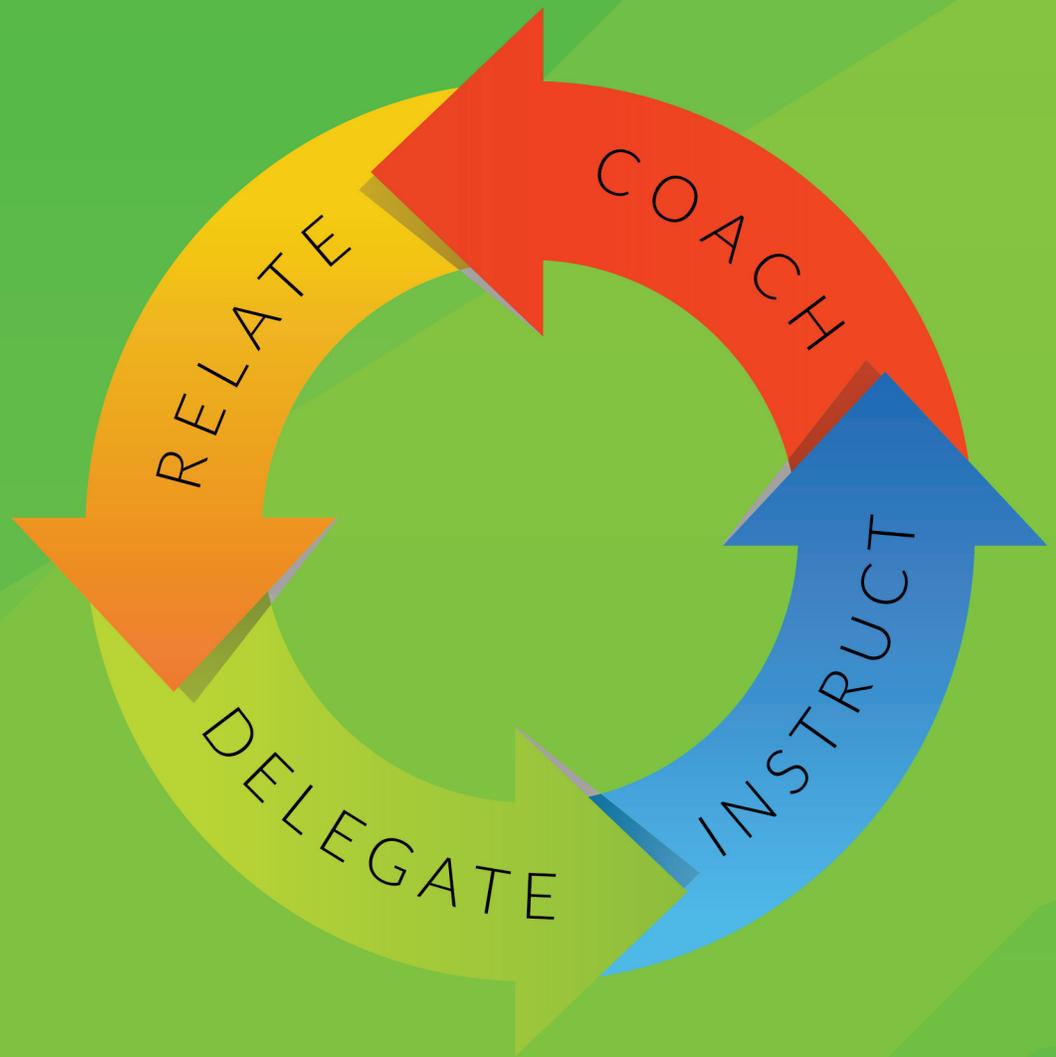


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STRATEGIC LEADER

PARTICIPANT GUIDE



ALEXANDER HIAM

Strategic Leader

Participant Guide

Alexander Hiam

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Module 1: Introduction to Strategic Leadership

What is Strategic Leadership?

Strategic leadership is a practical method leaders can use to develop their employees and increase productivity.

In strategic leadership, a leader *chooses* a strategic approach based on the specific task to be done and the employee's level of development in relation to that task. The leader constantly "flexes" his or her strategy to fit the situation.

Management vs. Leadership

There is a difference between *management* and *leadership*. **Management** can mean to be in charge, to control, or to take responsibility. In managing, you use various methods for controlling what employees do, such as:

- Defining each person's tasks or roles
- Checking up on their work
- Giving instructions
- Correcting them when they make errors
- Tracking information about results

While these elements of management are important in the workplace, they do not, on their own, ensure good leadership.

Leadership usually means to inspire, to motivate, or to help others achieve important goals. Leadership goes beyond management because it has higher expectations for performance. A leader's aim is to get superior performance from employees. This involves many additional considerations, such as:

- Raising an employee's motivation to perform the required tasks
- Developing the skills and abilities to perform the required tasks
- Improving work processes
- Moving the entire group ahead, striving for higher and better results, believing in the employees' potential

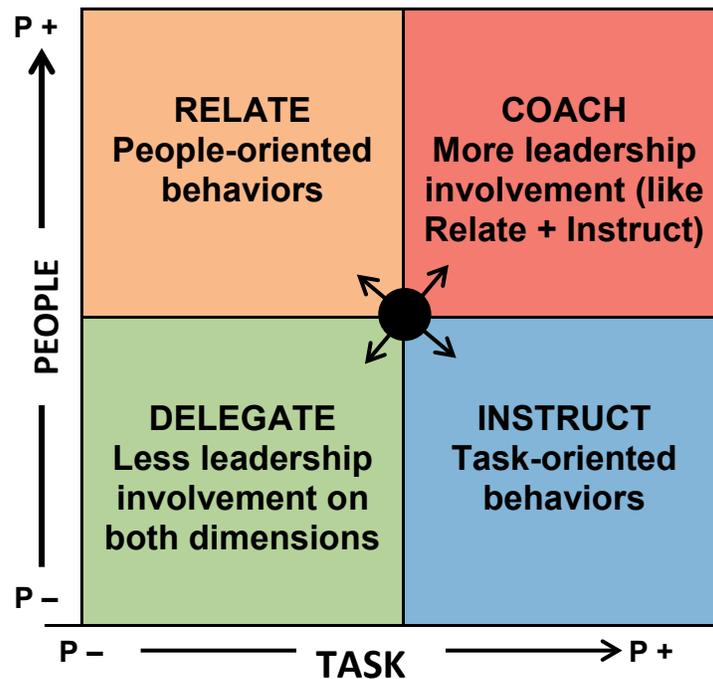
Why is Strategic Leadership Important?

There are factors operating in today's workplace that make the need for high performance an even greater managerial or leader responsibility. These workplace challenges include:

- Organizational pressure to "do more with less"
- An increased focus on customer service
- Restructuring/re-engineering
- Downsizing and cost reductions
- Regulatory/legal requirements
- Increased competition
- Rising quality and service requirements

Module 2: Interpreting Your Online Assessment Results

In your Assessment report, you have scores for four leadership strategies: *Relate*, *Coach*, *Delegate*, and *Instruct*. If you look at the chart below, you will notice that all four of these strategies represent different combinations of high or low orientations toward tasks or people.



On page 3 of your Assessment online report, your dominant strategy type will be shaded, indicating the leadership style you tend to use the most. The number in each quadrant indicates your raw score. The note next to each quadrant describes the specific strengths this score is generally associated with.

Dominant Strategy Type Matrix

If highest:

Good with employees who need support

Good with employees who can take on more responsibility

SPECIFIC STRENGTHS

RAW SCORE

Relate (R) 46	Coach (C) 45
Delegate (D) 53	Instruct (I) 49

DOMINANT STRATEGY

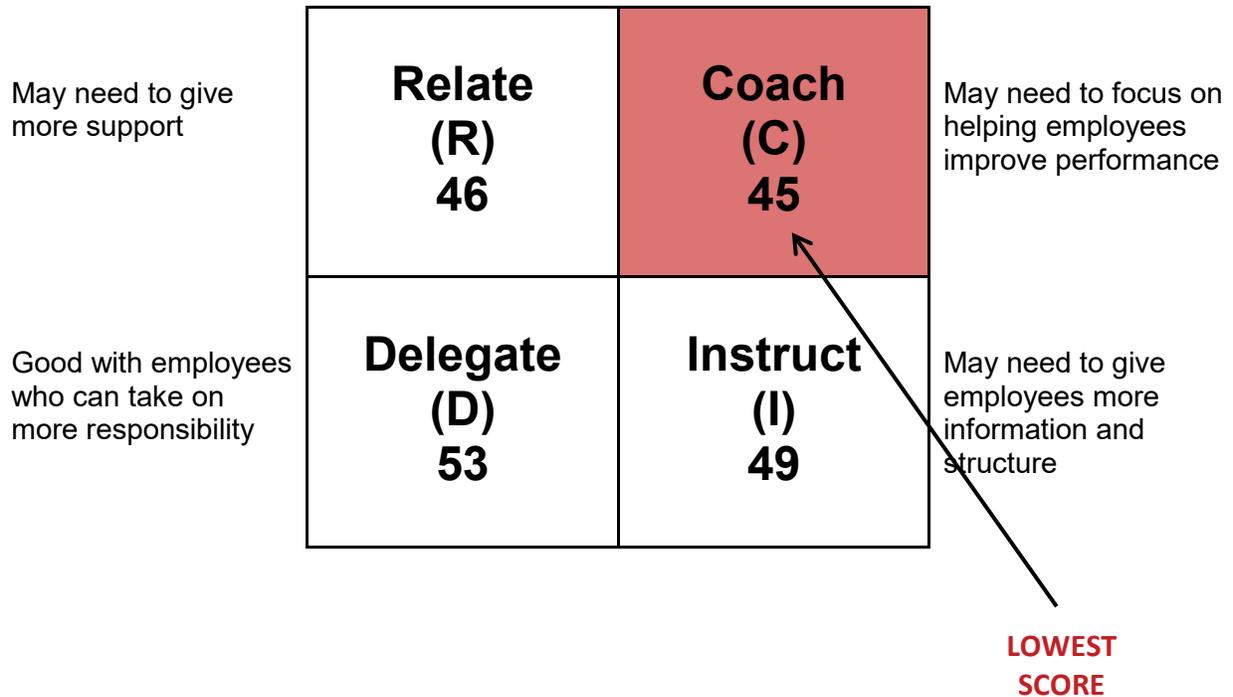
If highest:

Good with employees who need supervision and support to improve

Good with employees who need information and structure to learn

On page 4 of your report, the quadrant shaded in red indicates your lowest score. This score is your *development path type*—the strategy you should practice most if you want to expand your leadership capabilities.

Development Path



Strategic Leader

The Strategy Variability Scale on page 5 of the report shows how variable (adaptable/flexible) your strategy is in different contexts or situations. This score is shaded in blue.

The Strategy Variability score was determined by subtracting your lowest style score from your highest.

Some people tend to rely on one strategy regardless of the situation, while others tend to vary their strategy. A good goal for leaders is to perfect all four strategies so they can “flex” their style based on which style would be more effective or appropriate to the situation.

Strategy Variability Scale

0–5	High
6–10	
11–15	Medium High
16–20	
21–25	Medium Low
26–30	
31–35	Low
36–40	
41–45	Very Low
46+	

SUBTRACT
lowest style
score from
highest

VARIABILITY

There are “ideal” responses to each of the cases in the Assessment. Your strategy effectiveness is determined by the number of ideal responses you selected. The number of matches could be anywhere from 0 to 16. The number of ideal matches for the respondent in the example below is shaded in blue.

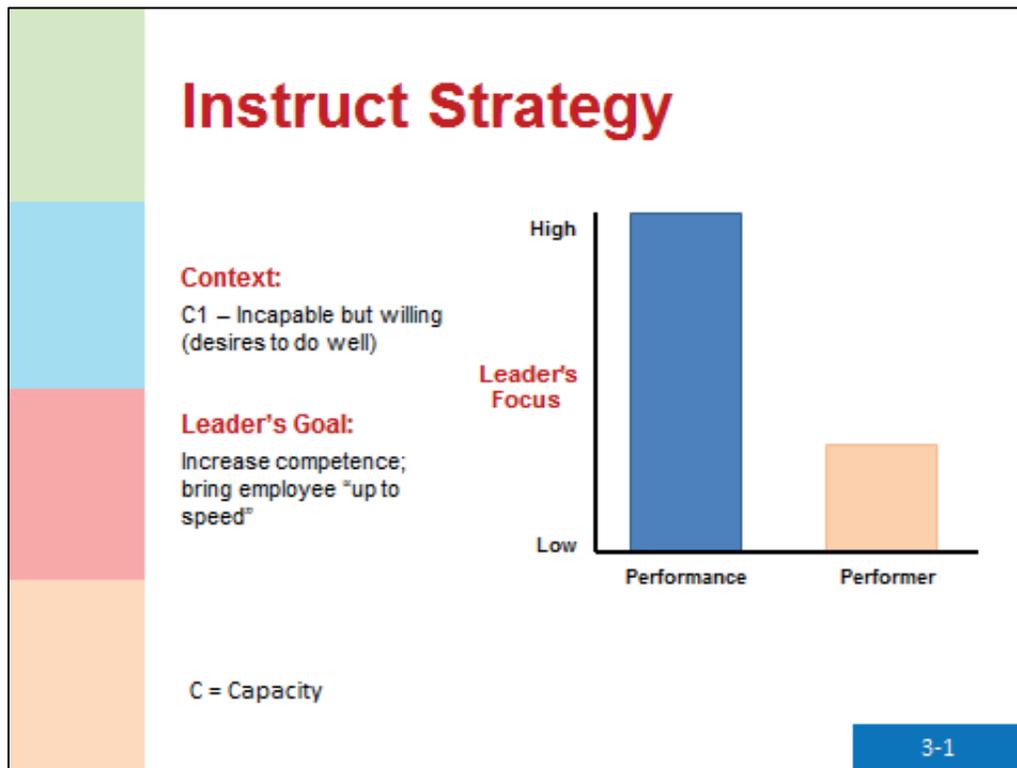
Strategy Effectiveness

16	High
15	
14	
13	
12	Medium High
11	
10	
9	
8	Medium Low
7	
6	
5	Low
4	
3	
2	
1	

NUMBER OF MATCHES →

← **STRATEGY EFFECTIVENESS**

Module 3: When and How to *Instruct* Your Direct Reports



The Instruct Strategy is used when the employee's level is C1: capability is low in relation to the task. It might be that the employee is inexperienced or has not had training in the area.

The goal is to bring the employee "up to speed." Therefore, the leader primarily uses performance-focused behaviors and few performer-focused behaviors.

The diagram on the following page will help you plot where an employee is with regard to attitude/desire and capability and arrive at a leadership strategy that will help move the employee forward.



EMPLOYEE CAPACITY		LEADERSHIP STRATEGY	
C1.	Not fully capable, but motivated	→	LS1. Lead by managing tasks and their performance.
C2.	Not fully capable, not fully motivated	→	LS2. Manage task performances as they interact with performers' attitudes
C3.	Not fully motivated, but capable	→	LS3. Lead by managing the attitudes and feelings of the performer
C4.	Fully capable and motivated	→	LS4. Lead by encouraging the performers to self-manage their own performances

Referenced Cases for *Instruct*

Case 11: An employee is having trouble learning how to do a new task, but his attitude is positive and he assures you he will keep trying until he succeeds. Will he master the work if you...

- A. Have a seasoned employee who knows the job well provide step-by-step instructions and watch over him for a few days?
- B. Meet with him to set some performance goals before giving him responsibility for learning and doing this new job?
- C. Focus on providing encouragement, support, and recognition for any progress he does make?
- D. Use a combination of encouragement, rewards, and learning-oriented assignments?

Case 13: An experienced, enthusiastic employee has volunteered to learn a difficult software program. You are the only one who knows how to use it. Will he master it quickly if you...

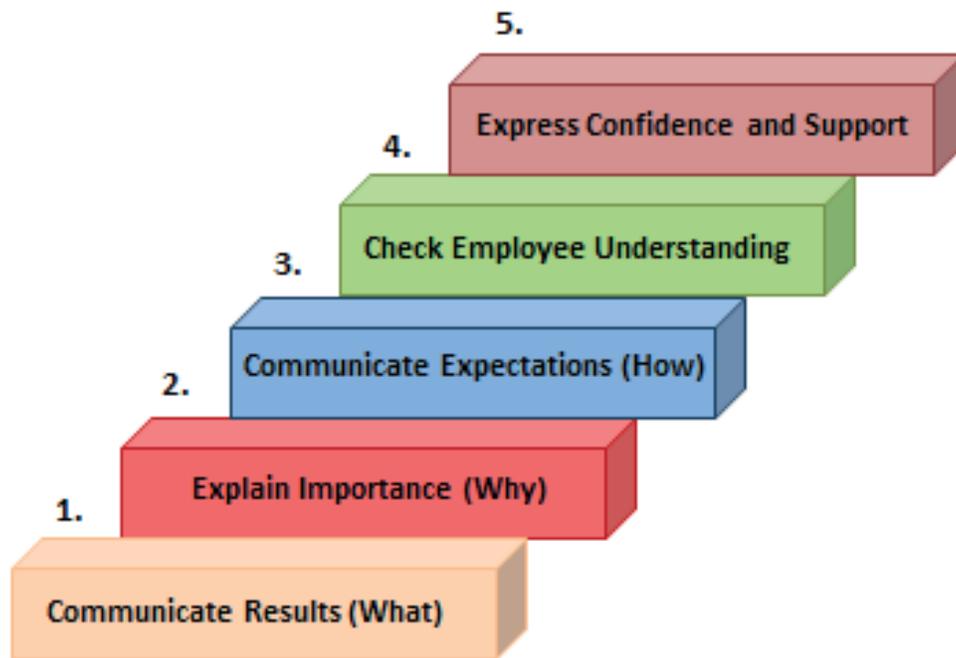
- A. Give him a copy of the manual and let him have an opportunity to try learning the new program on his own?
- B. Walk him through the software step by step, then watch and give any needed advice as he tried to do it himself?
- C. Tell him you have faith in his abilities and to come and see you if he gets discouraged and needs a pep talk?
- D. Give him encouragement and help him do some practice exercises on the software to learn the basics of how it works?

Case 8: You usually hold a morning meeting in which you give each employee their assignments for the day, but lately your group has been performing so well and with such enthusiasm that you wonder if it is really necessary. Will they achieve their potential if you...

- A. Continue the morning meetings, just to make sure everyone gets their instructions and does the right thing every day?
- B. Continue to give daily instructions, but also add more encouragement and recognition to the routine?
- C. Reduce the meetings to twice a week and have employees prepare multi-day plans that they present for discussion during those meetings (instead of your telling them what to do)?
- D. Use the morning meetings for employee recognition and informal conversation instead of giving out assignments?

Five Steps in Communicating Assignments

There are five steps to communicating assignments:



- Step 1.** Communicate the results you desire from the employee or the group—*what* is to be done and *when*.
Be directive and informative to spell out the duties and responsibilities of the individual or group.
- Step 2.** Explain *why* it is important for the assignment to be completed. Link the assignment to a work group or department goal, mission, and/or vision, and how the assignment benefits the organization.
Share needed information about the organization's operation.
- Step 3.** Communicate your expectations on *how* the assignment is to be done by demonstrating or providing the steps, procedures, standards, and resources needed to do the work.
Use informative behaviors of showing or telling how the work is to be done.
- Step 4.** Check the employee's understanding of the assignment and clarify roles and progress points.
Check progress and defining roles.
- Step 5.** Express confidence in the employee and your willingness to help. Doing so maintains high commitment and heads off any self-doubts the employee may have.
Provide encouragement and support.

Communicating an Assignment— Demonstration Script

Leader: I want to discuss with you the XYZ project and your work assignment. You will be responsible for generating a summary report of the budget surveys completed by all of our field office staff. The report is to inform division management of any programs to consider in next year's budget.

Employee: *There are several field offices, aren't there?*

Leader: Yes, there are 12 field offices. This assignment is important since you will be representing the field's program requests by how you word this report. Your accuracy will also reflect on future budgetary decisions. Do you understand the significance of this report?

Employee: *I think so. It sounds as if I'm going to have to be careful not to misrepresent the information.*

Leader: That's right. In order to complete the summary report, you will need to coordinate the return of all surveys from the field. Check with Linda over the next week to get the surveys that are still arriving. When all the surveys are in, record each response to a question on a master survey form for that location. Here is an example of what I mean (hand employee a piece of paper).

Employee: *This example helps a lot. If I have any questions, who do I see?*

Leader: I'm sure you'll be able to handle this just fine. I'll check in with you, but in the meantime, see Linda or me if you have any questions. Just so I make sure I was clear about my instructions, how about telling me what you understand them to be?

Employee: *Well, I'll be compiling all the information I receive from the field and producing a summary report based on program interest I detect on the surveys I receive. I can check with you or Linda if I have questions.*

Leader: Great! It will also be helpful if you plan on giving me a progress report in the middle of next week. Do you have any questions now?

Employee: *No, not right now.*

Leader: Okay, that's it, then. By the way, thanks for your effort with this.

Communicating an Assignment—Demonstration

Instructions

Use this page to jot down what the “leader” says to the “employee” that demonstrates each step.

Step 1: Communicate the results you desire from the employee—what is to be done.

Step 2: Explain why it is important for the assignment to be completed. Link the assignment to a work group or department goal, mission, and/or vision, and how the assignment benefits the organization.

Step 3: Communicate your expectations on how the assignment is to be done by demonstrating or providing the steps, procedures, standards, and resources needed to do the work.

Step 4: Check the employees’ understanding of the assignment and clarify roles and progress points.

Step 5: Express confidence in the employee and your willingness to help.

Communicating an Assignment—Answers

Step 1. Communicate the results you desire from the employee (i.e., what is to be done).

I want to discuss with you the XYZ project and your work assignment. You will be responsible for generating a summary report of the budget surveys completed by all of our field office staff. The report is to inform division management of any programs to consider in next year's budget.

Step 2. Explain why it is important for the assignment to be completed (i.e., link the assignment to a work unit goal, mission, and/or vision).

This assignment is important since you will be representing the field's program requests by how you word this report. Your accuracy will also reflect on future budgetary decisions. Do you understand the significance of this report?

Step 3. Communicate your expectations on how the assignment is to be done by demonstrating or providing the steps, procedures, or standards needed to do the work.

In order to complete the summary report, you will need to coordinate the return of all surveys from the field. Check with Linda over the next week to get the surveys that are still arriving. When all the surveys are in, record each response to a question on a master survey form for that location. Here is an example of what I mean (hand employee a piece of paper).

Step 4. Check the employee's understanding of the assignment and clarify roles and progress points.

Just so I make sure I was clear about my instructions, how about telling me what you understand them to be? It will also be helpful if you plan on giving me a progress report in the middle of next week.

Step 5. Express confidence in the employee and your willingness to help.

I'm sure you'll be able to handle this just fine. I'll check in with you, but in the meantime, see Linda or me if you have any questions.

Exercise 3-1: Communicating an Assignment

Instructions: Individual Work (Round 1)

1. Using all the Lego® pieces contained in one of your bags, create any object(s) of your choice. Be creative!
2. When the object is completed, take a few moments to plan how you would instruct someone else to create your object. Describe what the object should look like and the steps it will take to achieve that result. Refer to the steps for communicating assignments as a guide.
3. Pretend this object is important to the success of your work unit and develop a statement linking the creation of the object to a larger purpose.
4. Hide the object you created in the bag. Only show it *after* your partner has finished trying to make it from your instructions. (Use the loose pieces in your other bag to try to make your partner's object.)

PLANNING SPACE

Exercise 3-1: Communicating an Assignment (continued)

Instructions: Work with Partner

1. Decide with your assigned partner who will be the leader for Round 1.
2. Using the behaviors of the Instruct Strategy, communicate the assignment to your partner and check his or her understanding of the assignment. Have your partner complete the assignment as instructed.
3. After Round 1, take a few minutes to check how well the steps were followed.
4. Reverse roles and repeat the process in Round 2, including the check. Use the worksheet on the following page for Round 2.

Success in communicating the assignment will be determined by the successful recreation of the objects (compare by showing the original object you hid in your bag).

Exercise 3-1: Communicating an Assignment (concluded)

Instructions: Individual Work (Round 2)

1. Using all the Lego® pieces contained in one of your bags, create any object(s) of your choice. Be creative!
2. When the object is completed, take a few moments to plan how you would instruct someone else to create your object. Describe what the object should look like and the steps it will take to achieve that result. Refer to the steps for communicating assignments as a guide.
3. Pretend this object is important to the success of your work unit and develop a statement linking the creation of the object to a larger purpose.
4. Hide the object you created in the bag. Only show it *after* your partner has finished trying to make it from your instructions. (Use the loose pieces in your other bag to try to make your partner's object.)

PLANNING SPACE

NOTES for the INSTRUCT STRATEGY

COMMUNICATING ASSIGNMENTS

Clear communication at the start of a project or work assignment is particularly critical in today's organizations where a fast-pace and short deadline leaves little time for rework. The expectation is to "get it right the first time."

Poorly-communicated assignments:

- Waste time and effort because work needs to be redone.
- Frustrates everyone.
- Hurts other work units or groups.
- Customers' needs are not met

Common mistakes made when communicating assignments include:

- Being incomplete or rushing because of time pressures.
- Assuming the employee has the same information as you do.
- Assuming the employee should know what is involved or know how to do the task without being told.
- Assuming the employee knows *why* the work needs to be done.



Instruct Strategy: Summary

- The Instruct strategy is used with C1 employees who, for whatever reason, are not capable of doing the task perfectly
- The Instruct strategy focuses mostly on the employee's *performance*
- Sometimes feedback or task design needs to be improved

3-4



Instruct Strategy: Summary (concluded)

- Assignments need to be communicated fully and clearly using **What, Why, How, Check, and Encourage**
- The leader makes sure the employee knows the what, why, where, when, and how of the assignment

Module 4: When and How to *Coach* Your Direct Reports



The Coach strategy is used when the employee's level is C2.

As with a C1 employee, the person's ability is often relatively low in relation to the task. He or she is still learning and gaining competency and self-sufficiency.

Unlike the C1 employee, however, the person also has some attitude issues and may lack confidence or motivation to perform the task.

The leader's goal is to continue to build competence and bring the person along toward proficiency. The leader does this by guiding performance, as well as encouraging and positively reinforcing the employee's efforts.

Referenced Cases for Coach

Case 5: An employee made a series of mistakes that suggested she does not understand a technical point about her work. You tried to give her some constructive feedback, but she reacted defensively. Before you knew it, you found yourself arguing with her and you criticized her work more broadly than you had meant to. Now she is upset and angry. You...

- A. Let her work with less direct supervision to show that you trust her?
- B. Spend more time supervising her work to make sure she does not have any more problems?
- C. Supervise her work more closely, but also apologize and try to be encouraging.
- D. Apologize for being overly critical and try to be encouraging to her?

Case 9: An employee has not submitted monthly progress reports since your firm introduced a more complex version of the report form. He avoids talking to you about it and seems less happy than he used to be with his job. Will he adjust well to the new form if you...

- A. Remind him that he needs to fill in the form at the end of this month, and suggest he start early to make sure he has the time to do it right?
- B. Offer him some friendly encouragement to help him feel better about the report forms, and let him know why the new form is important?
- C. Spend time with him going over the form and helping him fill it in, and also take advantage of the time together to learn more about how he is feeling toward his work?
- D. Tell him how to fill in the form and let him know you plan to correct it with him to make sure he learns how to do it right?

Case 14: New equipment is causing a lot of errors and slowdowns, and employees are complaining that they don't want to have to learn how to use it. Will they learn it if you...

- A. Give them a break and encourage everyone to relax and get ready for another try, then stand by and have them ask you questions whenever they get confused?
- B. Remind them that the new equipment is their responsibility, refer them to the detailed training materials they received, and give them an extra week to learn how to make it work correctly?
- C. Walk them through the correct use of the equipment step by step, and then keep a close eye on them as they try to do it?
- D. Let them know you sympathize with their difficulties, and thank them for their extra effort during this difficult period?

Exercise 4-1: Using Listening Skills

INSTRUCTIONS

1. Choose a partner. Decide which one of you will be the first speaker.
2. The *speaker* will select a topic (a major accomplishment he or she has achieved) and talk for 5 minutes.
3. The *listener* will use attentive, responsive, and empathic listening:
 - Attentive listening includes saying “yes,” nodding, maintaining eye contact, etc.
 - Responsive listening means paraphrasing, asking clarifying questions, and summarizing.
 - Empathic listening means sensing and reflecting the feelings and emotions being conveyed by the speaker.

All you should do as the listener is use the listening skills. Do not interject your ideas or talk about yourself.

Possible Discussion Topics:

- A major accomplishment you have achieved, either professionally or personally.
 - Challenges or fears involved with this accomplishment.
 - How you felt afterwards. Did it change anything?
 - Is it at all embarrassing to talk about your personal accomplishments?
4. After 5 minutes, switch roles and repeat.
 5. Give each other feedback on how well each of you used the three listening skills.

TIP: The listener is *helping* the other person think, feel, and talk about their subject.

Individual Feedback Activity

In the last module, we focused on the informative use of feedback to improve task performance. Now we will focus on how people *feel* about their feedback.

INSTRUCTIONS

1. Think about feedback you have received recently, either complimentary or critical, based on something you did. In the space below, write down the feedback statement. Try to capture, as closely as possible, how it was expressed to you, using exact words, if possible. It will be for your personal use later in this module. You won't be required to share it with others in the class.

Feedback Statement:

2. Jot down the circumstances under which you received this feedback.
 - When did you receive the feedback (e.g., immediately following what you did, a day later, weeks later)?
 - Did you receive the feedback in front of others or in private? How did the social context make you feel?
3. Overall, how did you feel about the feedback? Try to name any emotions or feelings it may have produced. (Did the feedback have an emotional impact?)

Exercise 4-2: Feedback Role-plays

INSTRUCTIONS

1. You will now have the opportunity to practice using supportive behaviors in a role-play activity.
2. There are three roles in this role-play activity: **Leader**, **Employee**, and **Observer**.
3. There will be two rounds of role-playing. Role-play scenarios for Round 1 can be found on pages 26 through 29 of this *Participant Guide*. Role-play scenarios for Round 2 can be found on pages 30 through 33.
4. The Observer will have a checklist of behaviors to assist in his or her observation.
5. In each round, the Leader will practice giving positive and constructive feedback, listening, and where appropriate, asking for input. The Employee will respond to the communication of the Leader. The Observer will note the use of the supportive behaviors by the Leader and the effects of the Employee.
6. After the Leader has completed the role-play, the Observer will review his or her checklist with the Leader. The Employee should participate in this exchange as well.
7. Observers should give the completed checklists to the Leader after giving the feedback.
8. Switch roles and repeat the process for Round 2 and a different role-play scenario.

Scenario 1: Leader Role

BACKGROUND

Your employee, Pat, has been working on the customer satisfaction survey for the last month. Pat has completed the first two tasks of the project successfully: the list of customers has been compiled and entered into the master database with 100 percent accuracy, and the first draft of the survey has been completed by the deadline.

You have just reviewed a draft of the survey. You have noticed that some of the questions on the survey are biased and unclear. It is important that the survey not have any questions on it that either hint at the answers or that might be unclear to the reader.

One of the biased questions in the draft is:

Most past customer comments about our response time have been unfavorable. Since the improvements to our process, do you agree our response time has improved?

This question is biased since the reader would be basing his or her response on the evidence supplied that suggests improvements have affected response time. A better question would be:

Has the response time of our department to your requests changed over the last two months? If yes, how?

An example of an unclear question in the draft is:

What impact has the HRWO process had on your requests for service?

Using abbreviations may be confusing to the customers. A better question would be:

What impact has the Human Resource Work Output (HRWO) process had on your requests for service?

Pat was very enthusiastic about the project when it was first assigned, but you sense that Pat has begun to realize the complexity of creating surveys. You feel that Pat needs some additional exposure to the basic rules of survey questions, and you want to show support for Pat's thought and effort demonstrated thus far. You've had a fair amount of experience in survey design. Also, Susan Greene is an expert in survey design and research within the organization's Management Development Group. That group also has an excellent resource library.

You have called a meeting with Pat to provide feedback on the work completed to date on the customer satisfaction project.

Scenario 1: Leader Role (concluded)

ROLE-PLAY PREPARATION

1. Jot down the *positive feedback* you'd like to give to Pat. Include what you like and why.

2. Jot down what you will say to Pat in the way of *constructive feedback*. Include what you don't like and why, what you *would* like, and the benefits.

3. How will you begin the feedback meeting? What will you say?

4. During the feedback meeting, remember to use the listening skills:

- Attentive listening—e.g., saying “yes,” nodding, maintaining eye contact, etc.
- Responsive listening—paraphrasing, asking clarifying questions, and summarizing
- Empathic listening—reflecting the feelings and emotions being conveyed

5. During the meeting, take advantage of opportunities to ask Pat for input.

Scenario 1: Employee Role

BACKGROUND

You are Pat, an employee who has been given the project of creating a customer satisfaction survey. Thus far, you have successfully completed the first two tasks of the project. You created a master database of all the customers with 100 percent accuracy and wrote a first draft of the survey by the deadline.

Writing the survey was a bit frustrating. Trying to write clear questions was difficult, but you feel you did the best you could.

One question was particularly tricky to write. It had to do with asking customers to evaluate the department's improvements in providing services. You felt that customers needed to know the past data in order to assess the current level of service. Therefore, you wrote the following question:

Most past customer comments about our response time have been unfavorable. Since the improvements to our process, do you agree our response time has improved?

Another question you wrote was:

What impact has the HRWO process had on your requests for service?

HRWO is an abbreviation your department uses for Human Resource Work Output.

Your supervisor has called you in to discuss the project. Though you feel good about the completed tasks, you are feeling increasingly overwhelmed about the complexity of it all and where to go from here.

Scenario 1: Observer Checklist

Tally the number of times the leader used coaching behaviors during the role-play. Be prepared to offer an example or two of each in your feedback.

Supportive Behaviors	Tally	Examples
<p>Attentive Listening Used “yes’s” or “ummm’s”; maintained eye contact; leaned toward employee</p>		
<p>Responsive Listening Paraphrased, asked clarifying questions, summarized</p>		
<p>Empathic Listening Made statement acknowledging employee’s feelings</p>		
<p>Asking for Input Used open-ended questions and an inquisitive tone</p>		
<p>Positive Feedback Told what he/she liked and why</p>		
<p>Constructive Feedback Told what he/she didn’t like and why, what he/she would like, and the benefits</p>		

Scenario 2: Leader Role

BACKGROUND

You are the supervisor of the Warehouse Distribution Department. Chris has been your employee for just a few months, having been transferred from another organization. Chris has some experience with inventory systems and warehouse receivables. You're pleased that Chris has quickly learned the automated Purchase Order Filing System, and you have noticed that Chris has established an excellent rapport with the vendors.

Two weeks ago, you assigned Chris the task of logging in all furniture items purchased from a variety of vendors. Chris was instructed to match the incoming furniture items to the waiting purchase orders and make arrangements for the delivery of the items.

Just after lunch, you received a call from the Human Resource Group inquiring on the whereabouts of a chair they had ordered; it was to have been delivered yesterday. You are surprised because Chris has been delivering inventory on time for the last two weeks. Apparently, the Human Resource Group left a message with Chris first thing this morning to find out about the chairs, but Chris did not return the call. Your department prides itself on customer service; it is very important that customers are kept informed of the status of items they order and are alerted to any delays in delivery.

You suspect Chris may be having some problem matching the style and color codes on the items to the codes on the purchase orders because this particular vendor recently revised its coding structure for some items. You thought these changes had been inserted into the vendor's Product Style and Color Codes book, filed in Don Wood's office.

This morning, Chris seemed a bit frustrated and overwhelmed. You decide to have a talk with Chris. On your way down the hall, you see Chris coming toward you.

Scenario 2: Leader Role (concluded)

ROLE-PLAY PREPARATION

1. Jot down the *positive feedback* you'd like to give to Chris. Include what you like and why.

2. Jot down what you will say to Chris in the way of *constructive feedback*. Include what you don't like and why, what you *would* like, and the benefits.

3. How will you begin the feedback meeting? What will you say?

4. During the feedback meeting, remember to use the listening skills:

- Attentive listening—e.g., saying “yes,” nodding, maintaining eye contact, etc.
- Responsive listening—paraphrasing, asking clarifying questions, and summarizing
- Empathic listening—reflecting the feelings and emotions being conveyed

5. During the meeting, take advantage of opportunities to ask Chris for input.

Scenario 2: Employee Role

BACKGROUND

You are Chris, a fairly new employee to the organization. Your job is within the Warehouse Distribution Department. So far, things have been going well. You've learned the automated Purchase Order Filing System and are getting along well with the vendors.

Two weeks ago, you were given the task of matching incoming furniture from a variety of vendors to waiting purchase orders. You recently received a major shipment from the DEF Furniture Company, including a set of chairs for the Human Resource Group. You discovered that the color and style numbers of the chairs did not match any of the codes on the purchase orders in the Purchase Order Filing System. There was a message on your voicemail this morning from the Human Resource Group; their chairs should have been delivered yesterday. But you didn't want to call them back until you had figured out the problem.

It's now just after lunch, and you are on your way to tell your supervisor about the problem. As you walk down the hall, you notice your supervisor coming toward you.

Scenario 2: Observer Checklist

Tally the number of times the leader used coaching behaviors during the role-play. Be prepared to offer an example or two of each in your feedback.

Supportive Behaviors	Tally	Examples
Attentive Listening Used “yes’s” or “ummm’s”; maintained eye contact; leaned toward employee		
Responsive Listening Paraphrased, asked clarifying questions, summarized		
Empathic Listening Made statement acknowledging employee’s feelings		
Asking for Input Used open-ended questions and an inquisitive tone		
Positive Feedback Told what he/she liked and why		
Constructive Feedback Told what he/she didn’t like and why, what he/she would like, and the benefits		

Exercise 4-3: Helping Employees Stretch toward High Expectations

INSTRUCTIONS

1. Individually, take a few minutes to think of a specific employee and write a description of what they might accomplish in the next five years if they realized their greatest potential.
2. Think of one or two simple things you could do as a leader to help this employee achieve his or her potential more fully. (Make your idea(s) practical and likely to succeed.)
3. Now go around the table, taking turns to describe your vision of this employee's future success and something you can do to help bring it about.

Notes on an employee's future potential:

Something simple and practical you could do now to help them achieve that potential. (Providing a "stretch" for them.)

NOTES for the COACH STYLE

EFFECTIVE LISTENING

There are three levels of listening:

- **Attentive listening:** This is the most basic level of listening. The listener shows that he or she is paying attention by saying “yes,” or “uh huh”, nodding, maintaining eye contact, and other such mannerisms.
- **Responsive listening:** This is a higher level of listening than attentive listening. It requires the listener to involve him- or herself in the communication more overtly, such as by paraphrasing, asking clarifying questions, and summarizing what the person has said.
- **Empathic listening:** This is the highest form of listening. The listener uses attentive and responsive listening; attempts to listen for feelings and emotions often not verbally communicated by the speaker.

BARRIERS TO EFFECTIVE LISTENING

There are many barriers to our being able to listen effectively. Barriers can be internal (coming from within us) or external (coming from the environment).

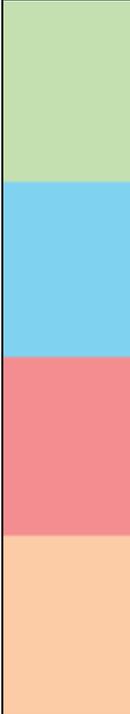
We need to be aware of the barriers that prevent us from listening well and take steps to overcome them. Some common barriers are:

- **Personalizing.** We often put our own feelings or experiences into what is being said (e.g., “*That happened to me, too.*”).
- **Passing judgment.** We become critical of the person or his or her handling of the situation. (Do managers do this more often because of their position of power?)
- **Lack of energy/low energy level.** We may be “down” and not feel like listening. (Yet taking an interest in others and being helpful often “recharges” us.)
- **Beliefs about the Messenger.** There are people we don’t care to listen to. For instance, we’ve heard their “spiel” before so we tune them out, we are “put off” by the way in which they communicate, or we don’t think they’re credible.

(But if an employee is productive enough to stay in his or her job, then their manager has an interest in helping by using listening skills. If the employee talks too much about negative or irrelevant topics, the manager can use *focusing* skills, directing the employee politely to thoughts and feelings about performing the work.)

- **Distractions.** These include letting our minds wander during a conversation and being distracted by noise, interruptions, how we are feeling physically, and so on.
- **Personal style.** Our own personal style may get in the way, especially if it differs from the style of the other person.

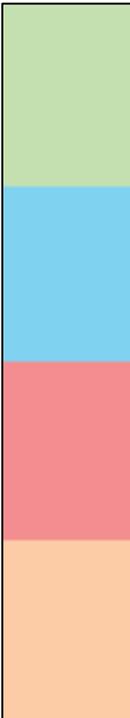
GIVING FEEDBACK



Basic Feedback Options

- Option 1. Positive Feedback:** Increases the likelihood behavior will continue
- Option 2. Constructive Feedback:** Increases the likelihood behavior will stop or change
- Option 3. Negative Feedback:** Hurts feelings and motivation
- Option 4. No Feedback:** Makes the outcome uncertain

4-13



Good Feedback Is...

- ✓ **Descriptive:** Describes performance, not inferences or opinions
- ✓ **Specific:** Provides details, not vague generalities
- ✓ **Constructive:** Provides guidance for future performance
- ✓ **Timely:** Feedback is given soon after performance for greatest impact
- ✓ **Considerate:** Does not hurt feelings

4-17

POSITIVE FEEDBACK

Positive feedback:

- Reinforces behavior that helps the employee meet job objectives.
- Builds confidence.
- Enhances motivation.

INEFFECTIVE RESPONSES TO UNDESIRABLE BEHAVIOR

- **Avoiding Confrontation:** Sometimes, we are afraid to confront a problem head on and “save up” our complaints instead. Avoiding confrontation is ineffective, however, because the chances that performance will improve without rapid intervention are small.
- **Overreacting:** Yelling or stripping away responsibilities may be a common response. Removing the person is an extreme example of overreacting and sometimes leaders make threats they regret later on. Have you ever done this?
- **Complaining:** Complaining to others about the person should not be confused with seeking advice from others about the problem. Seeking advice can be a helpful strategy for preparing to deal with the problem.
- **Lecturing:** Lecturing may feel like you’re doing something about the problem. However, it’s a big “turn off” for the employee. It also has little chance for successfully resolving the problem.
- **Padding:** Sugar coating or padding criticism makes it less clear. It also makes employees flinch next time you give them positive feedback, since they will suspect you are not sincere.

Constructive Feedback Tips

- ✓ Build a working relationship that facilitates open communication—talk often
- ✓ Prepare for the interaction (plan)
- ✓ Consider how to deal with the employee’s reactions
- ✓ Balance with positive feedback
- ✓ Ensure privacy and a non-threatening setting

4-23

Module 4 Summary

- Coaching is used with employees who are not performing well (a combination of competence/task and desire/attitude issues).
- The Coach strategy requires high amounts of both task focus and support behaviors.
- Key supportive behaviors used in the Coach strategy include listening, asking for input, and providing positive and constructive feedback.

4-20

Module 4 Summary (continued)

- Listening encourages sharing information and feelings, allows you to check your understanding of information, and helps build trust and positive relationships.
- Asking for input encourages employee involvement in thinking and decision making.
- Feedback should be descriptive, specific, constructive, timely, and also considerate of their feelings.

4-21

Module 4 Summary (concluded)

- Positive feedback maintains or increases desirable behavior and promotes confidence.
- Constructive feedback maintains the employees' self-esteem while stopping undesirable behavior.
- High expectations help the leader “stretch” employees.

4-22

Module 5: When and How to *Relate* to Your Direct Reports



The *Relate* Strategy is used with C3-level employees who are *capable* but *unwilling* and/or *insecure*.

The *Relate* Strategy uses few task-focused behaviors and many employee-focused behaviors to build confidence and increase motivation.

To create a supportive climate, the leader can use polite, considerate behavior, such as asking how people are doing, and saying thank you.

To show confidence in employees, the leader can involve them in problem solving, planning, and decision making. Listening and reacting to the employees' ideas in a supportive way encourages input and involvement.

Reacting skills include agreeing, disagreeing constructively, and building on ideas.

Once an employee demonstrates competence, you must recognize that his or her perspective and ideas are as valid as yours. Undermining an employee's ability to do the job can reduce motivation for a C3 employee.



EMPLOYEE CAPACITY		LEADERSHIP STRATEGY	
C1.	Not fully capable, but motivated	→	LS1. Lead by managing tasks and their performance.
C2.	Not fully capable, not fully motivated	→	LS2. Manage task performances as they interact with performers' attitudes
C3.	Not fully motivated, but capable	→	LS3. Lead by managing the attitudes and feelings of the performer
C4.	Fully capable and motivated	→	LS4. Lead by encouraging the performers to self-manage their own performances

Referenced Cases for *Relate*

Case 6: Employees have been well trained in how to achieve new quality goals, but they don't seem to be taking the goals seriously. Will they perform at the new, higher level if you...

- A. Let her work with less direct supervision to show that you trust her?
- B. Spend more time supervising her work to make sure she does not have any more problems?
- C. Supervise her work more closely, but also apologize and try to be encouraging.
- D. Apologize for being overly critical and try to be encouraging to her?

Case 8: You usually hold a morning meeting in which you give each employee their assignments for the day, but lately your group has been performing so well and with such enthusiasm that you wonder if it is really necessary. Will they achieve their potential if you...

- A. Continue the morning meetings, just to make sure everyone gets their instructions and does the right thing every day?
- B. Continue to give daily instructions, but also add more encouragement and recognition to the routine?
- C. Reduce the meetings to twice a week and have employees prepare multi-day plans that they present for discussion during those meetings (instead of your telling them what to do)?
- D. Use the morning meetings for employee recognition and informal conversation instead of giving out assignments?

Case 9: An employee has not submitted monthly progress reports since your firm introduced a more complex version of the report form. He avoids talking to you about it and seems less happy than he used to be with his job. Will he adjust well to the new form if you...

- A. Remind him that he needs to fill in the form at the end of this month, and suggest he start early to make sure he has the time to do it right?
- B. Offer him some friendly encouragement to help him feel better about the report forms, and let him know why the new form is important?
- C. Spend time with him going over the form and helping him fill it in, and also take advantage of the time together to learn more about how he is feeling toward his work?
- D. Tell him how to fill in the form and let him know you plan to correct it with him to make sure he learns how to do it right?

Exercise 5-1: Raising Self-Confidence and Meaningfulness

Desire (motivation) to perform is affected by employees' self-confidence and task meaningfulness.

Confidence is basically how optimistic we feel about our ability to perform the task. If we have no confidence in our abilities, we will avoid taking on more responsibility.

Example: The competent employee who seems hesitant to make any decisions

Task meaningfulness is our belief in the importance of doing the task. Many times, low morale or lack of enthusiasm arises because the employee does not see why the task is important.

Example: The competent employee who shows no enthusiasm for the work assigned

INSTRUCTIONS

Use the space below to record leadership behaviors you could use with your employees to promote motivation by helping in these two areas. (Is there a particular employee who would benefit from this treatment right now?)

Behaviors That Promote Self-Confidence	Behaviors That Promote Task Meaningfulness

Exercise 5-1: Raising Self-Confidence and Meaningfulness (continued)

If leaders fail to recognize competence or address issues of confidence, task meaningfulness, or other influences on motivation, then productivity and morale will suffer.

The challenge with C3-level employees is how to maintain high motivation. It helps to use supportive behaviors to involve the employee in planning, problem solving, and decision making, and to demonstrate your trust in the individual.

Showing confidence in your employees is an important aspect of strengthening their willingness. Once an employee demonstrates competence, the leader must recognize that the employee's perspective and ideas are valid. Undermining an employee's ability to do the job can reduce motivation for a C3-level employee.

Leaders of truly competent employees need to be careful not to revert to directive, task-focused behaviors when supportive behaviors are more appropriate. They must also be careful not to "abandon" employees who may need their advice or who may need a sounding board.

Exercise 5-1: Raising Self-Confidence and Meaningfulness (concluded)

Demonstration Script

Employee Role

You are a C3-level employee, which means you are highly competent but feel somewhat unmotivated. When reading your first line, speak unenthusiastically, avoid eye contact, and perhaps put your hand to your head as if you have a headache.

Script

Leader: Hi [name]! How are you coming along on the wage report?

Employee: [sigh] Okay, it's almost done. I should have it on your desk by this afternoon.

Leader: Good. By the way, this time I want you to format the report in three columns with the department titles in bold across the top. Also, when you make copies of the report, be sure to give one to Payroll, Personnel, and the big guy upstairs. And don't forget, I need it by 1:00 p.m.

[Leader walks away.]

[Employee turns to the audience and says:]

Employee: Does [name] even know how often I've done these reports? I know how to format them and who to give them to! Besides, if I did it using columns, I wouldn't have enough space for the information. I need to put it in rows!

[Employee mutters:]

Leader: "I guess it just doesn't matter...."

CHART 1

Agreeing is...

- Stating **WHAT** you like
- Stating **WHY** you like it

"I like your idea because..."

CHART 2

Disagreeing Constructively is...

- Specifying the merits
- Specifying your concerns
- Exploring alternative ideas

"A good point about your idea is..., but I am concerned about.... What do you suggest we might do about that?"

CHART 3

Building on Ideas is...

- Acknowledging the connection
- Suggesting other benefits or applications

"I like your idea of... because.... It would also allow us to then...."

Exercise 5-3: Disagreeing Constructively

Instructions

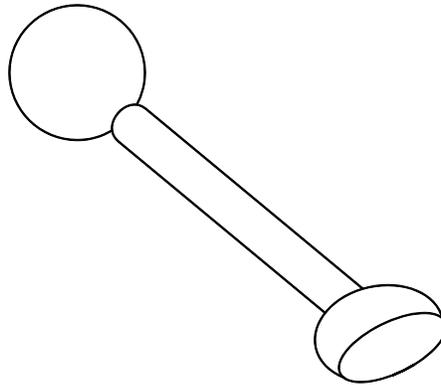
In the box below, you'll find an employee suggestion. Discuss it at your table, and fill in the blanks with both the merits and concerns (problems). Add more ideas if they come up.

EMPLOYEE SUGGESTION:	<i>I think we should let office workers come and go whenever they want so that they can avoid rush-hour traffic.</i>
Merits:	
Concerns:	
Explore Ideas:	

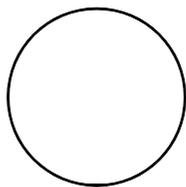
Exercise 5-4: Reacting to Ideas

STEP 1: PROBLEM

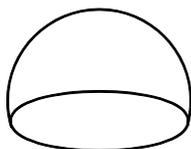
Your company needs to find something useful to do with a warehouse full of parts. Your team is charged with developing one or more creative new products from these parts. The parts are general shapes that can be used (with a little imagination) in many different ways. For instance, you could combine three of these parts—a sphere, cylinder, and half-sphere—to make a “snowball maker” like this:



Assuming these pieces are appropriate sizes, this design could be sold as a child’s winter toy, for packing snow into lumps that would make partially pre-formed snowballs. Okay, maybe this idea has some problems, but can you do better? Here are the shapes you have to work with:



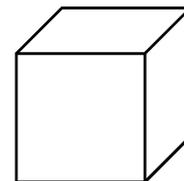
Sphere



Half-Sphere



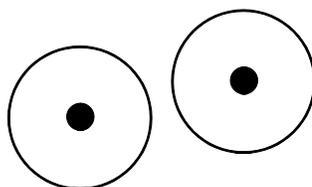
Cylinder



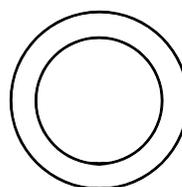
Cube



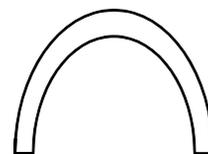
Wire
(It is bendable)



Wheels



Ring



Handle

Exercise 5-4: Reacting to Ideas (concluded)

STEP 2: INSTRUCTIONS

Individually, take a few minutes to come up with ideas for products using some or all of these parts to do things people will find useful or fun. Make whatever might sell—personal items, tools, toys and games, etc.

Share the ideas and discuss them with your group, using your Reacting skills to draw out and develop each other's ideas.

Select and refine one idea at your table to present to the other groups. Draw it on the chart paper and prepare to present it.

Reacting Skills:

- Agreeing (stating the “what” and the “why”)
- Constructive disagreement (specifying the merits and your concerns)
- Building on ideas (acknowledging and adding value)

NOTES for the RELATE STRATEGY

RELATING

When an employee becomes competent in the task, the leader can use the Relate Strategy to maintain or improve their desire to perform the task independently and well.

While the C3 employee is *competent*, they might lack confidence in their ability to do the task or have attitudes or feelings that get in the way of good performance.

SELF-MOTIVATION

Self-confidence and task meaningfulness impact self-motivation.

- **Self-Confidence** is basically how we feel about our ability to perform a task. If we have no confidence in our abilities, we will avoid taking on more responsibility. An example would be the competent employee who seems hesitant to make any decisions.
- **Task Meaningfulness** is our belief in the importance of doing the task. Many times, low morale or lack of enthusiasm arises because the employee does not see why the task is important. An example of this would be the competent employee who shows no enthusiasm for the work assigned.

Behaviors that Promote	
Self-Confidence	Meaningfulness
<ul style="list-style-type: none"> ✓ Set attainable goals ✓ Praise achievements ✓ Express confidence in employees ✓ Recognize intermediate goals/ accomplishments ✓ Share feedback from customers 	<ul style="list-style-type: none"> ✓ Explain how the task contributes to the overall plan ✓ Take an interest in the work ✓ Tell about employee accomplishments

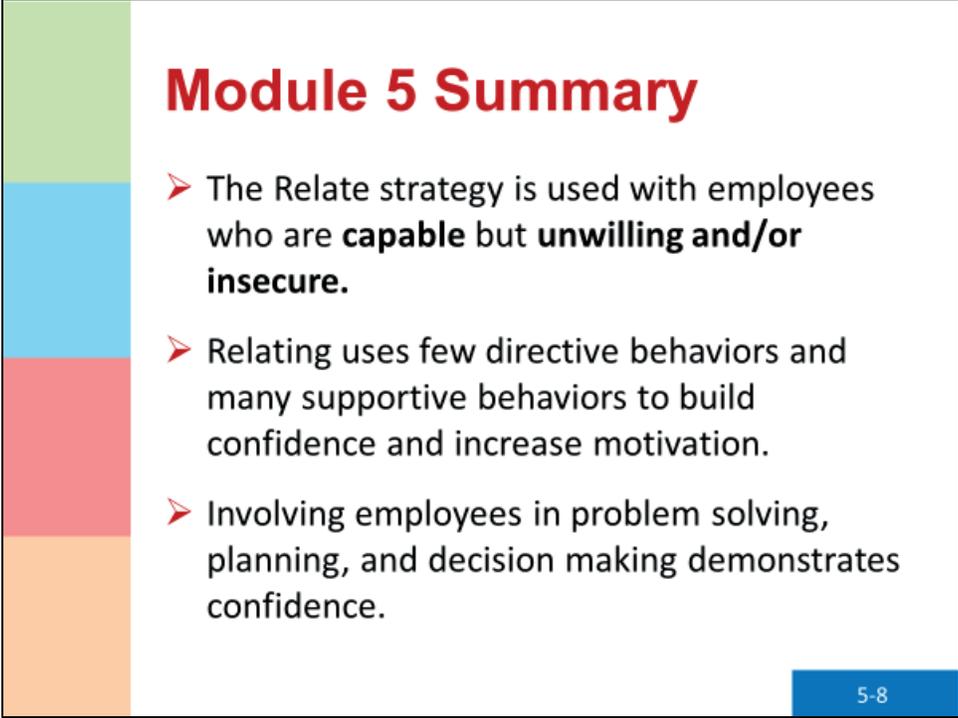
5-3

REACTING SKILLS

Reacting skills include agreeing, disagreeing constructively, and building on ideas.

- **Agreeing** is accomplished by saying *what* you like about the employee's idea and *why* you like it. This gives the employee additional reinforcement for offering the idea.
- **Disagreeing constructively** is when you specify the merits of an idea or suggestion (*what* you like) as well as your concerns about it. You explore alternative ideas with the employee that embrace the merits of the original idea, but diminish your concerns.
- Sometimes, someone's idea will make us think of another idea. It is important to recognize the connection to the other person's idea—give credit where credit is due. **Building on ideas** can add value to the other person's idea. You might suggest additional benefits, other applications, or ways to implement the idea.

Listening and reacting skills should be used hand-in-hand. It's important to be sure you heard the idea accurately before you react.



Module 5 Summary

- The Relate strategy is used with employees who are **capable** but **unwilling and/or insecure**.
- Relating uses few directive behaviors and many supportive behaviors to build confidence and increase motivation.
- Involving employees in problem solving, planning, and decision making demonstrates confidence.

5-8



Module 5 Summary (concluded)

- Employees lose motivation if they think they are being treated rudely.
- Listening and reacting to employees' ideas encourages involvement.
- Reacting skills include agreeing, disagreeing constructively, and building on ideas.

Module 6: When and How to *Delegate* to Your Direct Reports



Delegating is transferring to someone else a portion of your authority and responsibility while retaining accountability for the task.

When employees are operating at the C4-level, a leader must look for opportunities to give them more authority and accountability, allowing the employees to work more independently.

The requirement for both directive and supportive behaviors on the part of the leader are relatively low:

- Some directive behavior is used in making the assignment.
- Some supportive behavior may be used during the completion of the task, if the associate asks for advice, assistance, or reassurance. And everyone needs occasional feedback and recognition.

There are four steps to delegating:

1. Choose a capable, motivated person.
2. Explain the objective(s).
3. Give the person the resources and authority to do the job.
4. Keep in contact to provide help, as necessary.

Referenced Cases for *Delegate*

Case 16: An employee has just come to work for you from another location. Although new, he seems to have done most of the work before, and in fact has some good new ideas and approaches. You are pleased with his can-do attitude. Will he rise to his full potential if you...

- A. Make sure he knows how to do his work by giving him specific instructions and overseeing it to ensure that he does it right?
- B. Give him both personal attention and detailed instructions to help him make the transition?
- C. Ask less of him at first to ease his transition to the new group?
- D. Welcome him into the group and then let him work at a high level of responsibility with only occasional check-ins?

Case 13: An experienced, enthusiastic employee has volunteered to learn a difficult software program. You are the only one who knows how to use it. Will he master it quickly if you...

- A. Give him a copy of the manual and let him have an opportunity to try learning the new program on his own?
- B. Walk him through the software step by step, then watch and give any needed advice as he tries to do it himself?
- C. Tell him you have faith in his abilities and to come and see you if he gets discouraged and needs a pep talk?
- D. Give him encouragement, and help him do some practice exercises on the software to learn the basics of how it works?

Case 6: Employees have been well trained in how to achieve new quality goals, but they don't seem to be taking the goals seriously. Will they perform at the new, higher level if you...

- A. Let her work with less direct supervision to show that you trust her?
- B. Spend more time supervising her work to make sure she does not have any more problems?
- C. Supervise her work more closely, but also apologize and try to be encouraging.
- D. Apologize for being overly critical and try to be encouraging to her?

Exercise 6-2: Delegating Job Tasks

INSTRUCTIONS

Think about all the tasks that you currently do yourself. Identify one task that you could move to the category, **Work That Can Be Delegated**. Using the spaces below, make a plan for delegating this task when you get back to work.

1. What is the task?

2. To whom will you delegate it? What is their capacity level and what leadership style will you need to use?

3. What are the objectives for this task that you will need to share with this employee?

4. What resources and/or authority will you need to provide?

5. What contact points will you establish to maintain control and provide help if necessary?

Exercise 6-3: Developing Your Employees

Part 1: Rate Yourself

Think about ways you could be a more developmental leader. Rate yourself using the self-rating questions below. When you are finished, add up the numbers you circled and enter the total on the scale below.

Self-Rating: Developmental Leadership Practices

No	–			Yes	<i>Do you generally...</i>
1	2	3	4	5	Increase employees' level of challenge by adding responsibilities?
1	2	3	4	5	Look for ways to increase the quality and amount of information employees get about their performance?
1	2	3	4	5	Introduce employees to new tasks that require them to learn new and varied skills?
1	2	3	4	5	Pursue development goals for and with employees?

Circle total here. This scale indicates current level of use of developmental leadership practices:

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
None				Low				Medium				High				

Exercise 6-3: Developing Your Employees (concluded)

Part 2: Example Case

Imagine an employee who does a job reasonably well with the help of a manager who provides a high degree of supervision and structure. The employee is used to being told what to do and having errors corrected, and has come to rely on the leader’s help. The leader is used to telling the employee what to do and has come to believe the employee is incapable of working more independently. Things seem okay to both of them, since the work is getting done reasonably well. But there is something wrong with this situation, as the following questions reveal:

<input type="checkbox"/> No <input type="checkbox"/> Yes	Will the employee be able to handle new challenges or changes well?
<input type="checkbox"/> No <input type="checkbox"/> Yes	Will the employee do the work with more self-sufficiency in the future?
<input type="checkbox"/> No <input type="checkbox"/> Yes	Will the leader be able to spend less time and effort supervising this employee in the future?

You probably answered “No” to all three questions, because this employee and manager are stuck in a dependent relationship.

To get out of this trap, the leader must *teach* the employee, not just tell him what to do all the time. The leader has to help the employee learn more about the work. If the leader does this, then *the employee should learn to do the work well enough that the leader will no longer need to instruct him in what to do or how to do it.*

Part 3. Developing an Employee in Your Group (individual activity)

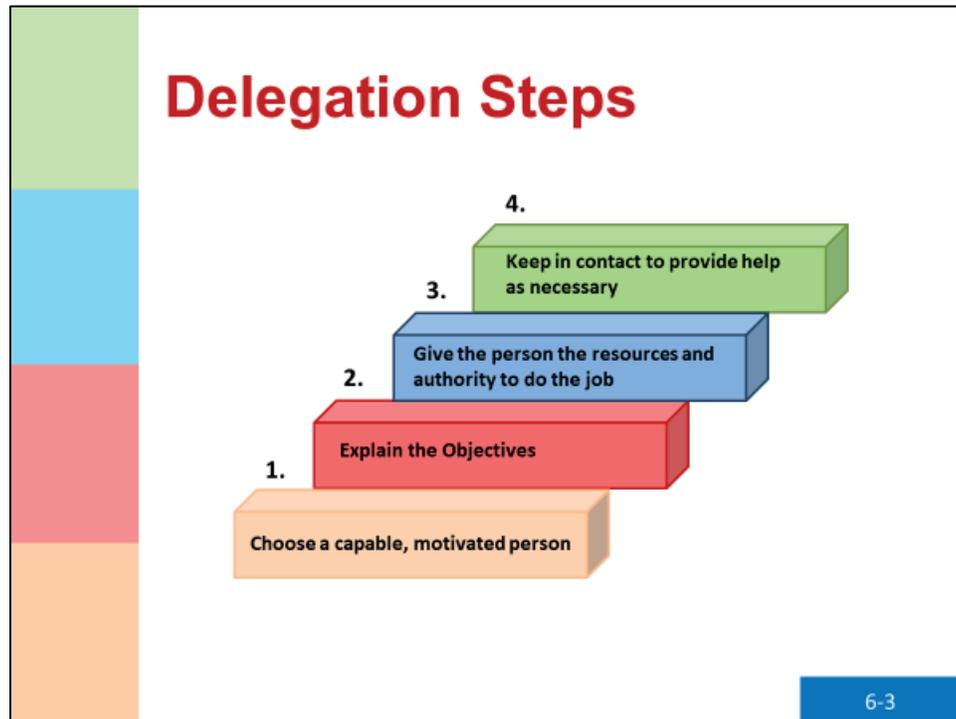
Please think of a particular employee and come up with some ideas for things you could do to help him or her develop further.

Development Ideas:

(If you get stuck, compare notes with others at your table.)

NOTES for the DELEGATE STYLE

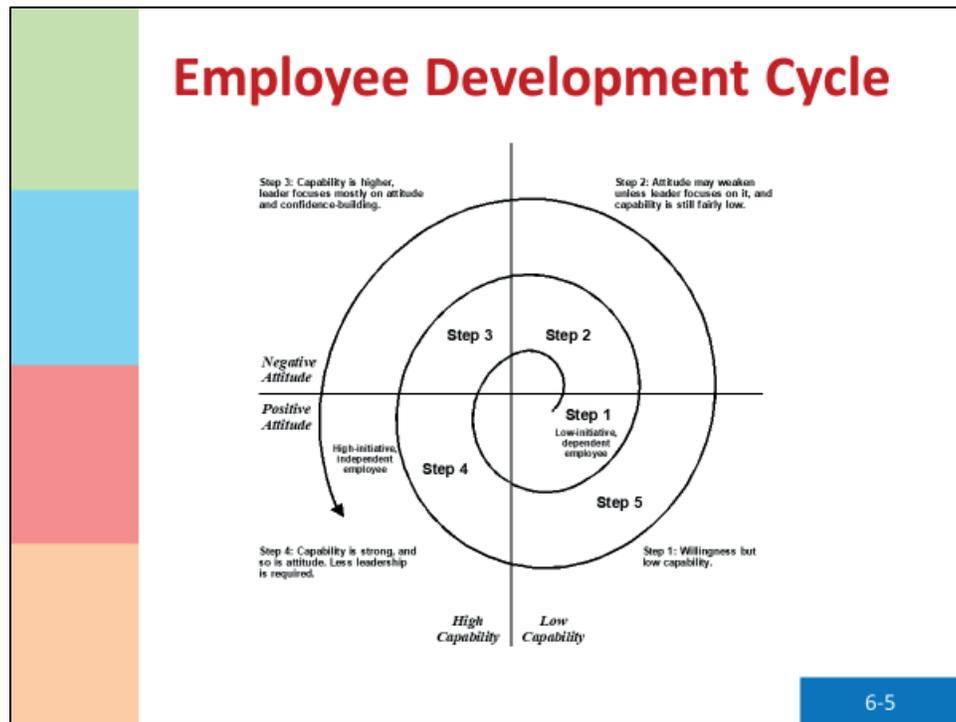
DELEGATING



When delegating to employees:

1. Match the task to the employee and choose a capable, motivated person.
2. Explain the objectives of the task.
3. Give the delegate the resources and authority required to complete the task well.
4. Even though you have delegated the task, keep in contact with the delegate to make sure everything is going well and provide any help as necessary.

EMPLOYEE DEVELOPMENT CYCLE



- **Step 1.** Introduce a responsibility using the *Instruct* strategy.
- **Step 2.** Develop performance capacity using the *Coach* strategy.
- **Step 3.** Support greater self-sufficiency with the *Relate* strategy.
- **Step 4.** Hand off responsibility with the *Delegate* strategy.
- **Step 5.** Select a new, expanded assignment or skill and restart the process using the *Instruct* strategy again. Continue through expanding cycles of responsibility to stimulate growth.

Module 6 Summary

- The Delegate strategy is used with employees who are **capable** and **self-motivated**.
- Delegation is transferring a portion of your authority and responsibility while remaining accountable.
- Delegation benefits employees, leaders, and the organization.

6-6

Module 6 Summary (concluded)

- The delegation process involves choosing a capable person, explaining objectives, giving the person resources/authority, and providing support as needed.
- Developmental leaders try to keep employees moving through the other strategies and toward delegation—then introduce a new challenge and start the process again.

6-7

Module 7: Determining the Best Strategy for Your Direct Reports

What Leadership Strategy Does Your Employee Need?



- ✓ The strategic leader selects a strategy before acting
- ✓ The strategy is based on employee needs
- ✓ The leader looks at two key areas of need: **capability** and **attitude**

Does she **know** how to do the task well?

Does she **want** to do the task well?

7-1

At any point in time, an employee or group of employees can be classified according to their needs in two key areas: how capable, or how able, they are to do the tasks, and how strongly they desire to do the tasks.

If you think of the Delegate strategy as being an ideal you want to aim for—employees who can take co-responsibility with you for doing their work well—then you can see that you definitely want employees who are ready for delegation.

This means that you want employees who are strong on both of the areas we are talking about—the capability and attitude dimensions. You want them to know how to do the task well, and you want them to desire to do well. This combination ensures good performances without a lot of supervision or external efforts to motivate them.

But obviously, not all employees are able and willing all of the time for all of the tasks that need doing! Often, they are low on one or the other or even both of these dimensions.

That is when you as the leader need to “fill some gaps” through what you bring to the table and how you behave. That is where you need to select one of the other strategies—Instruct, Coach, or Relate—in order to make up for some lack of capability or desire to perform.

Activity: Measuring Employee Capacity to Perform

Example Case: You usually hold a morning meeting in which you give each employee their assignment for the day, but lately your group has been performing so well and with such enthusiasm that you wonder if it is really necessary.

Before selecting a strategy, ask the following two key questions needed to understand the employees' capacity:

1. **Evaluate capability.** Do employees have the know-how, skills, information, and experience needed to perform well? Circle a number on this scale for your answer:

1	2	3	4	5
No Capability	Low Capability	Partial Capability	Reasonable Capability	High Capability
Not ready to self-manage; will need you to structure and teach the task. Choose Coach if desire is also low; otherwise, choose Instruct .			May be ready to self-manage. Choose Relate if desire is not high; otherwise, choose Delegate .	

2. **Evaluate desire.** Do these employees have the interest, motivation, self-confidence, and support needed to do the task well? Circle a number on this scale for your answer:

1	2	3	4	5
No desire to perform well	Low desire	Inconsistent or partial desire	Medium to high desire	Highly motivated; strong desire to do well
Not ready to self-manage; will need you to support and motivate. Choose the Coach strategy if capability is also low; otherwise, choose Relate .			May be ready to self-manage. Choose Instruct if capability is not high; otherwise, choose Delegate .	

Activity: Measuring Employee Capacity to Perform (concluded)

With this simple two-question analysis, you can narrow down your selection to the one leadership strategy that is most likely to meet the capacity needs and therefore give optimal results. Which of these four options did you choose for the case of the employees who may no longer need instructions every morning?

Strategy	Defined as:	Example of how to implement strategy:
Instruct	Focus only on capability to perform the task	<ul style="list-style-type: none"> Continue the morning meetings just to make sure everyone gets their instructions and does the right thing every day.
Coach	Focus on both capability and desire to perform	<ul style="list-style-type: none"> Continue to give daily instructions, but also add more encouragement and recognition to the routine.
Relate	Focus only on desire to perform	<ul style="list-style-type: none"> Reduce the meetings to twice a week and have employees prepare multi-day plans that they present for discussion during those meetings (instead of your telling them what to do).
Delegate	Reduce your leadership focus; step back	<ul style="list-style-type: none"> Use the morning meetings for employee recognition and informal conversation instead of giving out assignments.

What strategy did you choose? _____

Why?

Practice Case: Leading in Context

You have just received surprising information that requires your group to take a new approach right away. You know the group members are good enough to handle the changes, but they may feel anxious about it at first. You...

- **LS1.** Develop a detailed, careful new plan, let each employee know what their new role is, then follow up to check on how well they are doing.
- **LS2.** Plan any needed changes with them, and then supervise them through a series of detailed steps in order to make sure they handle the changes correctly.
- **LS3.** Ask each of them to talk about any personal concerns or anxieties they feel and help those whose concerns are serious.
- **LS4.** Share the information with them and ask them to come up with a new plan for themselves.

Step 1. Assess capacity to perform

By assessing the employee's capability and desire, you can determine what you, as a leader, need to focus on.

- Do you need to provide the knowledge, experience, resources, and structure necessary for employees to do the task well?
- Do you need to focus on the employees' attitude; for example, by helping them overcome stress, discouragement, boredom, or other negative feelings that might get in the way of desire to perform well?
- Do both problems apply, in which case you will need to help them become more capable *and* become more motivated to perform?

Step 2. Select a leadership strategy

Which strategy is the best match? The responses in the above case demonstrate the following strategies:

- LS1 = Instruct
- LS2 = Coach
- LS3 = Relate
- LS4 = Delegate

Step 3. Consider how to implement the strategy

There are always choices of how you might implement any particular strategy, and it is possible to use any of the strategies well or poorly. Implementation is improved when you take a moment to consider options and come up with a number of possibilities. Then, select the best one or several and incorporate them into your leadership response to the situation.

Module 8: Taking Action: Lead!

Implementation

In the practice case you just completed, the employees needed their leader to help them deal with anxieties associated with an unexpected change.

This focused the leader on the *people* issues rather than the *task*, and called for the **Relate** strategy.

In the third step of the case analysis, you were asked to come up with ideas for implementing Relate. As you may have noticed, just knowing which strategy to use is not enough—you have to then use some leadership behaviors that are appropriate both to the strategy and to the employees in their current situation.

This is where your leadership imagination and judgment come in.

Activity: Choosing Leadership Actions

Instructions

Draw from everything that has been discussed in this workshop or the cases from the Assessment to make a list of leadership actions.

Make these lists your own by only including things you really think you could and would do, since different leaders and workplaces have different norms and expectations. There is no one-size-fits-all solution to this exercise.

STRATEGY	PREFERRED ACTIONS
Instruct	
Coach	
Relate	
Delegate	

Appendix A: Analyzing an Employee's Key Development Issue

Instructions

Think of an employee who is performing inadequately or who you feel should be developing at a faster pace.

Make a list of all the things that could be holding this employee back. This list can include a variety of things on both the "people" and "task" dimensions, for example:

- People issues such as not liking the work, worrying about a layoff, or having a "bad attitude" toward the leader, or
- Task issues, such as not being comfortable with computers, or having difficulty working at a rapid pace.

When you are finished, determine which of these issues is the key one in terms of needing attention first in order to move the employee forward.

People Issues	Task Issues

