

Unit One: The Foundation of Management

“Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes.” – Peter Drucker

Strong management is the defining cornerstone of any high performing organization. Within any company, there is always a need for someone who can direct a team of people, set goals, light a path, and persuade others to follow. The responsibility of an enlightened manager is to get their message out in a way that inspires, make the most of their limited time, and build roads to resources. They must negotiate alliances, improve their colleagues, and align the ambitions of the many with the needs of the organization.

The boss is the one person who can create conditions that will determine the caliber of work, and ultimately the success for the company. Without strong management, businesses will fail. This is why developing leaders and management is of paramount importance to the success of your company. The figures below exemplify the importance of effective leadership and management development.

- In the 1986 Journal of Management, David Day and Robert Lord found that the differences in the quality of executive leadership explain as much as 45% of an organization’s performance.
- A study conducted by the University of Michigan Graduate School in 1984 found that executives from 5000 U.S. companies from a wide range of industries and sizes found that communication played a significant role in their advancement to management.
- In the book “The Extraordinary Leader”, by John Zenger and Joseph Folkman, they found that superior leaders achieve a lower rate of _____ among their employees, better _____, and higher _____ than do their lower-rated peers.
- In 2002, Daniel Goleman, Richard Boyatzis, and Annie McKee cited in their book, “Primal Leadership”, that roughly _____ of how employees perceive their organizations climate can be traced to the actions of one person – the boss.

Leadership Strategies

“Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat.” - Sun Tzu

When researchers looked at the lives of people like Churchill and Lincoln, both of whom are considered great leaders, they found that both men had suffered personal defeat many times. Churchill was sent home from school in grade four because his teachers said he was too slow. Lincoln ran for office and was defeated 19 times before he became President of the United States. While overcoming failure was common between many great leaders, it was not consistent across all leaders.

The “ _____ ” Approach

Beyond overcoming failure, researchers continued to study by observing what effective leaders did. The idea here was if it could be discovered what leaders did, then people could become effective leaders by doing the same thing. This can be thought of as "the one best way" approach. However, once again, research was inconclusive. The way one leader got results might in no way resemble the way another leader got similar results.

The “ _____ ” Approach

The next major step was to look at the relationship between the situation in which the leader acted and the way the leader behaved. This "it all depends" approach led to the development of a number of contingency or situational theories of leadership. What these theories had in common was the idea that a leader's behavior should be determined by the nature of the situation. In other words in situation A, leaders should do X to be effective, while in situation B, leaders should do Y to be effective.

Guidance and Encouragement

Leadership is complex and can be studied from many different vantage points. While it may be appropriate to apply complex leadership models in some cases, all leadership situations share two major dimensions of leadership.

- One is the level or amount of emphasis devoted to getting the work done.
- The other is the amount of attention given to providing support and encouragement to the people doing the work.

Various names have been used for these two dimensions, such as Task and People, but we will use the terms Guidance and Encouragement. With these two dimensions of leadership, the role of the supervisor becomes a balancing act between the two types of involvement. Depending on the situation and the type of follower, leaders may utilize the appropriate levels of guidance and encouragement.

Guidance Characteristics: Autocratic, Task oriented, Top down, and Direction

Encouragement Characteristics: Democratic, People oriented, Bottom up, and Supportive

Exercise: Guidance and Encouragement

Read each situation below and discuss in your group. Decide how much (1-10) of your leadership will be Guidance and Encouragement for each. Also indicate which management style you would use.

Situation 1

Next month you will be attending a conference in Atlanta, GA. In your absence, you have asked one of your team leaders to run your weekly meeting with your team. This individual has been with the organization and your team for two years and has stepped in to run your weekly meetings before.

In preparing this individual before you leave, how much guidance would you give? _____

How much encouragement? _____

Which management style would you use? _____

Which degree of delegation would you utilize? _____

What do you think is their readiness level? Why? _____

What do you think is their commitment level? Why? _____

Situation 2

A member of your team has mastered the basics with a task you assigned him last quarter, but in his efforts to improve his speed, he is making an increasing number of mistakes. You can see he is becoming frustrated and that much of his early commitment to learning the task is evaporating.

In coaching this individual, how much guidance would you need to give him? _____

How much encouragement? _____

Which management style would you use? _____

Which degree of delegation would you utilize? _____

What do you think is their readiness level? Why? _____

What do you think is their commitment level? Why? _____

Creating SMART Goals

*“Give me a stock clerk with a goal and I’ll give you a man who will make history.
Give me a man with no goals and I’ll give you a stock clerk.” - J.C. Penney*

Before you can develop plans, you have to know what you want to accomplish—your goals, targets or tasks—how you want to accomplish them, what resources of time, money and materials you have, and who will carry out the implementation. Most of us can’t hit a target if we can’t see it. So set some targets for yourself and your team, targets that you can see.

SMART objectives from *“There’s a S.M.A.R.T. Way to Write Management Goals and Objectives”* by George T. Doran as found in the Management Review from November, 1981 can help define the purpose and key objectives for the individual and their role in the organization.

S.M.A.R.T.	Description
Specific <i>What exactly do want to accomplish?</i>	Describe a particular desired accomplishment and be specific in the context of developing objectives that illustrate an observable action, behavior or achievement. You want to use concrete examples and action verbs.
Measurable <i>Can we measure success?</i>	Produce quantifiable benefits and measure progress towards the achievement of the objective. You want to use numeric examples of quantity, percentages, or returns.
Attainable <i>Is it attainable?</i>	Must be able to be accomplished with a reasonable amount of effort and application and with available resources (individual or a department). You want the objectives to be feasible and appropriately limited in scope.
Relevant <i>Will it lead to the desired results?</i>	First, the objective being set with the individual is something they can actually impact or change. Secondly, the objective must be important to the company. Relevance can be accomplished with alignment to the company goals.
Timely <i>When will this objective be accomplished?</i>	Have a specific date & time defined for completion of the objective. You want to identify the target date and time.

Exercise: Setting Personal and Team Goals

Answer the questions below regarding personal and team goals.

What are the areas of accountability for your team members? List as many as you can.

What are the standards for performance in these areas of accountability? Assign a standard to each.

Areas of Accountability	Performance Standard
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What types of instructions will you have to define or review with your teams to make certain they are equipped to meet these standards?

Coaching Communication Skills

“The genius of communication is the ability to be both totally honest and totally kind at the same time.” - John Powell

Executives of Fortune 500 firms that were surveyed on the most beneficial skills for excelling in professional business have year in and year out ranked communication skills at the top of the list. Effectively communicating with peers, subordinates and the executive management team eliminates wasted time, effort and expenses. Information and direction is understood the first time and completed down to the very last detail.

Communication skills for a manager, leader and coach go beyond the standard visual, verbal and vocal conversation. Coaches must also pay close attention to their team member’s communication with each other.

Barriers to Good Communication

While we speak and communicate with others with the best of intentions, our messages can be misinterpreted when they are interpreted by the recipient. When the true meaning of a message is not apparent, misinterpretation can lead to disastrous results in business.

When communicating with our team and our teammates we must make a conscious effort to deliver our messages as clearly as possible. This delivery will include emphasis on three vital areas called the Visual, the Verbal and the Vocal. Our messages are most powerful and persuasive when all three of these areas are in alignment. Focus on these areas will also allow you to overcome some of the obstacles to good communication.

Exercise: Communication Barriers

List some of the barriers that prevent good communication.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

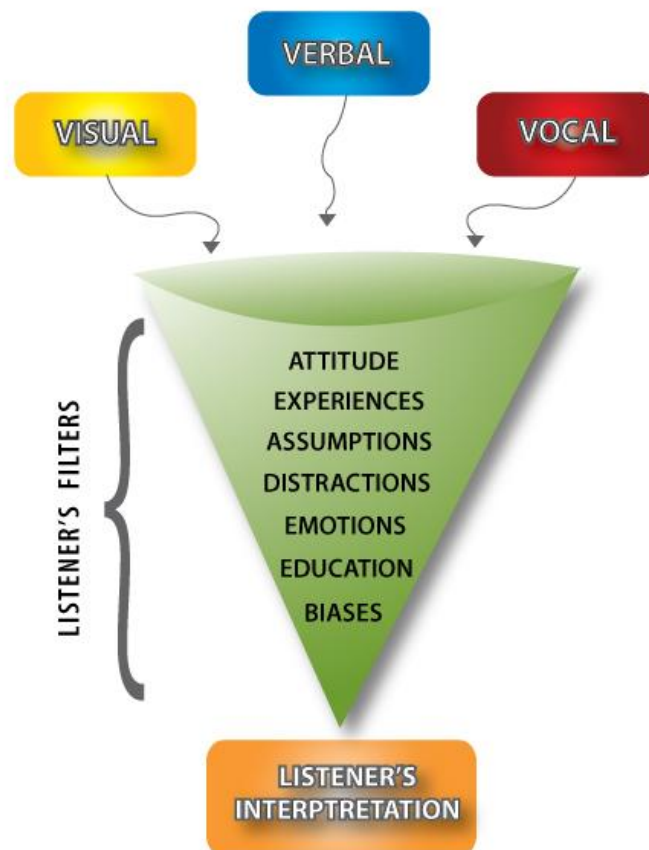
Communication Elements

“There are no facts, only interpretations.” - Friedrich Nietzsche

Communication filters emphasize the skill of listening and how it relates to verbalizing information, feedback, and feeling. While listening may not be the only ingredient in the formula for good communication, it does play a vital role. As we listen to information from the speaker, it passes through several filters before the listener’s interpretation is determined. When we understand this funnel, we can rely on it to:

- Find out where we are in a complicated interchange of ideas and opinions
- Evaluate the way others respond to us
- Learn how to handle those responses, even if they are unexpected or unwanted
- Examine alternatives for changes of direction without necessarily sacrificing our goal in the interaction

In all our communication, it helps to have a mental picture of what we are doing, where we want to go, and what we must do to get there. The communication funnel answers this need, by helping us design a strategy for our communications with others. A model of the Communication Filters is shown below.



Active Listening

“All top managers have one thing in common...they are all great listeners!” - Tom Hopkins

By actively listening you can pick up on not only what is being said, but what is not being said. In 1991, The U.S. Department of Labor did a study and found that the average worker spends 55% of his communication time listening, 23% speaking, 13% reading, and less than 9% writing. Any signal sent to your employee that gives them the feeling that they are not important will lead to problems.

Comment “When I simply asked if I could have more time to complete my report, she responded with, ‘If you think more time is necessary, then take it.’ What did she mean by that comment? It sounded like she really didn’t want me to take the additional time.”

Response “So, you asked for more time, you got what you wanted, but you’re not comfortable with the response, correct? What do you think she was saying to you with her feedback?”

Richard Hunsaker, author of *Understanding and Developing the Skills of Oral Communication*, states that we are distracted, preoccupied or forgetful about 75% of the time we are listening to another person.

Passive Listening

When you listen passively, you are really only there in person or on the other end of the phone. You are completely tuned out and get neither the spoken or unspoken messages being delivered. Your focus is usually not on what the employee is saying or on how they are saying it. This form of listening is one-way communication. How can you ever fully recover from not listening to your employee?

Selective Listening

When you listen selectively, you fade in and out of active listening. You hear the voice but sometimes you do not hear the words. Or, you hear the words but you are not focused on the tone. This type of listening can be very harmful to employee relations. If you do not listen and hear what your employee wants or needs, how will you ever be able to meet or exceed their expectations?

Active Listening

When you listen actively, you focus totally on the person with whom you are communicating. You hear their voice, you listen to the words they use, the tone of their voice, the rate of speech, the quality of voice and other important messages, some of which are not even spoken. When you give your focus to active listening, you are able to detect moods, hidden meanings and other things that are not spoken. You may detect anger, happiness, frustration or sarcasm. Usually during active listening you are having two-way dialogue. You listen, respond, question, listen some more and reply accordingly.

The average speaker speaks at _____ words per minute.

The average listener can process _____ words per minute.

The Coaching Process

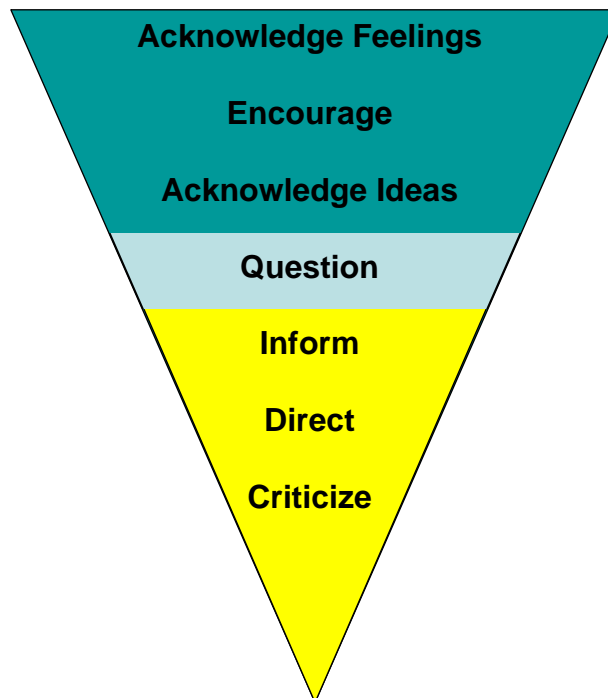
“Good leadership consists of showing average people how to do the work of superior people.” - John D. Rockefeller

When it comes to getting results as a coach and manager, it helps to have a process to serve as a framework for assisting your team members. As a manager, your team will expect you to do more listening than talking. The communication funnel below separates the communication into three areas. The effectiveness of the communication will be dependent on the appropriate utilization of the three phases of the communication funnel. Here are three critical steps of the model.

1. **Listening** - understand the employees their feelings and position on a particular situation
2. **Questioning** - proper techniques used to clarify the situation and bridge into the talking
3. **Feedback** - responding in the form of information and positive or constructive feedback

Manager's Note

It is important to understand that Steps 1 and 2 may be repeated several times when coaching employees.



Providing Appropriate Feedback

“A leader is one who knows the way, goes the way, and shows the way.” – John C. Maxwell

Team members will look to their coach for feedback and guidance, but at the same time, very few individuals actually enjoy criticism. As a result, feedback must be delivered very carefully to obtain the desired effect. Feedback is essential for growth to all members of an organization. Think of feedback as a compass that is guiding a hiker through the woods. The compass can reassure that you are heading in the right direction and it can also provide corrections when you are straying from the appropriate path.

Missed Opportunities

We sometimes miss opportunities to give supportive feedback because we think people know when they are doing well. However, people often don't know if they are on the right track, unless you tell them. Supportive feedback reinforces that the decisions or choices they made are right and are noticed by you. We also miss opportunities to give corrective feedback because we are afraid that giving unpleasant feedback could result in a difficult to handle response or harm a relationship. In reality, delaying that feedback can do more harm in the long run.

Providing Positive Feedback

If you are giving an employee positive feedback, what should you keep in mind?

- Make the feedback specific, so they know what they are doing well.
- Be timely. Don't wait for a convenient time to tell them they did something well.
- It should be sincere.
- Give them this positive feedback in public if you feel they will not be too embarrassed. Often even the shy person likes a bit of public praise. You know your employee. You decide.

Providing Constructive Feedback

If you are giving an employee constructive feedback, what should you keep in mind?

- Make sure the employee knows right up front that your intent is to help them.
- State the constructive purpose of the feedback and what you hope to accomplish. This provides the focus you need for your communication to be effective. If you are initiating the conversation it means the other person doesn't have to guess where you are headed.
- Describe the behaviors that you have specifically observed and your reaction.
- Give the other person an opportunity to respond.
- Offer specific suggestions for ways to change behavior, if they have no suggestions to offer.
- Summarize and express your support.

Exercise: Coaching Situations

What can you do in the following situations to deliver appropriate coaching and feedback? Discuss in your groups and share your thoughts and observations with the rest of the class.

One of your employees was recently promoted to supervisor and is dealing with insubordinate direct reports that they used to work with.

An employee agrees with what you say, but you feel he/she is not really committed to change.

A team member is angry about departmental policies and regulations. He/she blames the policy or regulation for the problem you are discussing.

The individual refuses to accept responsibility. He/she blames you for not providing enough support and other people for not doing their jobs properly. It is always someone else's fault.

Positive Reinforcement

“Help others achieve their dreams and you will achieve yours.” – Les Brown

The more consistently successful your people are, the higher you rise in the organization. Managers are not judged by their individual skills as much as they are judged by the performance of their teams. Think of any coach at the professional or collegiate level. Some coaches have become legends and are consistently defined as the world’s greatest coaches. Why are they seen as the greatest coaches of all time? It is very simple. Their teams have always been extremely successful.

Just as a successful coach continues to produce winning sports teams, so too will successful managers be able to produce successful teams in business. Great managers understand that to help people reach their full potential, they must catch them doing something right to praise them.

The famous Coach Bear Bryant once said that he would always praise his players for great performances immediately after the game and in front of the entire team. Being recognized for great performance will build a person from the inside out. Praisings cannot be shallow, false or undeserved. When used properly they bring out the best in people.

Everyone likes to hear when they do a good job. Hearing sincere praise for a job well done provides additional confidence to an individual, especially when they are first learning their roles and responsibilities. There are three keys to effective positive reinforcement:

- Timely** The praising must be timely. If a manager thanks an individual for their quality work on a certain project that was completed six months ago, the individual will immediately start to think, “Why did she wait six months to tell me this? I wonder what she wants now?”
- Specific** Praise for a job well done must be specific to be effective. A simple “good job” and a slap on the back don’t go nearly as far as a specific description of the behavior that was observed. By making the feedback specific the individual knows that you understand exactly what they are doing and that you are being sincere.
- Consistent** Regardless of your own situation or the status of the entire organization, a good manager will be consistent in how and when they offer praise. If the manager is having a difficult time with the entire organization and yet still takes the time to praise an individual when they have done something right, the individual comes to trust and respect the manager even more. There is no wondering “which boss will show up today” depending on the manager’s mood.

Exercise: Implementing Positive Reinforcement

In the scenarios below, document how you would provide praise to the employee / team.

One of your employees assists a new team member during their first week at the company. The new employee comments to you how smooth their orientation was due to your employee's assistance.

Would you offer praise to this employee? _____

What would you say? _____

What is an example from your own experience where you either could have or you did deliver a one minute praising?

How did you word the praising when you delivered it? How would you do it any different in the future?

Exercise: Critical Discipline

Answer the following questions after discussing with your group.

What makes delivering criticism or discipline challenging?

How can this process make it easier for you to deliver discipline?

Give an example of what you will say when delivering discipline to your team. Get feedback from others in your group on how it sounds.

Coaching Situation

A team member is shy and reluctant to take any risks in advancing their skills or making decisions.

What would you say in your criticism or discipline for this situation?

Coaching Situation

An employee is having difficulty with a new procedure or policy. The employee states very clearly, "That's not the way we used to do it."

What would you say in your criticism or discipline for this situation?

Recommended Reading Materials

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” - Dr. Seuss

Leadership

The One Minute Manager, Kenneth Blanchard and Spencer Johnson, 1983

The Art of Leadership, Bothwell, Lin, 1983

Leadership Skills for Managers, Caroselli, Marlene, 2000

You're the Boss, Josefowitch, Natasha, Ph.D., 1989

The Leadership Challenge, Kouzes, James M. and Barry Z. Posner, 1987

Four Competencies for Success, Portnoy, Robert A., Leadership, 1999

The Fifth Discipline, Senge, Peter, M., 1990

Communication

Conversational Magic, Les Donaldson, Prentice Hall, 1981

You've got to be Believed to be Heard, Bert Decker, St. Martin's Press, 1992

The Articulate Executive, Granville Toogood, McGraw-Hill, 1996

Secrets of Successful Speakers: How you can Motivate, Captivate & Persuade, Lilly Walters, McGraw-Hill, 1993

Success Secrets of the Motivational Superstars, Michael Jeffreys, Prima, 1996

Messages: The Communication Skills Book, Matthew McKay & Martha Davis & Patrick Fanning, New Harbinger Publications, 1995

Sales

Cut the C.R.A.P. and Make the Sale, Russ Peterson, DC Press, 2003