

50 ONE-MINUTE

50

TIPS FOR LEADERS

**Using the
Systems Thinking Approach™**

**The Partners of the
Centre For Strategic Management®**

A Quick & Easy Daily Guide to Successful Leadership

50 ONE-MINUTE TIPS FOR LEADERS

“The Systems Thinking Approach™”

By

The Partners of the Centre for Strategic Management®

Stephen Haines, Editor

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A Quick and Easy Guide—For Everyday Use



**1420 Monitor Road
San Diego, CA 92110-1545**

50 ONE-MINUTE TIPS FOR LEADERS

“The Systems Thinking Approach™”

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50 One-Minute Tips for Leaders: The Systems Thinking Approach™

First Edition, Third Revision

Published by Systems Thinking Press®

San Diego, California, USA

www.SystemsThinkingPress.com

Library of Congress Control Number: 2004115520

ISBN: 0-9760135-0-9

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A Quick and Easy Guide—For Everyday Use

Learning Objectives

The Objectives for this book are listed below. They have been developed to guide you, the Leader and Reader, to the core leadership issues covered in this book:

1. To provide 50 of the *Best Practices Tips on Leadership* from the vast cumulative experience and best practices research of the Centre for Strategic Management® Members.
2. To provide a comprehensive set of tips for all of the *Six Natural Levels of Leadership Competencies*, that exist naturally in all organizations on earth.
3. To provide a Leadership Self-Assessment designed to motivate you to pursue greater leadership development in the growth areas you need to be a more effective leader.
4. To demonstrate how our *Systems Thinking Approach™* is a practical way for you to dramatically increase your leadership effectiveness.
5. To provide a simple, quick, and ready-reference guide to walk you through the everyday leadership issues you typically face.
6. To enhance your leadership skills by providing a modular format for self-study, team training, and daily application.
7. To make you a better leader, so your team and organization can be more successful.

Assessment of Your Current Performance and Progress

1. This book contains a Leadership Self-Assessment instrument to help you learn more about yourself as a leader and where your growth opportunities lie.
2. In addition, the Centre for Strategic Management® has created this Self-Assessment as a complete 360° On-Line Assessment Process that shows you how others view your leadership skills.
3. This book is the tip of the iceberg regarding the Centre's comprehensive Systems Thinking Approach™ to developing a **Strategic Leadership Development System**. Our 10+ components are all you need to build a complete system.

Visit www.csmintl.com for details on our Strategic Leadership Development System, and contact any of the Partners who participated in writing this book. Their contact information can be found below each of their pictures on the Website and in the back of this book. Or, you can call our San Diego Headquarters at 1-619-275-6528.

About This Book

This book will help you learn Systems Thinking: **a better way to think, to act, and to achieve better results as a leader**. Specifically it will help you:

- Understand how Living Systems operate on earth in a natural “Input-Output” mode that we have copyrighted as the “*ABCs of Systems Thinking™*”. This ABC simplicity is designed to make it easy for you to remember, locate, and use in any leadership situation.
- Understand our “Rollercoaster of Change™”, the natural way that change occurs in human beings. This one Model integrates and synthesizes over 20 other theories of change, all of which all have this same Rollercoaster Foundation. Thus, our Rollercoaster is the **only** Model you need to know in Leading Change of all types.
- Understand our comprehensive, State-of-the-Art Leadership Model, “*The Six Natural Levels of Leadership Competencies*”. These six competencies form the main outline for this book as they are the six levels of leadership required of Leaders, naturally, on a daily basis.

THE THREE BASIC LEVELS OF LEADERSHIP COMPETENCIES

Level I: Enhancing Self-Mastery (Personal Level)

Level II: Building Interpersonal Relationships (One-One Level)

Level III: Facilitating Empowered Teams (Team Level)

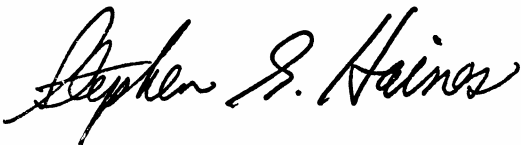
THE THREE ADVANCED LEVELS OF LEADERSHIP COMPETENCIES

Level IV: Collaborating Across Functions (Cross-Departmental Level)

Level V: Integrating Organizational Outcomes (Total Organizational Level)

Level VI: Creating Strategic Positioning (Marketplace Level)

Lastly, each Level has, associated with it, not only the knowledge and skills we will discuss, but also an “attitudinal” component as well. It is not enough to have knowledge and skills, leadership also requires heart, spirit, and the desire to lead. Leadership takes time, energy, integrity, courage, and commitment to succeed.



Stephen G. Haines, CEO

Centre for Strategic Management® www.csmintl.com

Systems Thinking Press® www.systemsthinkingpress.com

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THE CENTRE FOR STRATEGIC MANAGEMENT

Our Year 2007 Vision

- We are a leading-edge global alliance of diverse master consultants and trainers, who are recognized and sought after for our unique Systems Thinking Approach™ to Strategic Management...our only business.
- We are free to pursue our individual and collective passions for our work with clients, while collaborating to create value and wealth for our clients and each other.
- This new orientation to life makes a significant difference in our own lives, the lives of senior executives and their organizations, and the communities and societies in which we live and work.

Our Mission...Through the Year 2007

- We enhance the strategic management and leadership capabilities of senior executives, their teams, and their organizations in the private, public, and not-for-profit sectors.
- We customize **The Systems Thinking Approach™** with each client to facilitate the development and practical implementation of a tailored Strategic Management System.
- We enable clients to create and sustain a customer-focused high performance organization, which becomes their true competitive advantage within our world of continual change.

Our Core Values

We at the Centre conduct our lives, our business, and our decision-making as colleagues through the following Core Values:

- **Integrity and transparency**—in all of our relationships
- **Service to others**—by sharing our talents to make a difference
- **Professionalism and teamwork**— as master level professionals
- **Flexibility and Loose—Right Relationships**—of inter and independence
- **Respect and Trust**—and value the uniqueness of others
- **Caring & Abundance**—by providing support for others
- **Systems Thinking**—as a holistic and elegantly simplistic approach to life
- **Balance and Harmony**— in body, mind, and spirit

Our Competitive Advantage

- **Superior Results:** You get the elegant simplicity of our Systems Thinking Approach™ to help achieve and sustain superior business results.
- **Knowledge Transfer:** You get our knowledge, skills, and methodology transferred to your people for continuous growth and improvement.
- **Greater Value:** You get the expertise and reach of large, well-known consulting and training firms without their overhead costs.

DEDICATION TO CHARLES (CHARLIE) HOFFMAN

That man is a success who follows his dreams
And pursues excellence in each task;
And who brings out the best in others,
And gives only the best of himself.
~ Bessie Anderson

We first met Charlie when he worked for the City of Yuma, Arizona as a planner. It soon became clear that we wanted Charlie to join the Centre. The feelings were mutual, so he became a leader in the Centre after retiring from the City of Yuma. Charlie's natural leadership was already evident when he commanded the Corp of Cadets his senior year at Texas A & M. A true Aggie, he went on to a career in the Air force where he was a decorated aviator.

Charlie was a key partner in the Centre during its formation and growth. As a member of the Executive Committee, he contributed to the development of our products and in expanding the scope of our consulting practice. He was well liked by his clients for his humor, competence, forthrightness, insights, and friendliness. He never "lost" a customer, as we like to say.

Charlie is now our Partner in heaven. It is only natural that we dedicate this book to our beloved colleague and friend in whom leadership and friendship was so visible. Only in his mid-fifties, Charlie was surrounded by his entire family, and their love, when he passed away. His death occurred much too soon, as he still had so much to contribute.

Charlie, we truly miss you every day. Your loving and exuberant spirit continues to inspire us.

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SECTION A

INTRODUCTION AND PREFACE

OUR SYSTEMS THINKING APPROACH (Its Research and Relevance)

Ludwig Von Bertalanffy

20th Century Intellectual Titan

Ludwig von Bertalanffy may well be the least known intellectual titan of the twentieth century.

As the father of the interdisciplinary school of thought known as General Systems Theory, he made important contributions to biology, medicine, psychiatry, psychology, sociology, history, education, and philosophy.

Yet he spent his life in semi-obscurity, and he survives today mostly in footnotes.

—Mark Davidson

The Systems Thinking Approach™

The Centre for Strategic Management utilizes General Systems Theory and its resultant Systems Thinking Approach™ as our foundation and “*new orientation to life*”-and applies it to all our consulting and training work, learning, and effectiveness with clients. Why?

Systems Thinking is a heavily researched, rigorous macro-scientific theory with its roots in ecology and biology, the Universal Laws of Living Systems on Earth. It is analogous to the role of DNA in defining the characteristics of life forms. An Austrian, Ludwig Von Bertalanffy is the father of General Systems Theory, conceived over 50 years ago. It has been a particular focus of Dr. Russell Ackoff (Renaissance Professor Emeritus at the University of Pennsylvania) and Jay Forrester (MIT), among others. In fact, we have identified over 30 other scientific disciplines such as electronics, architecture, complexity and chaos theory, project management, etc., whose leading thinkers and writers are moving in this direction. This is the long-term result of four superstars who founded the interdisciplinary Society for General Systems Research—one in economics, one in physiology, one in physics, and Ludwig from biology. They searched for a **unity of science** that encompassed all living things on Earth, which is only now emerging 30 years later.

In short, Systems Thinking is an old/new *orientation to life*. It is a better, more natural and holistic view of living systems, such as individuals, teams, and organizations, as they try to survive, and thrive in today's dynamic environment. This holistic and more purposeful *outcome-oriented* approach distinguishes us from other consultants who have a focus on the separate functions of an organization (a more narrow, piecemeal and fragmented approach). In fact it, takes a higher, more integrated intellect and maturity to fully utilize this different worldview.

A “System” Defined

A system is defined as “**a set of elements or components that work together in relationships for the overall Objective/Vision of the whole**”. The focus of leaders and all systems' elements in an organization should be the attainment of an organization-wide shared vision of customer satisfaction within today's complex and changing environment.

Concepts and Research

This 50 plus years of rigorous scientific and biological research on Systems Thinking has been translated, interpreted, and applied by us at the Centre. The Systems Thinking Approach™ uses four interrelated main concepts to clarify and simplify how we view the world. They help us improve as individuals, teams, and whole organizations. These concepts give provide a broader and better framework, or mental map, to see, think, understand, diagnose, and act more effectively. Thus, these four interrelated concepts below create a more elegant simplicity for ease of use (the KISS method) and are the framework for this book.

- #1 **ABC's of Systems Thinking**—the standard functioning of any system, includes the circular “input—throughput—output—feedback loop” within this dynamic and changing environment. We have copyrighted these dynamics as **The Five Phases (A-B-C-D-E) of the Systems Framework** and applied them as **The ABC's of Strategic Management™**.
- #2 **Rollercoaster of Change**—the natural and historical “cycles of change” we use to assist senior management in being proactive, innovative, and more successful with their strategic and systematic change processes. We copyrighted this as **The Rollercoaster of Change™**. It has many applications on how all levels of Living Systems undergo change as well as the Six Natural Phases of any change.
- #3 **Seven Levels of Living Systems**—are in natural hierarchical relationships with each other. We have adapted these seven hierarchical levels to look at four of them as key levels of living systems in organizations. We also look at their three levels of collisions. This leads to six levels of readiness and focus for leadership planning and change. It is also the key to **Centering Your Leadership™** through the six natural levels of Leadership's competencies.
- #4 **Predictable Organizational Dynamics**—are based on 12 characteristics of all open/living systems in General Systems Theory. These allow us to work in, and compare, one organization versus another in different industries, and as one human being to another through an analysis of the 12 predictable human dynamics and characteristics. These are covered throughout this book.

SECTION B

50 ONE-MINUTE LEADERSHIP TIPS

Leadership

“Leadership is the *only* thing that really differentiates successful organizations from others over the long term.”

—*Stephen Haines*

Leadership and Communicating Value

“Leadership is the result of communicating value in people so clearly that they come to see it in themselves.”

—*Stephen R. Covey*

Best Practices Report

International Quality Study

American Quality Foundation (AQF) and Ernst & Young (Vintage 1990s)

Summary of Study

- extensive statistical study
- 945 management practices in over 580 organizations
- in U.S., Japan, Canada, and Germany
- automotive, banking, computer, health care industries

Best Practices Lead to High Performance (defined as:)

1. Market performance
2. Operations performance
3. Financial performance

Only Three Universally Beneficial Practices

Only three (3) universally beneficial practices with a significant impact on performance, regardless of starting position (the rest are a question of “fit” in organization – environment – performance)

1. Strategic Planning/Deployment (Implementation)
2. Business Process improvement methods (if focused on the customer)
3. Continuous broadening of your breadth and depth of leadership and management practices (to make additional gains in performance)

Leadership: The Bankrupt Art

Do You Really Want to Become a Leader?

In meetings with executive teams, we frequently ask the question, “Who wants to become a leader?” Hands quickly shoot up all over the room. After all, most people want to become leaders. However, the answer to that seemingly simple question is more complex than many imagine. Leadership certainly is the “stuff” that facilitates positive results. Nevertheless, if we truly understand the tremendous demands placed on our leaders, we might have second thoughts about our willingness to lead. Although the rewards of leadership seem mighty, we should consider the personal cost borne by the leader in exchange for the privilege of leading. These costs can be fearsome, yet the rewards can be great. **Most useful things in the world are accomplished because of good leaders in all walks of life.**

The notion of leadership is the subject of much current debate. This thing called leadership is controversial and confusing, conjuring up a variety of differing characteristics. Authors point to the dearth of contemporary leaders. Baby boomers, from whom the vast majority of leadership positions are currently being filled, are characterized as a self-centered generation, proving incapable of advancing leadership worthy of trust. Reduced to catch phrases, arguments persist as to the relative importance of leadership versus management: **“leaders do the right thing; managers do things right.”**

This leadership versus management debate has gone on long enough; organizations need both. As John P. Kotter says:

- “Strong management without leadership becomes static and bureaucratic.
- Leadership without management is volatile and can become perverted by egomania.”

With so much rhetoric, it would be useful to have a road map leading us through the morass. Well, the first thing to realize is that *the current Leadership Development Best Practices are bankrupt*—else why would the Gallup Poll (2001) research say that 74 percent of all employees are **not** engaged at work, a horrible indictment of leadership and leadership development. Instead of *bankrupt* Leadership Development Best Practices, the Centre advocates three key criteria for successful leadership development:

- #1. It must be tied to your Strategic Plan, future needs, and core values.
- #2. It must be focused on competencies and character; not surface, piecemeal training that is mostly “knowledge only”-focused (not skills, attitudes, and competencies).
- #3. It must be enterprise-wide, holistic, top down, and include in-depth immersion experiences at its core.

So, How to Become a Leader

Focus on two goals to increase your leadership skills in a more systematic and effective way:

- Goal #1:** Develop an in-depth understanding of, and immersion in, leadership.
- Goal #2:** Apply that understanding to lifelong learning and specific leadership skill development.

This book, with its 50 Best Practices Leadership Tips tells you how. So, on to the tips.

CHAPTER I

PRIMARY LEADER JOB

by Stephen Haines

Two Goals to Becoming an Outstanding Leader

Goal #1: An In-depth Understanding

The truth is we are all leaders, just as we are all followers. There is a continual interaction in human activity that causes us to assume first one role, then the other. Looking at our daily lives, it is easy to see that in both professional and personal situations we continuously act in these different roles. We lead meetings and projects and contribute to the leadership of our families, communities, and churches. Conversely, the wise person appreciates that being a good follower contributes to the learnings of a good leader. *One cannot lead who doesn't first know how to follow.*

Goal #2: Immersion in Lifelong Learning

Leadership is a lifelong art requiring a commitment to immerse yourself in it. An individual's leadership style and skills can evolve throughout one's lifetime. And the best way is to continually immerse yourself in the art just as they do in boot camps and learning foreign languages. Peter Drucker has said that the only place we really develop leaders is through the four-year immersion experiences at the service academies (Annapolis, West Point, etc.).

Leadership

Know yourself • Know your people • Know your job

—U.S. Naval Academy
circa 1950s, updated 1996

“Leadership is the most important thing we do here.”

—Former Supt. USNA, Vice Admiral Lawrence

Immersion ideas include:

1. Strategic or business planning participation or leadership.
2. Create a Strategic Life Plan for yourself.
3. Job switching (two to four weeks) or vacation relief (one to two weeks).
4. Job rotation (six months or more)/full time task forces.
5. Three one-week retreat sessions with the same participants.
6. Succession management (with the movement of people—field to headquarters, line to staff).
7. Teach others in a 3- to 5-day program on what you need to learn.
8. Role play with videotape playback over an extended period.
9. Boot camp-type experiences (Outward Bound, etc.).

LEADERS

Tip #1 Planning and Change—Your new PRIMARY job

Qualities of a Good Leader

- they keep their temper.
- they explain things properly.
- they help you with things you don't know.
- they don't let people do whatever they want to do.
- they encourage you to do your best.
- they are fair.
- they love the people around them.
- they include everyone.
- their demands are reasonable.
- they tell the people the truth.



by Paige
Age 8
Edmonton, Alberta

Addendum:

- and share their toys.

by Jillian
Age 3 ½
(Victoria, B.C.)



YOUR NEW PRIMARY JOB (Planning And Change)

Each of you that has the responsibility of leading or managing others or projects typically has a degree or formal technical education of some sort. That usually means you are an expert in a specific technical field even though you have leadership responsibilities.

Thus your role as a leader in the Planning and Implementation of Changes is an “*add on*” to your job. Rarely do you receive much formal education or training and development beyond a one to two day seminar.

Today the world is different and your skills and expertise must keep pace. We used to say Planning and Change were a part of your Leadership responsibilities. Now, in the 21st Century:

PLANNING AND CHANGE ARE THE *PRIMARY* RESPONSIBILITY IN YOUR JOB!

- Yes Leaders—all of you—it is THE PRIMARY PART of your job.
- Yes Leaders—at every level in the organization—it is now THE PRIMARY PART of your job.
- Yes Leaders—do you have the formal education and development in Planning you need?
- Yes Leaders—do you have the formal education and development in Change you need?

PLANNING AND CHANGE ARE NOW A CONSTANT PART OF YOUR DAILY JOB

1. First, you plan out your day-week-month-year, starting with Outcomes or Desired Results.
2. Then, you immediately begin to make the daily changes necessary to achieve Results.

PLAN AND REPLAN
Plan and then adapt or make changes;
re-plan again, and again adapt the changes needed
to achieve your results

- Plan for each day, each week, each month, each quarter, and each year
- Plan for your time, your projects, your departments, your business units
- Be an integral part of the Strategic Planning process for your organization

“UGH! How do I do all that? I don’t have the time”

The good news is that, in the next section of this Leadership Tips book, we will show you how to do all the Planning above in a simple, consistent, ABC format.

The Real Problem: Implementation

And, of course, once you plan, then you have to implement the changes to achieve the desired results. This is much harder than planning because change is messy, unpredictable, and non-linear. At least there are some ABCs of Planning, which we cover in Chapter II of this book.

But There Is Good News

There is only one way that implementation and change occurs in individuals and organizations, home and away, over and over again. It is all you need to know:

- It is simple
- It is predictable
- It is understandable—and best of all:
- It is already known to you

We call it “*The Rollercoaster of Change*™”—and it is covered in Chapter III of this book!!!

TWO KEYS TO CHANGE

1. Plan it out in detail, in advance of it starting—then adapt and change as you go.
2. Have constant follow-up meetings—and “booster shots” to keep up the momentum.

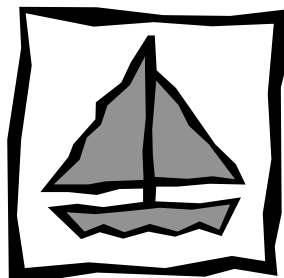
So, what are we saying about Planning and Change as your Primary Job these days?

We are saying that:

- You need to study the Best Practices Research included in this book.
- You need to take the time to Plan in this world of chaos, complexity, and dynamic change.
- You need to adapt your plans, make changes, re-plan, and adapt, again and again.
- But you need to keep your Destination, or Goals, in mind at all times.
- Your Goals and Destination should be constant; it is the “how to” actions that will change.
- You need constant follow-up meetings to ensure that implementation and change occur.

That’s it-it’s that simple!

It is just like a Sailor “tacking” and “tacking”, back and forth, as the wind changes—adjusting the sails to ensure that Landfall is achieved. **SO SHOULD YOU!!**



CHAPTER II

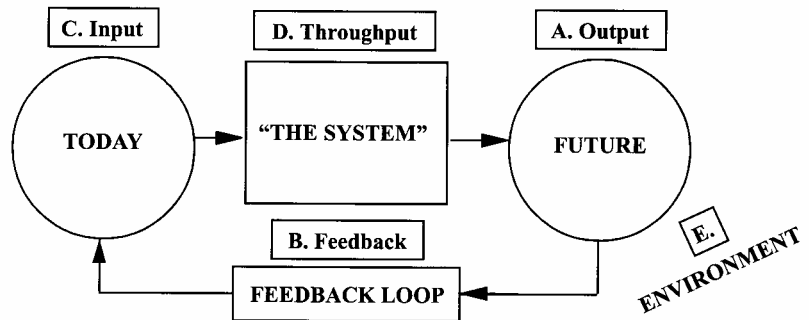
THE ABC's of SYSTEMS THINKING

by Valerie MacLeod

“The ABC's: From Complexity to Simplicity”

Systems: Systems are made up of a set of components that work together for the overall objective of the whole (output).

An organization is a system — a complex network of inputs, processes, outputs, and feedback from suppliers, employees, and customers. Management, therefore, needs a set of concepts and tools for wiring and aligning those components together, with the integrity needed for improving quality and service, reducing time and costs, and implementing strategies.



Five Questions (to ask on everything you do – from projects to Strategic Planning):

- A** Where do we want to be? (i.e., our ends, outcomes, purposes, goals, holistic vision)
- B** How will we know when we get there? (i.e., the customers' needs and wants connected into a quantifiable feedback system)
- C** Where are we now? (i.e., today's issues and problems)
- D** How do we get there? (i.e., close the gap from C → A in a complete holistic way) and ongoing:
- E** What will/may change in your environment in the future?

vs. Analytic Thinking which:

1. Starts with today and the current state, issues, and problems.
2. Breaks the issues and/or problems into their smallest components.
3. Solves each component separately (i.e., maximizes the solution).
4. Has no far-reaching vision or goal (just the absence of the problem).

Note:

In Systems Thinking, the whole is primary and the parts are secondary (not vice-versa).

“If you don't know where you're going, any road will get you there.”

LEADERS – The ABCs

Six Skills:

- Tip #2 Phase E: Environmental Scan – Don't Step In It
- Tip #3 Phase A: Ideal Future Vision/Destination – Define Your Harbor
- Tip #4 Phase B: Feedback of Results – Are we there yet?
- Tip #5 Phase C: Current State Assessment – Are You Ship Shape?
- Tip #6 Phase D: Strategies and Actions – Just Do It!
- Tip #7 Parallel Process – Lend Them Your Ears

The future has always been difficult to handle, so...it is really a challenge that requires a broad input. Companies and industries die because leaders did not think of what is yet to come.

—Adapted from P. Crosby

A Basic Reorientation of Our Thinking is Needed

In one way or another, we are forced to deal with complexities, with “wholes” or “systems” in all fields of knowledge. This implies a basic reorientation in scientific thinking.

—Ludwig Van Bertalanffy



DON'T STEP IN IT

Phase **E**: Scan Your Environment

Picture yourself walking down the street outside of your office—the sun is shining, you are wearing your best outfit and you are proud of your leadership. If you are thinking about yourself and not paying attention to the world around you, you could step in a gift from the neighborhood pooch or a car could hit you.

You need to be continually scanning the environment—what might happen in the future to you or your organization. Are you going to be “stepping in it” or is there a \$100 bill on the sidewalk in front of you?

Scanning the environment provides you the opportunity to think about the future:

- What might happen outside of your organization
- How that could impact you
- What you can do about it now.



By preparing for things that are coming at you,
you will be ready to avoid the obstacles
or take advantage of lost currency on the ground.

Or you could even revisit the obstacle and
sell pooper scoopers!

IN EVERYTHING YOU DO, SCAN YOUR ENVIRONMENT!

Raise your head and look for the things and people that affect what you are doing. Pay attention to them, take them into consideration, and whatever you are doing will be more successful.

How to Scan the Environment: SKEPTIC

We use the “SKEPTIC” acronym to look at the many parts of the environment. See below:

| | |
|----------|--|
| S | Socio-demographics <ul style="list-style-type: none"> • Aging, immigration, emigration, births, deaths, retirements, changes in new hires attitudes and values, retainment issues. |
| K | Competition/Collaboration <ul style="list-style-type: none"> • Existing competition, new competition, changes in how to compete. Who should we collaborate with? |
| E | Economics/Environment <ul style="list-style-type: none"> • Globalization, recession, “greening” of business, current industry performance, and results. |
| P | Political <ul style="list-style-type: none"> • Changes in government; changes in internal and external leadership. |
| T | Technical <ul style="list-style-type: none"> • Emerging technologies; difficulties in adapting them for consumers. |
| I | Industry/Substitutes <ul style="list-style-type: none"> • Changes in the industry, who or what could consumers use instead of us? |
| C | Customer (shareholder/constituents/clients/Stakeholders) <ul style="list-style-type: none"> • For both internal & external: Who are they, are how loyal are they? |

Exercise: Do your own environmental scan here:

| | |
|----------|---|
| S | Socio-demographics |
| K | Competition/Collaboration |
| E | Economics/Environment |
| P | Political |
| T | Technical |
| I | Industry/Substitutes |
| C | Customer (shareholder/constituent/client/stakeholders—Internal and External) |



DEFINE YOUR HARBOR (Know Where You Are Going)

Phase **A** : Develop Your Ideal Future Destination, or Vision first

Our plans miscarry because
they have no aim.

When a man does not know
what harbor he is making for,
no wind is the right wind.

—*Seneca the Younger*
Roman Statesman



Without defining what harbor the organization is making for, your employees could be doing their best but not necessary moving in the desired direction. As a leader you need to share the common harbor with all of your staff. They need to understand where they are all heading. It is then that **together** they harness the right winds to sail towards the right harbor.

We believe that employees want to do their best for the organization, but if they don't know exactly where they are going their choices could be slightly off direction. When you add up many slightly off direction decisions you get wasted energy, time, and money. But when everyone understands what decisions to make, the organization is more productive and efficient.

Defining Your Harbor

- Leaders, throughout the organization, are responsible for determining the harbor.
- Employees and other key stakeholders provide feedback on the choice of the harbor.
- Leaders, throughout the organization, communicate the harbor.
- Leaders, throughout the organization, help employees understand their role in making for that harbor.
- Employees do their share in moving toward the harbor.
- Leaders, throughout the organization, continue to reinforce and communicate the link between day-to-day accomplishments and reaching the harbor.

Question: What are you doing daily about this Harbor Destination?

Ideal Future State

The harbor you are making for we call the **Ideal Future State**.
Ideal because it is something you aspire to, since you aren't there yet.
 You want to get there in the **Future**.
 Even if you don't achieve the **Ideal Future State** in the next five years,
 you are still much closer to it
 because everyone has been working together in that direction.

Harbor Checklist

| | |
|--|---|
| | The Leaders of the organization have discussed and defined the harbor the organization is making for. |
| | The Leaders of the organization have shared the harbor with all employees and key stakeholders. |
| | Employees and other key stakeholders have given feedback on the choice of harbor. |
| | The feedback from the employees and other key stakeholders was seriously considered before the final harbor was determined. |
| | Leaders of the organization have helped employees understand their role in making for the harbor. |
| | Employees are fairly evaluated on their contribution in moving the organization toward the harbor. |
| | Organization Leaders regularly reinforce and communicate the link between day-to-day work and reaching the harbor. |

As Steven Covey said: “Begin with the End in Mind”



TIP #4

ARE WE THERE YET? (Measuring Progress Towards Our Vision)

Phase **Beedback of Results**

Patience is not a term that my children understand. On a recent car trip I heard “Are we there yet?” more times than I’d like to remember. However, as a leader, are your employees pestering you with the same question? You need to provide regular “sign posts” along the road during your organizational journey.

Sometimes organizations are too patient. They wait until the end of the journey before measuring their progress. If we don’t want to end up somewhere we didn’t plan on, we must re-evaluate how we measure our progress during the journey.

The research is clear—measure your goals on a monthly, quarterly, and yearly basis towards your overall destination.

Measure what’s important, not what’s easy.

We typically measure factors that show we are making progress toward our destination. Sometimes leaders measure the easy things, like financial information, without considering the other areas that need to be monitored during the journey.

There’s nothing wrong with evaluating financial information; it is important to the journey. But it shouldn’t be the only thing we measure. You will need to determine what areas makes sense to measure your journey’s success.

What to Measure?

Consider these areas for possible measurement:

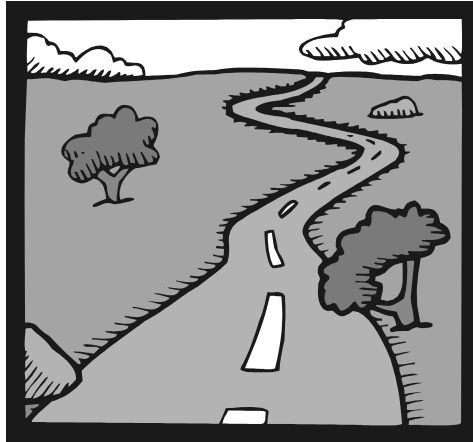
- Customer information
- Employee satisfaction
- Supplier/partner feedback
- Operational excellence
- Financial success
- Applied innovation

Choose measurement areas such as these, not just one area, to give you a good balanced, overall picture of your success.

Road or Wheat Field

If you drive on a flat, straight stretch of highway your hand makes small adjustments on the steering wheel. Doing regular measurements of our organizational progress allows us to make those small adjustments during our journey as well. Set timetables for when to regularly measure this progress.

You must measure your progress on a specific, ongoing timetable. It is the difference between staying on the road and making changes only after you've driven into someone's wheat field and crashed the car.



Measuring Regularly Will Show:

1. How you know you're being successful—Are we moving towards our destination?
2. How we know we are in trouble—Are we on the road or on the shoulder?
3. What corrective actions to take if we are in trouble—What adjustments do we make in our steering and speed to reach our destination.

**Not everything that can be counted, counts.
But everything that counts, must be counted.**

—Albert Einstein



ARE YOU SHIP-SHAPE? (Know the Truth About the Shape You Are In)

Phase **C**: Current State Assessment

Prior to making any changes in your organization you need to determine two key points of change:

- Where you are going (Your Ideal Future, Your Harbor).
- Where you are now (Your Current State Assessment).

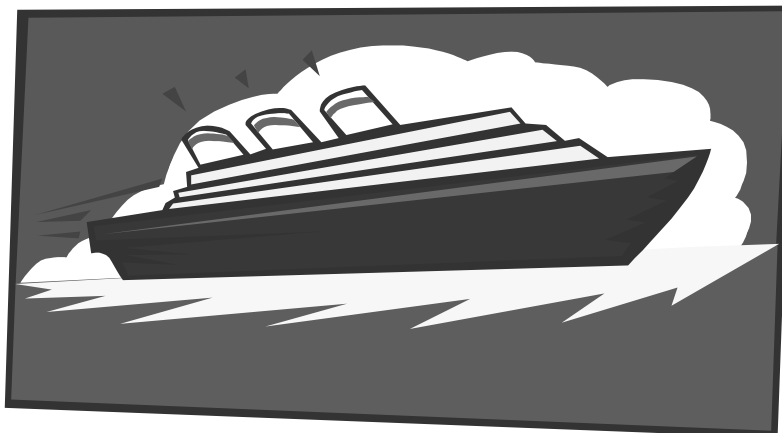
Determining the truth about where you really are, today, is the only way that you can decide the correct actions to move forward.

Answering these questions will help you assess the shape your ship is in:

| Y/N | |
|-----|---|
| | Do you listen fully to all feedback before speaking up? |
| | Do your staff and peers regularly give you feedback? |
| | Does your staff ever “hide” bad information from you? |
| | Is bad news often delivered by only one or two people you work with? |
| | Are you willing to listen to both the bad and good about the shape your ship is in? |
| | Do you “shoot the messenger” when bad news is delivered? |
| | Do you provide progress updates at staff meetings? |
| | How do you handle suggestions for changes from your team members? |

Question:

What can you do to make yourself more open to receiving the truth about the current situation?



Current State Assessment Tool: SWOT Analysis

There are internal and external parts of the SWOT Analysis. Strengths and Weaknesses are internal—inside your team or organization. Opportunities and Threats are external—outside of your team or organization.

| | |
|----------|---|
| S | Strengths – Internal What are the strengths of your organization or team? What things can you build upon to move closer toward your ideal future? |
| W | Weaknesses – Internal What weaknesses does your team or organization have? What things do you need to overcome? |
| O | Opportunities – External What opportunities are there outside of your team or organization? What things can you leverage? |
| T | Threats – External What threats exist outside of your team or organization? What things do you need to mitigate? |

The completed SWOT Analysis contains data about the shape of your ship. In order to turn data into useful information we must ask:

- **What?**
- **So What?**
- **Now What?**

The answer to “**What?**” is the data in the SWOT Analysis. What are the current issues, problems, or situation?

Next ask “**So what?**” to each piece of data. Ask if this piece of data has any relevance to the changes you want to implement.

If the answer to the “So What” question is, “Yes, this piece of data has relevance” then you must ask yourself “**Now what?**”. What are the actions you must undertake in order to *Build Upon Strengths, Decrease Weaknesses, Leverage Opportunities, or Mitigate Threats?*

Steps to Determine How Ship-Shape You Are:

1. Ensure you are open to all feedback about the current situation.
2. Gather all possible data about the current situation, issues and problems.
3. Put the data into a SWOT Analysis.
4. For each piece of data, ask:
 - What? So What? Now What?

TIP #6

JUST DO IT!
(Just Do It...Don't Overanalyze It!)

Phase D: Strategies and Actions

The best time to plant a tree is 30 years ago.
The second best time to plant a tree is now.
—*Chinese Proverb*

A leader must do enough planning to ensure that people are doing the right things, but not overanalyzing the problem and never taking action. Move forward as soon as possible! By not taking action you could lose the energy and commitment of the players involved.

Think of it this way: First you must do some planning: choose the tree you want to plant, the right place for the tree, and the equipment you will need. But don't spend too many months analyzing shade patterns and root systems. Plant the tree as soon as you can so that it can start doing what it was meant to do – grow!



Too many mediocre leaders plan and talk but never take action. It is only through actions that we accomplish our dreams.

Taking action means being courageous enough to start closing the gap between where you are today (Current State) and where you want to be (Ideal Future State). It takes courage to actually DO SOMETHING.

About 80% of your time, and the time of your team, will be invested during the change. As a leader you must remember that the job is not over when the planning is completed. Now you must build the house. Give employees your leadership, attention, and support to implement the change successfully.

Save Resources—Simplicity of Actions

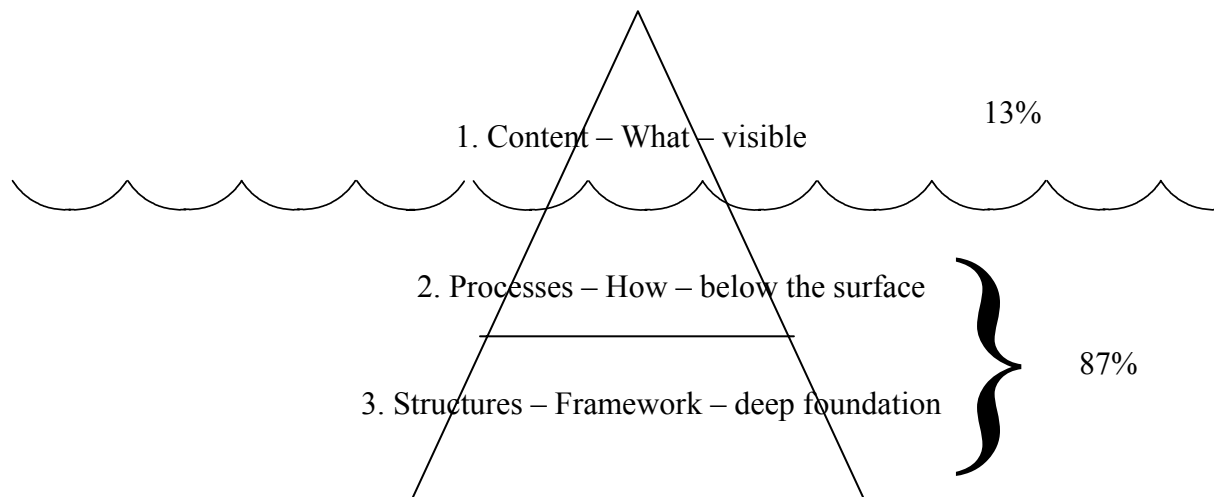
Today’s complex organizations require simplicity of actions. Actions must fit together into a congruent whole. Therefore, the actions must be consistent with where you want your team or organization to be in the future. Consistency of actions saves valued resources—time, money and machinery—since they won’t be wasted on tangential ideas.

Iceberg Theory of Change

There are three elements involved in any change you lead:

1. **Content**—the change-related actions and outcomes
2. **Process**—how we carry out the actions to meet the outcomes
3. **Structures or Frameworks**—the arrangements we set up to manage change

In the graphic below, the **content** is obvious because it is what we see. However, below the surface is about 87% of the iceberg. The “below the surface” elements of **processes** and **structures** must be managed for change to effectively take hold.



Questions for Taking Action

Do your processes (how you plan to carry out the change) support the desired change? What changes are needed to ensure that the processes support the change?

What Change structures or frameworks (arrangements that manage change, such as regular meetings, new teams, and periodic communication) should you create to ensure that the change is successful?



LEND THEM YOUR EARS

Parallel Process:

People Support What They Help Create

Trust is a big part of successful change.
The way you build trust
is by practicing the politics of inclusion.

—David Osborne

We believe the basic truism that “People Support What They Help Create”. We believe it so strongly that we include it in all of our processes. Without including the people who are impacted by, or can impact the change, any change plan is only as valuable as the paper it is written on.

If you want your change to be successful, then listen to people—“*lend them your ears*”.

The practice of inclusion is *not* comfortable for all leaders. It may be a new and unfamiliar way of managing. It might even seem like you aren’t being a leader if you are asking people what to do or for their advice.

It isn’t that you are actually asking people what to do. Instead, you are presenting a *draft* of the change plan for their feedback. You will seriously listen to their feedback and incorporate some of it into the change plan if it makes sense to you. No one has all the answers in today’s complex organizations and environment.

The people who will be implementing the change may know as much, or more, about the possible shortcomings of the plan as you do. So rely upon them to tell you how the plan can be improved, or what the potential roadblocks to success may be.

It’s Magical

Once people have input into a change plan, they are more likely to support it and implement it than if you were a leader that just expected people to follow their orders. By involving employees at all levels you release “magic” – the magic of their ideas, their experience, their expertise, their wisdom, their energy, their excitement, and their commitment. This is the kind of good magic you want on your team.

By involving employees in the feedback process you have made them part of the plan. They now have a vested interest in its success. I’ve heard it said that when “*people plan the battle, they don’t battle the plan*”. You now have an entire army of people supporting the plan because of their inclusion, instead of trying to find ways to maintain the status quo.

Steps to Inclusive Practices

1. Determine who will be impacted by the change.
2. Determine who can impact the change.
3. Decide the best method and location to receive quality feedback.
4. Send a draft of the change plan.
5. Inform people that you will seriously consider their input (However, input is being gathered from many people so it is impossible for each person's input to be automatically placed in the change plan).
6. Evaluate the feedback without defensiveness.
7. Consider the input and make appropriate changes to the change plan.
8. Communicate the updated change plan to all employees, and your thanks for their input.



Action Plan

1. From whom should you get feedback regarding an upcoming change?
2. How should you obtain the feedback (in person is the best)?
3. Where should you get the feedback (their place is better than yours)?
4. What actions are you going to take now?

“People want input into decisions that effect them prior to the final decision being made”
—*Stephen Haines*

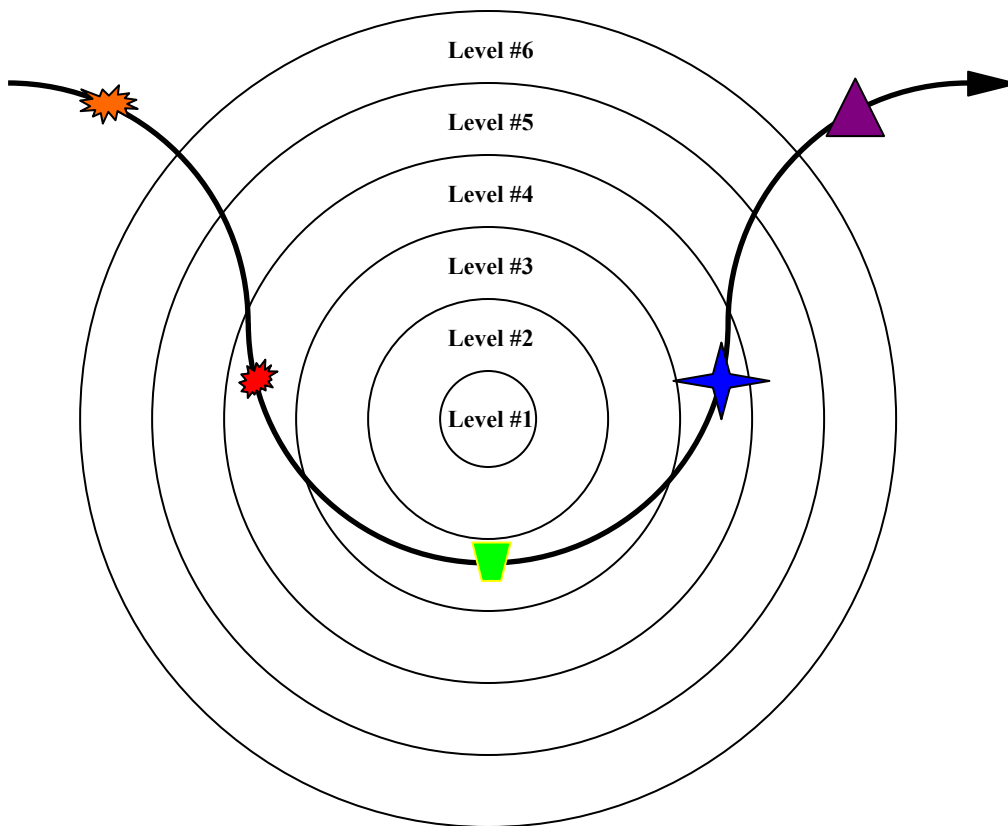
CHAPTER III

ROLLERCOASTER OF CHANGE™

by Gary Nelson

Interacting with The Six Natural Levels of Leadership Competencies

Tips Within The Six Natural Levels of Leadership Competencies
From Self-Mastery (Level #1) through Global Strategic Positioning (Level #6)



Changing Behaviors Always
Requires Deep Feelings
—John Haaland

Thoughts vs. Actions

Thinking is easy.
Acting is difficult.
To put one's thoughts
into action
is the most difficult
thing in the world.

—Goethe

The Six Natural Levels of Leadership Competencies

Leadership development begins from the inside and grows outward. The Hierarchy of Six Natural Levels of Leadership Competencies, which is explained in more detail in Chapter IV, begins with:

Three Basic Levels of Leadership Competencies

- Level 1: **Self**
- Level 2: **One-to-One Relationships**
- Level 3: **Teams**

Three Advanced Leadership Competencies

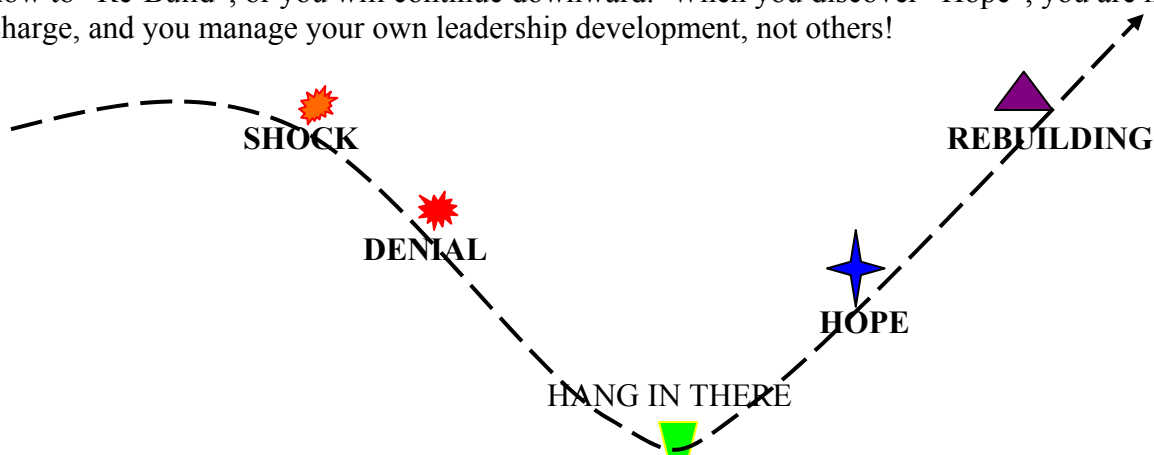
- Level 4: **Cross-Functional Teams**
- Level 5: **Organization**
- Level 6: **Environment**

To properly develop the necessary leadership skills, knowledge and attitude, and to learn from our experiences, requires an understanding of the change in emotions that a developing leader experiences. Our Rollercoaster of Change™ model portrays the reality of life.

It describes and explains the key concept and framework of how change occurs, no matter what the type of change.

This Rollercoaster is a simple way to understand the dynamics of how to effect positive changes as you develop leadership competencies. Cycles of “stability-change-instability-new stability-and change all over again” are normal and natural. Don’t fight them; use them to your advantage!

As you encounter change, “Shock” and “Denial” will occur. You can neither escape nor avoid them: during the “Hang In There” time, *you take charge*. Either you find “Hope” and discover how to “Re-Build”, or you will continue downward. When you discover “Hope”, you are now in charge, and you manage your own leadership development, not others!



Basically, you must manage and lead yourself and others through the following four stages of the Rollercoaster *simultaneously*. Although everyone goes through these stages at different rates, depths, and times, as a leader, you must go through the Rollercoaster first to be able to help others:

Stage #1: Shock and denial—You must be better prepared to give advance notice and clear expectations regarding standards and norms of behavior.

Stage #2: Depression and anger—You must (a) listen, (b) empathize and, only then, (c) explain why the new vision and the change is necessary (this a, b, c order is key).

Stage #3: Hope and adjustment—You must clarify each person's new role and new norms of behavior. Find ways to gain everyone's maximum involvement and understanding of WIIFM (What's In It For Me) to achieve the new vision and values.

Stage #4: Rebuilding—Empower fully committed individuals and teams toward your vision and values. Then stand back, monitor, and follow-up.

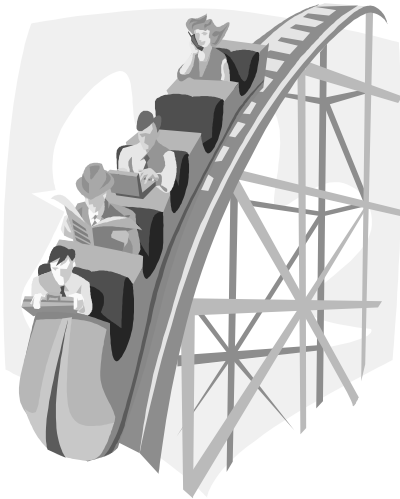
This Rollercoaster helps as a frame of reference to guide you through any kind of change and is particularly useful when dealing with the situations below:

- Coaching and counseling others
- Working yourself through change and transition
- Learning new knowledge, ideas, and skills
- Facilitating team-building
- Guiding yourself and others through redesign and restructuring
- Managing technological changes
- Defining and implementing new corporation strategies
- Learning how to dialogue to truly discover new solutions
- Leading organization-wide and cultural changes
- Developing a foundation to create "The Learning Organization"

LEADERS – and CHANGE

Six Skills:

- Tip #8 Self—I’m “Response-able” for Me
- Tip #9 One-to-One—Skeptics are My Best Friends
- Tip #10 Teams—Diverse Skills and Experiences Create Better Teams
- Tip #11 Cross Functional Teams—Collaborating Makes us All Better
- Tip #12 Organization-Wide—Integrate Across the Company
- Tip #13 Organization-Environment—Explore Success in the Global World

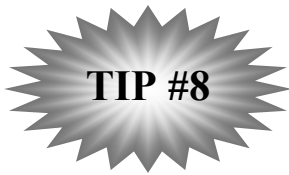


Insanity...is doing the same things
in the same way and expecting different results.

—Albert Einstein

Effective change takes two to five years,
even with concentrated and continual actions.

—Stephen G. Haines, 1991



I'M “RESPONSE-ABLE” FOR ME

Level 1—Self-Mastery

Perception: I'm always right; protect my ego!

It's my boss's fault that I don't like working here! I can't help that things happen to me, all the time. I was just born unlucky! The reason I have a bad attitude is because of the people I have to work with! It's them...not me!

Leaders First—through the Rollercoaster



Shock

What do you mean, “*I* am in control of my attitude and behavior? Even though I don't like my boss, as a leader *I shouldn't* let it affect my attitude or behavior?” Is he controlling me or am I controlling me?



Denial

I can't help it! You think I like being grouchy? He makes me so angry! I don't believe I could ever have a positive attitude as long as I have to work for him! There's just no way!



Hang In There

Become aware, let go of the past, think anew and find Hope! **Persistence is key!**



Hope

I do have the ability to respond...it's within my power to respond positively or negatively to whatever happens to me. Wow - wouldn't it be wonderful to not let others affect my attitude and behavior? I need some help, because all my life I have immediately responded to whatever happens to me. Remind me when you see me lashing out...remind me to hesitate, to think, to reflect on *how* to respond before I respond. **Let go of my ego—it's blocking my effectiveness!**



Rebuilding

I feel much better about “me” as a Leader and as a person. Things don't bother me like they used to! Even my boss notices the difference in my attitude and job performance. I choose to be in charge of my future. I choose to respond to “things” that happen to me, instead of reacting! If it is to be...it's up to me! I am “response-able” for my life's destiny.

Persistence...Hang In

“Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent.”

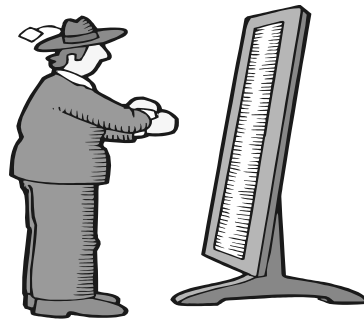
—Calvin Coolidge

“A basic truth of management—if not of life —is that **nearly everything looks like a failure in the middle**...persistent, consistent execution is unglamorous, time-consuming, and sometimes boring.”

—Rosabeth Moss Kanter

The Key for a Leader

The key for a leader going through the Rollercoaster is to know that you have to go through it first to be of support, and provide leadership, to others. Acquiring the five skills of Self-Mastery gives you the key to become the Leader you’ve always wanted to be.



What Leadership Skills Are Needed To Master Myself?

- Goal setting – having a personal vision or goal
- Integrating the development of me as a “person”—body, mind, and spirit
- Acting with conscious intent—building behavior in accordance with personal vision and goals to match my future vision
- Acting with consistency, honesty, integrity and civility in all aspects of my life
- Having accurate self-awareness—knowing my style, strengths, and weaknesses and having flexibility to change as appropriate



SKEPTICS ARE MY BEST FRIENDS

Level 2—One-To-One Relationships

Perception: Leaders know everything. No way in today's complex world!

Some people just don't get it! He doesn't understand what I'm saying! Then...he criticizes *me*! He must be blind not to see that I'm right and he's wrong! I'm in charge, so he'll just have to accept this idea as being fact, and it's the best thing to do. But next time, I'm going to make sure that he isn't a part of the project.



Shock

Oh, no! It's you! You've been assigned to help me on this project? I thought I could whip this out without interruption from someone like you. You *always* challenge my way of thinking and seeing things. I can't believe they assigned us to work together on this project.



Denial

I can't believe it...you're being obstinate—again! **I'm right and you're wrong!** You just create havoc every time we meet...I can't move on until we've settled this! Surely, you can see where I'm going on this project. You can't be so blind to the obvious!



Hang In There

Become aware, let go of the past, think anew and find Hope.

Leave your ego at the door. Instead, (1) ask questions and (2) empathize with others; (3) then, and only then, show them why the Vision and changes are required.



Hope

I don't like what you just said, but...you know what...you're right! I didn't think of that point you just made. Wow! I would have really screwed-up if you hadn't challenged me on that point! You know, it's good to have your objective "eye" on this project. I know we see things differently, but because we do, we are going to have a better result. I need you and you need me, and together we'll do a bang-up job. You know what? I believe we *can* work together!



Rebuilding

From now on, on every project, as a Leader, I'm going to seek out someone who can present an opposing view...a different way of doing things...a different way of thinking. Working with people who are unlike me is fun and stimulating, and the results are much better than I could have done alone, even as a Leader.

Characteristics of the Change Process

- Low stability—ambiguity
- High emotional stress—long hours
- High, often undirected energy/emotions
- Control is a major issue
- Survival behavior
- Conflict increases

Key Factors in Vision-Driven Change

There are four key aspects to vision-driven change:

- Creating and setting the shared vision
- Communicating this vision
- Building commitment to this vision
- Organizing and motivating people, and what they do, so that they are aligned and attuned to this vision



What Leadership Skills Are Needed to Build One-To-One Relationships?

- Caring—respecting the feelings, emotions and perspectives of others
- Actively listening, questioning others, giving and receiving honest and effective feedback
- Mentoring, coaching, and improving performance
- Influencing and persuading others and myself to a “win-win” solution
- Being innovative and creative in planning, implementing change, and seeking continuous improvement



DIVERSE SKILLS AND EXPERIENCE CREATE BETTER TEAMS

Level 3—Facilitating Teams

Perception: Teams can create mediocrity-and slow me down as a leader.

If I pick people who think like me, who act like me, and have the same experience as me...well, that's a team I can lead!



Shock

Good heavens!!! How many people are on this team? We'll never finish on time with all these people and their different agendas, beliefs and experiences. How can anything productive come from *this* group of people? As the Leader, I can do it better by myself.



Denial

There's no way this group can work together. I don't even like some of the team members. Most of the others have little or no knowledge about how to do this project! It just isn't going to happen!! Surely they don't expect me to lead *this* team on this project.



Hang In There

Become aware, let go of the past, think anew and find Hope. Let go of your ego!



Hope

Well, I'm surprised how much good data we're able to gather from this team! We all agree on the goal...and we're committed to achieve it. We established ground rules to follow. I believe we can produce good results. I know...I don't like all the team members, but hey...we figured out how to work together, so it doesn't matter. By involving everyone and listening to their perspectives, the team has come together and will now achieve outstanding results.



Rebuilding

Teams made up of people with different talents; skills and knowledge are going to produce excellent results. I've learned a lot!

By being open to others' contributions, I've learned that we *can* work together, even though we may share little in common, except our humanity, and that's enough.

By listening and including others' ideas where possible, by giving encouragement ...we can do it. I can successfully facilitate both management and employees working together as one team. **As a Leader, we can do it better than I can by myself.**



Leadership – Credibility – and Consistency

Strategy & Leadership

May-June 1996

Being consistent ranked the highest in a survey of most desirable qualities for leaders.

DDI Survey of 1500 people cross-section of positions in US/Canada

Leadership Research Results

—Dale Carnegie Training Sponsors Research, October 1996

A total of 658 employed adult Americans were interviewed by telephone in May 1996. “The results are extremely enlightening,” says J. Oliver Crom, CEO of Dale Carnegie. “We find that, no matter what position an employee holds, **they view leadership the same.**”

Following is a brief description of the research results:

Leadership Defined

Three factors define leadership in the minds of American workers:

- Building relationships that establish personal **trust and credibility**.
- Regularly **communicating** in a **positive** way.
- Demonstrating **high integrity** in performing jobs.

What Leadership Skills Are Needed To Facilitate Teams?

- Involving others and building consensus
- Facilitating – meetings, task forces and teams
- Delegating and enabling
- Training and communicating with management and employees
- Building teams with both management and employees



COLLABORATING MAKES US ALL BETTER

Level 4—Team-to-Team Collaboration

Perception: Those other departments and units just don't get it!

I can effectively facilitate a team, so it shouldn't be any problem to collaborate across functions/business units with another team. I'll be in charge, so they'll have to follow my lead.

Shock

There's no way these two cross-functional teams (i.e. separate business units) are going to cooperate and work together! After all, we compete against each other as different business units! Our objective is to produce better bottom line results than all the other business units in this organization.

Denial

It just won't work! We work in completely different business units; we have nothing in common except the company name. Besides, why give our secrets away to them? They are our competitive advantage in this company. These people are natural competitors to each other and they won't work together. We have nothing in common, except that we work for the same company.

Hang In There

Become aware, let go of the past, think anew and find Hope! Help others figure out WIIFM ("What's in it for me"). Be clear about your own WIIFM.

Hope

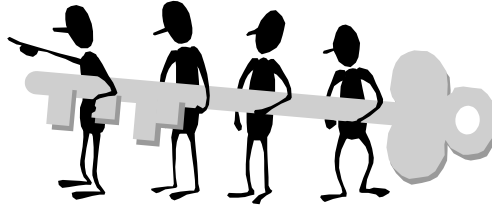
I have to admit it; they are getting along better than I thought they would. There are a lot of talented people here, with different ideas and approaches and we are learning more about each of the business units. We *can* do this! We can make this company more competitive, if we work together. By staying focused on the company goal, we've improved efficiency, quality, and productivity. Let's share our learnings and best practices. Let's improve our business processes together as one team, focused on serving the customer.

Rebuilding

I've learned the skills required to manage a team, which is made up of members from different business units. Customer focused Leadership is required to successfully collaborate across business units/functions.

Satisfying the customer's *need* becomes "our" common goal.

Our mission is to successfully exceed that need. By keeping all team members focused on the goal, and understanding and valuing each team member's skills, knowledge, and experience, we can serve our customer better than our competition.



THE INTERDEPENDENCE PARADIGM

*“We are all **interdependent** with each other.”*

We all know that we are a part of a vast, interrelated, whole earth/universe—ever since astronauts sent back pictures of earth from space.

So why don’t we focus on the interrelatedness of:

- our environment (everything outside of us)
- our relationships with our environment
- desired outcomes, visions, purposes
- sharing/agreeing on these visions
- gaining feedback on these visions and our part, in achieving them on a continuing and regular basis

Systems and Subsystems

A company is a system with many subsystems, all of which are interconnected. Thinking in systems terms means being aware of the web of interrelationships that exists between the parts vs. just being aware of the parts themselves.

—Dick Beckhard

What Leadership Skills Are Needed To Collaborate Across Functions/Departments?

- Installing cross-functional teamwork focused on exceeding customer expectations.
- Integrating business processes around customers wants and needs.
- Institutionalizing Systems Thinking and Learning as a way of thinking more broadly, and share it across functions.
- Valuing others contributions to exceed internal and external customer needs.
- Managing people processes—attracting, developing, motivating, and retaining people is key to business success.



INTEGRATE ACROSS THE COMPANY

Level 5—Integrate Organizational Outcomes

Perception: Culture Change is easy—just publish your Values Statement-duh?

All I need to do is to get everyone in this company to work together and give 100%. I know they will, because that's why they came to work here.

Shock

I thought all these business heads worked together for the company's success. Why are they so territorial, and fighting for their own turf, instead of cooperating, why are they not pulling together towards the same strategic direction? Don't they believe in our company vision, mission, and values?

Denial

The people running these business units have been around this company for a long time. They just haven't bought-in to this new company direction...I can't believe they won't support me if I ask them to. Why won't they work together? Oh, they're real "political pros", and they know how to "play the game!" Well, I'll show them who's the boss of this company!

Hang In There

Become aware, let go of the past, think anew and find Hope. See the difficult reality of needed culture change, and why it usually fails.

Hope

We need a systems approach to our planning and change process that involves everyone in our company as we develop our plan. I believe we can interactively cascade down the planning process through all business units and into departments. Participation and involvement are key here. Ask questions and elicit opinions too. That way, everyone will understand the company's vision, mission, strategies and values, and how their job fits into the company's success. My job will be to keep everyone informed and focused on the company's progress and success.

Rebuilding

The company is on track; the people are all working together and moving us toward our vision. I've never seen so much extra effort and motivation from our people. I just keep telling them how we're doing and how much each has contributed to those results. People are in-tune with each other and our customers! They know external and internal customer's needs, and how to exceed them. They're doing it!



Our Level of Thinking

Problems that are created
by our current level of thinking
can't be solved
by that same level of thinking.

—*Albert Einstein*

Obsolescence

...as a result of the current paradigm shift, the standard way of doing business is rapidly becoming obsolete and irrelevant.

| Old-Fashioned Industrial Age Concepts | New Systems Age Concepts |
|--|--|
| Bureaucracy/Functions | Network and Integration |
| Focus on Institution | Focus on Individuals/Teams |
| Control | Empowerment |
| Structure | Flexibility/Minimum Hierarchy |
| Stability | Change |
| Self-Sufficiency | Interdependencies |
| Directive Management | Inspirational Leadership/Vision Shared |
| Affordable Quality | Value-Added |
| Personal Security | Personal Growth |
| Title, Rank, Compensation | Making a Difference |
| To Compete | To Build and Sustain |
| Domestic | Global/World Village |
| Vertical Integration | Alliances/Collaborations |
| Economy of Scale | Economy of Speed |
| Single Loop Learning | Double-Loop Learning |

**What Leadership Skills Are Needed
To Integrate Organizational Outcomes?**

- Organize effectively through strategic business design, structures, and functions that have “Watertight Integrity”.
- Master implementation through strategic communications—repetition—repetition—repetition of stump speeches.
- Cascade involvement, planning and accountability to integrate operational results at all levels.
- Lead the implementation of cultural change/transformation to become a customer-focused and high performance learning organization. Role model it yourself first.
- Design and organize the structures and processes for effective change management.



TIP #13

EXPLORE SUCCESS GLOBALLY

Level 6—Create A Global Strategic Position

Perception: Our Customers are loyal—and will always be there: Nope!

As long as we are taking care of our customer's needs and doing it profitably, I won't worry about the competition. We own the market and we know how to protect it.



Shock

We just learned that a competitor is taking some of our market share. We're losing customers to a lower price on our best selling product. There is no way they can deliver our quality standards in that product at a lower price, but they are! Somehow, they've lowered their operating costs! And now, our customers are abandoning their loyalty to us, and our product is losing its market appeal to price!



Denial

There's no way they can continue to sell at that price. Taking a short-term operational hit to profits to gain market share is a good marketing strategy. Our customers will stay loyal over the long term; they'll be back. Our sales people have developed strong customer relationships.

**“If you are doing business now
the same way you did it five years ago,
it's probably obsolete.”**

—Jack Welch



Hang In There:

Become aware, let go of the past, think anew, and find HOPE (or the customers will not come back).



Hope:

There is another manufacturing company within our market that can produce our product with less cost. They have re-engineered their production line and roboticized. If we could work out a deal to have them produce some of our product, it might be that their reduction in production costs would enable us to compete again. We could offer our customers the same quality product at a reduced cost, and we could deliver faster from the re-engineered plant.



Rebuilding:

We must scan the environment continuously because it's always changing. To remain competitive and to ensure our customers have value, we need to look for strategic alliances. We live in a global business world today, and we need to reach out to potential alliance relationships for the future growth of our business.



DEVELOP AN INSPIRING VISION

“The very essence of leadership is that you have to have a vision. It has got to be a vision you articulate clearly and forcefully on every occasion. You cannot blow an uncertain trumpet.”

—Father Theodore Hesburgh,
former president, Notre Dame University

Three Leadership Tasks

—Adapted by Steve Haines from Michael Hammer’s works

The leader is the inspirer, the motivator, the one who gets people excited about making things happen. Leadership boils down to three simple things:

1. A shared vision
2. Communicating that vision; and
3. Watertight integrity (if people don't buy into the shared vision, help them find somewhere else to go.)

What Leadership Skills Are Needed To Create Strategic Global Positioning?

- Business awareness through global environmental scanning – looking for worldwide change, risks, and impact
- Reinvent Strategic Planning to become a Yearly Strategic Management System and Cycle
- Network and manage alliances of partnerships, customers, supplies, long-distance management and other stakeholder needs and relationships
- Position the organization in the marketplace—create real value for the customer vs. the competition

CHAPTER IV

SIX NATURAL LEVELS OF LEADERSHIP COMPETENCIES

BASIC LEADERSHIP COMPETENCIES

Level 1: Self-Mastery Competency

Level 2: Building Interpersonal Relationships

Level 3: Facilitating Empowered Teams

ADVANCED LEADERSHIP COMPETENCIES

Level 4: Collaborating Across Functions

Level 5: Integrating Organizational Outcomes

Level 6: Creating Strategic Positioning

Leadership

Getting ordinary people to do extraordinary things.

INTRODUCTION AND OVERVIEW OF SIX LEVELS

SIX NATURAL LEVELS OF LEADERSHIP COMPETENCIES

The Seven Levels of Living Systems

All systems are actually subsystems of larger systems within their environment. There is an actual hierarchy of these living systems:

Hierarchy



1. Cell

2. Organ

3. Organism/Individual

4. Group

5. Organization

6. Society/Nation

7. Supranational System/Earth

Organizational Focus

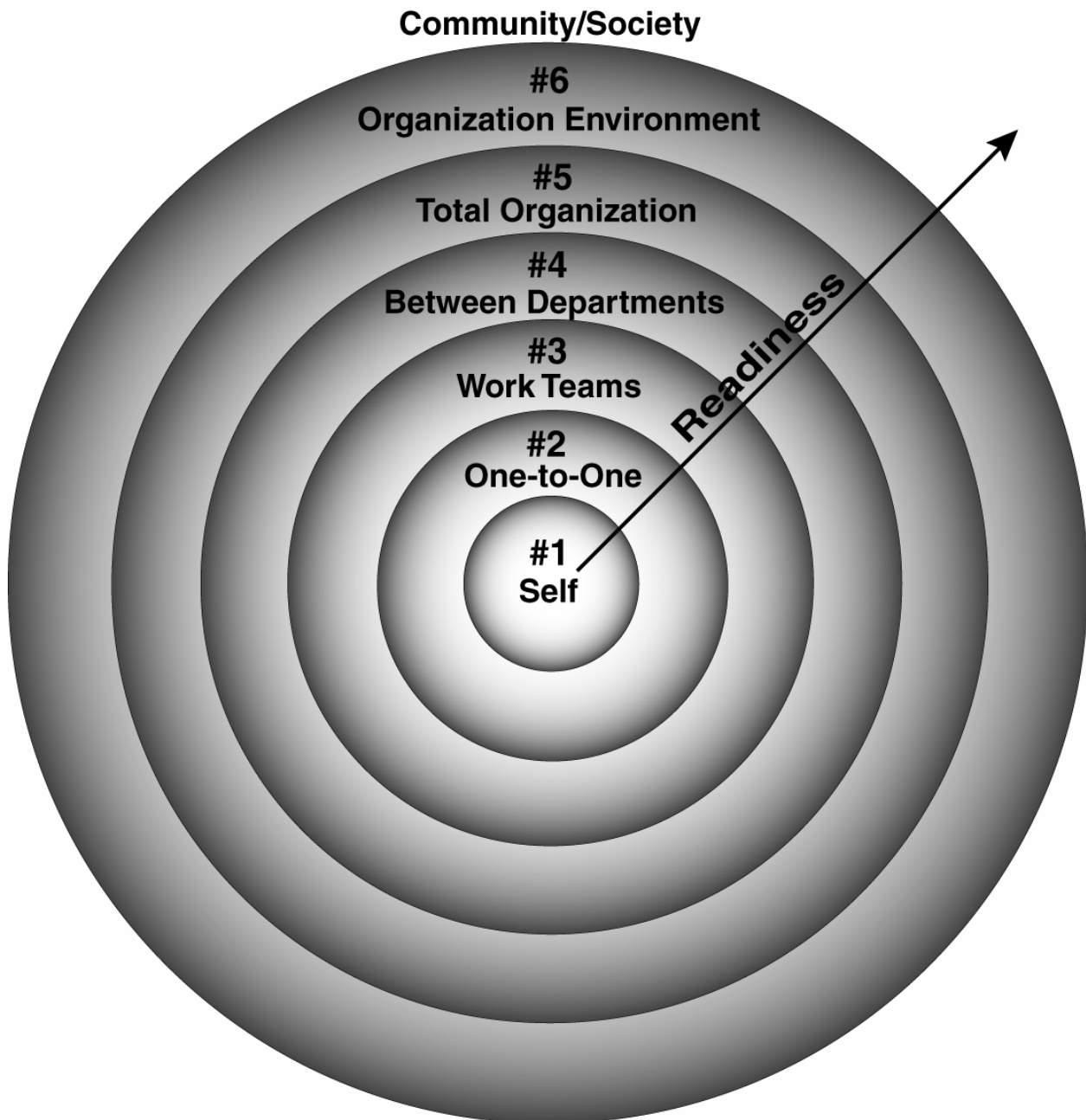
Source: Kenneth Boulding

Looking at these interrelated hierarchies of systems, we begin to see that hierarchies are natural and normal. It is just that we need to focus on how to have the minimum hierarchy (not bureaucracy) and have it working *with* you to achieve your goals or outcomes.

- Further, it is the “collision of systems” within and among these levels (especially levels 3, 4, 5, and 6) that creates the complexity and chaos we often feel in today’s world.

SIX RINGS OF FOCUS

- Increased complexity
- Readiness/willingness
- Skills growth



Application of These Seven Levels of Living Systems: Six Rings

The Seven Levels of Living Systems are key to holistic and long-lasting learning and change that covers all the levels of an organization.

General purposes of working at each ring

Systems Level/Ring #1—Individuals (“Self-Mastery”)

- Improve personal competency and effectiveness
- Trustworthiness issues within oneself

Ring #2—One-to-One Relationships (“Interpersonal Skills”)

- Improve the interpersonal and working relationships and effectiveness of each individual
- Trust issues between individuals

Systems Level/Ring #3—Work Teams/Groups (“Team Effectiveness”)

- Improve the effectiveness of the work team, as well as its members
- Empowerment and role/relationship issues

Ring #4—Inter-Group (“Conflict/Horizontal Cooperation”)

- Improve the working relationships and business processes between departments horizontally to serve the customer better
- Horizontal collaboration/integration issues

Systems Level/Ring #5—Total Organization (“Fit”)

- Improve the organization’s structures and processes to better achieve business results; develop its adaptive response system capacity in a changing environment
- Alignment and attunement issues

Ring #6—Organization-Environment (“Strategic Plans”)

- Improve the organization’s sense of direction, response to its customers, and proactive management of its environment
- Adaptation to environmental issues

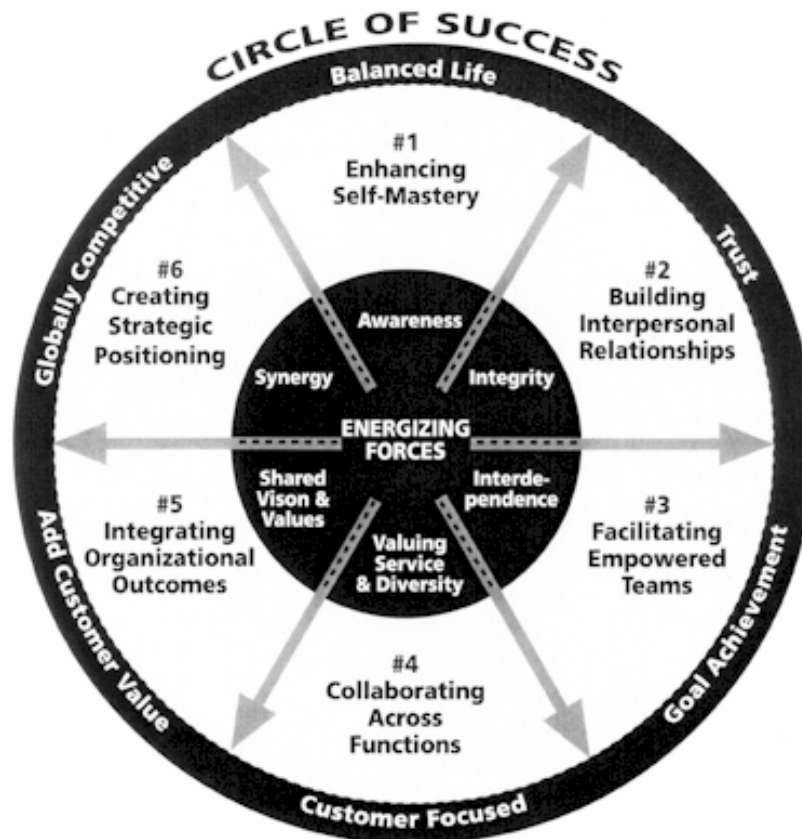
This “Tree Ring” model is also the key to enabling the Learning Organization (which must get feedback from, learn about, or improve all six of these tree rings—an incredible task) and installing a Leadership Development System to prepare leaders for the 21st Century, with the skills to effectively lead at all six rings.

Centering Your Leadership™ Naturally!

The Centre for Strategic Management®’s leadership framework is based on The Systems Thinking Approach™, represented *visually* by our model of the Six Natural Levels of Leadership Competencies.

Our model is the result of years of experience working as leaders, with leaders, and for leaders, plus a literature review of 27 leadership authors based on the **Seven Levels of Living Systems** (specifically the individual, team, and organizational levels). It reveals that by focusing on these three systems levels *and* three places where these systems interface, we can see the six areas where leadership naturally occurs. *In reviewing these 27 authors, only three dealt with four of our six core competencies—the other 24 dealt with three or less!*

They keep looking for the **one best answer** but it doesn't exist! Thus, our approach to the development of leaders uses the six competencies below as the natural way we live and work.



Six Natural Levels of Leadership Competencies

- I. **Basic Leadership Competency Levels**
 - Level #1. Enhancing Self-Mastery
 - Level #2. Building Interpersonal Relationships
 - Level #3. Facilitating Empowered Teams
- II. **Advanced Leadership Competency Levels**
 - Level #4. Collaborating Across Functions
 - Level #5. Integrating Organizational Outcomes
 - Level #6. Creating Strategic Alliances/Positioning

Within each of these six competency levels, our research revealed five primary leadership skills for each level. With the "Self" as core, you progress around our framework until you are capable of exercising your leadership competencies in much more complex, changing, and global environments. Senior management, in particular, needs a high level of these skills and competencies to deal with their role complexity.

SERVANT-LEADERSHIP AT ALL LEVELS

Leadership is one of the highest forms of service. It is best exercised when it freely motivates others to a decision that is really theirs, but which may never have been reached *without the leader's beneficial influence*.

—Unknown

However, there is leadership at all levels of organizations today:

1. Executive Leadership
2. Managerial Leadership
3. Supervisory Leadership
4. “Small Unit” Leadership (Cross-Functional Teams)
5. Professional/Technical Leadership
6. Operator Leadership

So, this book on Leadership is for everyone!

Commitment vs. Compliance

Leader — Follower — Commitment
Manager — Subordinate — Compliance

“To make a living is no longer enough.
Work also has to make a life.”

—Peter Drucker, *Management*

**LEVEL 1 COMPETENCY:
SELF-MASTERY
by Andrew Papageorge**

Leaders and Followers

**Leaders are made
by
the people who follow.**

—Red Scott

**Without followers
there is no leader.**

—Steve Haines

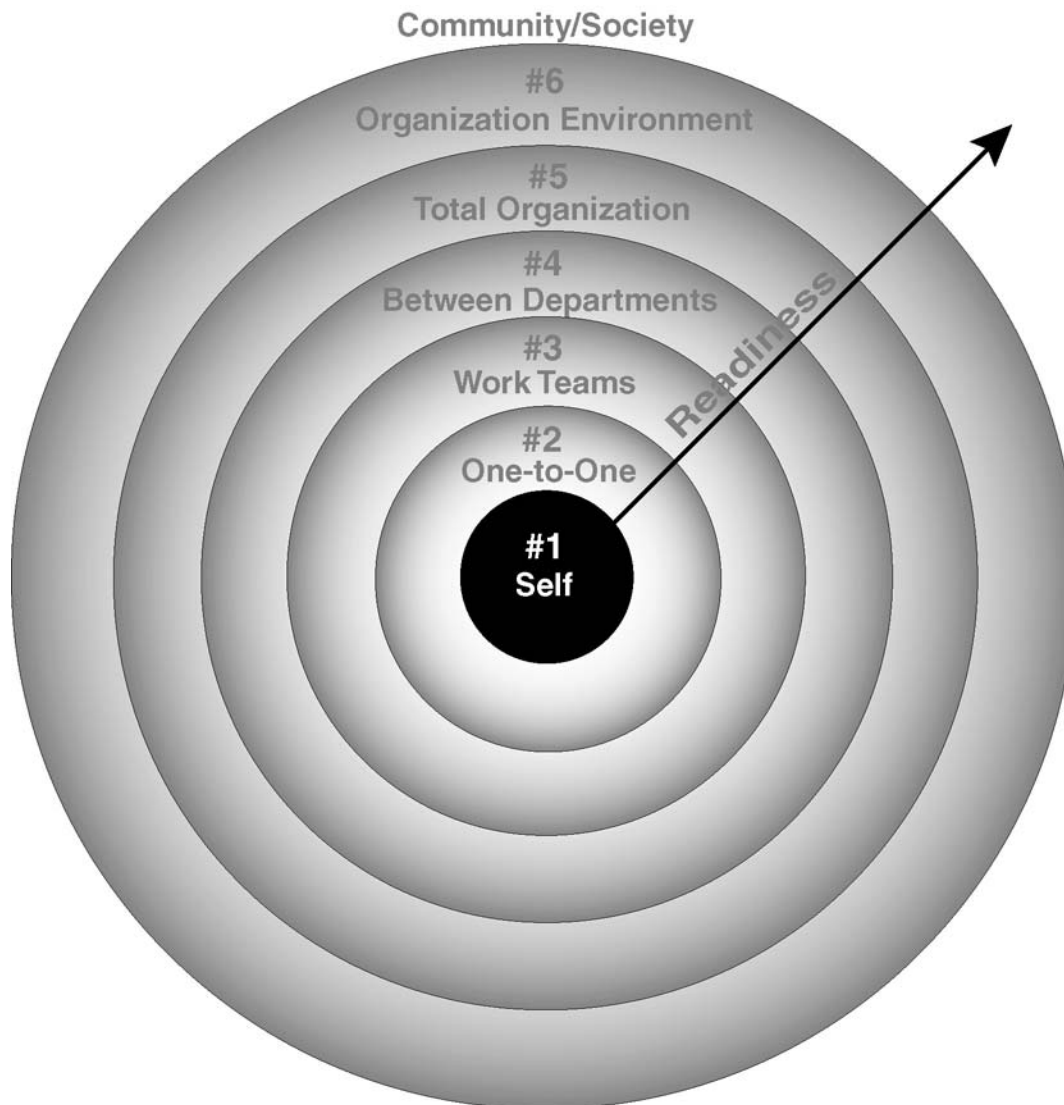
**Leadership is now
a state of mind;
not a position**

—The Futurist

LEADERS – LEVEL #1

Five Skills: Self-Mastery

- Tip #14 A Personal Vision Worth Seeking
- Tip #15 The Balancing Act
- Tip #16 Daily Courage, Moral Courage Counts
- Tip #17 Are You Calmly Active?
- Tip #18 Be a Silent Observer of Yourself



TIP #14

A PERSONAL VISION WORTH SEEKING

Level 1: Enhancing Self-Mastery

A personal vision defines where you want to go and what you will be like when you get there. It gives direction to your future, focuses your energies, and helps you push through the challenges that occur along the way. Our vision as leaders is derived from our personal vision.

A vision is not something that simply needs to be called forth, but rather, it is something you create. Nor is a vision static. As you reflect, talk, and use your vision to guide your decisions, it evolves.



“Cherish your visions and your dreams, as they are the children of your soul, the blueprints of your ultimate achievements.”

—*Napoleon Hill*

“Capital isn't scarce; vision is.”

—*Sam Walton*

Components of a Personal Vision

1. **Self-Image:** What are the ideal qualities you are expressing?
2. **Personal Achievements:** What are you pursuing?
3. **Health:** What does your body look like? How are you taking care of it?
4. **Home:** Describe the ideal home you are living in. Where is it?
5. **Relationships:** Who are the people in your life—family, friends, others—and what is the quality of your relationship with each?
6. **Work:** What is the nature of your work? What is your role? Where do you work?
7. **Spiritual:** What are your beliefs? Commitments?
8. **Material Possessions:** What do you own?
9. **Financial:** Yearly earnings? Investments? Price tags for items 1— 8 above?
10. **Other:** What else do you want in your life?



Guidelines for Creating a Great Personal Vision

- A vision is stated in **present tense**, as if it were happening now.
- Suspend all doubts, worries, and fears. Do not be concerned about whether your vision is realistic or not. That is a question you will answer later.
- Be sure to express what **you** want and not what someone else wants for you.
- Write your vision in a private, quiet, and relaxed place. Do it where calls or visitors will not interrupt you.
- Use words, pictures, photographs, and cutouts from magazines, adding colors and graphics to describe your vision. Create a visual for yourself.
- If this is too much at once, create one component of your vision at a time. Follow the guidelines in answering the questions for each component. Be as detailed and visual in your images as possible.



THE BALANCING ACT

Level 1: Enhancing Self-Mastery

Balance has to do with the words "both," "all" and "blending," rather than the words "either" and "or." It is about harmonizing the various aspects of our lives and having mental and emotional stability. It is about deciding what is really important to you and concentrating on that, rather than on unimportant matters.

Leaders recognize that balance is not so much about getting more done, but in getting the important things done.



“People with great gifts are easy to find, but symmetrical and balanced ones never.”

—*Ralph Waldo Emerson*

“The key to a truly balanced lifestyle is not what you do on the outside, but how you feel about it on the inside.”

—*Ken Lizotte and Barbara A. Litwak*

Your **work**, your **relationships**, and your **own self-development** are like the three legs of a three-legged stool. If one of the legs is shorter, the stool will fall over.



Balance



Out of Balance

How Do You Ideally Want to Invest Your Time?

Where you plan to invest your time, and how you actually use your time, have a great deal to do with the amount of balance you have in your life. Below is a simple exercise to establish your Ideal Week of Balance. Each of us has 168 hours in a week.

First: Identify how you would IDEALLY use those hours to have the greatest degree of balance.

Secondly: Identify where you spend your time NOW.

| How much time do you invest in: | IDEAL | NOW |
|--|------------|------------|
| Work/Career (Commuting, working, planning) | | |
| Relationships with Others (Family, friends, service) | | |
| Self-Development (Exercising, hobbies, spiritual) | | |
| Sleep | | |
| Total | 168 | 168 |

Balance exists within many dimensions of our lives. For example, the balance of body, mind and spirit. Be careful not to over-structure your life.

Keep a balance between structure and flexibility; between being disciplined and being dreamy; between "keeping your nose to the grindstone" and being "foot-loose and fancy-free."



And remember to “*stop and smell the roses*”



DAILY COURAGE— MORAL COURAGE COUNTS Level 1: Enhancing Self-Mastery

There are different forms of courage. **Rarely do most of us need to exhibit physical courage or bravery.** That is the type of courage demonstrated by firemen when they go into burning buildings.

Leaders are continually called on to exhibit a second type of courage—moral courage—at the risk of their wealth, comfort, relationships, and/or careers. Moral courage also must override the sense of self-preservation. This does not mean that leaders are foolish, but rather, that they are able to do “the right thing at the right time.”



“Being honest at the risk of disapproval, lost income, or a maimed career; being accountable when owning up to a mistake, can get us in trouble; making tough decisions and demands on others, at the risk of losing their friendship or support; being fair when we have the power to be otherwise; and following the rules while others get away with whatever they can — these things take moral courage, the inner strength to do what's right even when it costs more than we want to pay. “

—Michael Josephson

| |
|--|
| Describe a time when you exhibited moral courage? _____ _____ |
| What were you risking at the time? _____ _____ |
| How did it turn out? _____ _____ |
| Would you do it again? Explain. _____ _____ |

A third type of courage comes into play as we face the “fear of failure”. As leaders embarking on a new project or task, we might feel the fear of what will happen to us if we fail.

This fear hinders the free flow of our energy. Many of us become more rigid in these situations and seek greater control. This narrows our perception AND our ego gets in the way. We are then unable to see reality as clearly; we get defensive and cannot appreciate the true quality and value of our work. Actually, it is when we let go of our fears that we gain more control of our lives, because we then remove the block to clear thinking that leads to finding more productive solutions to our problems.

Test yourself

Ask yourself: **“What is the worst thing that could happen to me on this?”** It is usually far less than your fears.



"Courage is not simply one of the virtues, but the form of every virtue at the testing point."

—C.S. Lewis

“Courage is resistance to fear, mastery of fear — not absence of fear.”

—Mark Twain

| |
|---|
| Describe a time when you overcame your fear of failure? _____ _____ _____ |
| What were you risking at the time? _____ _____ _____ |
| How did it turn out? _____ _____ |
| Would you do it again? Explain. _____ _____ |

TIP #17

**ARE YOU “CALMLY” ACTIVE?
Level 1: Enhancing Self-Mastery**

Leaders today are under more stress than ever before as they try to improve the present business while working on the future. The ability to remain internally calm through the seemingly endless chaotic change all around them is an important attribute of effective leaders. This sense of inner calm is not dependent on external circumstances, but rather, comes from within.

Leaders who are consistently calm on the inside:

- Have a keen and direct perception of themselves and the world
- Can concentrate, think clearly, and retain a sense of reason in any situation
- Exhibit a sense of ease and enjoyment in their work, enriching everything they do and the people around them
- Retain a sense of humor and justice



“This should be a man's attitude:
Few things will disturb him at all;
nothing will disturb him much.”
—*Thomas Jefferson*

“Power comes from calmness, not muscle.”
—*Aikido Master*

We are not saying that a quick response to external stimuli or conditions is bad. In everything, recognizing the point of balance is the key to right and effective action. One can be too laid-back—not motivating others and accomplish little. The optimum is to be *calmly active* – to retain an even-mindedness through the ups and downs of daily living, to keep one’s mind tranquil during success or failure to stay in balance when everything else is in turmoil.

Instant Calm

Practice each of these three simple activities as you read about them. The more you practice, the calmer you will be. You will be able to retain that calmness during stressful times.

1. **Breathe deeply.** Breathe in deeply, feel your lower abdomen (not your chest) enlarge. Slow your breathing down to about 8-10 breaths per minute. Listen to each breath coming and going.
2. **Relax your face.** Raise your eyebrows just slightly; put your tongue up against the roof of your mouth; and then smile. This is how you also become a smile millionaire.
3. **Move slowly.** Consciously slow down the pace at which you move and speak to a relaxed rate and you will become calm.



Calmness and Intuition

Calmness gives rise to our infallible voice of intuition. Each of us has the capacity within us to experience direct perception of truth without the intermediary of our senses and our reason—a sixth sense as it is sometimes called.

As leaders it is important to develop this natural and practical faculty of ours as an aid in decision-making. Intuition is simply another way of “knowing” that is available to us when we are quiet within.

What can you do at work to be calmer throughout your day? _____

Briefly describe a personal experience with intuition. _____

How could you make better use of intuition at work? _____

TIP #18

BE THE SILENT OBSERVER OF YOURSELF

Level 1: Enhancing Self-Mastery

Introspection, sometimes called self-analysis, is the art of finding out what you are, rather than what you think you are. As a leader, you must learn to analyze your desires, successes and failures, strengths and weaknesses, and good and bad tendencies, in a very objective fashion. Doing so will allow you to make yourself more into what you WANT to be.

Introspection may well be the greatest aid there is to your self-progress.

A leader is continually subjected to others' critical analysis. If you can "let go" of your ego and analyze yourself fearlessly, you can definitely withstand the comments of others and probably learn more from them. Whatever you do that stands in the way of greater success, can be undone. The first step is to be ego-less and see yourself clearly.



"Who looks outside, dreams; who looks inside, awakes."

—*Carl Jung*

"Know thyself."

—*Plato*

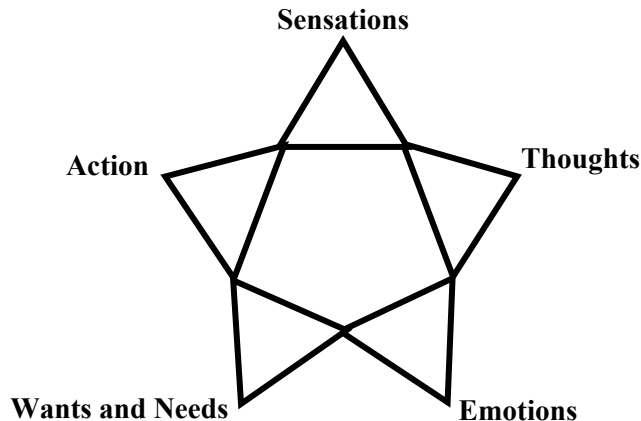
At the end of each day, be ego-less and ask yourself the following questions:

- What results did I produce today?
- Where did I fail?
- Did my ego get in the way? Was I defensive?
- What have I learned from my successes and failures?
- What will I do differently tomorrow?

Introspection is something that you can do throughout your day—before you go into an important meeting, if you are having a problem with someone else, or if you have experienced a great success or failure. Opportunities for introspection are endless.

Star Introspection

So what is it that you want to “silently observe” about yourself? Use the five-pointed Star below as your introspection guide. Simply ask yourself the following questions, starting with Sensations, and move clockwise around the Star.



1. **Sensations:** What are the physical sensations you are currently experiencing in your body? Where are you experiencing them?
2. **Thoughts:** What are you thinking? Where are you confused?
3. **Emotions:** What are you feeling in this moment? What else?
4. **Wants and Needs:** What do you want from this situation? What do you need?
5. **Action:** What actions are you going to take? When will you take those actions?

Note: Copy this questionnaire and use it over and over again.

LEVEL 2 COMPETENCY: BUILDING INTERPERSONAL RELATIONSHIPS by Jim McKinlay

Building Excellence In Interpersonal Relationships

“Build on what a man (person) is—don't tear him down.”

—Gen. Creighton Abrams

Managers' Morale Mistakes

In a 1994 survey, 150 executives from the nation's 1,000 largest companies identified the ways in which managers damage employees' morale the most.

| | |
|--------------------------------|-----|
| Criticizing in front of others | 38% |
| Being dishonest | 38% |
| Taking credit for others' work | 12% |
| Being inaccessible | 6% |
| Showing favoritism | 4% |
| Don't know | 2% |

Source: Accountemps
Personnel Journal, April 1994

Positive vs. Negative Reinforcement

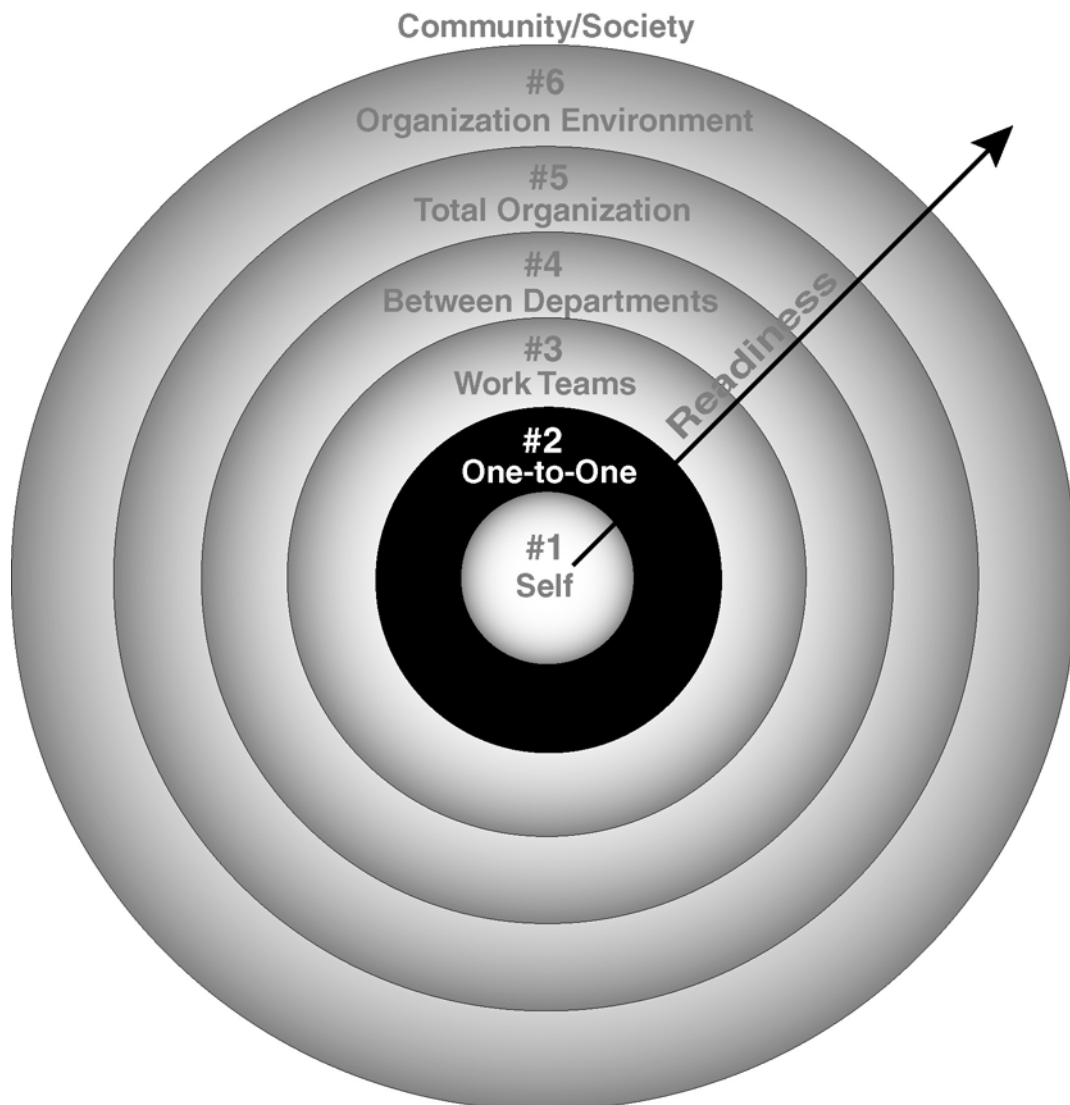
The national average of parent-to-child criticisms is **12 to 1—that is, 12 criticisms to 1 compliment.** Within the average secondary school classroom, the ratio of criticism to compliments is 18 to 1 between teacher and student. And we wonder why our children so often have low self-esteem?

—*The Magic of Conflict*

LEADERS – LEVEL #2

Five Skills: Building Interpersonal Relationships

- Tip #19 Caring About Others
- Tip #20 Effectively Communicating With Others
- Tip #21 Mentoring and Coaching
- Tip #22 Managing Conflict Effectively
- Tip #23 Supporting Innovation and Creativity





CARING ABOUT OTHERS

Level 2: Building Interpersonal Relationships

The first and most basic of the *Level 2 Leadership Skill*—“*Building Interpersonal Relationships*”—is that of really caring about others. This is a foundation for all of the other skills at this level. Without this one, it will be impossible to be sincere and legitimate about the other four skills:

- effectively communicating,
- mentoring and coaching,
- managing conflict and
- supporting innovation and creativity.

Caring about others is one of the “quiet skills” of great leaders. It is very unobtrusive. It is often hardly noticeable. It seems like a very natural, almost automatic behavior.

“Celebrate the Heart”

11 Little Morale Boosters That Work

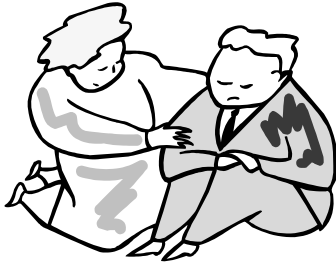
1. Treat 'em to lunch on the company
2. Reward good deeds with extra time off
3. Keep all areas clean, and bathrooms and break areas well-stocked
4. Keep office equipment—fax machine, copier, and postage meter—in good working order
5. Provide workers with the right tools and supplies to do their jobs properly
6. Try injecting some humor into the daily routine
7. Send eager employees to seminars and conferences
8. Don't over-monitor—build an atmosphere of trust
9. Offer snacks at meetings, and once-a-week pastries
10. Celebrate special occasions with lunches; hold picnics
11. Send “thank you” cards on a regular basis

Adapted from *Business*, October/November

Jack Welch, in his autobiography *“Jack: Straight From The Gut,”* clarifies the importance of caring about others in describing his life at General Electric over his forty-year career. He was a master at:

- getting to know his people— as individuals,
- being aware of what was going on in their lives away from work,
- demonstrating a sincere concern for their welfare—both short and long term, and
- constantly challenging each one to achieve their full potential.

He often had more faith in his people than they had in themselves. And his faith was always rewarded many times over as his people learned that their imagination was their only real limitation.



How Much Do I Really Care?

Think about a colleague, a staff member, or a business associate that you care about.

Who is it? _____

Now, thinking about your relationship with this individual, answer the following questions:

1. Do I know the interests or hobbies of this person?
2. What do I know about this person’s family or home situation?
3. Do I know if this person has any career aspirations? If so, do I know what they are? If not, do I know why not?
4. Do I know what frustrates or upsets this person?
5. Have I done anything about helping to rectify these situations for this person?
6. Do I know what excites or challenges this person?
7. Have I done anything about helping to increase these situations for this person?
8. When was the last time I offered a compliment to this person?
9. When was the last time I offered this person some difficult, yet important feedback that might help them to improve?
10. What’s the best thing I could do right now to demonstrate how much I really care about this person?

Now, if you really feel challenged, repeat the exercise for another colleague that you don’t care as much about.



EFFECTIVELY COMMUNICATING WITH OTHERS

Level 2: Building Interpersonal Relationships

There are two key skills to effective communication:

- sending the message (in a verbal, written, printed, electronic or video format)
- receiving the message (listening, reading, or viewing)

In effective communication, both the **content of the message** and the **intent of the message** are very important. Let's examine all three of these elements of effective communication.

1. Sending the Message (Telling)

- Keep it brief and keep it simple.
- Make it a personal message, as opposed to an impersonal form of communication.
- Be prepared to repeat it, to ensure reception. People often need to hear something an average of four times to really understand it, if it is new.

Yogi Berra, the great New York Yankee baseball player was once overheard to say:

“First I tell ‘em what I’m going to tell ‘em. Then I tell them. Then I tell ‘em what I told ‘em.”

2. Receiving the Message (Listening)

- Listening is not something a lot of people do well.
- We tend to concentrate more on telling than on listening.
- Active listening is the highest form of listening—it involves listening to the speaker, paraphrasing what they said to you in your own words, to indicate that their message was received, and then adding your comments or thoughts to continue the discussion.
- Active listening clearly demonstrates sincerity on your part—to really hear the message.
- Don't let yourself be distracted by beginning to prepare your response while the other person is still speaking; composing and listening are not the same thing.

3. Content and Intent

- Content refers to the actual words used during the exchange.
- Intent refers to the underlying message below or behind the words.
- For the intent, pay attention to the other person's body language—is their body sending the same message as their words?

Remember...your actions speak louder than your words, so it is important to ensure that your follow-up actions support the original message and don't belittle it.

Communication Methods

| | | |
|---------------|---|-------|
| Words | = | 7 % |
| Tone | = | 38 % |
| Body Language | = | 55 % |
| Total | = | 100 % |

**What you do speaks louder
than what you say!**

How Many Times Do I Have To Tell You?

The leader's role in sharing key corporate messages includes all of the items outlined on the preceding page. In addition, it also requires your readiness and willingness to repeat the message as often as needed to achieve the awareness that successful communication has occurred.

When asked how long it took for his people to "get the message about the new culture at General Electric", Jack Welch once said: "It took ten years before enough people heard and understood that we were serious about the change towards a service culture."

Repetition Increases Understanding at Least 4 Times:

- 1st time ➡➡ 10% have it
- 2nd time ➡➡ 25% have it
- 3rd time ➡➡ 40-50% have it
- 4th time ➡➡ 75% have it

And there are still another 25% who haven't got the message.

You can't quit until you are sure that a significant number
of your people "get the message".
Otherwise failure is a likely outcome.

Are You Balanced In Your Communication Methods?

What percentage of your communications with your people, in any given week are:

- through face-to-face contact _____ %
- through telephone contact _____ %
- through hand-written or personally typed messages _____ %
- through e-mail messages _____ %
- through printed form messages _____ %

Are you satisfied with this assessment? Are you overusing some methods?

Are you under-using some methods?

What would you change?



MENTORING, COACHING AND IMPROVING PERFORMANCE

Level 2: Building Interpersonal Relationships

Mentoring and Coaching are two of the most valuable ways to help others improve their performance. Both depend on very effective interpersonal skills to be effective. Both depend on a healthy relationship built upon mutual respect and trust.

Four Types of Coaching

Dennis Kinlaw, in his book “*Coaching For Commitment*”, outlines the Four Coaching Functions, which are:

- **Counseling** - To deal with emotions, feelings, perspectives; may require professional intervention by a skilled Counselor or Psychologist
- **Mentoring** - To help someone “learn the ropes” about the organization and gain more self-control over their own career plans
- **Tutoring** - To learn new skills and develop technical competencies; may require a referral to a professional educator
- **Confronting** - To clarify performance expectations, identify performance shortfalls and challenge inappropriate results or behavior.

All four forms of coaching have two common attributes. These are:

1. One-to-one conversations that
2. Focus on performance or performance-related topics.

There are two goals of Coaching for Commitment and Results:

1. Achieve the behaviors/performance improvement results desired by the coaching.
2. Maintain or improve the relationship between the two parties.

From years of experience at an Executive Level position, and years of observing other leaders, the “Confronting Role” is the one that is most often neglected. We tend to put up with poor performers too long before taking firm action. By the time we are ready to act, often the only option left is dismissal.

Timely confrontation, given in the true spirit of wanting to help someone overcome shortcomings, can be a very valuable investment in the career of an individual who may become a trusted and valued member of your team.

Do you care enough to offer “tough love”—the foundation for effective confrontation?

“Coaching is eyeball-to-eyeball management.”

—Dennis Kinlaw

Mentoring—A Critical Leadership Skill

A lot has been written and spoken about the importance of leaders serving as mentors for employees who demonstrate great potential. In times when your corporate success is directly linked to your ability to recruit and retain a strong team of dedicated employees, mentoring can become one of your most effective tools.

For many of us, this is not a skill that we have been properly prepared to use with others. Webster's Dictionary offers an interesting definition of the noun "mentor":

- Mentor:**
- A wise, loyal advisor; a teacher or a coach
 - From Greek Mythology—Mentor was the loyal friend and advisor of Odysseus, and teacher of his son, Telemachus.

All of us have, at one time or another received the benefits of a concerned and committed relative, teacher, coach, friend, or colleague. These were our mentors – even if it wasn't a formalized mentorship relationship. What skills can be picked up from reflecting on the way these advisors worked with us? Can we replicate these same skills with others?

Here is a short quiz to help you reflect on your ability to provide mentoring.

Mentoring

1. Have you ever been coached by someone else? Yes or No?
2. What were the key skills or characteristics they demonstrated?
3. Do you feel confident enough to use these same skills and play the role of coach for someone else?
4. Is there someone in your organization who would benefit from your coaching? Who is it?
5. How would you approach this person about offering them your services?
6. How would you describe the benefits that could be achieved from establishing this coaching / mentoring relationship?
7. What is the timeframe for this relationship to operate? How will both of you know when it's time to close the coaching/mentoring relationship?

“Where would you be today without the support of good coaches along the way?”



MANAGING CONFLICTS AND NEGOTIATIONS EFFECTIVELY

Level 2: Building Interpersonal Relationships

Identifying the Conflict

One of the key points in successfully managing conflict is being able to “surface” it—identifying and putting a name on it. But don’t be fooled by symptoms masquerading as the root cause of the problem. It is often necessary to explore the situation you are facing with another person to get below the surface to the root causes.

The Five Why’s/What’s

Remembering to apply the five Why’s/What’s is an effective tool for surfacing the deep-rooted causes behind a conflict.

- Why are you upset with me?
- Why does that bother you so much?
- Why are you so deeply affected by this?
- What is this doing to our relationship?
- What can we do differently to overcome this problem?

As you move from level to level, through the repetitive questioning, the real, underlying causes of a conflict begin to emerge. Now it can be named for what it really is, and this helps you begin to take action on the “real problem”—not just the “presenting problem”. **Don’t be satisfied with the first or second response—dig deeper.**

The Value of Active Listening

Once the real issue has been identified, be prepared to use active listening. This is key to finding a workable resolution to the conflict. When two people begin by taking strong and opposite positions on an issue, and declare their position, then the conflict escalates. It’s hard to back off from a declared position without “losing face”. However, if one person consciously decides to find out where the other person is coming from first, before fighting for their own position, the walls of resistance are lowered.

Tom Rusk, a noted author, referred to this form of active listening as “*ethical persuasion*”. You begin by inviting the other person to explain their side of the situation. You concentrate on hearing what they are saying and paraphrasing what they have told you, in your own words, to demonstrate your understanding. Once they have finished outlining their concerns, you can ask this very ethical question: “**Now that I have listened fully to your views, can I ask you to do the same for me?**” It will be hard for anyone to deny you this same right. Now, constructive dialogue can live. This is what Stephen Covey advocates as, *Habit # 5—Seek first to understand, then to be understood*, in his “Seven Habits of Highly Effective People”.

The Negotiation Process

Most of our experience at negotiation stems from what can best be described as “deal making”, as demonstrated by traditional contract negotiation procedures. You open with an absurd request. I counter with an equally absurd offer. Then we fight to see who is going to compromise or give in first. Usually, we end up somewhere near the midpoint of the two absurd, opening proposals.

The simpler technique is to first find out what each party has as their primary interest or desired outcome from the negotiation. Those items that are common to both parties will quickly become evident. Agree to ensure that these mutual benefits are protected for both parties throughout the process.

By beginning with that which both parties agree upon as their shared starting point, rather than their disagreement, a more constructive, positive base is formed, from which to conduct the rest of the negotiation process.



Compromise and Consensus

These are two terms that frequently arise during conflict discussions. What’s the distinction between these two concepts?

Compromise A settlement in which each side gives up some demands or makes some unwanted concessions.

Consensus A full discussion followed by a decision that all can “**actively support**”.

Conflicts resolved through compromise tend to leave people with a bad feeling about what they had to give up, tarnishing the final resolution.

Conflicts resolved through consensus often create a third solution, which is different from either of the initial two solutions proposed. Through synergy, a better solution is found. Consensus demands a willingness to continue the dialogue and the search for a good solution, until an agreeable answer is found.

People must be ready to actively support the decision, not undercut it.

TIP #23

SUPPORTING INNOVATION AND CREATIVITY

Level 2: Building Interpersonal Relationships

What Message Are You Sending?

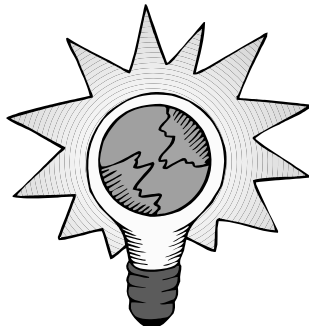
During a consulting assignment many years ago, a senior manager of an organization was heard to say: *“I want you to be innovative and creative. But don’t screw up.”*

What part of this message was heard and remembered by the staff? “Don’t screw up”! The only way to do that is to play it safe. So much for innovation and creativity.

Creativity and Innovation Are Not the Same Thing

It is possible to be creative, without being innovative. But it is *not* possible to be innovative without being creative. **Creativity is the first step, innovation the second.**

To be a creative organization, it is necessary to establish an environment where people are encouraged to explore and expand ideas and create new concepts, new products, new solutions, new processes, or new procedures. Each of these, when properly implemented, can lead to organizational innovations of some kind to create wealth for the organization. Without this added wealth creation, these are just creative ideas, but not innovative actions. **The ideas must mature from an “investment” to a “dividend”.**



The Leadership Role

As a leader, you have a key role to play in building a corporate environment and corporate culture that not only supports creativity and innovation, but also fosters and expects it from all parts of the organization. This must also be backed up with ample resources— people, funds, equipment, skills, and space—to turn the great ideas into reality.

Jack Welch, retired CEO of General Electric, describes the culture he helped to engender at GE and how it created a challenging and exciting workplace where people went the extra mile to achieve breakthroughs. In his autobiography, *Jack: Straight From The Gut*, he relates how GE’s market leadership in the field of X-ray and CT scan machines (Computed Tomography) was being threatened.

While their machines were acknowledged as the best in the world, operators were complaining that the tubes in these machines had a life span of about 25,000 scans—which was about half of the competition’s tubes.

Through his leadership, the CT Scan Team accepted his challenge of quadrupling the tube life span to 100,000 scans. In fact, they exceeded his challenge and doubled that target by achieving a life of 200,000 scans in their tubes from 1993—1998.

By the year 2000, using the power of their Six Sigma procedures for continuous quality improvement, the project team developed a tube capable of 500,000 images. This tube has now become the industry standard.

That’s innovation! It takes clear, focused, motivating leadership, backed up by solid business circumstance that demonstrates the need for change.

The 427/809 Rule

One final note: **It takes many attempts to achieve breakthroughs in innovation and creativity.** The 427/809 Rule is an important one for leaders to remember.

It took Wilbur and Orville Wright *427 attempts* to eventually get a plane off the ground at Kitty hawk N.C. long enough to establish their first successful “heavier than air flight”.

Thomas Edison tried *809 ways* of creating the switch to go along with his new light bulb.

Persistence and patience are the pillars to successful innovation. As a leader, every time you step on an airplane, or every time you turn on an electrical switch remember, it is important to honor, *acknowledge, and reward the efforts* – not just the successes.

| Employee Zest Factors | | | |
|--|--|------------|-----------|
| Do you create these in your organization? | | Yes | No |
| 1. | Sense of urgency | ___ | ___ |
| 2. | Challenge | ___ | ___ |
| 3. | Near and clear success | ___ | ___ |
| 4. | Collaboration and “esprit d’corps” | ___ | ___ |
| 5. | Pride of achievement | ___ | ___ |
| 6. | Risk of failure is okay | ___ | ___ |
| 7. | Excitement and novelty | ___ | ___ |
| 8. | Experimenting and ignoring red tape | ___ | ___ |
| 9. | Positive reinforcement and recognition | ___ | ___ |
| 10. | Celebration | ___ | ___ |

What do you need to change? What do you need to do to begin?

LEVEL 3 COMPETENCY: FACILITATING EMPOWERED TEAMS by Alan Caron

Empowerment Defined

Empowerment is responsible freedom...
A balance of rights and responsibilities.

Unacceptable vs. Participative Leaders

“We seem stuck...between two unacceptable alternatives—the leader who dictates to others and the one who truckles to them. If leaders dictate, by what authority do they take away people's right to direct their own lives? If they truckle, who needs or respects such weather vanes?”

—“What Makes a Good Leader?” by Gary Wills
The Atlantic Monthly, April 1994

What We Need are “Participative Leaders”

“Participative Leaders” are those who gather input from people on issues that affect them *prior* to their decisions being made.—*Stephen Haines*

Employee Involvement and Productivity

The University of Southern California's Marshall School of Business recently published a study of the nation's largest corporations, which found that:

- In 1996, the return on investment (stock price plus dividends) was 44 percent higher for companies with employee involvement compared with 21 percent at other companies without employee involvement.
- Such companies also had an average return on sales of 10.4 percent versus 8.3 percent at companies where employee involvement was low.
- **The bottom line is that employee involvement directly affects the bottom line.**

Teamwork Increases Productivity

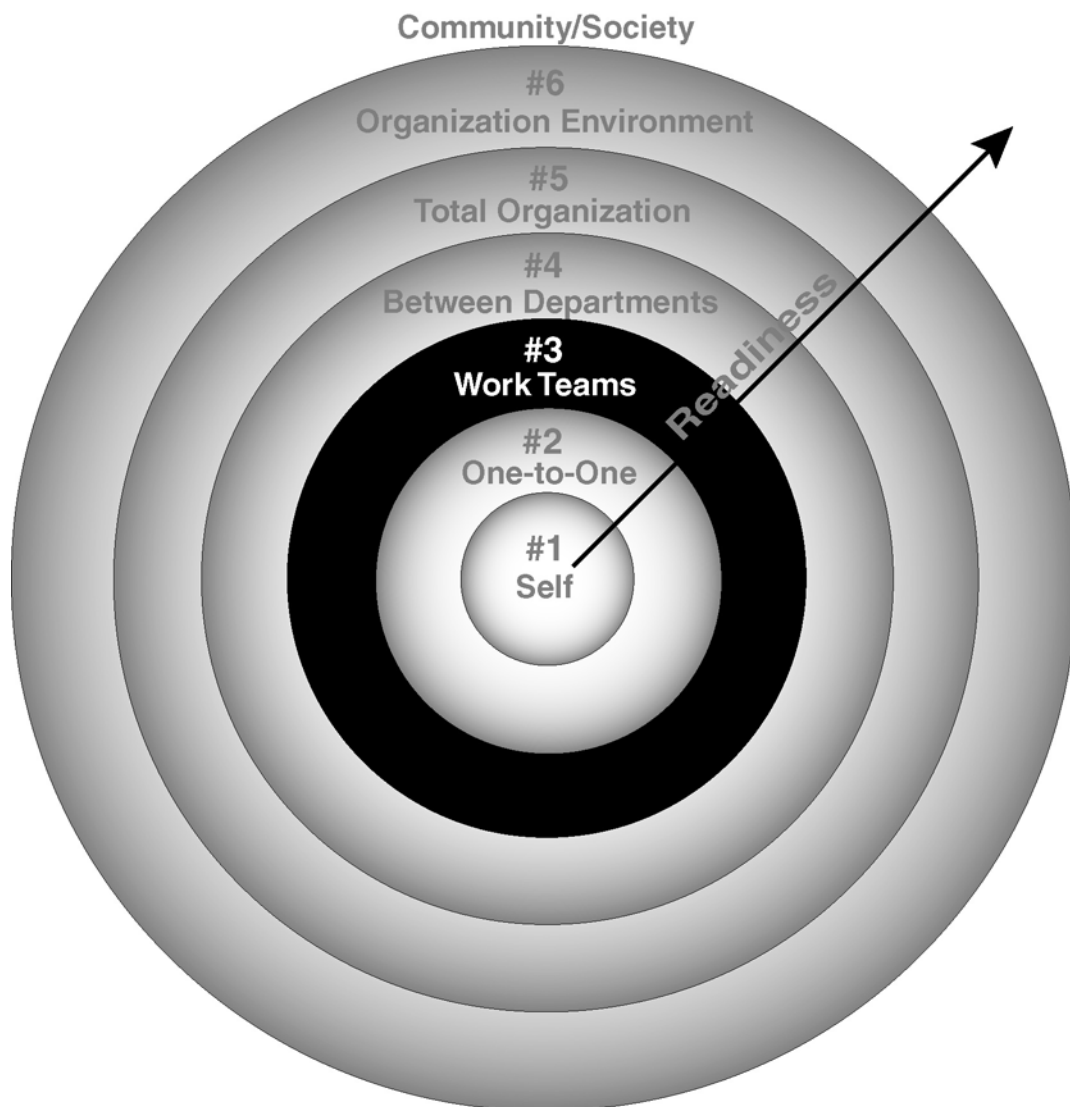
90% of American workers spend at least part of their day in a team situation, yet only about half received any formal teamwork training.*

*Based on national surveys conducted by Dale Carnegie Training.
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LEADERS – LEVEL #3

Five Skills: Empowering Teams

- Tip #24 Be An Effective Steam Member
- Tip #25 Have Effective Team Meetings
- Tip #26 Remember the Power of the Word
- Tip #27 Get Each Member “on the Team”
- Tip #28 Act With Conscious Intent





BE AN EFFECTIVE TEAM MEMBER

Level 3: Facilitating Empowered Teams

Whatever your leadership position today, you need to develop team skills. Executives and leaders many times participate on teams with lower ranking employees. Being an effective team member is much more than just showing up on time and volunteering to contribute. It requires the practice of very specific skills

Practice:

1. Being open and candid –not cautious and guarded
2. Listen carefully and actively
3. No chit-chatting on the side
4. Offer constructive comments – not critical comments
5. Ask clarifying questions
6. Try to understand the *feelings* of others
7. Admit confusion or lack of knowledge
8. Help facilitate understanding and agreement
9. Arrive on time and stay until the end
10. Be warm and friendly

Executives and Leaders can be competitive, controlling personalities—this sometimes makes it difficult for us to engage in dialogue, especially when you believe you already know the answers.

Dialogue vs. Debate

—*adapted from Lily Evans*

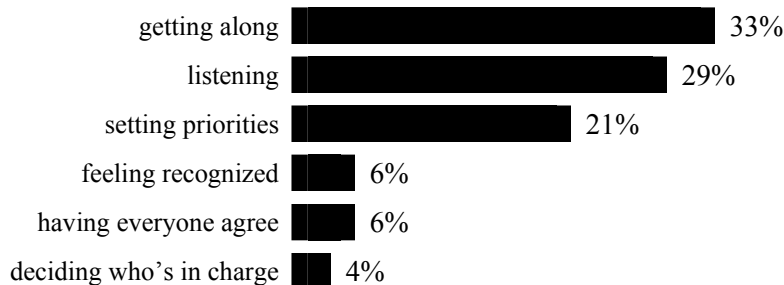
| Dialogue is based on | vs. | Debate is based on |
|-----------------------|-----|--------------------|
| 1. Asking | vs. | 1. Knowing |
| 2. Questions | vs. | 2. Answers |
| 3. Sharing | vs. | 3. Winning |
| 4. Full Participation | vs. | 4. Domineering |
| 5. Respect | vs. | 5. Power |
| 6. Exploring | vs. | 6. (Re)starting |
| 7. Listening | vs. | 7. Proving |

Teamwork and Trust

Work to build team trust; it's a critical ingredient. Make sure people don't say these things about you:

1. Acts more concerned about his or her own welfare than anything else.
2. Sends mixed messages so that I never know where he or she stands (in other words, is inconsistent).
3. Avoids taking responsibility for actions—by passing the buck or dropping the ball.
4. Jumps to conclusions without checking the facts.
5. Makes excuses or blames others when things don't work out; points fingers.

What is the Most Important Factor in Team Success?



Speaking Up

| | Productive | Unproductive |
|--------------|---------------|---------------|
| Speak Up | If I Disagree | |
| Not Speak Up | If I Agree | If I Disagree |

- What's the reward for speaking up?
- What's the punishment for speaking up?
- What's the reward for not speaking up?



HAVE EFFECTIVE TEAM MEETINGS

Level 3: Facilitating Empowered Teams

We all have opportunities to manage a team meeting from time to time. Here are a few pointers to make the job easier and more productive.

Make Sure You Define Key Roles and Responsibilities

A. Leader

- Sets initial agenda
- “Contracts” with team on final agenda, priority order
- “Contracts” with team on meeting norms, roles each person plays
- Keeps meeting on track
- Guides rather than dominates
- Summarizes the meeting action items (To Do List)
- Conducts the “processing” at the end of the meeting (continue, more of, less of)

B. Gatekeeper

- Acts as backup to leader to make sure everyone is involved and participating
- Primary role is keeping the meeting on track

C. Timekeeper (often combined with the gatekeeper)

- “Contracts” with team on time allotted for each agenda item
- Reminds team of time remaining on each agenda item

D. Action Recorder

- Records ideas, decisions, and actions for “To Do List” on flipchart
- Assists the leader in summarizing the meeting “To Do List” and processing at the end of the meeting.

Get An Outside Facilitator:

for guidance on meeting processes, to back up the leader, to provide feedback on the meeting process, and assist the team in improving the meeting management process.

“Begin With The End In Mind”—Steven Covey

Always begin each meeting by stating and clarifying your Meeting Purposes. This is Systems Thinking at its best. It also helps to focus your meeting and make it more productive.

End Each Meeting By Processing “How did it go?”

Use the following three key questions, in this order spending-only 1-2 minutes per question.

1. What to continue?
2. What to do more of?
3. What to do less of?

Checklist for Effective Meetings Management

Potential Ground Rules: The success of the meeting is each person's responsibility. Each person is responsible for "staying on track".

1. Develop an agenda that includes meeting purpose(s) and time frame.
2. Develop a set of norms or guidelines for behavior.
3. Check status of ongoing "To Do List".
4. Prioritize multiple issues quickly. Does it have joint impact?
5. Develop "To Do List" for issues not needed to be handled by the entire group.
6. Stay on track. Help us all to stay on track.
7. No long-winded speeches.
8. Keep the overall goal in mind at all times.
9. Each of us is 100% responsible for the success of this event.
10. Listen, listen, listen actively to others, then speak.
11. Speak only for yourself.
12. Have clear decision-making ground rules.
13. Don't "duck" issues/conflict.
14. Don't be "polite" to the extreme.
15. Take breaks together.
16. Give everyone a chance to participate.
17. Be as open and honest as possible.
18. Be sensitive to others' needs.
19. Process the meeting:
 - Continue
 - More of
 - Less of
20. Celebrate successes.

Remember:

Nobody has all the answers—frequently ask each team member for their thoughts and views—*those who say nothing usually have something important to say!*

Be Humble

"To whom God wants to destroy, he gives 20 years of success."



REMEMBER:
THE POWER OF THE WORD
Level 3: Facilitating Empowered Teams

The word is your most important tool or your most destructive weapon.

1. **Be careful what you say—your words have enormous impact:**
2. **Choose your words carefully**
3. **Think before you speak—don't just react**
4. **Count to 10 before you respond**
5. **Be kind and positive—not critical**

The Power of Your Words

If I said to you: "You don't look very good today", it would likely affect how you feel, and you'd probably check yourself out in the mirror several times throughout the day.

If I was at a dance and told your partner, who is a respectable dancer, "You are a poor dancer", the partner would be self-conscious and concerned and maybe even dance poorly, simply as a result of my words. You, as an executive, carry exponentially more power with a just a word than anyone else within your work environment or team.

Be Impeccable With Your Word...

Say only what you mean, and mean what you say. Very carefully, choose your "word tools" and "word weapons"—for all words are one or the other.

Once you speak, you can't retract the words or their impact:

As a Kentucky farmer once said, "You can't make a pig by running the sausage machine backwards".

Here are a few pointers to help use the power of words positively:

**The Top 10 Secrets for
Healthy, Positive, and Productive Communication**

1. Check your motive.
2. Get to the point.
3. Stick to the point.
4. Remember that your body speaks volumes.
5. Check your tone.
6. Say what you mean and mean what you say.
7. Listen first for understanding.
8. Practice, practice and practice.
9. Get help with tough communications.
10. Simplicity is best. Don't hide behind language.

—Catherine and Steve Martin
Relationship Experts, positive-way@mail.com

With a team, make sure that you often use words of appreciation.

APPRECIATION: The glue that holds teams together.



GET EACH MEMBER "ON THE TEAM"

Level 3: Facilitating Empowered Teams

Moods

Everyone on your team is in a different mood at each meeting. Moods can change by the minute. Do you ever know what each member's mood is? Should you?

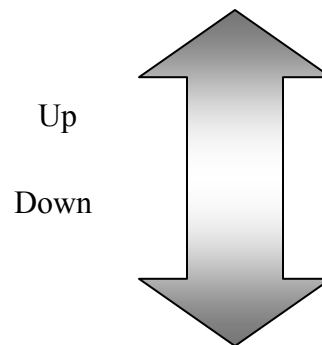
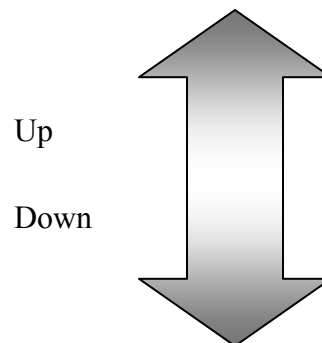
A person's "best" changes with their moods. Their best, when in a good mood, can be far different than their best when in a bad mood. Just think about yourself when you are not "right on". Many times we expect team members to be "right on" all the time, when we, ourselves, are not.

Exercise: Have each team member register his or her mood at the start of the meeting. Discuss how mood can affect attitude and performance. Put the mood indicator below up on a chart and have everyone enter their initials beside the mood they're in.

Mood Elevator

Higher mood states:
Gratitude
Generosity, Kindness
Creativity, Insight
Appreciation, Compassion
Patience, Understanding
Sense of Humor
Satisfaction, Contentment
Cooperation, Flexibility
Interest, Curiosity

Lower Mood States:
Impatience, Frustration
Boredom, Restlessness
Dissatisfaction
Defensiveness, Conflict
Blame, Judgment
Self-righteousness
Stress, Burnout, Anxiety
Anger
Depression
Revenge, Hostility



Discussions: Once everyone has registered, have a discussion and a few laughs about everyone's different moods, and discuss how it could affect the performance of the team. At the end of the meeting have them register again. If you had a resourceful meeting, you should see substantial positive changes

Behavior Types

Discuss different behavior types and how important it is to have a blend of them on the team. Point out how each person sees things differently, needs different types of reinforcement, and has different expectations.

Typical Behaviors of Observer/Critic/Judge

- Focuses on difficulties, personalities, or the “problems” with ideas
- Proves it won’t work
- “Shoots holes” in ideas
- Listens in order to argue/judge
- Interrupts, nitpicks
- Abuses others (by words or facial expressions)
- Needs to be “right”
- Condemns ideas
- Judges the presenter harshly, uses put-downs
- Sees obstacles as impossibilities

Typical Behaviors of Participant/Supporter

- Focuses on solutions or desired results
- Finds ways to make it work
- Chooses the “kernels” of good idea and expands on them
- Listens to understand/discuss
- Allows time for others to express themselves
- Is considerate of others and their points of view
- Wants to find the best solution
- Explores ideas
- Supports the presenter, finds things to appreciate in him/her
- Sees obstacles as challenges to meet and overcome

Leadership and Communicating Value

“Leadership is the result of communicating value in people so clearly that they come to see it in themselves.

—*Steven R. Covey*



ACT WITH CONSCIOUS INTENT

Level 3—Facilitating Empowered Teams

Don't Make Assumptions

We frequently make assumptions about what a person thinks, intends, meant, or may do. In a team setting, making assumptions is a very ineffective way to lead.

Ask The Tough Questions...

Instead of assuming what may be happening with an individual on your team or with the team collectively, have the courage to openly and honestly ask the tough questions.

Speak the unspoken:

- It will relieve the individual and team if done constructively
- It will build trust
- It will make it okay to talk about how team members feel instead of just what they think
- It will serve as a pressure release valve

Bringing out what team members think is only a small part of leading a successful team. Getting team members to express how they feel about an issue, subject, or situation, and not simply assume that their feeling is known or irrelevant, is the key to building a strong, committed team that will perform at its best.

A Closed Mouth Gathers No Feet...

Make sure you don't end up with a team that tells you only what you (or management) want to hear.

Test Yourself and Your Team Members

On the next page is a checklist to see if you and your team members act with *conscious intent*. It is important to the team that you lead each member to work toward behaviors that build trust, respect, and top performance.

ACTING WITH CONSCIOUS INTENT CHECKLIST

Instruction #1: Please answer each question on a 1-5 scale, where “1” represents strong disagreement and “5” represents strong agreement.

I. Feelings Awareness

- _____ 1. Do I have the ability to observe myself in action?
- _____ 2. Do I use my emotions productively? (Being “in control” of my behavior)
- _____ 3. Am I aware of others around me and their behaviors/feelings?
- _____ 4. Am I “in touch” with my present feelings as they occur?
- _____ 5. Do I express and “own” my current feelings; am I willing to risk sharing them?

Sub Total for “Feelings Awareness”

II. Being Open

- _____ 6. Do I self-disclose to others about my behaviors/intentions?
- _____ 7. Do I give and receive feedback constructively?
- _____ 8. Am I open, honest and direct when communicating with others?
- _____ 9. Am I appreciative and generous with praise and recognition of others?
- _____ 10. Do I avoid getting defensive?

Sub Total for “Being Open”

III. Accepting Responsibility

- _____ 11. Do I accept responsibility and accountability for my actions?
- _____ 12. Do I say, “I’m sorry” and apologize when appropriate?
- _____ 13. Is there congruence between what I say and what I do?
- _____ 14. Am I flexible and adaptable to changes?
- _____ 15. Am I willing to share participation in leadership functions?

Sub Total for “Accepting Responsibility”

IV. Being Purposeful

- _____ 16. Do I act in the way I desire?
- _____ 17. Do I have a conscious reason for each of my actions?
- _____ 18. Do I act consistently; am I genuine and predictable?
- _____ 19. Do I focus on clear goals or purposes in any situation?
- _____ 20. Do I have the wisdom to know what's important to respond to and what to “let go” of?

Sub Total for “Being Purposeful”

V. Handling Differences

- _____ 21. Do I avoid getting in “win/lose”, “either/or” games with others?
- _____ 22. Am I accepting of minority views that disagree with me?
- _____ 23. Am I aware and respectful of my interdependency with others in issues/problems?
- _____ 24. Am I able to ask honest, open-ended questions of others?
- _____ 25. Am I able to actively listen to others' opinions?

Sub Total for “Handling Differences”

Total Score If you scored a 125—you're either lying...or perfect.

ADVANCED LEVELS OF LEADERSHIP

**LEVEL 4 COMPETENCY:
COLLABORATING ACROSS FUNCTIONS
by Frank Foster**

Collaborating Across Functions

In today's environment of increased competition and decreased resources within organizations, the art of collaboration is probably one of the most difficult skills for managers to achieve. Thus, it becomes an important role of leadership to forge those relationships.

Network of Mutuality

“We are tied together in the single garment of destiny,
caught in an inescapable network of mutuality.”
—*Martin Luther King*

What does it mean to collaborate?

Collaboration occurs when an individual manager sets aside personal and departmental gains, and works together with other members of the management team, for the success of the organization. Managers that do achieve this level of skill have proven to be a true asset to the organization in reaching its desired outcomes.

However, this Level IV, Cross Functional Teamwork, is the weakest part of the organizational structure, and yet, is the most important part of serving the Customer.

Why not have all members of management collaborate across functions?

One of the primary differences between supervisors and upper management is their focus. Typically, supervisors are focused on the people and the teams that report directly to them. They address operational issues. Supervisors are focused on the goals and objectives of their individual work teams and departments. When planning, the supervisor is usually focused on yearly performance factors and the annual reports of their individual activities.

The focus of upper management is different. First, where the focus of supervisors is on the people and teams that work for them, the focus of upper management is on the whole organization. Even when a member of upper management has the responsibility for the entire function of the organization, they focus on how the function fits in the overall scheme of the organization.

Generally, it is a rare occurrence that a function or department would operate independent of other functions in an organization. For organizations to operate at maximum effectiveness, its functions and departments must have an interdependent relationship.

What does it take for a manager to collaborate across functions and departments?

LEADERS – LEVEL #4

Five Skills: Collaborating Across Functions

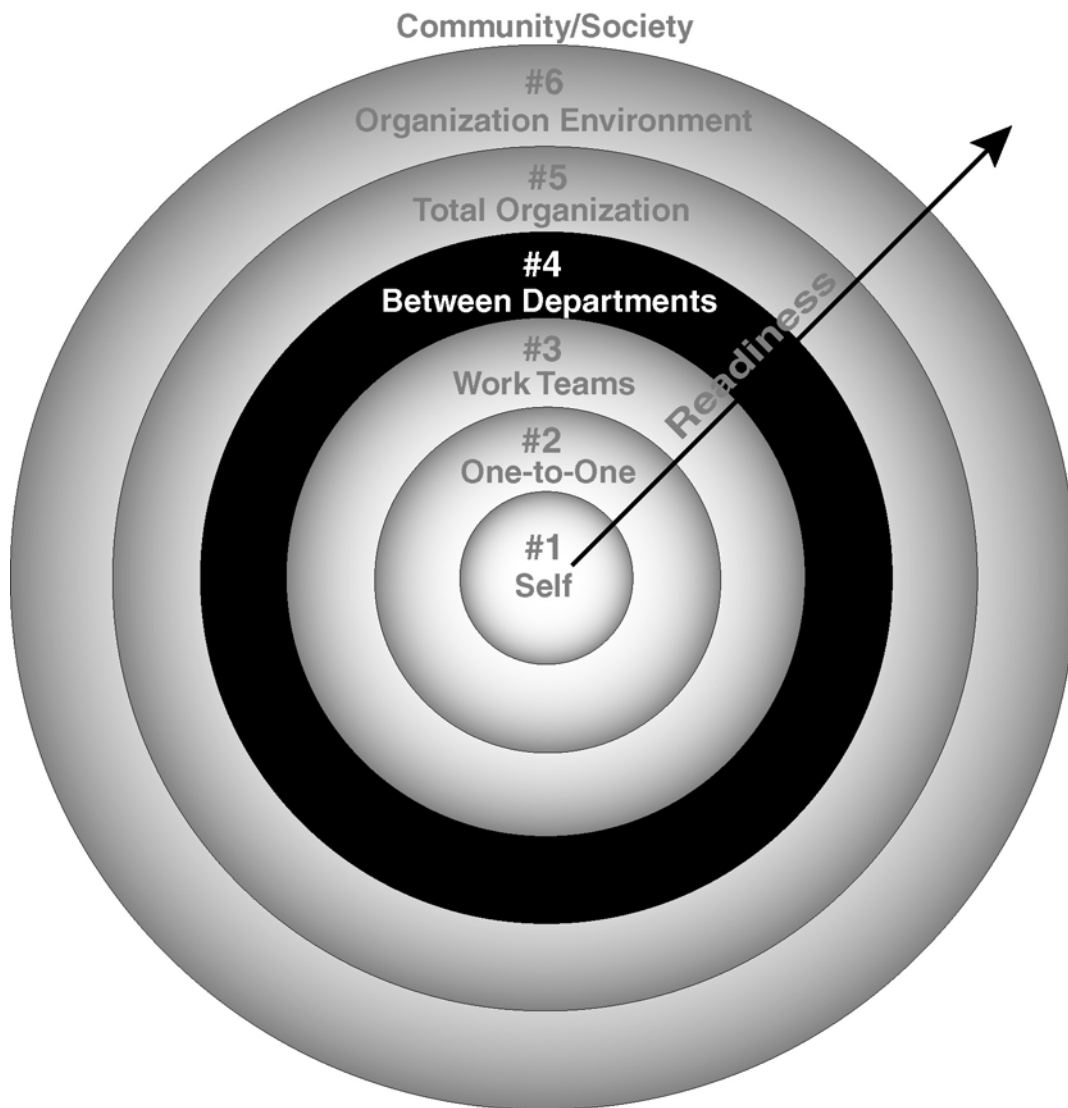
Tip #29 Install Cross-Functional Teamwork

Tip #30 Integrate Business Processes

Tip #31 Institutionalize Systems Thinking and Learning

Tip #32 Value Serving Others

Tip #33 Manage Your People Processes





INSTALL CROSS-FUNCTIONAL TEAMWORK

Level 4: Collaborating Across Functions

It is extremely important that organizations install and encourage cross-functional teamwork throughout the entire organization. This teamwork between functions, departments, and task forces allows the organization to operate at a higher level of effectiveness and efficiency. With effectiveness and efficiency increased, the organization will be able to meet or exceed customer expectations.

Here are some suggested tips for organizations:

- Structure the processes of the organization so that it can support the interdependency of its functions.
- Ensure that everyone understands their customers' expectations.
- Everyone in the function or task force must understand the responsibility of that function, department, or team to the overall organizational goals.
- Everyone must also understand their individual role and how they impact the success of the function or department.
- Structure the rewards system so that collaboration between functions and departments is encouraged, and competition between them is discouraged (regardless of who wins, the organization, and customer could be the real losers).
- Educate the members of the management team on the principles of Systems Thinking where “The Whole (organization) is primary and the Parts (departments) are secondary”. Maximizing your department usually means sub-optimization of the overall organization's goals and Strategic Plan.
- More and more organizations are turning toward a horizontal structure—organizing around processes, rather than individual, hierarchical functions. Cross-functional teamwork is becoming an essential ingredient for success. Without teamwork, a total focus on the customer in today's changing marketplace won't happen.

Don't be MICRO SMART and MACRO DUMB—work with other departments and teams on MACRO (organizational) goals to help you all succeed. But also lift your head out of MICRO department functioning to maintain perspective and balance.

Great Minds

**Great Spirits have always encountered violent
opposition from mediocre minds...**

—Albert Einstein

No Manager or Function is an Island
It is very difficult for any function to be truly successful,
when the organization is not successful.



Requirements:

1. All departments and functions must be focused on the vision, mission, and core values of the organization.
2. Each function and department must focus on adding value to the organization's internal and external customers.
3. Each function and department's Mission and Business Plan must support the strategic plan of the organization.

TIP #30

INTEGRATE THE BUSINESS PROCESSES

Level 4: Collaborating Across Functions

The integration of business processes is based on anticipating customers' wants and needs for quality products and services. This process begins with an understanding of what the customer values in quality products and services. With that understanding, there also needs to be recognition of the roles required by the various organizational functions that provide those goods and services.

An organization needs to have all of its functions support the processes that work together for the benefit of the organization, its customers, and its stakeholders.

In order for that to happen...

**All functions must be focused on the same outcome—
adding value to the customer.**

Requirements:

- Know how the organization has chosen to position itself and its resources in adding value to the customer.
- Ensure that all functions understand the shared vision of the organization's leadership.
- All functions and departments must be focused on the organization's mission.
- Have an understanding of the role of other functions and departments.
- Know the impact that each function and department has on adding value to the organization's internal and external customers.



Total Quality Management—Process Improvement—Reengineering—and Six Sigma

All of the above requirements have, as a common root, the need to enhance quality, develop innovative products and services, and lower costs. Unfortunately, there are many more failures in these areas than successes.

Business processes are a set of activities that cross the boundaries of functional departments.

The organization must be seen as a set of processes that produce outputs of value to a customer, not as a set of functions. The outcome of a business does not usually rest with an individual or a specified functional area. Employees play a part in one or more cross-functional business processes. **The problem with most organizations today is that they see themselves as a group of functions, and not processes.** Ask people on the street what they do in their companies and they are likely to tell you which department they work in.

Business Process Improvement Assessment

Instructions: Read through the following statements and answer *high, medium* or *low* (H-M-L) as appropriate.

- _____ 1. Are you clear on what your business processes are (usually 10 or less)?
- _____ 2. Are you clear on which business processes are your top priorities (business impact)?
- _____ 3. Are you working to reengineer all these top processes?
- _____ 4. Are your Process Improvement Teams composed of at least three functional departments to ensure that they really are cross-functional teams?
- _____ 5. Is the driving force behind each process being reengineered a clear understanding and explicit list of the customers' wants and needs?
- _____ 6. Does each Process Improvement Team have a Senior Executive as sponsor and champion?
- _____ 7. Have the teams been trained on project management, teamwork, conflict management, and the technical tools they will need to accomplish their tasks (i.e., work flow mapping, etc.)?
- _____ 8. Is the process improvement linked back to Senior Management through the Leadership Steering Committee on a regular basis?
- _____ 9. Does your organization have a clear definition and financial calculation of “waste,” and are targets set for its reduction?
- _____ 10. Have all parts of the organization been included in “blow out bureaucracy” (GE type) workshops that generate radical waste savings?
- _____ 11. Is there a conscious “core strategy” on reengineering adopted by the organization?
- _____ 12. Is problem identification rewarded or penalized?
- _____ 13. Is automation considered only after the business process has been improved?
- _____ 14. Is there a specific reward and recognition system or program to reinforce waste reduction?
- _____ 15. Has the process being improved been benchmarked as to the proven best practices?

Total # of H _____; M _____; L _____



INSTITUTIONALIZE SYSTEMS THINKING AND LEARNING

Level 4: Collaborating Across Functions

Institutionalizing Systems Thinking for an individual, team or organization is a new, different, and better way of thinking across functions. It is one thing to acquire new knowledge, but another thing to share it across functions so that the whole organization gets the full benefit of this learning.

Using a common and shared organizational systems model has tremendous advantages. Not only is it practical as a fundamental template for a better way to think, it also provides a superb diagnostic tool for analyzing your organization and all of its subunits. As well, it can test the fit, alignment, attunement, and watertight integrity of the entire organization with your overall vision and positioning.

It is also extremely useful as a common structure for communicating and working together to change parts, processes, and relationships within your organization to better achieve your future vision.

In Systems Thinking, the Whole is Primary and the Parts are Secondary.

**In Analytic Thinking, the Parts (functions, teams) are Primary
and the Whole organization is Secondary.**

Thus, Systems Thinking is fundamentally different from our normal way of thinking, which we call “analytic thinking”. With analytic thinking, we focus inward, break parts down into their elements, and problem-solve them. However, that misses the big picture: the goal that the entire team (or organization) is trying to achieve in its own dynamic and changing environment.

It is impossible to teach a leader all about Systems Thinking in a book like this. The entire Foundation of the Centre for Strategic Management®, however, is based on this different way of thinking. All our applications evolve from this central core.

Systems Thinking’s Main Concepts

We have been quietly teaching you Systems Thinking throughout this book, as three of its four main concepts are Chapters II, III, and IV (the ABCs, the Rollercoaster of Change™, and the Six Natural Levels of Leadership Competencies that exist as natural hierarchies in this world).

The Twelve Characteristics and Natural Laws of Living Systems: Another Fundamental Concept of Systems Thinking

The other Systems Thinking concept is a set of 12 characteristics that are the basic ways that all living systems on Earth function; whether the living system is an individual, a team, task force, division, or entire organization. They include:

Best Practices

vs.

Traditional Human Dynamics

I. THE WHOLE SYSTEM: “The whole is greater than the sum of its parts.”

- | | |
|--|--|
| 1. Holism —Overall Broader Perspectives, Ends/Purpose-Focused, Synergy | 1. Parts Focused —Sub-optimal Results, Narrower Views, Means |
| 2. Open Systems —To the Environment, Regular Scanning, <i>"Outside-in"</i> , Implications Clear | 2. Closed Systems —Low Environmental Scanning or Concern, Parts Focused |
| 3. Boundaries —Clarity of System, Integrated, Fit, Collaborative, Complementary | 3. Fragmented/Inflexible —Turf Battles, Voids, Overlaps, Duplication |
| 4. Input/Output —How Natural Systems Operate, <i>"Backwards Thinking"</i> | 4. Sequential —Linear, Mechanistic, Piecemeal/Analytic, Forecasts |
| 5. Feedback —On Effectiveness, Results, <i>"Feedback is a gift"</i> , Encourage It | 5. Low Feedback —Financial Only, Fear, Defensiveness, Lack of Measures |
| 6. Multiple Outcomes —Goal seeking at all levels (WIIFM)- <i>"What's In It For Me"</i> | 6. Conflict —Artificial <i>"Either/Or"</i> Thinking <i>"Yes, but"</i> , One Result Only |

II. THE INNER WORKINGS: Synergy, integration, relationships and interdependence

- | | |
|---|--|
| 7. Equifinality —Flexible and Adaptive, Empower the Means, More than one way to do it | 7. Direct Cause-Effect —One Best Way, Quick Fix Fails, Activity Focused |
| 8. Entropy —Follow-up/Inputs of Energy, Renewal, <i>"Booster Shots"</i> Needed | 8. Natural Decline —Obsolescence, Rigidity and Death Energy/Renewal |
| 9. Hierarchy —Flatter Organization/Self Organizing, Productive Order Emerges | 9. Bureaucracy —Command and Control, Policy Paramount, Centralize Decisions |
| 10. Relationships-Related Parts —Patterns, Webs, Interdependence & Leverage, Fit | 10. Separate Parts —Components, Silos, Individualism, Parts Are Primary |
| 11. Dynamic Equilibrium —Maintain Stability and Balance/Culture, Self-Regulating, (disequilibrium on the edge) | 11. Resistance to Change —Myopic View/Ruts, Habits, Root causes delayed in time and space |
| 12. Internal Elaboration —Details and Sophistication. Clarity and Simplicity | 12. Complexity —and Confusion/Chaos |

Systems Thinking...
is finding patterns & relationships, and learning to reinforce or change
these patterns to fulfill you vision & mission.



VALUE SERVING OTHERS

Level 4: Collaborating Across Functions

Valuing service to others is a key guiding principle in achieving excellence in collaboration across functions. It is the key attitude and value to have in order to achieve excellence in internal and external customer service.

We naturally tend to like people who are like ourselves. However, organizations today have people from all walks of life. While we human beings are much more alike than different, the superficial 10% of us that is different is what we seem to focus upon. Think of all those 10% differences today. They include:

- Education and Profession
- Language and Communications
- Race and Sex
- Background and Upbringing
- Religion and Values
- Country and Culture

**So, do you look at differences as threatening?
or
See differences as educational, and opportunities for learning?**

“People support what they help create” is a basic truism of the Centre’s philosophy and it should be for you, as a Leader, as well. Involve others, who are different from you, in your decisions before they are made.

Show them their value by asking for their advice.

Show them their value by asking them WIIFM (What’s in it for Me/Them). Help others achieve their personal and professional goals and you’ll be surprised how often they will help you achieve yours.

Championships are won by each person on the team knowing his or her different role and performing it to perfection, thus complimenting each others roles to achieve the larger goal of winning. For those who would be corporate champions, individual performance is secondary to team wins.

ARE YOU A CHAMPION?

DO YOU VALUE THE ROLES THAT EVERYONE PLAYS?

ARE YOU WILLING TO SERVE OTHERS WHO ARE DIFFERENT FROM YOU?

ARE YOU A WINNER?



What are the requirements for being a winning Leader?

Requirements:

- Know and understand the needs of other functions and departments in the organization.
- Know what services and products each function and department considers as value-added.
- Institute value-chain management at function and department levels.
- Focus on valuing and serving others.



MANAGE YOUR PEOPLE PROCESSES

Level 4: Collaborating Across Functions

Managing the people processes of your organization involves attracting, developing, motivating, and retaining the good and top performers. These are the employees that become a valued part of your competitive edge in the marketplace.

Our Systems Thinking research has found six Natural Human Resource Best Practice Areas that correspond to the same Levels of Leadership Competencies listed in this book.

Human Resource Practices Do Make a Difference in Corporate Performance:

Companies using the best HR practices show:

(1) A higher degree of productivity and (2) Stronger market performance

—Source: SHRM and CCH Limited Survey

Six Natural Human Resource Best Practices Areas

Area/Level #1: Acquire the desired work force for your area of responsibility

- Identify the organizational competencies/skills needed by your unit to be successful.
- Develop alternative workforce arrangements.
- Conduct workforce/succession planning.
- Install a career development program.
- Hire desired employees.

Area/Level #2: Engage your work force on a one-one basis

- Install a performance management system.
- Link compensation to performance.
- Create recognition systems.
- Provide flexible benefits.
- Deal with poor performance.

Area/Level #3: Organize your team into a High Performance Team

- Develop team skills.
- Develop small unit leaders.
- Develop empowered teams.
- Establish participative management.
- Develop team rewards.

Area/Level #4: Create a learning organization for your area of responsibility

- Spread what has been learned quickly.
- Institutionalize those leanings throughout the organization.

Area/Level #5: Facilitating cultural change

- Stay focused on the results.
- Get support and commitment from top management.
- Keep the lines of organizational communications open.

Area/Level #6: Collaboration with stakeholders

- Engage stakeholders—“People support what they help create”.
- Focus on both internal and external stakeholders.

Use these six Areas/Levels of People Best Practices as a “Checklist” to ensure that you are maximizing the potential and performance of the people entrusted to you as a Leader.



LEVEL 5 COMPETENCY: INTEGRATING ORGANIZATIONAL OUTCOMES

by Gail Aller-Stead

Integrating Organizational Outcomes To Become A “Customer-Focused High Performance Organization”...

Requires a balance in how organizations spend their time and energy between:

1. **Content** or tasks, goals and focus of the business;
2. **Processes** and “how” we go about our behaviors while working on the tasks;
3. The **Structures** or context, arrangements, and infrastructures within which the content and process operates.

CONTENT

PROCESSES



INFRASTRUCTURES

The Iceberg Theory of Change

What sinks change efforts are the same things that sink ships:

- The “stuff” below the waterline that is not readily visible.
 - In an Iceberg, 87% of its mass is below the waterline
 - In Organizations, it corresponds to a lack of focus on two of the three levels of “*the reality of life*”:
- i.e. lack of focus on the **underlying Processes and Structures** needed for effective Change.

It is called:

CONTENT MYOPIA

It is our failure to focus on Process and Structure.

Yet,

Change is dependent on good *Processes and Structures*
in order to

Achieve the *Content* of the desired changes.

LEADERS – LEVEL #5

Five Skills: Integrating Organizational Outcomes

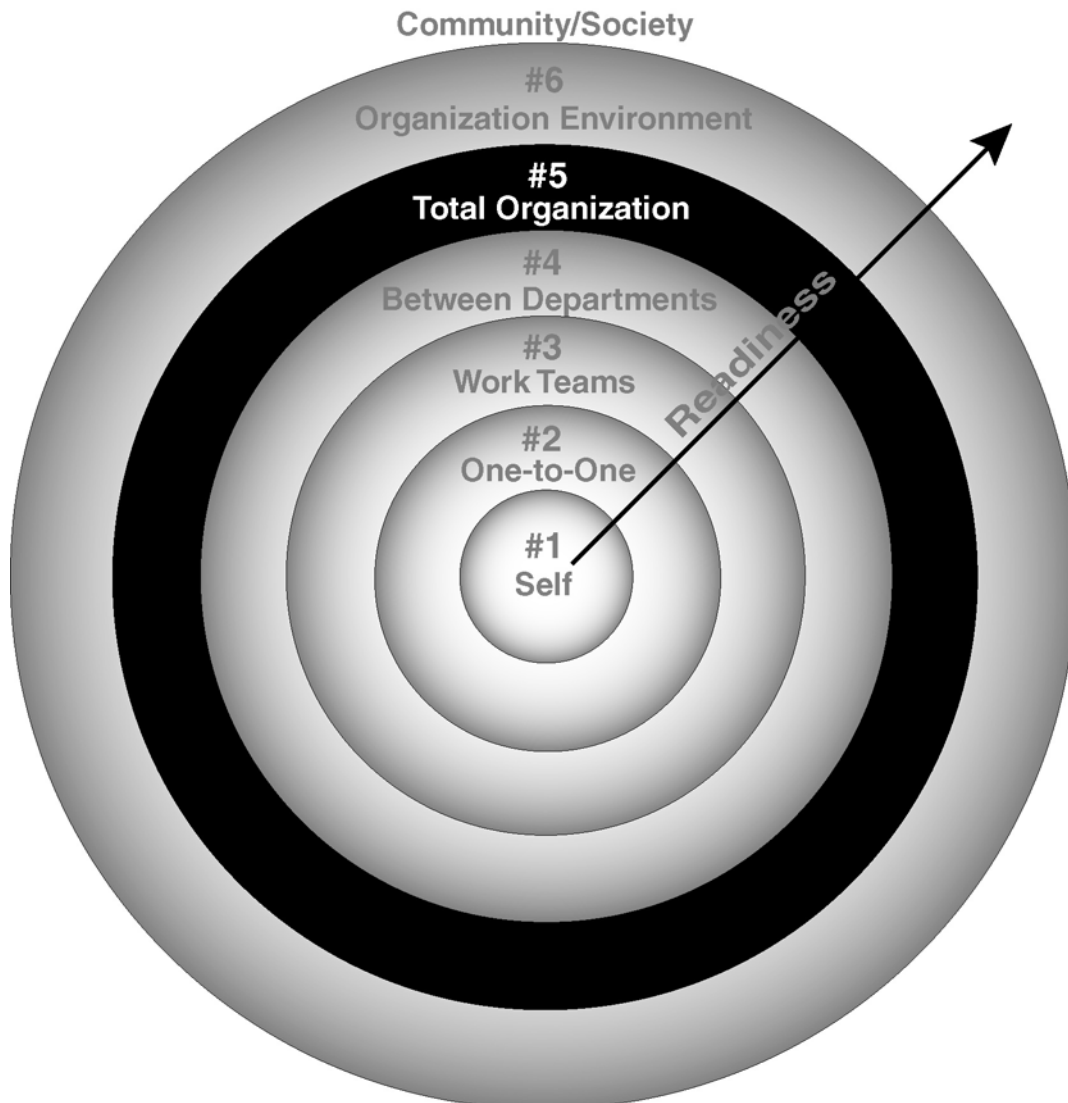
Tip #34 Customer-ize Your Organization

Tip #35 The Message Received...is the Message

Tip #36 Cascade Your Planning

Tip #37 Lead Cultural Change

Tip #38 Design Effective Change Structures





CUSTOMER-IZE YOUR ORGANIZATION

Level 5: Integrating Organizational Outcomes

We focus our binoculars when we need to see more clearly.

We also need to focus on our customers before we design our organizations. We need to know what our competitive advantage is and how to get the total organization designed and behind our advantage.



The right design for your organization results from focusing on the only reason for your organization's existence: your customers! Identify your customers (or who you want as customers); identify your competitive advantage, and then design your organization's activities (tasks, content), processes, and structures to deliver it to them.

The best customer-focused organizations have clear accountabilities for each customer—with one person responsible for each customer.

Question: Who's the most influential person in an airplane?

Answer: The airplane's architect. The behavior of everyone in the airplane (including the captain, the navigator, the cabin attendants, and the passengers) is influenced by its design.

When redesigning organizations (including all major units and departments), to fit with the customer's needs and our competitive advantage in the marketplace, focus on:

| | |
|-----------------------------|----------------------------|
| Leadership Development | Accountabilities |
| Business processes | Controls and Relationships |
| Missions of all units | Rewards |
| Operational plans and goals | Information flow |
| Succession Planning | Skills |

and change them, as necessary, to ensure that they deliver to customers' needs.

A-B-C-D-E: Customer-ize Your Organization

A What are the needs of your customers you want to deliver to? What is your competitive advantage in the marketplace? _____

A What kind of organization (organizational structure or design) do you need to have to deliver to these needs? _____

B How will you know your organization is effectively designed to deliver to your customers' needs? _____

C How is your organization designed and structured today? _____

D What do you need to change in your organization's activities (tasks, content), processes, and structures to clearly serve your customers? _____

E What is changing in your environment that will/might effect your success? _____

FOCUS:

**FOR
OUR
CUSTOMERS'
ULTIMATE
SATISFACTION!**



THE MESSAGE RECEIVED... IS THE MESSAGE SENT

Level 5: Integrating Organizational Outcomes

Communication Goals in Change

Changes in organizations – including planned and expected changes—require an increase in the quantity and quality of strategic communication inside organizations.

The goal of strategic communication is to build commitment to the change. Key messages to be given during these times of change are about the vision, the mission, values, and strategies of the organization as well as the environmental and customer changes that require these changes, regardless of how successful we have been in the past.

**We must ensure that the message we send
is the message received and understood,
over and over again.**

How do we communicate?

Words by themselves won't accomplish what we want. Written communication doesn't convey the whole message by itself. The reader can't see the body language, hear the tone of voice, or experience the thought that went into what was communicated.

How we communicate speaks louder than what we actually say.

People pay attention to only 7% of the words we speak—but to 93% of our tone and body language when we say those words! Get face-face with your people!

“How” we communicate is crucial to strategic communication. It's the role of Leadership to communicate something of importance to all employees *in person*, so that people can ask questions and generate personal commitments from employees.

Leadership and Emotional Communications

Leaders must let their emotions show. Leadership is all about your Emotional IQ—feelings, empathy, honesty, directness, positiveness, etc.

A-B-C-D-E's for Strategic Communication

A Who are the employees you want to communicate to? _____

What are the objectives of the messages you want to tell them? What is the WIIFM (“What’s In It For Me?”) as an employee? _____



B How will we know that the message has been communicated effectively? By when should this message be communicated? _____

C What are people thinking and feeling about this issue right now? What does the grapevine say? _____

D What is the process or medium to use to get the message out? Who will deliver the message, and to whom? _____

E What is changing in the environment that could effect this communication? _____

We remember approximately:

10% of what we read
20% of what we hear
30% of what we see

50% of what we see and hear
70% of what we say and do
90% of what we explain as we do



CASCADE YOUR PLANNING

Level 5: Integrating Organizational Outcomes

Reality check for the successful implementation of your strategies

Developing your vision, your mission, your core values, and your core strategies won't guarantee that your plan becomes reality. The only way to get your plan implemented the way you want them to is to ensure that your plans, at your operational and functional levels, are designed and implemented to **support your overall core strategies**.

The key word here is “shared strategies”, not just shared vision, mission, and values.

This is the cascading of the planning process – ensuring that your planning and change are designed to reach all individuals, teams, units, and organizational levels.

**We don't implement our strategic plan.
Instead, we implement our operational and annual plans
that support the strategic plan!**

**To do this, use your Core Strategies as yearly goals
for all departments and units.**

Do not allow separate, silo departmental goals to be set!

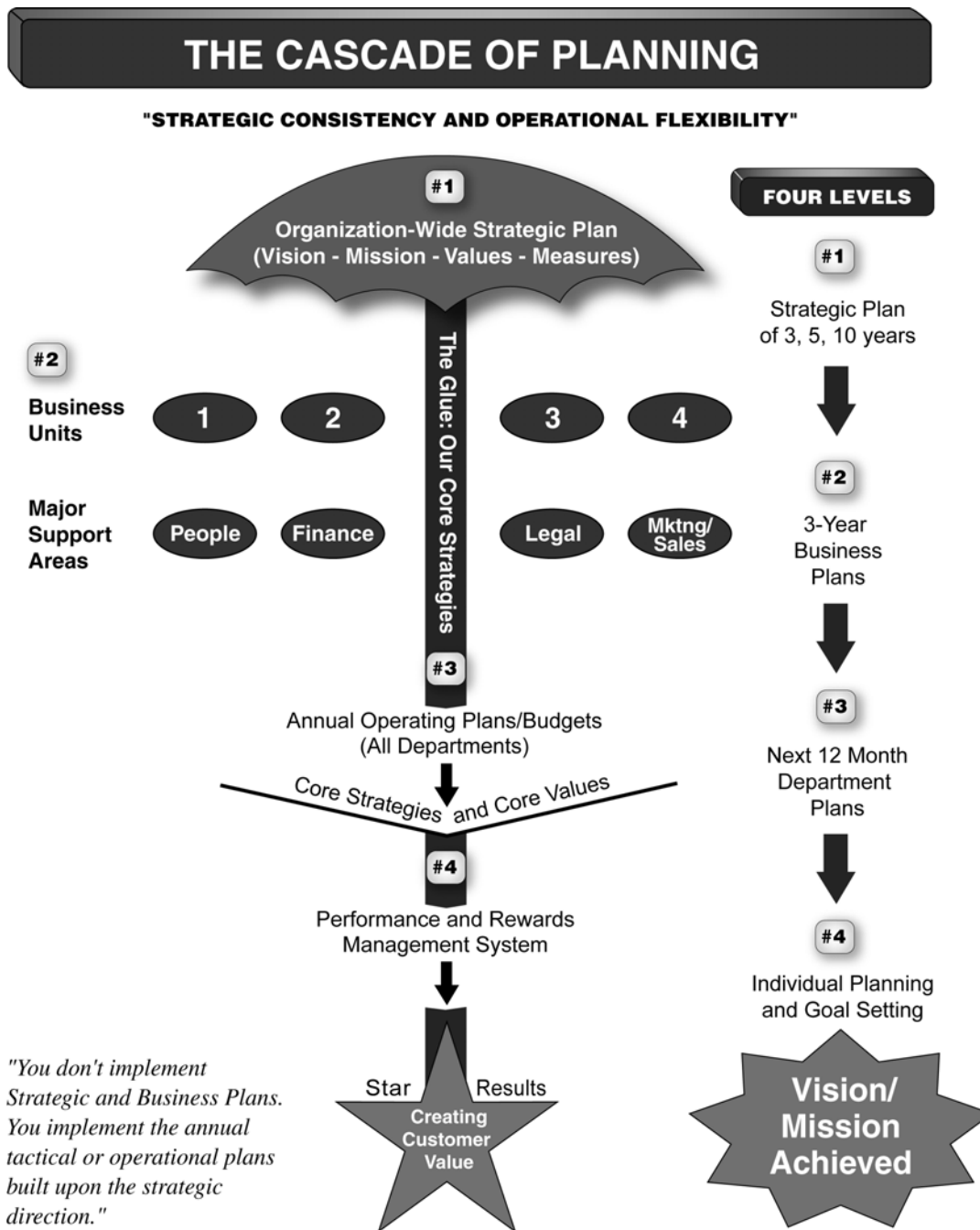
The best way a leader can ensure “buy-in” and support of the strategic plan is to develop annual departmental plans that directly support the strategic plan and are based on the organization's core strategies.

Use the ‘rule of three’

Create a maximum of three corporate-wide actions for each strategy!
This will ensure that you focus only on the vital few,
and create the greatest chance for overall success.

Cascade Your Communications

An excellent way to ensure that everyone knows what's being done to support the implementation of the strategic plan is to hold face-to-face meetings (in either large or small groups to review each other's plans in detail. This is the responsibility of leaders at all levels of the organization. Each is responsible for cascading this Strategic Plan. Be careful: written Strategic Plan summaries, all by themselves, aren't nearly as effective!



KEY: Use the Core Strategies as the "Organizing Principle" at all levels.

Performance Appraisals

Performance appraisals are an effective tool to support the implementation of the strategic and annual plans. Tie the performance appraisals into both:

- (1) the accomplishment of annual plans and
- (2) how each employee lives up to, and supports the core values, of the organization!

These same standards apply to all members of leadership and management as well!



LEAD CULTURAL CHANGE

Level 5: Integrating Organizational Outcomes

Every organization is made of cultures and subcultures. Just as an anthropologist or archaeologist looks at cultures of other civilizations, leaders must also understand their own organizational cultures.

All organizations are perfectly designed for “the way we did things around here yesterday”.

Our current organizational cultures are not necessarily designed for the ways we want to do things tomorrow. This means that we need to change our organizational cultures so that they enable us to do things differently in the future.



**Every organization is perfectly designed to get the results it is getting.
The design of the organization must change
if the organization’s not getting the results it wants.**

Booster-Shot Treatments

To set up organizations for success, and ensure that the changes we want actually happen, leaders must pay attention to those aspects of the culture that need to change as well as those that need to remain stable. If this isn’t done, the culture will reject any change introduced. Remember that our organizations work very well today for yesterday’s world. If leaders don’t give their organizations regular “Booster Shot Treatments”, the desired changes will not happen and the organization will continue to slide backwards.

**“In life, what you resist, persists”.
Constant reinforcement and Booster Shots are needed.**

Examples of Booster Shot Treatments include:

- Communicating WIIFM (“What’s In It For Me?”) to all stakeholders about the change—over and over again (the *Four Times Rule*).
- Engaging people in the changes (“people support what they help create”).
- Focusing the organization’s efforts on critical strategies and top annual priorities.

Key factors when implementing change

- The level of commitment and willingness of senior management to role model the new culture.
- The size of the organization, its geographic location, and numbers of levels and business units—they all usually have different kinds of cultures, depending on who has been leading them.
- The amount of change that's required—have you violated the old cultural norms to show what the new culture is?
- The depth of the cultural shifts that need to occur as a result of the change.
- The effectiveness of cross-functional work groups in the organization in living the new cultural norms.
- The depth of changes needed in knowledge, skills, and attitudes as a result of these changes—and how it applies to hiring, promotions, and succession planning.
- The kinds of responsibilities and rewards for those living the new culture and the negative consequences for those who don't.

Change is like an Iceberg

Organizational change does not mean only moving people around in boxes on pieces of paper. It includes changing all those processes and deep structures that we are barely aware of (think of what's hidden in an iceberg below the water line). Depending on the depth of change required, it could mean changing lots of roles, responsibilities, communication styles, decision-making processes, leadership styles, work processes, rewards structures, and relationships.

**Cultural change is not easy.
It could take up to 3-5 years to occur –
even with concentrated focus effort to make those changes.**

Be Radical

Be radical (but not ruthless), like the revolutionaries who change cultural norms of countries. They focus on the media (communications), education (learning), and controls (financial and accountability). So too, should you!

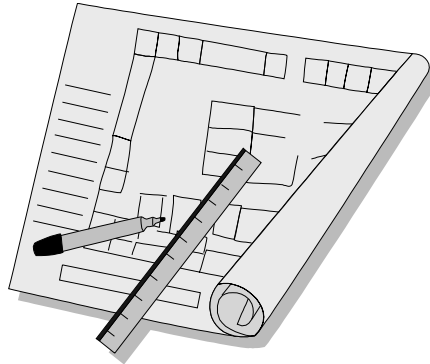
Unfreeze Your Mind—Go Back to Zero

Organizational and cultural change may also mean that people have to “go back to zero” in some of their knowledge, skills and behaviors, and then learn new ones to replace what they previously had. Effective leaders must understand that all people (including themselves) will go through the Rollercoaster of Change™ as a result of these organizational changes—and must be prepared to support them through it.

TIP #38

DESIGN EFFECTIVE CHANGE STRUCTURES

Level 5: Integrating Organizational Outcomes



Checklist of Eight Key Integration Factors

As we've discussed in other chapters, sustainable change occurs only when leaders have installed all of these components. Otherwise they fail:

- A shared vision, mission, and core values being Customer-Focused
- Shared core strategies, effectively resourced and prioritized action plans
- Outcome measures of Success
- Leadership commitment, skills and accountability
- Employee engagement and empowerment
- Effective reward and recognition structures
- Effective change structures and processes
- Follow-through or reinforcement of the change

Successful change doesn't happen magically by itself. It requires all of the above.

Effective change structures needed—Why?

- Existing organization structures are designed for stability in running today; not for implementing changes.
- Change (and good intentions) always loses out to day-to-day operational demands.
- Organizations change only when the people in them change, beginning with the leaders—YOU!

What are these change structures?

Simply put, they can be a committee, a board, a group, or individuals with specific accountabilities for leading or facilitating change. What's essential here is that they exist separately, in addition to the standard organizational chart (like the form of a matrix).

The most important change structure is the Strategic Change Leadership Steering Committee, to regularly check, adjust, and report on the progress of overall change and implementation of the change process.

In other words, effective leaders are accountable for both the planning and the change management in their organizations!

In fact, it is their primary job today! It cannot be delegated.

Sample Change Structures

A sample menu of other change structures used by organizations include:

- Strategy Sponsorship Teams (to ensure that each strategy is achieved)
- Employee Development Board (to focus on people and ensure that we have the talent, fit and culture of a high performing organization).
- Technology Steering Team (to ensure a system-wide fit)
- Environmental Scanning Team (to ensure an advance awareness of changes coming to the environment)
- Measurement and Benchmarking Team (to ensure an outcome-customer focus)
- Organization Redesign Team (to ensure synergy of the strategies, structure, processes, policies, values, and culture)

Importance of Middle Management in Change

The most important group to buy-in and support the change process, early in the game, is middle management (and first line supervisors are right behind them in importance).

They are critical for successfully implementing changes—up, down, and throughout the organization!

Leader Tasks Regarding Management and Supervisor Support

- Are they being treated with the TLC and respect they deserve?
- Do they have input into desired changes and final decisions prior to those decisions being made?
- If the decision is crucial, are they given the opportunity for input and feedback on the proposed changes?
- Are you trying to build as much “consensus” as possible?—i.e., I will “Actively Support” are the two key words to ask for and challenge them with.
- Have you established the necessary “buy-in and stay-in” commitments over time (Booster Shots are key).

LEVEL 6 COMPETENCY: CREATING STRATEGIC POSITIONING

by Alysia Foster

To Design, Build, and Sustain Your Strategic Positioning as a Competitive Business Advantage You Need a Yearly Strategic Management System and a Cycle Like the One Below



“We Now Need A Strategic Management System“

I need to stress at this point that an effective management system is more than just the sum of the parts...it is a set of integrated policies, practices and behaviors.

Sometimes having a good management system is confused with having high-quality employees. This is a mistake—the two are quite different in some important ways: having high-quality employees does not assure an organization of having a sustainable competitive advantage or even a short-term advantage.”

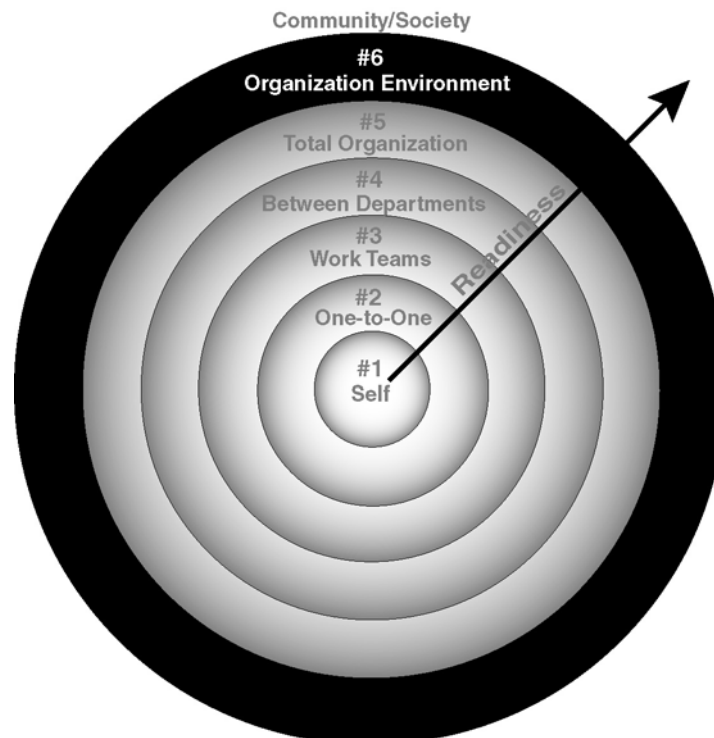
—Edward J. Lawler III

The Ultimate Advantage: Creating the High-Involvement Organization

LEADERS – LEVEL #6

Five Skills: Creating Strategic Positioning

- Tip #39 Scan the Global Environment
- Tip #40 Reinvent your Strategic/Business Plan
- Tip #41 Network and Manage Alliances
- Tip #42 Position Yourself in the Marketplace
- Tip #43 Become Internationally Aware



TIP #39

SCAN THE GLOBAL ENVIRONMENT

Level 6: Creating Strategic Positioning

Your Strategic Role

Part of every leader's job is to be strategic. It used to be that the higher you go in the organization and the more global your responsibility, the more critical the competency. Now, in the 21st Century, every leader at every organizational level needs this competency.

We hear many leaders say they don't have time to be strategic because they are caught up in putting out day-to-day fires. Some are so wrapped up in today's problems that they aren't even curious about tomorrow. Others really don't care about the long-term future. Strategy always seems to be the last thing on their list.

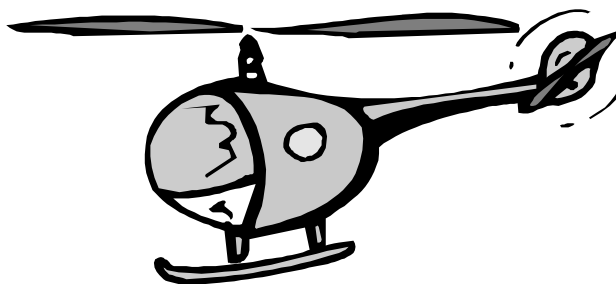
The reality is that most failed companies were buried strategically, not tactically. They picked the wrong direction or too many directions. They were not paying attention to global trends. Not being able to produce a quality product or service is not the problem anymore. Those are now the prerequisites of entry in today's intensely competitive environments.

Solving today's problems is definitely critical, but you have to make time for strategy. What a lot of leaders don't realize is that a good strategy frees up future time because it focuses attention and makes choices clear. It leads to less wasted efforts. But, it takes time, commitment, and discipline to pull it off. It requires that you be somewhat of a visionary.

The Helicopter View

A good strategist requires curiosity and imagination. It requires looking out, beyond and above the ground. It requires playing "what ifs".

It requires a *Helicopter View* of our job and organization.



Creating organizational strategy is one of the most uncertain and difficult things any leader can do. It requires speculating on the unknown and projections into hazy and distant landscapes. It

doesn't matter where you are in the hierarchy; all leaders need this same creativity, innovation and a *Helicopter View* in leading (not just running) your functions.

But, it needn't be a total shot in the dark. It involves getting a higher Helicopter perspective, scanning the global environment and making future decisions on several variables at once, depending on how they might potentially impact your unit.

Some Global Questions:

- How will shifting or emerging country markets, international affairs, monetary movements, or government interventions effect you?
- Will these drive sales up or down?
- How might they impact advertising?
- What is the link between advertising and sales?
- If the dollar is cheaper in Asia, what does that mean for your product in Japan?
- If the world population is aging and they have more money, how will this change buying patterns?
- As the world is becoming more globally interconnected how does speed impact demand, volume of work, and distribution?

Become savvy about the global environment (SKEPTIC)

Organizations are a part of an infinite number of systems. By taking a systems approach, you can examine the broader range of systems that affect us. They include the following systems, (using our SKEPTIC Acronym for better retention):

S = Socio-demographics: health, labor force skills, infrastructure, workforce mobility, demographics, literacy level, population growth, new regulations, cultural, country trends

K = Competition: reputation, pricing strategy, how do they follow or lead, core competencies/capabilities, product or service positioning, market share, niches

E = Environment: adverse weather, pollution, disaster, ozone layer impact, regulation, discovery of natural resources, environmental groups, sustainability

E = Economic: inflation, standard of living, availability of resources, capital flows, taxation, business confidence, GNP, productivity, growth, international financials

P = Political (internal): control over the economy, distribution of wealth, corruption, political institutions, direction of leadership, role of the military, internal tensions, wars

P = Political (external): stability, conflict with neighbors, potential disputes over land or resources, migration of workers, alliances

T = Technology: technical systems, applications, biotech, materials, trends, computing

I = Industry: size, profitability, M & As, operational influences, competitive forces, number of players, recent entrants, market share, taxation, industry life cycle

C = Customer/Client (Stakeholders too): values, needs, demographics, wants, expectations, perceptions, experience



REINVENT STRATEGIC AND BUSINESS PLANS Level 6: Creating Strategic Positioning

Reinventing?

We are often asked about the significance of the word “reinventing” when we talk about our strategic planning process. And then, the inquirer waits with baited breath to hear us tout the latest fad or new buzzwords to describe our approach. However, when we describe our approach, we get a quizzical look from the inquirer as if they had just been hit with a “blinding flash of the obvious”. We explain that our approach uses Systems Thinking as its basis and that it is not new, but simply an Approach that is built upon the way the world has always operated, naturally, systemically, holistically.

Systems Thinking—Living Systems

We further explain that organizations are like a living network of systems. Systems Thinking tells us that living networks continuously move and perpetually change; as do organizations – if they are to survive. So, Systems Thinking is not new in this respect, because the characteristics of living organisms have not changed over the centuries—just our awareness of them and their application to processes, like Strategic Planning.

Leaders must learn to see the organization as a living system and to see it as a system within the context of the larger systems of which it is a part. Only then, will the organizational vision yield a return for shareholders, a productive environment for employees, and a competitive edge for the organization as a whole.

Still not sure what we are “reinventing”?

We Are Reinventing Strategic Management

Let me explain. Some definitions of terms might be helpful. Our model might more aptly be described as “Strategic Management”. You might ask, “What’s the difference between strategic planning and strategic management?”

We see strategic planning as simply building the “plan”. Strategic management also builds the “plan” (Goal #1), but includes successful plan implementation (Goal #2) and building in ways that sustain performance over many years (Goal #3). Strategic management takes the whole organization and multi-years into consideration.

Strategic vs. Long Range Planning

Some think of strategic planning as long-range planning. The basic difference between strategic planning and long-range planning is this: strategic planning starts with an ideal future vision and involves “Thinking Backwards” about how to make the vision a reality. Long-range planning starts with the present and applies future economic forecasting.

Strategy Levels

Sometimes there is confusion about what a strategy is. A strategy is a primary means to achieve an end; (your vision, mission or overall goals and objectives, depending on what words you use for end).

There are basically three levels: Corporate strategy, business unit strategy, and department level strategy. Corporate strategy is strategy for the entire organization. Business unit strategy focuses on the units, divisions, or subsidiary strategies for achieving the organization-wide strategy. Departmental strategy does the same.

In other words, “strategy and strategic” depends on where you are sitting what your job is, and what your goal is. Thus, in the 21st Century, leaders at all levels need to pay attention to strategy. **What are the strategies for your area of responsibility?**

Time Spent on Strategy

In the early ‘90s, two authors, Prahalad and Hamel, established a benchmark of 20—50% as the time senior managers should spend building a *corporate* perspective of the future. Their research revealed that leaders actually spend less than 5% of their time on this.

So, if this is such an important activity, why do so few leaders at all levels undertake it? The major reason leaders give for their reluctance to look to the future is that they may be forced to admit that the future is beyond their control. This admission can be pretty unsettling for many leaders.

Plan-to-Plan Day: Getting Started

We find one of the most helpful tools in easing that fear is by conducting a “plan-to-plan day” with leaders. The purpose of this day is *to educate, organize, and tailor the strategic management effort* to meet your unique situation. This day is a safe way of clarifying whether they as leaders, as well as their units, are ready to make the commitment to begin and carry through on the strategic management process. While we can’t list the entire process here, some key tips are in order.

Some Tips for Success

- Think about your organization as an interconnected living system. Consider how every change you make in one part of the organization impacts the whole.
- Practice Strategic Management—build the plan, follow through on change and implementation, then sustain performance over the long term.
- Start with an ideal/desired vision and think backwards to determine how to achieve that vision.
- Conduct a “plan-to-plan” day to determine personal and organizational readiness.
- Involve others in the planning. Remember, “people support what they help create”.
- Set your annual priorities before determining your budget.
- Plan to be in it for the “long haul”.



NETWORK AND MANAGE ALLIANCES

Level 6: Creating Strategic Positioning

Increasingly, leaders are challenged with the responsibility for strategically positioning their organizations for global competitiveness. A leader's individual efforts, as well as their efforts on behalf on their organization can facilitate this. It is important for a leader to work on both "fronts" simultaneously.

Individual Networking

In many sectors, leaders are building new models for their organizations and are thinking across boundaries and leading through partnering, forming networks, and managing collaborations.

On an individual level, to do that, a leader must become comfortable operating across internal and functional boundaries. He or she must also become comfortable forging links, externally, between organizations and stakeholders as well. He or she must have the vision, skills, and resourcefulness to form networks that extend beyond their home base, and to seek out benefits to their own unit or organization by partnering with others.

They have to have open minds to be better able to recognize and reach out to potential partners. The more rigid the walls between functions and between organizations, the less likely it is that people will venture out of their comfortable "boxes" to try something new. So, it is up to leaders to encourage others in their organization to open their minds and tap the power of partnering within their organizations as well as across them.

When To Begin Networking?

You need to check-in with contacts within your network on an ongoing basis as a way of keeping your "ear to the ground". Developments outside your immediate work unit can have significant impact on you and your team. A good rule of thumb is to begin the networking process well before you need something from your contacts. When you need something, it is usually too late to look to your network if you don't already have those relationships established.

Stakeholder Identification and Analysis

There are a number of ways that leaders can become more skilled in their networking and partnering efforts. The way to begin is to identify all those who are stakeholders (internally and externally), and how they relate to, and can contribute to your unit's mission and purpose.

Stakeholders include anyone who has a "stake" or is impacted by the success or failure of your unit. The actual list for more units is quite extensive, as the graphic on the next page shows. Your network of stakeholders can serve as a resource to help develop your competency and stay on top of new developments.

Stakeholder Analysis

The World as a Complex System



Stakeholder = any group or individual who can affect or is affected by the achievement of the organization's objectives. The groups listed here are examples of categories of stakeholders.

Some Tips for Success

- Become comfortable operating across internal, functional boundaries; become comfortable forging external links, between stakeholders as well.
- Cultivate a network of contacts, right within your own organization, to widen your sources of information.
- Seek out professional associations to link and network with others outside your current organization.
- Attend trade/industry conferences, chamber of commerce meetings, educational events at local universities, public seminars, and training workshops, or even teaching courses at the local community colleges or universities, or volunteering at cultural events.
- Broaden your “global” perspective by dialoguing with customers, suppliers, competitors, authors and researchers in your industry, community leaders, government leaders, and representatives from different ethnic groups.



POSITION YOURSELF IN THE MARKETPLACE

Level 6: Creating Strategic Positioning

Positioning Defined

In the last several years, you may have heard marketing gurus, or those that claim to be in the know, bandy about the word “**positioning**”. The word is usually used with respect to “positioning the organization” or “strategic positioning”.

To demystify this, “Positioning” is usually defined as *“the act of creating a competitive advantage in the marketplace in the eyes of your customers, making them buy from you rather than the competition”*.

It means having a uniqueness or distinctiveness in the marketplace that is different from, and better than, your competition in the eyes of your customers, and is sustainable over time.

Positioning Simplified

More simply stated, “Positioning” means having ...

1. The **right offer**
2. For the **right customer**
3. At the **right time**
4. At the **right place**
5. At the **right price**
6. Using the **right channel**

Positioning becomes the organization’s driving force, strategic thrust, grand strategy, strategic intent, strategy, competitive edge, identity, reputation, or value proposition (you choose the term) in your competitive environment.

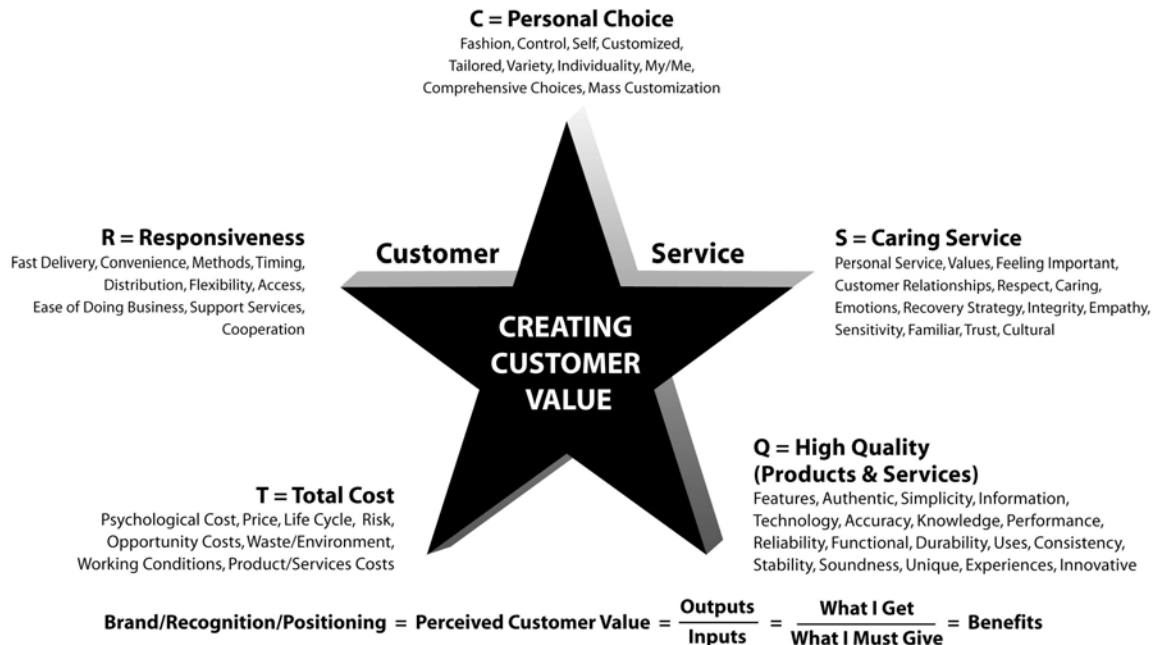
Your Positioning Role as a Leader

Everyone other than the Senior Leaders in an organization usually has little decision-making say in regards to Positioning. However, leaders at every level have to ensure that their units are aligned and in tune with the overall Positioning and direction of the organization.

Consumers are so much more enlightened and aware today. Their demands in the marketplace are forcing organizations to transform themselves across every aspect of their being if they want to survive. Thus, every leader, at every level, must energize and focus their people in support of this Positioning. Organizations must be able to produce goods and services, and deliver them in a fast, convenient, and flexible way, on a consistent basis that serves the needs of external customers.

CREATING CUSTOMER VALUE

WORLD CLASS "STAR" RESULTS - YOUR COMPETITIVE BUSINESS EDGE



Research on Positioning

According to research by the Centre for Strategic Management®, five factors determine “customer value”, and ultimately competitive advantage: Quality, Customer Service, Choice, Convenience, and Price. See our Star Model above for details.

You might ask, in how many of these five factors should an organization try to excel? One out of five. It’s very difficult to achieve even that singular position over all the competition. An organization could lose its singular advantage if it seeks too many.

Does that mean that an organization does not have to put forward an effort in the other four? No! To successfully position an organization, you must be competitive in the other four.

Key Questions for All Leaders

1. Which factor in the Star Model above is your one, unique, competitive advantage—and how do you define it specifically in customized words for your organization?
2. Which other factors should you be competitive in vs. the competition?
3. What implication does this have for actions by your organization?

Some Tips on Positioning:

1. Assess what your customers’ value.
2. Identify your organization’s uniqueness or distinctiveness in the marketplace that is different from your competition that addresses what your customers’ value.
3. Create a positioning statement that will clearly identify what your organization will do better than anyone else in order to be the customer’s choice.
4. Study what your competitors are doing to “beat you at your game”.

TIP #43

**BECOME
INTERNATIONALLY AWARE
Level 6: Creating Strategic Positioning**

Global Village

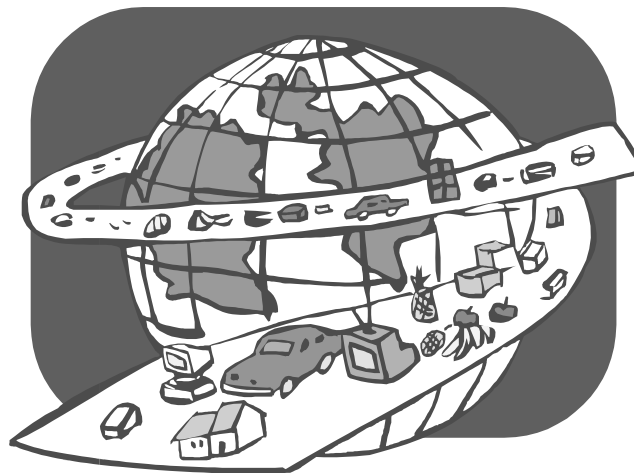
The environment that tomorrow's leaders will be expected to excel in is being impacted by three major, colliding forces:

- (1) globalization of economics, politics, communications, and cultures
- (2) constant and often discontinuous change, and
- (3) a revolution in information technology.

Each of these forces is affecting "business as usual", as well as the skills necessary to lead it. The term "global village" is more than just a cliché, it is a reality.

The Evidence is Overwhelming

1. Financial markets already electronically move one trillion dollars per day across multiple borders.
2. It is said that work now follows the sun that shifts from time zone to time zone. In the process, the game and the players change constantly.
3. John Naisbitt, the trend watcher, estimates that companies with 19 or fewer employees produce half of all U.S. exports.
4. The 16 largest developing nations are setting the pace for global expansion. Their economies are growing at more than twice the rate of the mature economies that have traditionally dictated global maneuvers.
5. Investors can move billions of dollars in and out of a country in a moment and on a whim. They now have the power to control a nation's economic vitality.



The Leader of the Future

1. The leader of the future will need to be more flexible and possess a broader variety of experiences than ever before. The days of an individual rising through a single functional discipline to the top of a large corporation, particularly a global one, are nearly over.
2. Leaders will need a cross-disciplinary background, with a systems perspective, to address the complexities of change. He or she will have to develop more international sophistication to be more effective.
3. Managing businesses that operate on an international basis, (and even the smallest of businesses are impacted by the effects of globalization) necessitate that we become far more culturally sensitive.
4. The most important distinctions between people are cultural, rather than ideological, political or economic. Their values, shaped by their tribes, ethnic groups, religion, language, history, customs, and institutions, are what is most important to them.
5. It is a reality that collapsed countries' economies, and many of their key businesses have had a ripple effect that has reached every corner of the globe. Falling stock markets, collapsing businesses, and devalued currencies are the result of very large systemic problems. And, they affect us all.
6. The reality of globalization means that we are part of a worldwide web. In that respect, from a system's perspective, we have no choice but to consider ourselves "our brothers & sister's keepers". For a time we may act as if we are unaffected, but at some point, especially as leaders, we will have to respond to the change.

Some Tips on Global Awareness

To be a leader of international sophistication means:

1. Having a growing awareness of our interrelatedness.
2. Understanding that we are always in relationship with one another.
3. Knowing, to use a much overworked, but true expression that we need to "think globally and act locally".
4. Being more flexible and possessing a broader variety of experiences.
5. Becoming more culturally sensitive - respecting the beliefs, values, customs, and practices of others.

CHAPTER V

SIX NATURAL LEVELS OF ENERGIZING & MOTIVATING LEADERSHIP FORCES

by Steve Haines

Leadership and Emotion

Since Leadership is about people, it is also about feelings, emotions, and attitudes, not just analytical, cold hard logic and facts.

Emotional Intelligence Capacity

Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our selves and in our relationships.

– Dr. Daniel Goleman

Emotional Intelligence Power

Emotional Intelligence is about using the power of emotion as a source of information, motivation, and connection.

– Kate Cannon, *The EQ Network*

This set of keys to successful leadership depends on our ability to recognize and harness our own emotions, as Energizers and Motivators for ourselves as leaders first (self-mastery), and only then, for those being led.

These six Energizers and Motivators we have chosen represent the level of our desire to pursue and achieve that level of leadership skills and competencies. Without your desire to recognize and harness these, you will not be a successful leader. They are:

- Level #1** – **Awareness of self** and a desire for self-mastery as a way to lead a balanced life (the outcome).
- Level #2** – Desire for a **Reputation of Integrity** leading to trusted interpersonal relationships.
- Level #3** – Awareness and comfortability with **being interdependent with team members** in order to attain team goals.
- Level #4** – **Valuing service, diversity, and serving others** as a way to collaborate more effectively towards our common customer-focused objectives.
- Level #5** – Belief in, and desire for **shared Vision, Values, and Core Strategies** to cascade and integrate through the organization as a key, organization-wide effort to add Customer Value.
- Level #6** – Desire to collaborate with and **influence others in a synergetic way** to define and achieve a winning strategy in the globally competitive marketplace.

LEADERS and EMOTION

Six Motivators and Energizing Forces

Tip #44 Know the Leader Within You

Tip #45 Build One-On-One Trusting Relationships

Tip #46 Make the TEAM Look Good

Tip #47 Operate Across the “White Spaces”

Tip #48 Align For Purpose

Tip #49 What Does Your Company Stand For?

What Is Emotion?

- Emotion is a form of energy.
- Emotions are constant. We always have emotions.
- Emotions are natural to us, as natural as breathing.
- The word “emotion” is from the Latin “movere” meaning “to act”.
- Emotions are contagious!

Leadership Defined:

The process of influencing others to accomplish the mission by providing purpose, direction, and **motivation**.

– General Gordon R. Sullivan,
Chief of Staff, 1993



KNOW THE LEADER WITHIN YOU (or “what kind of character are you, really?”)

Level 1: Awareness and Mastery of Self

What’s the difference between management and leadership? Everyone who has experienced leadership will give you a slightly different answer. Your own experience has almost certainly allowed you to feel the difference—the very real difference—between being *managed* and being *led*.

When adults in the workplace are asked “What were the characteristics of the best manager you ever had?” their responses are amazingly consistent. A recent survey of over one hundred mid-career MBA students surfaced these among the most frequently cited characteristics:



- “He trusted me to do my job.”
- “She was there to guide me when I needed it.”
- “He left me alone most of the time.”
- “She cared about me and my development.”
- “I was allowed to make mistakes, even big ones, as long as I learned from them.”
- “He let me take the credit for my work.”
- “I got to make the presentation, even though she could have done a much better job.”

***“Some say knowledge is power, but that is not true.
Character is power.”***

– Sathya Sai Baba

The common denominator among these managers is selflessness. They are servant-leaders, empowering their workforce to ensure their development, taking risks with their own reputation and the reflection on their performance as managers. This willingness to put the employee and their long-term interests ahead of self-aggrandizement are strong evidence of character.

Strength of character is a key point of distinction between those who simply manage, and those who truly lead.

***Character is what you are in the dark.
(when no one can see you)***

– Adapted from D.L. Moody

Character isn't just about behavior. Character is about having the moral courage to BE the leader we want to be at all times. It means knowing ourselves well enough that no circumstances or short-term political pressures cause us to revert to something other than being true to one's highest and best self. Character means always taking the higher road, maintaining our focus on the purity of task, the goal, and the employee. Selfish concerns about our own career, our pending promotion, our own reputation must all take a back seat to the job to be done and the employee(s) involved. As leaders, our words and actions must come from our heart and intention; our strength of character.

But that's not so easy. There are many traps that one can fall into when the heat is on—when someone makes us mad, when it feels like perform or die, when others are getting the credit or recognition we crave or deserve. That's the bad news.

The good news is that the traps we tend to fall into as leaders are set for us to become aware of *parts of us we aren't willing to get to know*. In this case, knowledge IS power. What we know about ourselves, and *are willing to understand*, we are able to control.

Below are examples of things that might keep someone from behaving like the true leader they want to be, and how they might get a handle on them.

Do you have a temper?

Take the time to really understand what triggers your anger...and why. What belief system do you hold that makes you feel threatened? What are you afraid of losing when your anger surfaces? Acknowledging these things is the first step to letting go of them.

Is it hard for you to see others succeed if you are not feeling successful?

Is it possible you believe there is only so much success to go around? Adopting an attitude of "abundance" will help you to overcome jealousy or insecurity when faced with another's success, and allow you to celebrate with and for them. Success is not a zero-sum game.

Are there kinds of people, personalities, or work styles that you shy away from?

*Do you completely understand YOUR work style and personality? Do you know your Myers-Briggs Type Indicator (www.mbti.com) and, even more importantly, do you understand its implications? Do you understand your own gifts and limitations and have you taken the time to understand the gifts and limitations, of the other personality types? Other processes to use might be DISC (www.inscapepublishing.com) or Herrmann Brain Dominance Indicator (www.hbdi.com). There are many to choose from, and lots of books available in any library or bookstore to help you learn more about WHO YOU ARE, so you can get to know **The Leader Within You**.*

Unless you are aware of who you are, you cannot "master yourself!"

Do you even have the intense desire to know, to grow, and to develop yourself further?

TIP #45

BUILD ONE-ON-ONE TRUSTING RELATIONSHIPS

LEVEL 2: Interpersonal Integrity is Key

We all work for, in one form or another “the Company”. Without the people, there is no “Company”. Send all the people in “the Company” home for a day and see how much work gets done. Send all the managers in the Company home for a day and see how much product goes out the door. Keep the managers at work for a day, but send the others home – how much product goes out the door?



There are no “cogs” in the wheels of business. There are first and foremost, and in the final analysis, **ONLY PEOPLE**. Pick the right people and give them what they need to get the job done. That’s what turns the wheels of business.

People don’t have a relationship with “the Company”. You don’t have a relationship with “a team”. Relationships are based on person-to-person, one-to-one interactions: managers and employees, managers to managers, employees to employees, employees to customers, and employees to vendors. It is always about people.

Put People First

As a leader, you are in the service industry. Good service is always about the relationship. It has been proven time and time again that people don’t leave a company; people leave a manager. People don’t put out their hearts and souls for a company, but they will leap tall buildings for a leader to whom they are loyal.

Where does that kind of loyalty come from? What will keep people in your workplace through thick and thin? It’s knowing that they are valued, cared about, supported, and appreciated. It’s just that simple, it’s just that complex.

To feel valued, people need to be told they are valued, that their work is recognized. This goes without saying. But another, less visible component of being valued is to be gifted with the leader's time and attention when help is needed, and to be gifted with his or her candid feedback when improvements are necessary.

There is a repeating thread among stories people tell about experiences with bad managers. "I never knew where I stood with him" or "She'd tell me I'd done a good job on preparing the report, and then she'd redo the whole thing before she turned it in. Why bother?"

When you value someone, you tell them the truth, you guide them to make improvements in their performance, you give them praise when praise is due, but always and only when it is sincere. This is a challenging part of leadership.

**Do you have integrity in all your relationships?
Are you honest and open in your feelings with others?**

What do you hope to get from your employees? At least one answer should be "the straight scoop". To ensure complete honesty from your employees about business issues, your integrity comes first in establishing a relationship of trust. If they learn that candor is not only acceptable but genuinely appreciated, you can count on it every time. Establishing that trust means always maintaining your "cool" and having predictably level-headed responses to trouble when it's reported. We know better than to shoot the messenger, but how often do we use an employee's mistake as our own excuse for a problem?

You will generate huge trust and loyalty when employees, as individuals, learn that you have integrity and can count on your support. When they have made a mistake, you will help them resolve it, and accept full responsibility for it on behalf of the organization. When the employee is presenting an idea, a solution to a problem, or raising concerns in a meeting, your job is to be an advocate for and support that employee and the material being presented. How often have you seen managers turn into part of the critical crowd in such situations? **A leader will never abandon his or her employee to the wolves.**

Gaining the respect of your employees, as well as their compliance, is not such a mystery if you think about the characteristics you respect in a leader.

- **Number one is integrity.**
- **It begins and ends with you – "the Buck Stops here!"**
- **What is your reputation?**

Integrity is earned inch by inch, and when lost, hard to repair. Don't ever lose it, even over the smallest matter. It's not a sliding scale, it is the 'yes' or 'no' aspect of your behavior.



MAKE THE “TEAM” LOOK GOOD

LEVEL 3: Teams are Interdependent, Not Independent

For much of our career we’re told that the secret to our own success is to “Pay attention to the details and make the boss look good!”

There’s another way to look at that long-lived mantra. If we have the desire to make our teams look good, we end up looking good too. No leader garners more respect, more loyalty, and more success than the **servant-leader**. The reality is that we and our team are one—we are interdependent with each other. We win or lose together. So, as a leader, what is our job in the team?



**Our job as leaders is to give the team
WHATEVER THEY NEED TO BE SUCCESSFUL!**

Have you ever really thought about our function as leaders? What value can we add directly to the organization? We don’t make widgets, we don’t deliver widgets, and we don’t inspect widgets. Where can we be found in the value chain?

What can we claim as leaders that can’t be accomplished by serving those who look to us for leadership? If our pay was determined, every day, by the value of our effort as perceived by the team we are leading, what would we earn? An effective leader is VISIBLY effective. It is no mystery to their teams what has been done on their behalf, how the leader’s energy is in direct support of their effort and commitment to the job to which they have been assigned. People who work for effective servant-leaders feel secure in the direction and guidance they are getting, and feel gratified in the growth and development they are realizing in their own lives and careers.

- **“The servant-leader is servant first.** It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead.
- **The best test is:** do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?”

Robert K. Greenleaf,
The Servant as Leader, 1970

What characterizes a Servant-Leader? The same characteristics we show to any person or group about whom we genuinely care:

- **Patience**—Maintaining control of, and perspective on, our own wants and needs while allowing the team to work realistically.
- **Kindness**—Demonstrating empathy in, and awareness of, the context of the team members, each of whom has an entire world of experience, gifts, and a life beyond the place of work.
- **Humility**—Genuinely accepting, at the most profound level, that nothing is achieved because of our own effort or talent. We all move forward only with the effort and support of those around us.
- **Respectfulness**—Listening, thanking, acknowledging every team member, not just occasionally but constantly and consistently. Our teams ARE our success.
- **Selflessness**—Whatever it is, the team comes first. Always. And if a moment comes when you MUST put the needs of others before your team first (your family for example) the team will support you.
- **Forgiveness**—Every mistake, every outburst, and every disagreement must be recoverable. The point at which the team will no longer tolerate mistakes or poor team behavior must be absolutely crystal clear to each member of the team.
- **Honesty**—Integrity, above all.
- **Commitment**—Today, tomorrow, and as long as we're a team.

Most important is the understanding that the Servant-Leader is a part of the team. Leadership is most effective when a leader knows when to command, and when to participate. As the sports expression goes, “there is no ‘I’ in TEAM”.



*To lead, team leaders must follow.
To direct, team leaders must take direction.
To endure, team leaders must not
put themselves above others.*

Cresencio Torres: The Tao of Teams

TIP #47

OPERATE ACROSS THE “WHITE SPACES”

LEVEL 4: Value Cross-Functional Differences

It's what goes on BETWEEN departments that makes a company successful!



Where's your greatest opportunity to make a huge difference in your organization? Look around.

What a hero you could be if you could overcome the resistance, miscommunication, cross-purposes and inefficiencies that exist between most departments within an organization. Every cross-functional team is a microcosm of the organization.

What a great place to start improving performance:

Are you game?

The secrets to cross-functional team leadership success:

- **Stay focused on common objectives – yet ensure that individual objectives are dealt with.**
- **Use participative leadership to build consensus by actively supporting shared decision-making and accountability.**
- **Use people, not control systems, to communicate.**
- **Always sacrifice your needs for those of the team, and value the differences and diversity of team members—different backgrounds, education, professions, and orientations.**

Discussions between different functional groups easily become battles between competing objectives. Each functional group is impacted differently by the common objectives, and has its own reason for, and form of, resistance, concern, and preferred path to those objectives. As a leader you must value those differences and see them as a source of strength, not weakness.

When these natural differences occur, bring the conversation back to common objectives. Use participative leadership to reassure representatives of that function that their issues are valid. As you talk as a group, encourage each of the functions to set aside the functional objectives (for the time being), in favor of the interest of the common objective. Solutions to functional concerns often appear later, as part of the on-going process. Ensure that they are eventually dealt with.

The higher the level of system you're trying to lead, the more your leadership must be participative.

Participative Leadership

Ask more questions, offer more service!

- **What does your organization need to make this work?**
- **What barriers do you face that you can help eliminate?**
 - **Who would you like to use as a focal point?**
- **How can you help you free up resources (time, talent, budget)?**

OK, now they're talking about the common objectives. Is it time to move on to the actual problem at hand? Not yet. There is yet another critical step in terms of communication!

Take advantage of the flexibility that can exist between departments (that sometimes does not exist within departments). Reduce dependency on traditional control systems for reporting, accounting, and communication. **Do you value others and their differences?** If you do, then model, nurture and invest in a personal and team communications network to be the conveyor of complex information, raising red flags, and sharing the logic behind these differences.

Surfacing differences within the organization about approaches and issues is the key to finding effective solutions. The right answer is not necessarily the first or second choice, but often the less obvious 3rd or 4th choice that succeeds.

Thus:

- ***While Capital is most efficiently used when controlled at the highest level,***
- ***Information is most efficiently used when available at the lowest level.***
- ***The greatest service to your organization is surfacing this information for the entire team to deal with and get behind.***

When multiple functions and differences are involved, how does the leader build and maintain a sense of community? The most effective way is by clearly demonstrating that the needs of those being led are the most important.

In Summary

Organizations actually function through processes that cross the white space between department boundaries. Thus, leadership of cross-function projects, teams, and process improvement are key to success, and this leadership success has its origins in valuing and servicing the different needs of the different people involved.

TIP #48

ALIGNING TO YOUR PURPOSE

LEVEL 5: Sharing Common Direction and Values

Manufacturing, Design, Sales, Planning, Quality, Technology, Programs, Processes, Deadlines, Strategies for the Future... where in the world can you find a common language for your organization-wide efforts?

Purpose

It's like a magic word. As leaders, we talk about *purpose* in many forms—mission statement, vision, goals, and shared values. All these critical elements are the foundation of our common purpose. What are we here to accomplish – as a group of individuals, brought together under the umbrella of our company?

Purpose is an organization's overriding goal, whether that goal is implicit or explicit, negative or positive. Purpose represents a life theme for an organization...

Allan Cox in *Redefining Corporate Soul*

A shared purpose is incredibly powerful!

That vision and mission, and those goals and values, are all a part of *purpose*, and yet *purpose* is SO MUCH MORE!

Purpose is the element that clarifies all the others, the ethic that makes decisions clear, and the call that motivates us whether we know it or not. It is the theme our organization lives by.

Some mission statements reflect goals; others truly reflect a *purpose* that can be seen in tangible results.



One of the best examples of the power of *purpose* in a company is Johnson and Johnson and their behavior in the wake of the Tylenol tampering in 1982.

The first two sentences of the Johnson and Johnson Credo read:

"We believe our first responsibility is to the doctors, nurses, patients, mothers and fathers, and all others who use our products and services. In meeting their needs, everything we do must be of high quality."

Aligning To Your Purpose:

When faced with the possibility of another poisoning, Robert Kniffen, VP of Public Relations for J&J, discussed the multi-million dollar decision to pull all Tylenol off the shelves of stores all over the world. For him there was no question. He acknowledged the role that the Credo played in their rapid, coordinated response to the crisis. The stakeholders in their corporate community – executives, Board of Directors, and stockholders – all decided to walk the talk, and live up to their Credo’s standard of responsibility.

“The *Credo* structures the way you think about things. When all was done and the dust had settled, we reached the conclusion that those hundreds of individual decisions were right decisions. They sprang from some common way of looking at the world, which in retrospect was the *Credo*.”

What does your company mission and values say about your purpose for being? More importantly, what would your employees say about the organization’s *purpose*? What about the stockholders? The Board of Directors?

One way to unearth the *purpose* of your organization is to imagine a crisis of the type that Johnson and Johnson faced. Perhaps in your organization it is unlikely that the crisis would involve life or death, but what about reputation, integrity, livelihoods? These things are always at stake, every day.

- How would your organization respond to such a crisis?
- Would everyone instinctively know what to do because your *purpose* and your *values* are compellingly pervasive?
- What does this thought process tell you about the role that your organization plays in the world?

Where does purpose come from? Clear articulation of an organization’s *purpose* is born out of much thinking and sorting on the part of those involved in all levels and activities of the organization. It is the context that allows consistent, clear decisions to be made above the complexity of the myriad of competing interests. It is, in the terms of Systems Thinking:

The simplicity on the far side of complexity.

Aligning To Your Purpose

Gaining the attunement of peoples’ hearts and minds to this purpose is the foremost task of leadership.





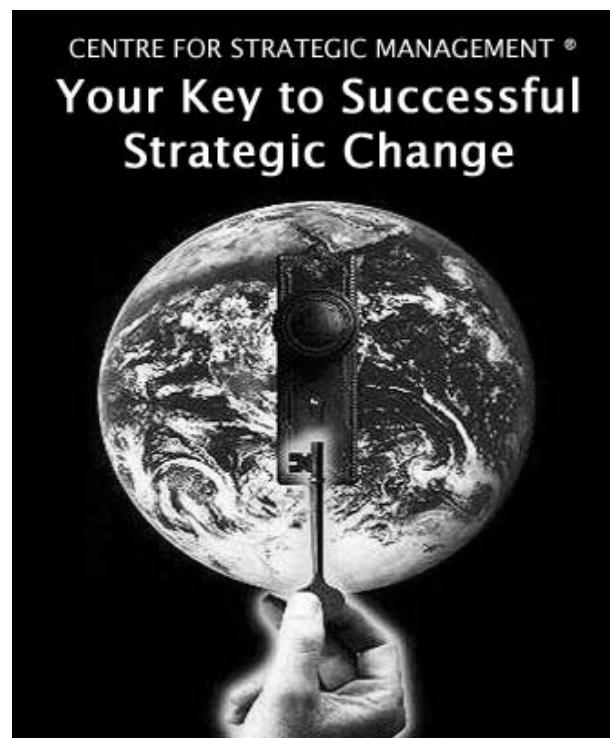
WHAT DOES YOUR ORGANIZATION STAND FOR?

LEVEL 6: The Synergy of a Winning Organization!

Your organization is much more than the building, the logo, and the people. You are a brand. A brand isn't flashing advertising and a memorable tag-line. Brand is what your organization stands for. Brand is part of your net worth, an asset, when your reputation is strong enough. One of the most recognized and valuable brand in the world is **Coke**. The brand **Coke** is worth nearly 8 times as much as all of the other assets of the Coca-Cola Company put together. The buildings, factories, distribution assets, and bank accounts account for only a fraction of the value of the brand itself. The brand is estimated to be worth \$68 Billion (2002). That's value.

What makes a brand so valuable?

- **It isn't the name you've chosen for your company.** Dot-Com companies invested millions to secure "just the right" URL for their ventures and still failed to succeed in e-commerce.
- **It isn't a fancy tag line or motto.** We can all play the game of "whatever happened to..." and name a dozen companies whose lyric or tag-line we can remember, but no one works there anymore (think of airlines, automobiles, food products, to name a few).
- **It isn't about hitting the target MOST of the time.** It's about consistently hitting the target. It is the synergy of all of the employees supporting and working together to achieve consistent results. Absolutely. No question about it. Think Coke. Think McDonalds.



What you expect is what you get.
Consistency! Every time!

– OUR BRAND –

What IS a brand, then? Brand is what comes to mind immediately when someone thinks of your company—when they see your company's name. It's the impression that they are left with after doing business with "you" repeatedly.

That's where the consistency of integrated, synergistic efforts comes in – the "you" is "all of you"—at different places, times, and circumstances—consistency is your track record with each and every client!

A brand is a promise fulfilled.
(by each of you – again and again – and consistently again!)



For Wal-Mart, the promise they fulfill is their tagline:
Always low prices, always.

Wal-Mart's success is not the fact that they selected a catchy tag-line that draws people in. **Wal-Mart's success is that every fiber of the company aspires, in an integrated, synergistic way, to ensure, to *guarantee*, that their prices are always low.**

The company strategy, the designers and builders of the Wal-Mart stores, the merchandisers who lay out the floor plans, the buyers who select the kind and amount of merchandise, the IT managers who design and operate the inventory systems, the shippers who move the product around, the store managers who can be fired if an unannounced store visit discovers a price that can be beat, the suppliers, and every employee, are all integrated, synergistic puzzle pieces in the success of Walmart's the low-cost vision.

Contrast Wal-Mart with one of their main competitors – Target. Target's tag line is: **Pay Less, Expect More.** They aren't going for the lowest price buyer. They are targeting (excuse the pun) the value buyer, and have aligned their marketing strategy, floor plans, buying and merchandising, as well as price, to compete very successfully in that market. Their market is predominantly women with young children who aren't willing to compromise value for price in their fashion and home apparel. Aisles are wide to accommodate the strollers and toddlers. Stores are well-lit to enhance the appearance of their products. Target embodies value.

So, what do YOU stand for?

How do you deliver winning Leadership Behavior on a consistent basis?

- **Day After Day**
- **Hour After Hour**
- **Minute After Minute**

CHAPTER VI

LAST LEADERSHIP TIP by Steve Haines

Leadership

Ninety percent of leadership is example.

- If you go home at five o'clock, everybody else will go home at five o'clock.
- If you get mad during meetings, then that becomes culturally acceptable.

The best course I ever took on leadership was at the Army Infantry School at Fort Benning. They have a little book that tells you what you're supposed to do as an infantry officer. For example, you eat last, but the troops eat first.

If I preside rather than to lead, the important work won't get done. I should be the last one to get the payoff.

Troops first.

—*Planning Review*

Our Belief

The Systems Thinking Approach™ is an absolute necessity to make sense of, and succeed in, today's complex world.

If life on earth is governed by the natural laws of living systems, then a successful participant should learn the rules.

—*Stephen G. Haines, 1998*

LEADERS

Tip #50: “Your Troops Eat First” (and you eat last)

Trust Busters

Here are the top five trust-reducing behaviors in organizations, according to Development Dimensions International survey respondents:

1. Acts more concerned about his or her own welfare than anything else.
2. Sends mixed messages so that I never know where he or she stands (in other words, inconsistent).
3. Avoids taking responsibility by passing the buck or dropping the ball.
4. Jumps to conclusions without checking the facts.
5. Makes excuses or blames others when things don't work out; points fingers.

—*Training & Development*, December 1995



THE TROOPS EAT FIRST (And you eat last)

While many of you have probably never heard of this saying, this was taught to the author in Leadership #101 as a Plebe (Freshman) at the U.S. Naval Academy in 1964. And it is as true today as it was back then.

Troops First

In our view, leadership starts (and ends) with two basic questions, and a premise about which a Leader should be very clear: **Answer these questions right now please:**

1. Who do you serve? _____
2. Who are you leading? _____

If your answer, in both questions, is anything other than *the people who work for you*, then you have missed the whole point of this book:

IT'S THE PEOPLE!

Leaders lead people, not things.

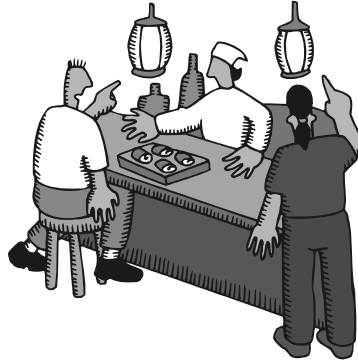
And, while leadership requires followership (your people), keep in mind that this is a voluntary “*signing up*” by the followers that create your leadership opportunity.

What does this analogy mean to leaders today?

- It means you believe in the concept of “Servant Leader”, not Exalted Leader.
- It means that you take care of your employees, your team, first and foremost.
- It means you must be consistent; the thing people want most from a Leader.
- It means that they must be able to relate to you (“A player’s coach” in sports vernacular).
- It means that you do not ask any more of your team that you would of yourself.
- It means that you “walk the talk” and role model your consistency in this.
- It means that what you do is more important to employees than what you say.

And Finally:

It means you must have integrity, build trust, and deliver on your promises...each and every time, without fail.



Let's get serious!

Question: Why do you want to be a Leader in the first place? _____

Answer: Does your answer relate to your view of Leadership as either:

1. Self aggrandizement and privileges, power and wealth for yourself -or -
2. Serving others in order to achieve a common goal?

Do you really believe this?

Do you believe that *“Rank has its privileges”*?

Many so-called Leaders buy-in to the “privileges” view above, and their actions betray their words. So...

Analyze yourself and your organization, and measure the height of your Leadership Vision

- Do you have different work hours for leaders?
- Do you have reserved parking spaces for leaders?
- Do you have different benefits packages for leaders?
- Do you have “first in line” privileges on daily perks?
- Do you have a “special” refrigerator and food just for leaders?
- Do you give the hard tasks to others rather than leaders?
- Do you “roll-up your sleeves” and pitch in on high priority tasks?
- Do you listen to employees for their input on issues first? And talk second?

**In other words:
As a Leader, are you a giver
or a taker?**

SECTION C

BOOK AUTHORS

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Andrew Papageorge founded the *GoInnovate!* Center for Business Innovation in 1980. In 2001, Andrew became an Alliance Partner with the Centre for Strategic Management and now leads the Centre's strategy to develop the innovation and creative capabilities of its clients throughout the world. Andrew's *GoInnovate!SM* System© is the Total Innovation Solution that guides organizations in making innovation a way of life. His clients include American Express Financial Advisors, Hewlett-Packard, Nordstrom, University of Texas, small to mid-size businesses, and numerous professional firms, school districts, and government agencies. Over the past 25 years, Andrew also successfully founded two additional businesses, one of which sold to a Fortune 500 company. His first-hand business leadership experience, vast knowledge, and collaboration skills combined with his calm and focused approach is why his peers call Andrew a Master Consultant. Andrew possesses an M.A. in Organizational Effectiveness from the University of Wisconsin. He is a marathon runner and lives with his wife and son in Cardiff-by-the-Sea, California (northern San Diego County).

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SECTION D

360° LEADERSHIP COMPETENCIES SELF-ASSESSMENT

The following is a comprehensive set of Leadership Skills under our Six Natural Levels of Leadership Competencies. While we have this On-Line as a 360° Assessment tool, you can learn a lot about yourself and these 50 One-Minute Tips by completing the assessment on yourself.

Answer with your first instinct; don't dwell on your answer. Just answer it within the context of your current job, organization and work environment.

Instructions - Circle the number that applies:

1. How important are these leadership skills to my job performance?
2. What is my current performance in these leadership skills?

| #1 Job Importance | | | | | #2 Current Performance | | | | |
|-------------------|---------------|-----------------|----------------|----------|------------------------|---------------|---------|---------------|--------------|
| Not Relevant | Not Important | Some Importance | Very Important | Critical | Poor | Below Average | Average | Above Average | Out-standing |

Level #1 – Enhancing Self-Mastery (Personal)

1. **Goal setting**—Developing lifelong learning habits; having a personal vision of goals.
2. **Integrating the development of me as a “Person”**—body-mind-spirit-balance.
3. **Acting with conscious intent**—consciously guiding my behavior in accordance with my personal vision or goals to match my good intentions.
4. **Being ethical and consistent/authentic with my character**—acting with consistency, honesty, high integrity, and civility in all aspects of my life.
5. **Being accurate in my self-awareness**-knowing myself, my style, strengths, weaknesses, and having the flexibility to change as appropriate.

| | | | | | | | | | |
|-----------------|---|---|---|---|-----------------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| total score/5 = | | | | | total score/5 = | | | | |

LEVEL 1 AVERAGE

Level #2—Building Interpersonal Relationships

6. **Caring and respect**—respecting the feelings, emotions, and perspectives of others.
7. **Effectively and actively communicating**—actively listening, questioning others and giving and receiving honest and effective feedback.
8. **Mentoring, coaching & improving performance**—helping others be accountable and achieve results through positive listening, dialogue, and performance management.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

50 One-Minute Tips For Leaders: Using The Systems Thinking Approach™

Instructions - Circle the number that applies:

3. How important are these leadership skills to my job performance?
4. What is my current performance in these leadership skills?

| #1 Job Importance | | | | | #2 Current Performance | | | | |
|-------------------|---------------|-----------------|----------------|----------|------------------------|---------------|---------|---------------|--------------|
| Not Relevant | Not Important | Some Importance | Very Important | Critical | Poor | Below Average | Average | Above Average | Out-standing |

9. **Managing conflict**—influencing and persuading others and myself to a "win-win" solution.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

10. **Being innovative, creative and passionate**—in planning, implementing change and continuous improvement.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

LEVEL 2 AVERAGE

| | | | | | | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|
| total score/5 = | | | | | total score/5 = | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|

Level #3—Facilitating Empowered Teams

11. **Practicing participative management**—through involving others and building consensus.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

12. **Facilitating groups**—in meetings, task forces, and teams.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

13. **Delegating and empowering**—managers, employees and self-directed teams.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

14. **Training & communicating**—with management and employees in all aspects of your Strategic Plan.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

15. **Building effective teams**—with both management and employees.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

LEVEL 3 AVERAGE

| | | | | | | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|
| total score/5 = | | | | | total score/5 = | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|

Level #4—Collaborating Across Functions and Departments

16. **Installing cross-functional teams and task forces**—to meet customer expectations.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

17. **Integrating business processes**—based on anticipating customers wants and needs for quality products.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

18. **Institutionalizing systems thinking and learning**—as a new, different, and better way of thinking across functions.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

19. **Valuing and serving others**—through excellence in internal customer service.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

20. **Managing people processes**—attracting, developing, motivating and retaining the top performers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

LEVEL 4 AVERAGE

| | | | | | | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|
| total score/5 = | | | | | total score/5 = | | | | |
|-----------------|--|--|--|--|-----------------|--|--|--|--|

Level #5—Integrating Organizational Outcomes

21. **Organizing effectively**—redesigning and restructuring the organization.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

22. **Mastering & implementing strategic communications**—through repetition—repetition of stump speeches about the vision, mission, values, and strategies.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|

50 One-Minute Tips For Leaders: The Systems Thinking Approach

Instructions - Circle the number that applies:

- 5. How important are these leadership skills to my job performance?
- 6. What is my current performance in these leadership skills?

23. **Cascading of planning & accountability**—to integrate operational results at all levels.

24. **Leading cultural change & transformation**— to a customer-focused, high performance organization.

25. **Organizing and designing**—the structures and processes for effective change management.

LEVEL 5 AVERAGE

Level #6—Creating Strategic Positioning Externally

26. **Scanning the global environment**—for worldwide changes, risk, and impact.

27. **Strategic Planning**—changing it into a Strategic Management System and yearly cycle.

28. **Networking and managing alliances**—with customers, suppliers, community groups, and other stakeholder needs and relationships.

29. **Positioning the organization in the marketplace**—creating real value for the customer vs. the competition.

30. **Being effective internationally**—with the awareness, sophistication, and flexibility needed to build relationships across countries, cultures, and continents.

LEVEL 6 AVERAGE

Motivator Level—Energizers: What is:

31. Level 1: **My desire to grow and develop**

32. Level 2: **My reputation for integrity**

33. Level 3: **My desire for team work with others**

34. Level 4: **My desire for serving others**

35. Level 5: **My understanding & agreement with the organization's Vision, Values and Strategies**

36. Level 6: **My desire for influence and collaboration with others**

MOTIVATOR LEVEL AVERAGE

GRAND TOTAL

| #1 Job Importance | | | | | #2 Current Performance | | | | |
|-------------------|---------------|-----------------|----------------|----------|------------------------|---------------|---------|---------------|--------------|
| Not Relevant | Not Important | Some Importance | Very Important | Critical | Poor | Below Average | Average | Above Average | Out-standing |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| total score/5 = | | | | | total score/5 = | | | | |

| | | | | | | | | | |
|-----------------|---|---|---|---|-----------------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| total score/5 = | | | | | total score/5 = | | | | |

| | | | | | | | | | |
|------------------|---|---|---|---|------------------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Total score/6 = | | | | | Total score/6 = | | | | |
| Total score/36 = | | | | | Total score/36 = | | | | |



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ISBN 0-9760135-0-9



9780976 013501

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