to the Why of the five W's. Imagine that in our previous example you gave an assignment to an employee who didn't complete the assignment in what you considered was a reasonable amount of time. If you have looked at all the other aspects of the pentad to get an idea of why this is so, analyzing the purpose may help. Perhaps your employee didn't understand why this task was necessary or what it was trying to accomplish.

As you can see, when you use the pentad to analyze situations, it allows you to think about all the different aspects of a situation. An effective leader won't simply blame the employee for not living up to an expectation. Instead, leaders who are effective can analyze the different aspects of a situation in terms of the pentad to understand the situation better. It may turn out that the employee was perfectly justified in not living up to an expectation, and you have saved both the employee and yourself the hard feelings created from a misplaced lecture.

Guilt and Redemption

According to Burke, on some level most people in our society and culture are motivated by guilt. He uses this term loosely to include emotions such as shame, disgust, anxiety, and embarrassment. From this viewpoint, people act to try to avoid guilt emotions or to find redemption, which is what makes those feelings go away. It is this attempt to move from guilt to redemption that puts an individual's "drama" in dramatism. There are a few factors that contribute in a large way to people's feelings of guilt and inadequacy:

- The social order or hierarchy. As people interact with each other, we unconsciously and consciously create a sort of pecking order through our language and concepts. This gives individuals a sense of relation to others in terms of being perceived as equals or as superior or inferior to another person or group of people.

- The Negative, in this sense, is an act of rejecting your place in this perceived social order. Burke used the term "rotten with perfection" to describe the situation where people realize that their place in a social hierarchy is to some degree arbitrary. Those who inhabit a superior position may feel guilt or anxiety because our language includes a notion of perfection that is impossible to achieve in actuality. For example, someone who is known for being particularly generous might experience shame or guilt for wanting to put themselves first on occasion. The idea of perfect generosity is unattainable, so the person feels guilty, pushing them to seek redemption. Conversely, someone in an inferior social position might realize that they are not as lowly as circumstances bear out and this becomes motivation towards redemption.

- Victimage is another factor in this drama where the guilty person lays the blame for their circumstances on an external source, another person or societal condition. There are two types of victimage: universal, which blames everyone and everything, and fractional, where a person blames a specific group or individual. In vilifying the other person, the guilty person can assume a heroic role in their drama.

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- Redemption is the final stage of this type of drama where the person purges guilt through a kind of death, either symbolic, as in a transformation in character or a confession of one's sins or misdeeds, or in actuality, by truly dying. It is uncommon and disrespectful, for example, to speak

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ill of the dead. Burke considered the redemption stage a transformation where one transcends the old order of social hierarchies and a new order is created. You can look at Burke's transition from Guilt to Redemption as following two paths: the first begins with the status quo followed by guilt or anxiety about one's place in that status quo, followed by identifying a scapegoat, followed by confession and repentance which lead to the transformation of the old order into a new order.

This description of the move from guilt to redemption can be helpful in understanding how people come to actively dislike others. Often at the root of ill-will is a feeling of inadequacy and guilt in an individual.

Identification

Another aspect of Burke's theory of dramatism is called identification. If you have ever heard someone say (or have said yourself), "I can really identify with that person," you're getting at the heart of what Burke means by identification. In some ways it is the opposite of victimage. When you identify with someone else, you are able to feel empathy and compassion for them. In identification, something of you rubs off on the other person with whom you identify, and something of that person rubs off on you. In leadership, you can create an "unconscious willingness to be led" in another person by identifying with that person and trying to meet the other person's needs. When you go out of your way to allow an employee off for a vacation, they are excited about, you create in that person a willingness to follow you and make your goals their goals.

Practical Illustration

Marjorie noticed that James had come into work upset. He seemed frustrated and aggressive. Instead of getting angry at James' disruptive behavior, Marjorie thought about why he might be acting this way. She remembered that James had come back from a long weekend where he was going to visit his father, whom he hadn't seen in a decade. She asked him if he would join her in her office to discuss how he was doing. She asked how meeting his father had gone, and he began to cry. She talked with him for a while, and asked him if he needed a day off. He thanked her for her concern, and returned to his work with an added energy.

Module Five: Review Questions

1.) Who developed the theory of dramatism?

   a) Kenneth Burke
   b) William Shakespeare

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c) Geddy Lee
d) Neil Peart

2.) Which of the following is an accurate representation of the theory of dramatism?

a) "Neither a borrower, nor a lender be."
b) "All the world's a stage, and all the men and women merely players."
c) "To be or not to be, that is the question."
d) "Out, out, brief candle! Life is but a walking shadow …"

3.) Which of the following is NOT a part of the Pentad?

a) Act
b) Intention
c) Purpose
d) Agency

4.) Which of the Five W's does the Act part of the Pentad correspond to?

a) Who
b) Why
c) When and Where
d) What

5.) Which of the following is NOT a stage in the Guilt to Redemption cycle?

a) Vindication
b) Victimage
c) The Negative
d) The old hierarchy

6.) Which of the following is an aspect of redemption?

a) Vindication
b) The Positive
c) Confession
d) Acquittal

7.) What can identifying with another person's motives and needs, create in them?

   a) An unconscious willingness to be led
   b) An unconscious willingness to quit
   c) An unconscious willingness to rebel
   d) A conscious suspicion of being manipulated

8.) Identification involves which of the following?

   a) Imitation
   b) Manipulation
   c) Compassion
   d) Arrogance

9.) We are very aware of what motivates us.

   a) True
   b) False

10.) If you understand that people see themselves as the star of their own drama, this can be the first step towards making a good guess as to what _____.

   a) Their future looks like
   b) Motivates them
   c) Their goals are
   d) All of the above

Criticism, like rain, should be gentle enough to nourish a man's growth without destroying his roots.

Frank A. Clarke

Module Six: Constructive Criticism

Understanding what motivates the people you are leading is a great way to better assist them, but you also have other pressures upon you as a leader, which can include your ultimate goal for your company as well as pressure from higher ups in your own hierarchy. What's more, even when you are an understanding and compassionate leader, some may seek to test this. The difference between an understanding but effective leader versus a weak leader is how well you respond when people attempt, either consciously or unintentionally, to cross boundaries. When someone engages in behavior that's detrimental to your overall leadership vision, you occasionally have to intervene. What's important in this case is that you intervene in an effective way that makes the situation better for everyone involved.

What are Your Intentions?

When you have to criticize or correct an employee, one of the most important things to consider are your own motivations. While it may be tempting to want to punish an employee who "acts up," this can frequently create a poisonous environment where the employee misses the message of improvement and only hears a message that involves asserting your superior position over that employee. This can recreate a sense of a parent –child relationship which runs counter to seeing the other person involved as a person and an equal who deserves respect. Punishment often has unintended consequences, as well. If you look at the number of criminals who leave prison only to return again after a time, it becomes evident that punishment can harden someone into repeating behaviors as much as it can deter that person from those behaviors. Sometimes it is helpful to retreat from a potentially volatile interaction rather than addressing a person when you are angry. You can use email to schedule a time to address an issue, for example, which has the additional purpose of allowing you to restore your own emotional balance. Ultimately, you're in conflict with an employee because they have crossed a boundary, whether it's a social boundary or one related to your expectations for work. The more productive and effective approach is to find a way to correct the behavior rather than finding a way to punish the employee.

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A Positive Vision of Success

One way to approach an intervention where you need to let an employee know about an area of improvement, or an intolerable behavior that needs to be corrected, is to try to envision the situation playing out in such a way that there are no losers. Instead, you want to consider a way in which everyone has an opportunity to come out a winner. For an employee who has trouble with being at work on time or at all, this might be a powerful move that allows that employee to take greater responsibility in their life, an improvement that can carry over into the long term, for example. When you develop a positive vision of what a successful correction looks like, you are better able to stay out of the punishment or blaming mentality that so often sabotages good intentions and well-meaning criticism.

Feedback Sandwich

Experiencing criticism can be a stressful situation, and the common approach towards hearing criticism is to prepare a defense. One way to soften another person's experience of your criticism is to use the idea of a feedback sandwich. Instead of telling people what they are doing wrong all at once, you can mix the negative with genuine positive comments. It's important that these are genuine, however, or you can come across as insincere and manipulative and lose any goodwill or trust you might have earned with your employees. Finding a positive thing to say about an employee who needs correction serves an additional purpose as well. Whenever you are angry at another person, a good tactic to help spur your thinking away from that person's faults is to consider something positive about that person. Having something good to say about your employee can help to put the entire situation into a more manageable perspective.

Following up (versus Badgering)

When you set goals, it's important that you set a goal that is achievable and corresponds to a time frame. Similarly, when you intervene with an employee about an area that needs improvement, it is helpful to have a definite view of success, as well as a time frame for when you can check back with the employee. This follow-up will work better when it is approached as a "how are you doing with this?" rather than a "have you done what I told you to?" style conversation. Furthermore, you should consider avoiding two types of extremes: not following up at all and overdoing your follow-up by continuously returning to the issue. When you initially discuss the issue with your employee, it will be most effective if you both identify a time in the future to schedule a follow-up conversation where you can check in with each other. If you never follow-up it erodes your credibility when you do offer constructive

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criticism because it makes it seem as if there was no real need for criticism. On the other hand, if you continuously come back to the situation that prompted the criticism, you put the employee into a guilt-redemption type drama. If you follow up with your employee at a scheduled time, and that employee has not shown improvement, you can re-assess what needs to be done further, and use that time to schedule another follow-up. Keeping your follow-ups structured can help you avoid the pitfalls that can turn following up and being invested in your employee's success into a form of harassing your employee.

Practical Illustration

Cedric was upset with Ginny, one of his employees, because she was consistently a couple of minutes late to work. Today, she was over an hour late. He knew if he confronted her about it right now, he might only communicate his anger and not the need to change her behavior. He looked at her file and found that while she was late almost every day, she also stayed late to handle the last customers. When they met, she explained that her car had broken down. Cedric understood, and expressed concern with her frequent tardiness and suggested ways to arrive on time. He also told her that he did appreciate her tendency to stay after work.

Module Six: Review Questions

1.) When an employee fails to meet an expectation, which is an effective way to proceed?

   a) Offer constructive feedback in a private setting
   b) Punish the employee by humiliation in front of the rest of your team
   c) Ignore it in the interest of being a likeable boss
   d) Fire the employee immediately to set an example for the rest of the employees that you are nobody's fool.

2.) Which of the following, according to the module, is NOT a consequence of punishment?

   a) It creates a parent-child dynamic
   b) It creates an orderly work environment
   c) It fosters rebellion
   d) It creates a poisonous work environment

3.) Which of the following is NOT a result of having a positive vision of success?

   a) You create a win-win situation
   b) You can help your employee in the long-term
   c) You have a clear winner and a clear loser
   d) You avoid developing a punishment mentality

4.) What often sabotages good intentions?

   a) A win-lose mentality
   b) A blaming mentality
   c) A punishment orientation
   d) All of the above

5.) In a feedback sandwich what do you mix with criticism?

   a) New regulations
   b) Genuinely positive comments
   c) Your own experience of being a rebel
   d) All of the above

6.) In addition to helping soften the experience of criticism for an employee, what is an additional effect of thinking of positive feedback?

   a) You encourage the employee to adopt the fake positivity until it is real
   b) You convince the employee to still like you as a boss
   c) You allow the employee to ignore the constructive criticism
   d) You help to calm your own negativity towards the employee

7.) Which of the following IS true about following up effectively?

   a) Failing to follow-up makes it seem as if the criticism was unimportant
   b) Constantly following-up at every opportunity shows the employee you really care
   c) Not following up allows the employee to get over the embarrassment and guilt of being corrected
   d) Following up effectively means doing so publicly so you can use the humiliation as a form of motivating the employee

8.) Which of the following is an example of an effective follow-up conversation style?

   a) Publicly ask, "Have you done what I told you?"
   b) Publicly ask, "How are you doing with that?"
   c) Privately ask, "How are you doing with that?"
   d) Privately ask, "Have you done what I told you?"

9.) What is a great way to assist people you are leading?

   a) Talk to them about their behavior everyday
   b) Find things to criticize
   c) Understand what motivates them
   d) None of the above

10.) What is important to remember when criticizing or correcting an employee?

   a) The tone you use
   b) The rules of the office
   c) Your own motivation for doing so
   d) None of the above

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*You catch more flies with honey than
with vinegar.*

Proverb

Module Seven: The Importance of Tone

In your role as leader or manager, you will often find yourself in situations where you have to perform well even when you are not at your best. One truth about effective leadership is that when things go right, you will want to deflect the praise to your team members, but when things go wrong, it's all your fault. This can put you under constant pressure, and some of your more socially conscious and astute employees might recognize this fact, but most won't. Nevertheless, employees and supervisors can forgive much when you approach them with the right tone.

Lighting a Fire

You will often find yourself in a position where you need to get your employees energized and motivated to work hard and enthusiastically. One who has adopted the rule-through-fear paradigm will consider this the time to become forceful and aggressive, but this can frequently backfire. Instead, an effective leader uses inspiration and positivity to harness enthusiasm in employees. Lighting a fire isn't akin to burning down the house so much as shining a light to guide your employees. Here are some suggestions for increasing employees' enthusiasm:

- Share inspiring quotes, speeches, or ideas. While the movie *The Wolf of Wall Street* is not a great example of ethical leadership, it does give a good idea of how powerfully inspiration can foster enthusiasm in employees. This is why coaches in professional sports like to give the "Win one for the Gipper" style speeches.

- Use upbeat music to get people going. Music that has a good beat and makes people want to dance also helps to instill enthusiasm and a kind of esprit de corps.

- Celebrate group and individual successes in order to foster a positive and forward-looking morale.

Calming a Storm

If you're successfully engaging your employees, it is inevitable that small conflicts will arise. While it might be tempting to see these conflicts as a negative, and in truth if they are allowed to rage out of control they will have negative effects, the fact that people are engaged enough to get angry or tense shows that they are employing their creative energies, and that's a positive. However, when tempers flare, it takes a calm leader to be the eye of the storm and channel that energy in positive ways or calm it so that employees can function productively. Here are some suggestions:

● Always address conflicts from a place of calm. You may have to take a time out or allow others to take a time out from their own anger. Try to do so from a place of empathy and understanding. Avoid calling out employees in front of others. For example, when two employees are in conflict with each other, send one of them on a break, while you discuss the situation with the other. Be sure and give each employee the chance to tell their side of the conflict and make sure you listen more than you talk.

● When you speak to your employees about conflicts, make sure you are specific and that you address the issue in terms of behavior and not in terms of the employee's character traits.

● Discuss how the conflict affects the rest of your team, but avoid doing so with an accusatory tone.

● Allow employees to give you their understanding of what caused the conflict rather than identifying the cause yourself.

● Additionally, allow employees to suggest solutions for resolving the conflict. If necessary and appropriate, act as a mediator between two employees who have had a conflict with each other. However, when doing so, make sure everyone can address each other from a place of calm.

● Allow everyone involved to agree upon the appropriate action to take in order to restore the peace.

● Most importantly, communicate from a place of mutual respect for all parties involved. Often in the aftermath of a conflict, the parties involved may feel either embarrassment or they may feel resentment towards the other parties involved. Help to restore the sense of mutual respect by treating all parties with the same degree of respect regardless of any perception of their level of fault or culpability in the conflict.

Adult versus Parent

One idea that comes to us from the psychological approach of transactional analysis is that when people interact with each other, they tend to slip into pre-formed scripts based on how they have experienced authority from authority figures when they were children. These scripts can frequently allow people to engage in escalating behaviors that create vicious cycles of conflict. Transactional analysis recognizes three primary styles of behavior in social interactions:

- Child. A person's need to escape responsibility can cause them to slip into child mode, where they can act dismissive and rebellious. People operating in child mode often dismiss other people's criticisms and maintain an attitude they are going to do what they want regardless of how others feel.

- Parent. When someone feels a need to assert control over a situation, often in a case where they feel powerless, they may slip into parent mode. From the sound of it, you might think this is an example of where someone has adopted the voice of reason, but more often than not, it is the voice of authority and not a very reasonable authority at that. If you have ever experienced someone talking to you as if you were a child, that person was most likely operating in Parent mode.

- Adult. The ideal mode to operate in is Adult mode. Those who operate from this mode are concerned with reality as it is, rather than disregarding reality like someone might do who is operating in child mode, or trying to control reality like someone operating in parent mode.

Changing the Script

If the child, parent, and adult mode behaviors are scripts that people slip into, what keeps people playing their roles, and how can someone slip out of a role. In transactional analysis, there are two types of transactions: complementary and crossed. A complementary transaction means the behavioral modes match up and can continue indefinitely. One person's child mode evokes another person's parent mode and things can spiral out of control into perpetual conflict. In order to intervene, one person has to engage in a behavioral mode that doesn't complement the other's behavior. This creates a crossed transaction. When a transaction becomes crossed, this destabilizes the scripted behaviors, where those involved seek to find a new complementary behavior. Keep in mind that in this scheme, Parent to Child and vice versa is complementary, but so too is Adult to Adult. The way to change the script then is for someone to adopt an Adult mode of behavior. When this turns the transaction from a complementary

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transaction to a crossed transaction, the other person seeks to find a new equilibrium in a new complementary transaction, so they will in turn also assume the complementary Adult role.

Practical Illustration

Heath, expecting a report from Alex, emailed him asking about his progress. Alex replied in an email, "Quit badgering me. I'll finish it when I'm ready to." Alex's childish response angered Heath, but he decided not to react in anger. He did not reply to Alex's email until he had calmed down. He asked Alex to meet with him, and asked if anything was wrong. Alex told him that he had misunderstood the tone of Heath's email. Alex thought that Heath was upset with him for not having the report finished. Working together, they found that Alex could be more efficient with his time. A week later, Alex seemed less stressed out and more efficient.

Module Seven: Review Questions

1.) When your team is successful, as an effective leader you should _____.

   a) Accept the praise
   b) Deflect the praise to your team
   c) Ignore praise
   d) Praise yourself for your superior leadership skills

2.) Lighting a fire is synonymous with cultivating what emotion?

   a) Fear
   b) Jealousy
   c) Enthusiasm
   d) Calm

3.) When conflicts and anger arise in your team, it is helpful and effective to see yourself as _____.

   a) A raging storm
   b) A rough ocean
   c) A bright ray of sunshine
   d) The eye of calm in the center of the storm

4.) Which of the following is an example of what NOT to do to handle employee conflict?

   a) Have everyone take a time out until they are calmer
   b) Identify the effects of the conflict on the rest of the team
   c) Allow the employees involved to identify the cause and solution to the conflict
   d) None of the above

5.) Which behavioral mode or style seeks to assert control over the situation?

   a) Adult
   b) Child
   c) Parent
   d) None of the above

6.) Which behavioral mode is interested in addressing reality as it is?

   a) Parent
   b) Adult
   c) Child
   d) None of the above

7.) When two behavioral modes feed off of each other and allow the two modes to continue indefinitely, they are said to be _____.

a) Complementary
b) Crossed
c) Cyclical
d) Contiguous

8.) In order to change the script, you must interrupt a transaction that is _____ with one that is _____.

a) Contiguous, Cyclical
b) Complementary, Crossed
c) Crossed, Complementary
d) Crossed, Contiguous

9.) In your role as leader or manager, you will often find yourself in situations where you have to perform well even when you are _____.

a) Not at your best
b) Not an adult
c) A parent
d) None of the above

10.) How might you increase employee enthusiasm?

a) Hang inspiring posters in the office
b) Play some upbeat music
c) Celebrate successes
d) All of the above

Module Eight: Trusting Your Team
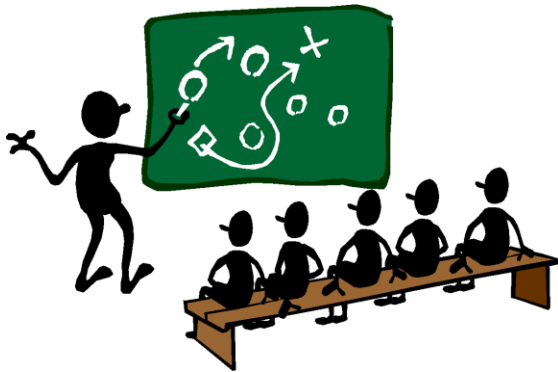
When you lead others, you will find that they will rise and fall to the expectations you set for them. If you trust your team and act to be worthy of their trust, they will strive to be worthy of your trust.

Dangers of Micromanaging

One of the most difficult habits to keep under control when leading others is the tendency to micromanage. As someone who has a great deal of responsibility within the company as well as being emotionally invested, it is tempting to try and do it all yourself. However, micromanaging, even for the most tireless of managers, is the kiss of death in being an effective leader. The dangers of micromanaging are manifold. Your employees will come to resent always having you looking over their shoulder, which can undermine whatever other positive qualities you have going for you as a manager. Another tragic consequence of micromanaging is that you stunt your employees' growth. In order for each employee to become the best they can be, you have to encourage them to find their own way. Sometimes they may not do something in the same way that you would, and standing aside may result in their failure. Keep in mind however that failure is often a prelude to success. Allowing an employee to make a mistake is akin to allowing that employee to grow and become better. Here are some suggestions to help you avoid the temptation to micromanage:

- Develop a rule where employees cannot come to you with a problem unless they have also thought of two solutions to that problem.

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- While having an open-door policy is helpful in building a rapport with your employees, and it is useful in serving the needs of your employees, you must consider how useful you are being to those employees if you stand in the way of their growth. Consider limiting your employees' access to you in some ways. One possibility is to allow a certain time of day for open access, while other times of day are reserved for appointment only.

- A third suggestion is to resist the urge to jump in at any sign of difficulty. Instead, count slowly to 10 and consider whether this is one of those times where your help is truly necessary versus one of those times where in helping your employees you are actually hurting them.
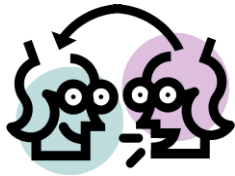
Delegation and Anxiety

What frequently stops us from delegating responsibilities to our employees is a fear that they may fail us. However, this distrust of our employees can be more damaging than failure itself. Living in fear keeps our lives in holding patterns and we never grow or allow others to grow. There is no reason to be afraid of failure because it is inevitable. If, however, we are able to view failure as a learning opportunity, then we can become comfortable with the idea and learn to take risks. Here are some suggestions to help you manage your trepidation about delegation:

- Write down your concerns rather than voicing them or allowing them to swirl in your head. This can help to ventilate anxieties.

- Manage your stress levels through exercise. When you do this regularly, you will tend to feel better physically, which gives emotions such as anxiety less room to take hold.

- Meditate regularly to practice staying in the present. Worry is a future-oriented activity, but one over which you have little control.

- Appreciate and celebrate healthy progress over perfection. Our notion of a perfect situation, a perfectly performed task, or any other number of perfect things that we can imagine is actually a linguistic construction. Actual perfection is something that is completely beyond our control.

- Learn to recognize and counteract magnification, a distorted thinking pattern where you imagine the worst possibility as the most likely possibility. Often, when you feel in the grips of an arousal emotion such as anxiety, you tend to think in shorthand and images rather than in complete sentences. Identifying this shorthand, converting it into complete sentences and investigating the logic of that can help lessen your feeling of anxiety. For example, when you delegate an important task to an employee, your anxiety over the situation might prompt shorthand thoughts such as "failure, disaster, poorhouse." Translating this into a complete sentence might look like "If my employee fails, I will be blamed for the worst possible disaster that can occur at this company; then, I will be fired and go to the poorhouse." Now that you

have translated the shorthand into a complete sentence, ask yourself if you would truly be fired over this. Often, you wouldn't have the level of responsibility you have if your bosses were going to be so quick to fire you.

Aces in Their Places

One more aspect of delegation can help limit your anxiety. You must delegate in a proper manner. Delegating tasks blindly or randomly can turn disastrous if the person you have delegated a task to is not suited to that task. Fortunately, one reward of getting to know your employees is that you can gain an idea of what each employee excels at. By tailoring the tasks you delegate to your employees' strengths, you put them in a better position to succeed, and their success is ultimately your success, even if you will inevitably give them all the credit. By putting your aces in their places, you also foster a sense of belonging and importance to each member of your team. If an employee knows that they are in that role because you handpicked them for it, this will pay huge dividends in that person's own confidence, which helps to maximize their performance.

Celebrating Success

In order to get the most out of your employees, it is helpful to foster a culture of mutual celebration of success, and no success is too small to escape such celebration. Take time out to recognize a job well done and you will encourage additional successes. Cultivating certain emotions in your employees such as enthusiasm, optimism, confidence, and tenacity will help them to perform better and enjoy further successes.

Practical Illustration

Theresa had been very good at her job before being promoted to project coordinator. In her new role, she found it hard to let Harrison do her old job. She was always hovering over Harrison, which would make him nervous and prone to mistakes. He asked if he could try working on the project alone. Theresa agreed, but was still nervous. She took a deep breath, counted to ten and decided to let Harrison handle it. He finished up his initial strategy paper for the project and brought it to Theresa. When she saw it, she realized Harrison was very talented, and made a point to praise his work in front of the other team members.

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Module Eight: Review Questions

1.) Why can micromanagement be ineffective?

   a) It adds more work to your employees
   b) It makes it easier for your bosses to blame you for things that go wrong
   c) It makes employees work too hard
   d) It keeps employees from growing

2.) What does excessive micromanagement communicate to your employees?

   a) That you think you're not as effective as they are
   b) That you do not trust your employees
   c) That there is really not enough work to go around at this job
   d) That the work employees do is important

3.) What kind of emotion is anxiety?

   a) A low arousal emotion
   b) A calming emotion
   c) A high arousal emotion
   d) None of the above

4.) What is more damaging than the fear of your employees failing you?

   a) Your distrust of your employees' abilities
   b) Your overbearing presence
   c) Nothing is worse than failure
   d) None of the above

5.) Effective delegation means _____.

   a) Putting employees in positions to excel
   b) Randomly assigning tasks
   c) Assigning the least pleasant tasks to those who have offended you to teach everyone a lesson about what happens when they mess with you
   d) None of the above

6.) What emotion can effective delegation instill?

   a) Distrust
   b) Confidence
   c) Frustration
   d) Boredom

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7.) Which of the following emotions does NOT lead to higher performance?

   a) Optimism
   b) Disappointment
   c) Confidence
   d) Tenacity

8.) Which successes are the most appropriate to celebrate?

   a) The small ones; let the big successes go without acknowledgement
   b) The big ones; let the small successes go without acknowledgement
   c) No successes should be celebrated; employees shouldn't get to feeling too good about themselves because they become more difficult to control
   d) All successes are appropriate to celebrate

9.) Why should you set high expectations for your employees?

   a) Because they need to be challenged
   b) Because they will rise or fall to the expectations set for them
   c) Because they need a lot of direction
   d) None of the above

10.) One of the most difficult habits to keep under control when leading others is _____.

   a) Being too optimistic
   b) The tendency to micromanage
   c) Being too permissive
   d) Allowing others to challenge your direction

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Module Nine: Earning the Trust of Your Team

Avoiding micromanagement, delegating tasks properly, and celebrating successes are all ways to increase your high regard and trust for your team, but trust is a two-way street. An effective leader is one whom the followers will trust implicitly. Trust, like respect, does not come automatically. Some people may be naturally inclined to trust people, but the degree of trust you need to lead effectively must be earned.

Honesty

The most important way to earn trust is to consistently be honest. This can even be helpful when admitting you are wrong or that you don't know the answer. Employees will respect someone who can admit vulnerability more than someone who tries to hide behind a veneer of perfection. Lying to your employees, buttering them up with fake sentiment, or taking credit for their successes are quick ways to make them distrust you. Once employees distrust you, your ability to lead them effectively becomes nearly impossible. However, honesty should never be used as a weapon. You may occasionally have to tell an employee "how it is," but this is exactly where considerations of tone and intent become vitally important.

Reliability

In addition to being honest, an effective leader will earn trust by being reliable in everything they do. Conversely, if you prove unreliable, employees will not trust you. This makes it vital to follow through on everything you say. If you indicate that there is a boundary that employees should not cross, you must address it when that boundary is crossed, even if it is with a mild response such as "don't do that again." If you say you will give an employee certain requested time off, then you must accomplish this. If you tell an employee you will follow up, then it is vital to follow up. Being reliable also means being consistent. Ignoring one employee's misdeeds or successes is as bad as ignoring every employee's success or misdeed; in some

ways, it is even worse because it can communicate a sense of favoritism. The level of pressure and the amount of work you have before you may make it impossible to meet every one of your commitments. However, you can lessen this reality through adopting the following suggestions:

- Keep a well-organized planner, either a calendar or some sort of organizing system where you can write down your commitments. Make a point to acknowledge your receipt of employees' requests in writing, but also remind employees that you must have requests in writing as well.

- Don't over-promise and under-deliver. If you aren't sure if you can award time off, don't tell the employee that you can. One of the most important things you can tell an employee, and yet one of the most difficult, is that you don't know or you are not sure. While you may fear that this will undermine your employee's confidence in you, you can counter this with a statement that you will find out. Make sure that you follow-up; however, if you do make that promise.

- If you find that you are unable to meet a previous obligation you made, make sure that you inform the other person as soon as possible. Sometimes an emergency can come up, or the situation can change. You don't need to offer a full explanation most of the time (although in some cases it may be necessary and appreciated), but you do need to let the other person know as soon as you know. If you have a meeting with an employee scheduled, try at that point to reschedule it.

Availability

Making yourself available to your employees is another vital aspect of building trust. This can be tricky, however, and you have to use good judgment in determining how available you need to make yourself in order to avoid micromanaging. Nevertheless, you should always allow some time where employees can approach you. If an employee feels you are unapproachable or feels intimidated by you, it can create a situation where you are the last to know about something important going on.

While you want to encourage employees to not over-rely on you, you also want employees to feel they can come to you when they need to. Striking the correct balance can take time and can vary from employee to employee. Some employees may develop better confidence in themselves by being left to their own devices. Others, particularly new employees, might need your presence a bit more, but it's best to think of yourself in this situation as being like training wheels on a bicycle. At some point the training wheels need to come off. Even then; however, your employees will trust you more knowing that you will figuratively catch them if they fall by being supportive and constructive.

Openness

It may seem as if openness is the same thing as honesty, but there is a bit more to it. Being open is a two-fold characteristic. On the one hand, you want to be up front about your vision for your team, your plan for their success, and even, when appropriate, what changes may be in store. Sometimes you may be in a position of knowing something that's going to happen, and the circumstances won't allow you to inform your employees. However, if employees sense that something is about to happen, they can feel anxious. Since changes in work can affect a person's livelihood, this anxiety cannot be overlooked or dismissed. Try to engage in empathy about the effect of keeping information from your employees. This can get tricky when trying to strike a balance between the needs of your employees and your bosses, but if you are operating from your own personal mission statement and using your own core values, then making tough decisions can actually be emotionally rewarding in that you get an opportunity to make a decision that you can be proud of.

The other aspect of openness is being open to employees' feedback and criticism. They may not always be correct in their criticism or concerns, but respecting your employees means giving them a fair hearing. When someone comes to you with a problem with what you are doing or how you are doing things, listen carefully. If you feel yourself getting angry or defensive, it's possible that the employee has struck a nerve. You may not be in a place where you can immediately acknowledge the employee's criticism. If that's the case, schedule a follow-up that will allow you time to assess your employee's concern and what you can do about it. Recent studies have found that people appreciate vulnerability in others far more than an appearance of perfection or invincibility, so don't be afraid to admit when you are wrong or mistaken. This can actually make you a more respected and effective leader than if you demand respect by never apologizing or acknowledging your mistakes.

Practical Illustration

Darla had received a request from Sarah for a week off in January, so that Sarah could visit her family in India. She told Sarah that she would know soon, so she could book her flights. Darla's supervisor denied the request. Before contacting Sarah, Darla looked through Sarah's personnel files and saw that she had never taken a vacation since she started. Darla sent an email to her supervisor asking if she could address the issue directly. Darla let Sarah know that the request had been denied, but she was going to try to get that changed. Darla presented Sarah's case to her supervisor personally, and got approval. She emailed Sarah to let her know.

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Module Nine: Review Questions

1.) When telling someone a painful truth, what two things should you consider?

    a) Your tone and your intentions
    b) How talented the employee is, and how much do you like them
    c) The Act and Agency
    d) None of the above

2.) Which type of leader inspires more respect?

    a) The leader who is perfect
    b) A leader who is never wrong
    c) A leader who is vulnerable
    d) A leader who uses honesty as a weapon

3.) Which of the following practices does NOT help one to be more reliable?

    a) Requiring all requests be written
    b) Avoiding making promises that you may not be able to keep
    c) Informing someone immediately if you are unable to meet an obligation and scheduling a new time to meet that obligation
    d) Never admitting that you are uncertain

4.) Ignoring one employee's misdeeds _____.

    a) Gives an impression of favoritism
    b) Makes that employee think the rules only apply to everyone else
    c) Is the same or worse than ignoring all employees' misdeeds
    d) All of the above

5.) It is better to make yourself more available to _____.

    a) Newer employees
    b) Your boss
    c) Your more experienced employees
    d) None of the above

6.) Which of the following statements about availability is NOT true?

    a) You should always allow some time for availability
    b) While making yourself more available to newer employees is important, at some point the training wheels need to come off
    c) You should balance being available and approachable with being too available and micromanaging

d) You should never be available

7.) What are two aspects of openness?

a) Being up front about your vision and being open-minded towards feedback
b) Being up front about everything upper management tells you and being open about giving feedback
c) Being open about how horrible an employee is to both your boss and to that employee
d) None of the above

8.) What should you do if you feel angry or defensive about an employee's criticism?

a) Ignore it
b) Insist they are wrong
c) Punish the employee for insolence
d) Schedule a follow-up conversation to give yourself time to seriously consider the employee's concern

9.) How can you promote trust within your team?

a) Avoid micromanaging
b) Celebrate successes
c) Delegate
d) All of the above

10.) What is the best way to earn the trust of your team?

a) Empathy
b) Cynicism
c) Personal power
d) Honesty

Alone we can do so little; together we can do so much.

Helen Keller

Module Ten: Building and Reinforcing Your Team

Teams don't immediately come together and experience success overnight. In fact, it takes a good leader to work at turning a group of people into an effective team. This module explores the various aspects of building and improving your team.

Identifying Team Strengths and Weaknesses

One of the most important activities that you will need to engage in as a leader is constantly assessing the state of your team, each individual employee, and yourself. Before you can put employees in positions to succeed, you have to have a good idea of what their strengths and weaknesses are. Here are some guidelines for how to assess team and team member strengths and weaknesses:

- Include other team-members in the assessment process. Allow each member of the team a chance to identify their, and other team members' strengths and weaknesses. Ideally, this can be done privately so that no team-member develops resentment towards another for perceived unwarranted criticism. This also allows you to compare your assessment with others.

- When an employee, or the entire team experiences a failure or a success, try to identify why this came about, and who was most responsible. In the case of failure, identifying the responsible person is not about casting blame, but it is about identifying what went wrong, so you know where and how to improve. When you are analyzing a success, however, it is good to give credit when someone (other than yourself) was particularly instrumental in that success.

- Determine how consistently an employee performs in a given role. If that employee is consistently unsuccessful, try to find another opportunity and role for that employee to be successful. Identify the skills necessary for success in certain roles, and when an employee is consistently successful in a role, note these skills as part of that employee's skill set. If an

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employee fails to perform consistently, you may also identify these skills as weaknesses in that particular employee.

- Observe employees when they act alone or outside of the team structure in order to determine how their strengths and weaknesses might change in different contexts. Perhaps it is not a lack of a particular skill that is the weakness, but an inability to apply that skill in a team setting, or vice versa.

Identify Team Roles

Dr. Meredith Belbin identifies nine team roles that can help make up a balanced and effective team.

- **The Plant.** The plant is the highly creative and unconventional member of a team. They tend to be strong in thinking outside the box but their primary weakness is a tendency to be forgetful.

- **The Monitor Evaluator (ME).** This person is good at providing a logical and dispassionate view of the range of decisions before a team. They tend to have difficulties with being overly critical and slow-moving.

- **The Coordinator (CO).** This employee (often it will be you) helps the team to focus on goals and to delegate work effectively. They tend to either over-delegate or under-delegate and end up micromanaging.

- **The Resource Investigator (RI).** This employee will tend to understand how your team's work can best translate to the rest of the world. They will be good at understanding the competition and developing connections with others outside and inside the team framework, but they can have difficulties with following up on, or getting in-depth information.

- **The Implementer.** This role involves someone who is good at taking theory and putting it into practice. They try to find strategies on how to make an idea work in the most efficient manner. Implementers have difficulty considering alternative approaches and may be slow to give up on a favored idea.

- **Completer-Finishers.** These team members excel at the end of a task. They make sure everything is functioning ideally. These employees act as a kind of quality control. Their strength, having high standards, can also be their weakness, in that they tend to be perfectionists.

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- **Team workers (TW).** These employees are really good at smoothing over the tensions and difficulties that come up when people are working hard on creative endeavors. They excel at working and playing with others, but they can be indecisive when it comes time to make team decisions about the best course of action.

- **Shapers.** These employees act as a kind of engine for the team. They can effectively get others going and create momentum. Typically, shapers are highly driven and enthusiastic individuals. Their weakness tends to be being overly aggressive and temperamental in their desire to get the team's work done.

- **The Specialist.** The specialist of the group might only know how to do one thing, but they are an expert at it. Their focus is narrow and in-depth, which can be both their strength and their weakness.

An ideal team will be balanced with all nine roles being expressed. Since many teams are smaller than nine people, you may find that different team members excel at multiple roles. When you identify a key strength in one of your employees, for example, an employee who is highly energetic, then you can help them fulfill one or more roles on your team. The energetic employee for example might be good at being a shaper as well as being a resource investigator. Someone who is highly critical can be either a completer finisher or a monitor evaluator or both.

Design Exercises with Specific Goals

Often you may want to give team members a break from working on their normal projects to meet as a team and improve team morale or functioning. Sometimes getting a team together for a meeting or a team building activity can actually be an exercise in futility. In order to use meetings and team building exercises effectively, it is helpful to have specific goals in mind, to identify those goals to your team members, and to follow up. For example, doing a trust building exercise after a time when team members were at each other's throats is helpful, but if you only do the trust building exercise the one time, after a while team members may forget the point, or lose the benefits they gained from engaging in the exercise the one time. When planning a meeting, for instance, identify why the meeting is necessary and plan an agenda to keep the meeting organized. Sometimes the necessity is quite simple. For example, scheduling time for team members to play together can help them to recharge after a particularly grueling project. It can also help them build more of a rapport with each other. Having specific goals for an activity does not preclude having an activity achieve multiple goals.

What to Avoid

When planning team-building exercises, make sure that you don't undermine your attempt to improve your team. Here are some suggestions of what to avoid in team building:

- Make sure that your team-building goals are relevant to your team's needs, so that they are worth taking regular time away from other work to improve.

- Make sure that your team-building activities are not simply one-time affairs; but that they are consistently worked on to reinforce your goal for the exercise.

- While athletics can be fun for many employees, they can also be destructive towards building team morale, especially if they are focused simply on competition and winning.

- If you use team-building exercises, try to incorporate them more frequently than once or twice a year. Incorporating these exercises monthly or weekly helps to reinforce your goals.

Practical Illustration

Gus reviewed his employees' records regarding the previous project. He found that Marcus was skilled at meeting with clients from another company and getting information on their projects. Gus was starting a new project, as was another company, and he needed Marcus to find out what he could. Gus let Marcus off of work early so he could get to the local hangout. Marcus found out that the rival company was slow to get the project running. Knowing this, Gus hustled his team into action. A month later, after successful completion of a project that would mean millions for the company, Gus took a moment to specifically single out Marcus's good job.

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Module Ten: Review Questions

1.) Which of the following statements is NOT true about allowing other employees to help in assessing team members' strengths and weaknesses?

    a) You should have team members assess each other's weaknesses publicly
    b) You should allow team members to assess each other's weaknesses and strengths privately
    c) Allowing other employees to assess team member's strengths and weaknesses allows you to compare your assessments with other's assessments.
    d) Allowing an employee to identify his or her strengths and weaknesses encourages self-reflection.

2.) Which of the following is a good guideline for assessing employees?

    a) Make sure you hover over their shoulders all the time to encourage performance under pressure
    b) Make a point of correcting mistakes in front of other people to use public humiliation as a form of motivation
    c) Determine what factors caused someone to fail or to succeed in a given task
    d) Determine who you should blame for failure at a given task

3.) What kind of weakness is typical of one in a plant role?

    a) Ill temper
    b) Absent mindedness
    c) Wishy-washiness
    d) Failure to follow up

4.) What kind of weakness is typical of one in a shaper role?

    a) Absent mindedness
    b) Wishy-washiness
    c) A failure to follow up
    d) An ill temper

5.) Which of the following is NOT a good idea for designing team-building exercises?

    a) Have a specific goal in mind
    b) Do these only once or twice a year so that you do not disrupt work
    c) Make sure you follow up to make sure that the goal of these exercises is reinforced
    d) All of the above are good ideas

6.) What can scheduling play time activities with your team achieve?

   a) Broken bones
   b) Profit for yourself
   c) Greater rapport
   d) HR issues

7.) Why would athletic competition be detrimental to team building?

   a) There are winners and losers
   b) Not everyone is athletic
   c) Establishing competition between team members can undermine cooperation
   d) All of the above

8.) How often should you incorporate team building exercises?

   a) Yearly
   b) Daily
   c) Hourly
   d) Monthly

9.) It takes a _____ to turn a group of people into an effective team.

   a) Resource Investigator
   b) Team worker
   c) Plant
   d) Good leader

10.) What is one of the most important things you will have to do as a leader?

   a) Pick out the weaker employees
   b) Assess your team
   c) Give more jobs to your stronger employees
   d) None of the above

I will be calm. I will be mistress of myself.

Jane Austen

Module Eleven: You are the Boss of You

We've reached the point in this course where you can understand all the ins and outs of leading others. However, if you cannot lead yourself effectively, you will never be able to get others to follow you. The most important habit that effective people can have, whether they lead others or not, is to be proactive. Think of proactive as the opposite of reactive. Instead of having the world act upon you, you take action to make yourself into the kind of leader anyone would follow.

What Kind of Person Would You Follow?

If you have been working on your mission statement and identifying your core values, this question is probably not too difficult to answer. If you understand what you value in yourself and in others, then you can work at shaping yourself into that kind of leader. Keep in mind that developing into the kind of leader that you would follow involves constantly re-assessing where you are in terms of your values, your goals, and your overall mission. The further you go down the path of leadership, the more necessary it becomes to refine your skills and improve yourself. This requires detachment and self-honesty. Being detached means that you are able to dispassionately observe where you are strong and where you are weak. Self-honesty is the capacity to identify personal strengths and weaknesses.

Self-Awareness

In order to be an effective employee, an effective leader, and an effective person, you must have the capacity to reflect and be aware of yourself. Being self-aware involves multiple dimensions of the self. Taking care of physical needs through exercise and maintaining a good diet are factors in being aware of

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your physical self. Disciplining your mind through meditation that allows you to manage your emotions effectively is an example of developing your emotional and psychological awareness. You also want to have a good idea of the big picture. Are you satisfied with where you are and where you are going? Imagine once again that you are at your funeral. How would you imagine the things people have to say about you would match up with your life's goals and your mission statement?

Self-Improvement

Self-improvement is a long-term game, but as you work continuously on improving yourself, it is important to keep certain pitfalls in mind.

- Navel gazing can occur when you become overly focused on yourself. This means that you become self-absorbed and self-centered.

- Another pitfall of working to improve yourself constantly is that you can become overly convinced of your own self-importance.

- Finally, if you are always working to improve yourself, you may find that you have gotten stuck in this sense that you are never good enough. A better way to frame this is to think that where you are is always good, but that there is also always room for improvement.

When you find yourself excessively self-oriented, this is a sign that you need to deepen your humility and refocus on serving others. Here are some ways to help you foster a greater sense of humility:

- **Allow others to be first and foremost.** Insisting on being the first in line, the first to raise your hand in a class, the first to get the parking spot, and so on, has a tendency to inflate one's sense of self-importance. However, when you allow others to have the spotlight or be first, it gives you a better vantage point to appreciate their gifts and what they are able to bring to the table. And when you can do this, you actually find yourself in a better position to lead others because you understand how they can best contribute.

- **Don't insist on being right.** Nobody likes to be wrong, including other people. When you are wrong it puts you in a vulnerable position, which can be scary. However, vulnerability is often what makes a person beautiful and appreciable. Allowing others the legitimacy of their beliefs without correction from you is a charitable act.

- **Listen to what other people think more than telling them what you think.** Dale Carnegie once said that the sweetest sound to anyone is the sound of their own voice. Really paying attention to what other people have to say without having to correct or undermine them helps you to stay oriented outward rather than being self-absorbed.

- **Try not to judge others.** An old saying goes like this, "When you point a finger at someone else, you have three fingers pointing back at you." While it is tempting to judge another person, to assess what they are doing and how they are doing it, when you do so, you are presuming that you know better. Unfortunately, unless you have lived the experiences of another person, you cannot know what is best for them. Your grasp on another person's situation will always be incomplete because you don't have the complete picture.

Keeping Your Balance

Throughout the whole process of becoming a more effective leader and a more effective human being, two tools can help smooth the way. The first is developing a greater sense of gratitude. When you wake up in the morning, or while you drink your coffee or eat breakfast, either write down in a notebook or type on your computer, a list of five things for which you are grateful. If you keep this gratitude journal every day, it will have a cumulative effect on your keeping a positive outlook.

The second tool's importance cannot be understated. No matter how much you have on your plate at any given time, it is important that you take the time to play. Whether this is a hobby, such as painting or an activity such as playing video games, make a point of scheduling play time for yourself at least two to three times a week. This will help you to balance out all the stress you have in your life.

Practical Illustration

Wayne, a team manager, considered justice and truth as core values of his. Wayne often insisted he was right, and it sometimes got him into conflicts. One day he got into an argument with Sabrina, a long-time employee, over a sales report quote. He insisted he was right, and Sabrina got upset. Wayne dropped the subject, but was still worried. Sabrina had said he doesn't value her opinion. He hadn't listened to her clearly and that even though his opinion about the report seemed right, she had a legitimate point. He contacted Sabrina, and acknowledged her opinions and apologized. After hanging up the phone, Wendell added 'Listening to Others' as a core value to his list.

Module Eleven: Review Questions

1.) When identifying the qualities that you admire in a leader, what can help you identify these?

   a) Your mission statement
   b) Fox News
   c) MSNBC
   d) Your boss's qualities

2.) What is a synonym for detachment?

   a) Apathy
   b) Dispassion
   c) Clarity
   d) Honesty

3.) What activities are involved in being aware of yourself physically?

   a) Analyzing your emotions
   b) Setting your goals
   c) Exercising and analyzing your diet
   d) None of the above

4.) What is an activity to improve your emotional awareness?

   a) Exercising
   b) Debating politics
   c) Meditation
   d) None of the above

5.) What can excessive self-improvement lead to?

   a) Naval gazing
   b) Self-importance
   c) A feeling of never being good enough
   d) All of the above

6.) What is one way to counteract too much self-involvement?

   a) Criticize others
   b) Help others
   c) Give up on self-improvement
   d) None of the above

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7.) How often should you schedule play time?

   a) At least two to three times a week
   b) Two to three times a month
   c) At most two to three times a year
   d) None of the above

8.) Why should you keep a gratitude journal every day?

   a) It helps you to stay busy
   b) It allows you to feel smug about your life
   c) It has cumulative effects on thinking positively
   d) None of the above.

9.) The most important habit that effective people can have, whether they lead others or not, is to be _____.

   a) Proactive
   b) Reactive
   c) Active
   d) None of the above

10.) If you understand _____, you can work at becoming that kind of leader.

   a) Pride
   b) Humility
   c) Confidence
   d) What you value

We may encounter many defeats, but we must not be defeated.

Maya Angelou

Module Twelve: Wrapping Up

Although this workshop is coming to a close, we hope that your journey to developing into a quality leader is just beginning. Please take a moment to review and update your Action Plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

Words from the Wise

- **Max Lucado:** A man who wants to lead the orchestra must turn his back on the crowd.

- **John Quincy Adams:** If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.

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

- **Eleanor Roosevelt:** To handle yourself, use your head; to handle others, use your heart.

Lessons Learned

- Understand how to develop leadership qualities

- Know how to delegate effectively

- Choose inspirational and engaging tasks for yourself and others

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- Use wisdom and understanding to lead others

- Identify the roles of your team

- Learn how to trust others and earn their trust.

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Appendix

Worksheet 1

Goal Setting

Write down three goals, and don't forget to be SMART about it:

Goal 1: _____ **Time** frame _____

       Milestones _____ Rewards_____

                 _____   _____

                 _____   _____

Goal 2: _____ **Time** frame _____

       Milestones _____ Rewards_____

                 _____   _____

                 _____   _____

Goal 3: _____ **Time** frame _____

       Milestones _____ Rewards_____

                 _____   _____

                 _____   _____

Note: If a goal is not the sort that can be broken down into milestones, just mark n/a for not applicable

Core Values

Identify your core values according to the prompts below.

Describe a time when you felt happiest. What happened? Who were you with? Why did you feel happy?

_____

_____

_____

_____

Describe a time when you felt your proudest for an accomplishment. What happened? Who were you with? What about the situation made you feel proud?

_____

_____

_____

_____

Describe a time when you felt the most satisfied or fulfilled. What was the situation? Who else was involved? What about the situation made you feel satisfied?

_____

_____

_____

_____

Now identify 5-10 values that are represented in these incidents. Think of concepts where you feel proud, fulfilled, and happy.

_____

_____

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Mission Statement

Complete each section to develop a tentative mission statement. Keep in mind that developing your personal mission statement is an ongoing process that doesn't happen overnight.

Roles (list the different roles you play in your life):

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Goals (now imagine you are at the end of your life. What lifetime goals for each of your roles will you have wanted to achieve?):

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

My mission in life is _____

_____

To fulfill this mission (list different qualities or behaviors you need to cultivate in order to complete your life's mission):

_____

_____

_____

_____

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Worksheet 4

The Pentad

Analyze this scenario in terms of the pentad.

One day, you stopped by your favorite coffee shop on your way to work. You were actually running about an hour early, so you had time to hang out. Although the coffee shop was mostly empty, an elderly man was sitting one table over. He was dressed in a dark suit and he was weeping silently.

Analyze possible motivations of this situation according to

Scene (where and when):

_____

_____

Agent (who):

_____

_____

Agency (how):

_____

_____

Act (what):

_____

_____

Purpose (why):

_____

_____

Keep in mind that there are neither right nor wrong answers. You can only speculate without addressing this person directly. However, even this kind of speculation can help you to consider another person's point of view.

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Worksheet 5

Modes of Behavior

Below are various statements that indicate a person is operating within a certain behavioral mode. Put an A for Adult, P for Parent, or C for Child next to each statement according to which mode they are operating in. The answers are at the bottom but try to identify these without looking until you can review the exercise as a class.

1) You need to buy a new battery for your cell phone to work.

2) Whatever. I do what I want.

3) You think the rules don't apply to you.

4) Where is my report?

5) Forget school. Today's all about baseball.

6) I shouldn't have to tell you what's wrong. You should already know.

7) I can't know what's wrong if you won't tell me.

8) Hey, jerk face! You cut me off!

9) No, it's not; no, it's not; no, it's NOT!

10) How dare you condescend me!

Worksheet 6

Changing the Script

Identify each statement with an A, P, or C. Identify whether the group of statements represents a complementary transaction or a crossed transaction. Below each group of transactions (except complementary Adult to Adult), write down an adult statement that can either intervene and make the complementary transaction a crossed one, or help a crossed transaction resolve into an Adult-to-Adult complementary transaction.

1) You need to buy a new battery for your cell phone
   You guys are so greedy

2) Let's skip work today and go to the movies
   Yeah, I hate work, but I love movies

3) Hey! Jerk face! You cut me off!
   Screw you, dude!

4) Where's that report? I need it in an hour.
   I'm finishing it up right now. I'll have it you on time.

5) Why must you insist on being a slob?
   Sorry, I'll clean my room right now.

Team Roles

Match the various roles to the list of character traits. A character trait can be associated with more than one role.

1.) Good at strategizing

A.) Coordinator (CO)

B.) Shaper

2.) A perfectionist

C.) Resource Investigator (RI)

D.) Plant

3.) Highly sociable and friendly

E.) Team worker

F.) Completer Finisher (CF)

4.) Energetic

G.) Specialist

H.) Implementer

5.) Good at going in depth into a subject

I.) Monitor Evaluator (ME)

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Worksheet 8

Meditation Techniques

There are numerous techniques for meditation and different approaches have slightly different effects. Here are some different techniques for meditation.

Technique 1: Turning down the volume
Sometimes finding inner peace is simply a matter of turning down the volume of your thoughts. This counting meditation can help.

- Sit in a comfortable space where you won't be disturbed.
- Wear loose clothing and turn off your phone.
- Close your eyes and focus on your breath as you inhale through your nose and exhale out your mouth. Consider whether deep or shallow breaths feel more comfortable.
- Count your inhale and exhale up to ten: inhale (1) exhale (2) inhale (3) exhale (4) etc. If you get distracted by thoughts, gently let them go and return to counting your breath.

Technique 2: Creating positivity
An exceptional technique for cultivating positive thoughts is called loving kindness meditation (LKM).
- You can approach this similarly to the counting meditation above, but instead of counting, think the word "one" after each inhalation and exhalation, or any other short word that has a neutral connotation.
- Once you've focused on your breath for a while, think of a person whom you feel warmly towards. Focus on those feelings as you breathe in and out.
- Imagine the feelings expand to include another person in this circle of warmth and focus on these feelings.
- Add more people you feel warmly towards and grow the circle.

Technique 3: Progressive Relaxation
This technique can help you to slip into a deeper state of relaxation. Unlike the first two, this one is best performed while lying on your back in a comfortable space.
- While breathing slowly, focus your attention on the muscles in your toes and feet. Consciously tense them up and hold this while you breathe in and out.
- After holding the tension for a breath, inhale and release the tension in your toes and feet
- Move progressively up your body, tensing and un-tensing muscle groups while maintaining a steady breath. Use your exhalations to help un-tense your muscles.
- Once you have progressed to the top of your head, refocus on any areas where you are still tense and inhale and exhale out the tension.

Technique 4: A Quick Relaxation Response
This is a helpful technique when you find yourself in a stressful situation. Inhale and tense up all of your muscles. Exhale while holding the muscles tense. Inhale again slowly. When you exhale again, un-tense your muscles. Repeat as needed until you feel relaxed.

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Post-Assessment

1.) When determining whether to approach with an authoritarian style or a lenient style, what should you consider?

    a) The bigger picture
    b) The long-term consequences
    c) What will be effective
    d) All of the above

2.) What should a middle ground approach to leadership include?

    a) A poisonous work environment
    b) A chaotic work environment
    c) An indifferent work environment
    d) An environment where all employees are respected regardless of status

3.) According to the *I Ching,* what qualities are helpful in developing in others an "unconscious willingness to be led"?

    a) Gentleness and Understanding
    b) Awe and Fearsomeness
    c) Dignity and Strength
    d) None of the above

4.) Which of the following is NOT a good approach towards developing empathy?

    a) Listening actively
    b) Seeing the others point of view as valid
    c) Suspending your own viewpoint
    d) Giving advice

5.) One important aspect of good leadership is knowing what you are _____.

    a) Doing in your new position
    b) Planning
    c) Trying to lead others to
    d) None of the above

6.) When choosing a goal, make it _____.

   a) Smart
   b) Competitive
   c) Powerful
   d) Meaningful

7.) What can identifying with another person's motives and needs, create in them?

   a) An unconscious willingness to be led
   b) An unconscious willingness to quit
   c) An unconscious willingness to rebel
   d) A conscious suspicion of being manipulated

8.) Identification involves which of the following?

   a) Imitation
   b) Manipulation
   c) Compassion
   d) Arrogance

9.) What is a great way to assist people you are leading?

   a) Talk to them about their behavior everyday
   b) Find things to criticize
   c) Understand what motivates them
   d) None of the above

10.) What is important to remember when criticizing or correcting an employee?

   a) The tone you use
   b) The rules of the office
   c) Your own motivation for doing so
   d) None of the above

11.) In your role as leader or manager, you will often find yourself in situations where you have to perform well even when you are _____.

   a) Not at your best
   b) Not an adult
   c) A parent
   d) None of the above

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12.) How might you increase employee enthusiasm?

a) Hang inspiring posters in the office
b) Play some upbeat music
c) Celebrate successes
d) All of the above

13.) Why should you set high expectations for your employees?

a) Because they need to be challenged
b) Because they will rise or fall to the expectations set for them
c) Because they need a lot of direction
d) None of the above

14.) One of the most difficult habits to keep under control when leading others is _____.

a) Being too optimistic
b) The tendency to micromanage
c) Being too permissive
d) Allowing others to challenge your direction

15.) How can you promote trust within your team?

a) Avoid micromanaging
b) Celebrate successes
c) Delegate
d) All of the above

16.) What is the best way to earn the trust of your team?

a) Empathy
b) Cynicism
c) Personal power
d) Honesty

17.) It takes a _____ to turn a group of people into an effective team.

   a) Resource Investigator
   b) Team worker
   c) Plant
   d) Good leader

18.) What is one of the most important things you will have to do as a leader?

   a) Pick out the weaker employees
   b) Assess your team
   c) Give more jobs to your stronger employees
   d) None of the above

19.) The most important habit that effective people can have, whether they lead others or not, is to be _____.

   a) Proactive
   b) Reactive
   c) Active
   d) None of the above

20.) If you understand _____, you can work at becoming that kind of leader.

   a) Pride
   b) Humility
   c) Confidence
   d) What you value

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Recommended Reading List

Belbin, R. Meredith (2012) *Team Roles at Work*

Burke, Kenneth (1969) *A Grammar of Motives*

Covey, Stephen (1990) *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*

(Deluxe Anniversary edition 2013)

Covey, Stephen (2005) *The 8th Habit: From Effectiveness to Greatness*

Degraff, Jeff and Katherine A. Lawrence (2002) *Creativity at Work: Developing the Right Practices to*

Make Innovation Happen

Lencioni, Patrick (1998) *The Five Temptations of a CEO: A Leadership Fable*

Lencioni, Patrick (2000) *The Four Obsessions of an Extraordinary Executive: A Leadership Fable*

Lencioni, Patrick (2002) *The Five Dysfunctions of a Team: A Leadership Fable*

Maxwell, John C. (2007) *The 21 Irrefutable Laws of Leadership: Follow Them and People will Follow You*