

25 Legendary Leadership Activities

Peter R. Garber

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Introduction

Great leadership is important in any situation in which others look to you for guidance and direction. Legendary leadership can be defined simply as leadership that is remembered. Being remembered as a good or even a great leader is a likely goal of anyone who aspires to this role or position in life. Legendary leadership is not limited by the number of people one leads or the size of the organization. The qualities and abilities that enable a leader to effectively lead a few people are the very same as those required to lead a large organization or even a nation.

Each of these 25 Legendary Leadership Activities is designed to help you find the legendary leader inside you. Each activity focuses on a different leadership characteristic that can help you reach your greatest potential and your ultimate legacy as a leader. May you find success in your life and career and learn lessons from these 25 activities that will help you reach your own personal leadership goals in the future.

Good luck in your legendary leadership journey.



Activity 1

How do you spend your leadership time?

Purpose

To provide participants the opportunity to complete an assessment that helps them measure how they spend their leadership time

Description

There are many different activities that leaders must engage in on a daily basis in order to perform their jobs. Certain jobs and situations often dictate which of these activities is most important in relation to the others. One of the most important skills for a leader to master is the ability to do the right things, at the right time, in the right circumstances. Probably most leaders have never thought about developing a self-assessment of their activities to understand how they spend most of their time. By completing the following Leadership Activity Assessment, participants can get a better idea of what they are presently spending their time on and if this is the best use of their time.

Time

45 minutes

Resources

Handout 1.1

Presentation

1. Ask participants if they feel they make the best or most efficient use of their workday doing leadership activities.
2. Allow participants to spend a few moments commenting on how well they feel they use their time as leaders.
3. Explain to participants that the purpose of this activity is to help them gain a better understanding and measure of how they actually spend their leadership time at work.
4. Distribute a copy of Handout 1.1 to each participant.
5. Instruct participants to assign a percentage for each of the leadership activities they presently engage in during a typical workday. The total should account for 100 percent of their time.

(continued)

Activity 1 (concluded)

6. For each activity, have participants evaluate the relative value by assigning a rating of high, medium, or low. This value rating should be based on the activity's importance or impact on each participant's overall job performance.
7. Ask participants to look at the percentages they assigned to each activity.
8. Ask participants the following questions:
 - ❖ "Are you spending enough time on the high value-added activities?"
 - ❖ "If not, where are you spending the majority of your time?"
 - ❖ "What would you be sacrificing if you spent less time on some of the less important activities?"
 - ❖ "What would be your ideal balance of time you spend on each of these activities?"
 - ❖ "What can you do to better allocate the use of your time on these value-added activities?"
9. End the activity by emphasizing the importance of effective time management for a leader. Spending time doing the right things is one of the most important tasks of a leader. Not only does this enable the leader to more effectively and efficiently use his or her own leadership time, but it will also help the leader focus those being led to spend their time more wisely as well.

Leadership Activities Assessment

% of Time	Activity	Activity Value
	Making decisions	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Building/Nurturing working relationships	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Collecting/Analyzing data	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Learning new skills	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Communications (giving or receiving information)	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Conflict management	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Adapting to change	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Coaching others	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Crisis management	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Visioning	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Other (specify)	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	Total (should = 100%)	

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Activity 2

The “Plugged-In” Leader

Purpose

To illustrate the many different ways a leader can access information today

Description

The focus of the activity is to help participants learn to deal more effectively with sources of information that oftentimes compete for their attention as leaders.

Time

45 minutes

Resources

Handouts 2.1 and 2.2

Presentation

1. Explain that the new communications technology available today is both a blessing and a curse. Present the following points concerning the various ways in which leaders receive information today:
 - ❖ Communications tools become obsolete quickly—technology that amazes us today, bores us tomorrow.
 - ❖ Staying connected is not only becoming more complex, but more essential every day.
 - ❖ Communications challenges are on a whole new frontier.
 - ❖ You now have multiple sources or portals coming at you at the same time, often creating competing communications sources.
 - ❖ Fighting this communications technology is a losing battle no matter how powerful you may be in your organization.
 - ❖ The most effective leaders of tomorrow will be those who understand how to utilize these communications tools most effectively.
 - ❖ With the communications tools available today, there should be no reason for a presumption of ignorance on anybody’s part in the organization.

(continued)

Activity 2 (concluded)

- ❖ A leader should always be “plugged in” to what is going on in his or her organization.
 - ❖ If you as a leader feel that you are not getting enough or the right information, it is because you haven’t asked for it correctly.
 - ❖ You need to utilize the vast array of communications tools available to you today to ensure that you are getting the information you need as a leader.
 - ❖ The downside, or “curse,” of these new tools is information overload. There are just so many ways in which you can receive information that it can become mind boggling.
 - ❖ You could spend all your time sifting through so many messages, delivered in so many formats, that you can’t get anything else done.
 - ❖ You may be fully informed at any given moment but become so burdened by the process that you don’t have time to act or react to this information.
2. Distribute a copy of Handout 2.1 to each participant, which lists the many different ways or formats in which leaders might receive information today. Tell participants they can expand this list based on their own experiences.
 3. Distribute a copy of Handout 2.2 to each participant, and review each of the five points covered in the handout.

Debrief

- Emphasize to participants that they need to stay in control of these communications sources, not the other way around. Leaders shouldn’t allow these sources of communication to run their business lives. Leaders need to instead manage these sources of information so that they become productive and effective business tools for leaders to use to their benefit.
- Explain that setting parameters or rules on when and how participants receive communications can be an effective method for managing these tools and their leadership time.



Today's Leadership Communications Tools

- E-mail
 - VMX
 - Meetings
 - Virtual tours
 - Webinars
 - Text messages
 - Chat rooms
 - Blogs
 - E-learning
 - Seminars
 - Conferences
 - Web sites
 - Faxes
 - Other:
- Interoffice mail
 - Letters
 - Proposals
 - Briefings
 - Books
 - Articles
 - Media
 - Evaluations
 - Information requests
 - Technology updates
 - Reports
 - Presentations
 - Summaries



Managing Your Communications Sources

So, how do you deal with all these demands on your time? Is it practical to ignore these multiple sources of information competing for your time at the risk of missing an important message? The best approach concerning this communications challenge is to take control of your communications time. You need to stay in control of how and when you receive information.

The following steps will help you take control of your communications time and activities:

1. Discipline yourself not to constantly be checking for messages throughout your working time.
2. Have others screen information from these various sources of communications with instructions to alert you to anything that requires your immediate knowledge or attention.
3. Don't become addicted to your electronic communications tools even if you have the latest and greatest on the market today.
4. Don't let your latest electronic communications gadget manage you. There are still many other very important things that you must do on a regular basis to be an effective manager.
5. Let others who work for you know what your communications "habits" are such as checking your messages at the beginning, middle, or end of the day. Set certain parameters that others can rely on when expecting a response from you.



Activity 3

Managing out the Wazzoo

Purpose

To provide a more humorous perspective of what it is like to manage in today's increasingly demanding work world

Description

The term *wazzoo* is introduced as a management concept of sorts. The catch phrase *managing out the wazzoo* is presented in a short description of the increasing pressures that managers and leaders face today. It is ultimately left up to the reader to interpret what *managing out the wazzoo* truly means, but the concept itself is one that practically anyone working in a leadership role today can easily relate to their own situation.

Time

20 minutes

Resources

Handout 3.1

Presentation

1. Distribute or display Handout 3.1.
2. Lead a discussion concerning the following concepts presented in the hand-out:
 - ❖ A wazzoo represents those ambiguous situations in which leaders often have to make difficult decisions based on incomplete data.
 - ❖ Learning to manage out your wazzoo may not be something that can be taught to you, but rather something you need to learn to do for yourself.
 - ❖ Finding your management wazzoo can be one of the best things you can do for yourself as a leader.
 - ❖ The best leaders probably have found their management wazzoos and use them regularly.

Debrief

Ask participants to share what their perception of a management wazzoo would be.



Managing out the Wazzoo

There is an expression in business that sometimes you just have to “manage out the *wazzoo*” to keep up today. Just what is a *wazzoo* anyway? This is a good question. An even better question is why would anyone want to learn to manage out of one? A *wazzoo* appears to be something that everyone seems to know about, but isn’t exactly sure precisely what it refers to. *Wazzoo* has become an increasingly popular term today. For example, you might hear, “He has money coming out the wazzoo.” There was even a television commercial based on this theme where a man is being wheeled facedown into an operating room, his derrière exposed, and with grim-looking surgeons posed ready to operate on the patient because he is afflicted with money coming out his wazzoo. The commercial was for an investment company apparently hoping that viewers would want to be afflicted with this same ailment—perhaps a bit of a stretch in consumer marketing.

What *managing out the wazzoo* really means is dealing effectively with the challenges with which you are faced in the business world on a daily basis when there are no clear-cut answers available. The successful leader today does manage out the wazzoo, or whatever you want to call that place that he or she must find within to come up with the best answers to difficult questions and problems. As we move forward into this new century, the answers will get even tougher to find. Technology will undoubtedly move us ahead at speeds we could not have even fathomed just a few years ago. You need to figure out what is your wazzoo and learn to manage out of it if you ever expect to keep up with all the challenges you will face in the future as a leader. No one can teach you how to use your wazzoo. You need to discover your wazzoo for yourself. Once you identify your wazzoo, use it whenever you find yourself in those difficult dilemmas where there are no clear-cut answers. The best leaders have a good wazzoo when it comes to dealing with difficult challenges.



Activity 4

LeaderFear

Purpose

To introduce the concept of LeaderFear to participants and why it is important to understand

Description

The concept of LeaderFear is defined and explored in this activity. *LeaderFear* can be defined as the fear that leaders intentionally or unintentionally create as a means to reach organizational and personal goals. The activity describes the pitfalls of LeaderFear and why it is not an effective long-term management philosophy.

Time

45 minutes

Resources

Handouts 4.1 and 4.2

Presentation

1. Explain that LeaderFear can be defined as the fear that leaders intentionally or unintentionally create as a means to reach organizational and personal goals.
2. Distribute a copy of Handout 4.1 to each participant, or present the information on Handout 4.1 as a lecture.
3. Briefly review the major points of the handout:
 - ❖ The unfortunate fact is that LeaderFear can get the job done.
 - ❖ Although it can be effective, fear is not an efficient motivator, at least not in the long run.
 - ❖ Fear gets people's attention and causes a definite reaction.
 - ❖ Fear may get people to act, but eliminating or reducing this fear factor will actually improve performance in the long run.
 - ❖ Leaders may have legitimate reasons, on occasion, to become angry. They may need to take aggressive and stern actions at times that are appropriate for the situation.

(continued)

Activity 4 (concluded)

- ❖ When done responsibly and rationally, these actions are accepted and even respected by the people in the organization.
 - ❖ However, when a leader is known for constantly losing his or her temper without justification, a problem definitely exists. A hostile work environment is created.
4. Distribute a copy of Handout 4.2 to each participant and ask each one to complete the questionnaire.
 5. Being sensitive to the fact that there might be information shared in this handout, ask for volunteers to discuss the questions.
 6. Instead of specifics, ask participants in general how they feel about the effects LeaderFear can have on an organization and its consequences.

Debrief

Ask participants if they think LeaderFear can be reduced in an organization and what are the potential benefits of reducing this fear factor.



LeaderFear

LeaderFear can be defined as the fear that leaders intentionally or unintentionally create as a means to reach organizational and personal goals. Unfortunately, this is an experience that every employee has endured at some point in his or her career. In fact, experiencing LeaderFear at some point in one's career may cause this behavior to be repeated later on in one's career in a leadership role. Fear may never fall far from the tree as future leaders often model their management styles after leaders to whom they reported earlier in their careers, and whom they emulate.

The unfortunate fact is that LeaderFear can get the job done. Although it can be effective, fear is not an efficient motivator, at least not in the long run. It gets people's attention and causes a definite reaction. Fear may get people to act, but eliminating or reducing this fear factor will actually improve performance, reduce churn and wasted resources, greatly improve employees' attitude and morale throughout the organization, and dramatically change the culture of the organization.

Leaders may have legitimate reasons on occasion to become angry. They may need to take aggressive and stern actions at times that are appropriate for the situation. When done responsibly and rationally, these actions are accepted and even respected by the people in the organization. However, when a leader is known for constantly losing his or her temper without justification, a problem definitely exists. A hostile work environment is created. Working for such a leader can be like being in an abusive relationship. Fear can be the ultimate control mechanism. Leaders who constantly use fear to get people to do what they want them to do actually put themselves in a weakened position. People begin to respond to the boss's moods rather than the real issues at hand. Creating an atmosphere of blind obedience or even a culture based on LeaderFear will extinguish subordinate-to-boss feedback. The question that is asked among employees each morning is usually, "What kind of mood is he in today?" rather than a discussion of the issues relating to the day's challenges facing the organization. People in the organization become more expert at managing the boss's moods than managing the business.



LeaderFear Questionnaire

1. How great a factor do you believe fear plays in the culture of your organization and why do you believe this to be true?

2. What are some examples of this fear dictating important decisions in your organization?

3. How differently do you think these decisions would have been if this fear factor had not been present?

4. How could fear be reduced in your organization?

(continued)



5. Do you believe that you lead based on fear? Why or why not?

6. How do you think those you lead feel about how much fear you create for them concerning their jobs and careers?



Activity 5

Legendary Leadership Questionnaire

Purpose

To help participants understand that the concept of legendary leadership isn't confined to those who lead great numbers of people, but is a status that can be legitimately aspired to by any leader regardless of the size of the organization that he or she leads

Description

Participants are asked to complete a short questionnaire designed to explore the individual's personal perceptions about legendary leadership.

Time

30 minutes

Resources

Handout 5.1

Presentation

1. Introduce the activity as one in which participants' perceptions and beliefs about legendary leadership are going to be explored.
2. Explain that the concept of legendary leadership doesn't necessarily need to be confined to those who lead large numbers of people. Legendary leadership could potentially exist in any situation.
3. Distribute a copy of Handout 5.1 to each participant and allow enough time for everyone to complete it.

Debrief

Ask participants to share their responses to the questions. Keep in mind that there really are no right or wrong answers. Help participants realize that legendary leadership can potentially exist in any leadership situation or environment.



Legendary Leadership Questionnaire

How would you define legendary leadership? Are there certain requirements or criteria that you would expect a leader to possess in order to be considered legendary? The following brief questionnaire is designed to help you better understand what it would take for you to consider someone a legendary leader. As you complete this questionnaire, think about what you would consider to be your own standards for legendary status.

1. Do you believe that the number of people that a leader affects in his or her leadership role determines if that individual should be considered legendary or not?
 Yes No
2. Do you believe that the position of a leader should determine if that person should achieve legendary status?
 Yes No
3. Do you believe that a leader must do something of historic proportion to be considered a legendary leader?
 Yes No
4. Do you believe that only the test of time can determine if someone deserves to be considered a legendary leader?
 Yes No
5. Do you believe that there are leaders who have been unfairly denied legendary status?
 Yes No



Activity 6

Legendary Leadership Hall of Fame

Purpose

To help participants identify who they would consider to be legendary leaders

Description

Participants are asked to identify up to 10 leaders they have known or know of whom they would consider to be worthy of induction into their “Legendary Leadership Hall of Fame.”

Time

30 minutes

Resources

Handouts 6.1 and 6.2

Presentation

1. Begin the activity by commenting on the following:
 - ❖ Each of us has our own standards and criteria for legendary leadership.
 - ❖ Even the term *legendary* can mean many different things to different people.
 - ❖ For many of us, legends can be big or small, can come in many different forms, and can be known in many different ways.
 - ❖ Legendary can even be on any scale.
 - ❖ One can be a legend in his or her own field or even in his or her own organization. In this sense, any leader can become legendary.
2. Ask participants to think about some of the leaders they have known or worked with in the past.
3. Distribute a copy of Handout 6.1 to each participant and ask them to list as many leaders as they have known or know of who would deserve to be inducted into their “Legendary Leadership Hall of Fame.”
4. Distribute a copy of Handout 6.2 to each participant and ask each of them to answer the questions.

(continued)

Activity 6 (concluded)

Debrief

- Referring back to Handouts 6.1 and 6.2, ask participants to share who they selected to be in their “Legendary Leadership Hall of Fame” and the criteria used for their selections. Discuss if participants felt that someone needed to be famous to make it into their “Legendary Leadership Hall of Fame.”
- Ask participants what they can learn about their own leadership ability and potential from these leaders.



Legendary Leadership Hall of Fame

An analogy to this exercise might be the criteria that sports heroes or rock 'n roll stars must meet in order to be inducted into their respective Hall of Fame. Whom would you induct into your "Legendary Leader Hall of Fame"? You can include leaders you have known in your own life or public figures you only know through history or reputation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Legendary Leadership Hall of Fame Questions

1. What criteria did you use to determine whom you included on your "Legendary Leader Hall of Fame" list?

2. Is everyone on your list famous?

3. Is everyone on your list a contemporary leader or a historic figure?

4. What commonalities do you see relating to the leaders you included on your list?

5. What differences do you see relating to the leaders you included on your list?

(continued)



6. Who among your “Legendary Leader Hall of Fame” list stands out the most to you and why?

7. Who on your list would you most like to emulate in your own leadership role? Why?

8. What can you learn from your list that can help you become a better leader?

9. How are the challenges that these hall of fame leaders faced similar to the challenges you face in your leadership role?

(continued)



10. How did these leaders deal with the adversities they faced and what can you learn from them in dealing with the problems you face in your leadership role?



Activity 7

Getting into a Management Rhythm

Purpose

To create the analogy of managing and getting into a natural rhythm to make work go more smoothly

Description

Managing is compared to getting into a “groove” or rhythm much the same as you might if you were dancing.

Time

45 minutes

Resources

Handouts 7.1 and 7.2

Presentation

1. Distribute or display Handout 7.1.
2. Either read the handout out loud to the group or ask participants to read it silently.
3. Discuss the concept presented in Handout 7.1, Getting into a Management Rhythm.
4. Ask participants how important they believe it is to get into a management rhythm and why.
5. Distribute a copy of Handout 7.2 to each participant.
6. Review each of the eight steps presented in the handout.
7. Explain that each of these steps is designed to help you get into a management rhythm and to avoid interrupting your daily work patterns.

Debrief

Conclude the activity by discussing the importance of feeling comfortable in our jobs and getting into certain rhythms and patterns at work. Ask participants to share examples of management patterns or rhythms that are part of their daily work lives.



Getting into a Management Rhythm

You need to feel comfortable in your leadership role and pace yourself. There needs to be a sense of timing in your leadership. You should establish a certain tempo in your management style. You need to get into a management rhythm. Here's how it needs to go—a one, and a two, and a three—now you're getting into the management rhythm. Just like stepping out on the dance floor, you need to have a certain amount of rhythm to be successful as a manager. Life is all about rhythms. These rhythms are what make up our daily routines. Rhythms are really nothing more than patterns. Each day, we repeat certain patterns as we go through the tasks and rituals that make up our lives, including our jobs. Patterns provide us with something that we are familiar with—something that we are comfortable with because we have repeated it in the past. We become able to go through these patterns in our lives almost without thinking. They become habits that we repeat as rituals each day, like dancing to a familiar beat.

We become uncomfortable when we don't know what to expect next in our lives. When no discernable pattern exists, we have nothing familiar to rely on as a reference point. This can make you feel detached or like you are in uncharted territory. Everything is a pattern if you step back far enough. You need to find these patterns and get into the rhythm they provide. *Management rhythms* give you a comfortable, predictable pattern to follow. You can anticipate what move you should make next based on these repeated patterns. You need to find your groove, feel the beat, get with the rhythm, feel the vibes, get on down.

One, two, three, four; one, two, three, four—Cha Cha Cha.

People will see the difference in you once you get into the management rhythm. You will seem more comfortable, confident, and in control of your job. They may not be able to exactly put their finger on what is different about you. They might not say anything, but they will notice. Nothing will faze you because you will be in the "zone." You will know what your next step should be and what steps will follow. It is like having dance steps painted on the floor for you to follow for each dance you are dancing. Fred Astaire or Ginger Rogers couldn't be smoother or more rhythmic than you on top of your management form.

You answer the phone, create a report, and dash off to a meeting—all with a sense of timing and coordination as if you have done these things a thousand times before. In reality, you have. Why shouldn't you get into a rhythm? You just have to find your groove and stay in it.

One, two, three, four; one, two, three, four—Cha Cha Cha.

(continued)

Handout 7.1 (concluded)



As you effortlessly glide from one crisis to another, you have a flow, a cadence, yes even a rhythm that you follow. You have danced this dance before. You take the lead; others follow your flow. You set the example for confidence and self-assuredness in your workplace. Others wonder what's different about you; they're unable to specifically identify it, but are pleased with the change. Some even think they hear you humming to yourself as you effortlessly go through your workday as if you were at a social event enjoying what's going on around you. They even feel a little (or a lot) jealous of you and your new attitude and wonder how they might get into this mode.

One, two, three, four; one, two, three, four—Cha Cha Cha.

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Eight Steps to Take to Get into Your Management Rhythm

1. **Identify what frustrates you the most about your leadership role.** The first step in finding your rhythm is to identify the root cause of the things that frustrate your efforts to get into a *groove*. This can often be much more difficult to accomplish than you might think. The true cause of a problem is not always readily apparent. Problems often disguise themselves as something else. For example, other people may often appear to be the cause of a problem when it really isn't their fault. They may simply be innocent victims of the true source of the problem. Perhaps it is something in your management process or system that is the true cause of the problem and not those who have to work with these deficiencies.
2. **Look for patterns in these sources of frustration.** Finding these patterns may take some time. You may have to gather a significant amount of data in order to identify these problem patterns. Once you have enough data, review them carefully for trends. You may be surprised how readily apparent these trends might be once you have collected enough data to see their existence. Just identifying these problem patterns may be very insightful into finding solutions to them.
3. **Find those aspects of the patterns that cause you the most frustration.** Graphing or charting these patterns can help you identify precisely where in these patterns your problems at work might exist. You could probably also graph your frustration levels along these same problem patterns. The more you understand what and where the causes of your work frustrations are, the better you will be able to develop effective solutions to these problems.
4. **List ways in which these constant frustration sources might be eliminated or reduced.** Making a list of the possible ways in which these sources of your frustrations might be eliminated provides you with a number of different options you might pursue. Don't worry about the practicality of these solutions—at least not at first. The most important thing is to think of any and every way that the problem could be addressed. Once you are satisfied that you have come up with as many ideas as you can think of, begin eliminating those that would not be practical or effective. However, be careful not to scratch something that might be a good idea but presented in an impractical manner. Once you have whittled your list down to a manageable number, rank what you believe to be the best ideas to the least useful. Look at the ideas you ranked highest and decide which one(s) you will pursue.

(continued)

5. List what steps you need to take each time these patterns emerge. Look for commonalities in the solutions you developed. You may be surprised how one solution may correct any number of problems. Often there can be one source to multiple problems. It is often the variation of the problems that appears to be random, not the source. Taking the same corrective action or actions can often be effective to solve any number of problems that on their surface appear unrelated. You may also find a way to correct the problem once and for all.
6. Think about how many times you go through these same patterns on a regular basis. Take a step back and think about just how much frustration these problems have caused you in the past. You may see that the same unproductive syndrome has occurred over and over again. Think about how discovering the true cause of the problem can reduce the frustration you have been experiencing at work.
7. Look for ways to improve your skills in performing these patterns. As the old saying goes, practice makes perfect. The more you perform these problem correction patterns, the more natural they will become. Before long, you will find that you no longer even have to think about them, because they become part of your natural rhythm at work. But one word of caution, you want to make sure that you develop good rhythms. You don't want to just learn different unproductive patterns. Make sure that what you replace is the best way to make these problems go away and not reoccur.
8. Identify the rhythm to the patterns. Look for these new patterns as they emerge. Identify what follows what in these sequences. You may need to take a step back to see the whole picture emerge and make sequences become more apparent. Each action you take can set off a series of other actions. Look for the consequences of these actions and subsequent patterns that emerge. You may need to make sure that you get "upstream" far enough of these problems in order to intervene early enough in the process to have a positive impact. Once you have found the best solutions to these problems, look for the natural rhythms that are occurring. These rhythms may be in the way that others react to a particular situation. People's behaviors provide much of the natural rhythm that will occur in your workplace. Pay attention and perhaps take note of how people react to things that happen at work. You will begin to see patterns that lead to identifying these natural rhythms.

One, two, three, four; one, two, three, four—Cha Cha Cha.



Activity 8

Leadership Building Blocks

Purpose

To illustrate the importance of the sum total of all a leader's life experiences to his or her leadership style and capabilities

Description

A model is presented that outlines the various influencers that ultimately determine a leader's style and effectiveness.

Time

45 minutes

Resources

Handouts 8.1 and 8.2

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ There are many variables and factors that ultimately determine the success of a leader. Many of these variables are determined or, at a minimum, are greatly influenced by what has previously occurred in the leader's life that shaped and influenced who he or she is today.
 - ❖ This activity explores these influences or leadership *building blocks*.
2. Distribute or display Handout 8.1.
3. Review each of these blocks, beginning with the bottom of the pyramid and moving to the top:
 - ❖ Early Experiences
 - ❖ Character Builders
 - ❖ First Attempts
 - ❖ Finding a Formula for Success
 - ❖ Capitalizing on Success
4. Ask participants to pick a legendary leader whom they admire (perhaps from their Legendary Leader Hall of Fame list in Activity 6) and think about the life of this legendary leader and how his or her experiences can help shape their own leadership abilities.

(continued)

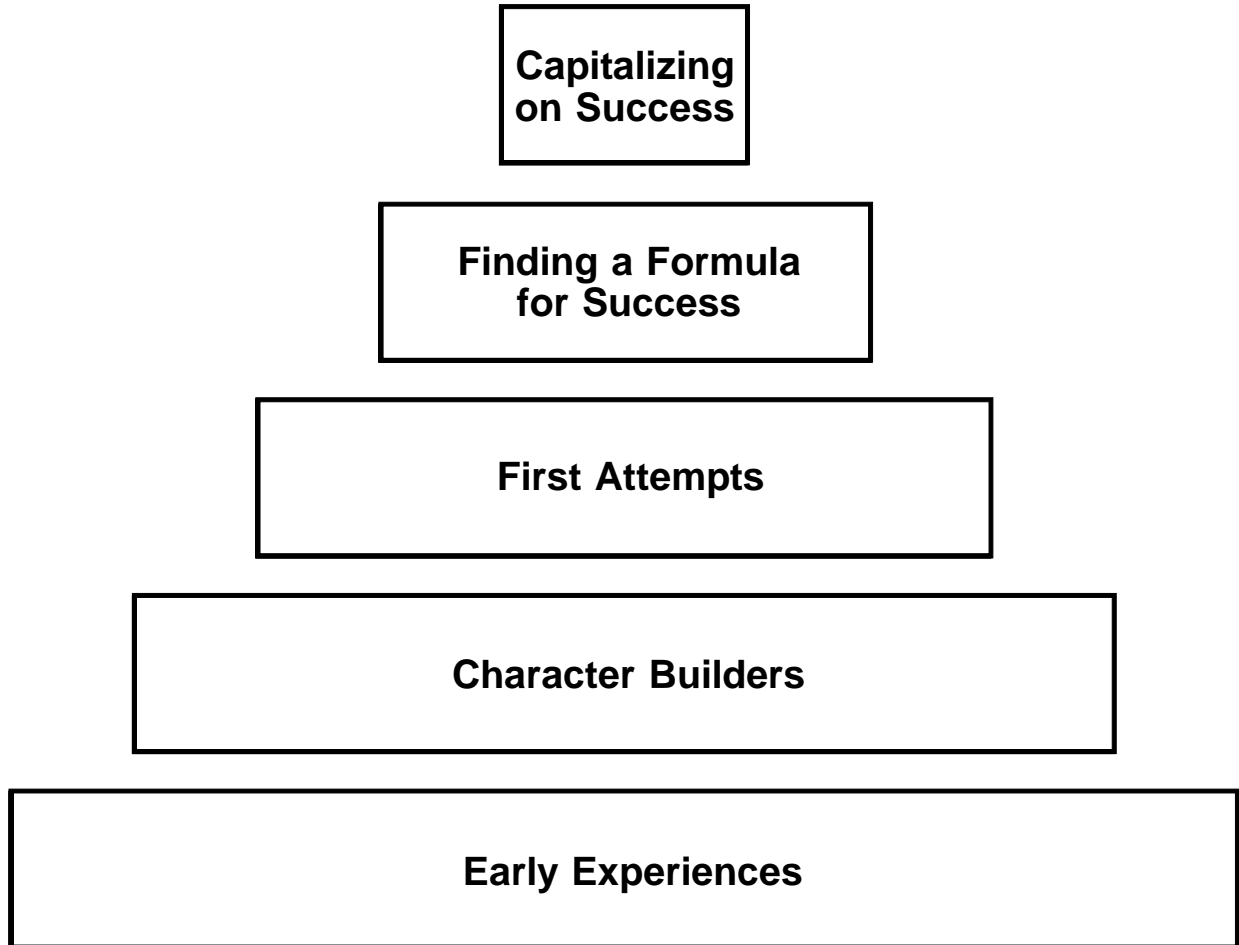
Activity 8 (concluded)

5. Distribute a copy of Handout 8.2 to each participant. Instruct participants to answer these questions pertaining to the legendary leader they choose.

Debrief

Ask participants to think about the life of this legendary leader and how his or her experiences can help shape their own leadership abilities. Next, ask participants to think about their own lives and how this model applies to them and their leadership abilities and to gain a better idea of their own leadership perspectives.

Leadership Building Blocks





Leadership Perspectives

Pick a legendary leader whom you admire and answer the following questions.

Leader: _____

Early Experiences

1. How have early experiences shaped this legendary leader?

2. How have your early experiences influenced your leadership style and abilities today?

3. How can you best utilize these experiences to make you a more effective leader in the future?

4. What do you believe has had the strongest influence on your leadership abilities?

5. Who has most influenced or shaped your leadership style and tendencies?

(continued)



Character Builders

6. How do you define character and how does it impact or influence a leader?

7. What are some early experiences that shaped the character of this leader?

8. What experiences have you had that helped you develop your character?

9. Can character be learned? Why or why not?

First Attempts

10. What first attempts of this leader do you think shaped his or her future success?

(continued)



11. What did this leader learn from these experiences?

12. What have been some of your first attempts that you learned from that can make you a better leader?

Finding a Formula for Success

13. How did this legendary leader learn to succeed?

14. Did he or she find a formula for success?

15. How did this leader learn from failure?

(continued)



16. How did these experiences shape his or her future?

17. What can you learn about this legendary leader's success that could help you be more successful in your life and career?

18. Do you believe that there is such a thing as a formula for success?

19. How can you develop your own formula for success?

Capitalizing on Success

20. How did this legendary leader turn one success to many successes, thus capitalizing on success?

(continued)



21. How have you built on your past successes to create new success in your life?

22. Was there a particular decision that this legendary leader made that created future successes?

23. What decisions have you made that created successes in your life?

24. What future decisions can you envision coming that could lead to future successes?

Leadership is the sum total of a leader's background, upbringing, role models, experiences, values, training, education, successes, failures, beliefs, etc. These influencers affect virtually every decision and leadership action we take. Like it or not, we are all a product of our past. Realizing this fact will help us better understand both the lives and leadership of legendary leaders as well as of ourselves.



Activity 9

Leadership Vantage Points

Purpose

To demonstrate just how differently a leadership decision or action might be perceived by those directly and less directly impacted

Description

A vantage point model is presented illustrating how different people might be impacted differently by the same leadership decision or action.

Time

30 minutes

Resources

Handout 9.1

Presentation

1. Begin the activity by explaining that the results of leadership are often a matter of perspective or vantage point:
 - ❖ The perspective of leadership is dependent on how people are affected by it. A decision by a leader must be considered from the various perspectives that others may have of it.
 - ❖ Just as every action has a reaction, every decision affects people in different ways.
 - ❖ As much as a leader's decision may please one person or group, there may be another who is equally displeased as a result of the decision. It's really a matter of what end of the decision you find yourself.
 - ❖ To make better decisions, you must be able to appreciate and begin to understand what these different perspectives might be.
 - ❖ Leadership is more than just authority, responsibility, and accountability. It is also a matter of representing the perspectives of others.
 - ❖ As a leader, you are the representative of a group of people in whatever system you are managing. When people feel that their leader has failed to fairly represent their interests, they lose faith.

(continued)

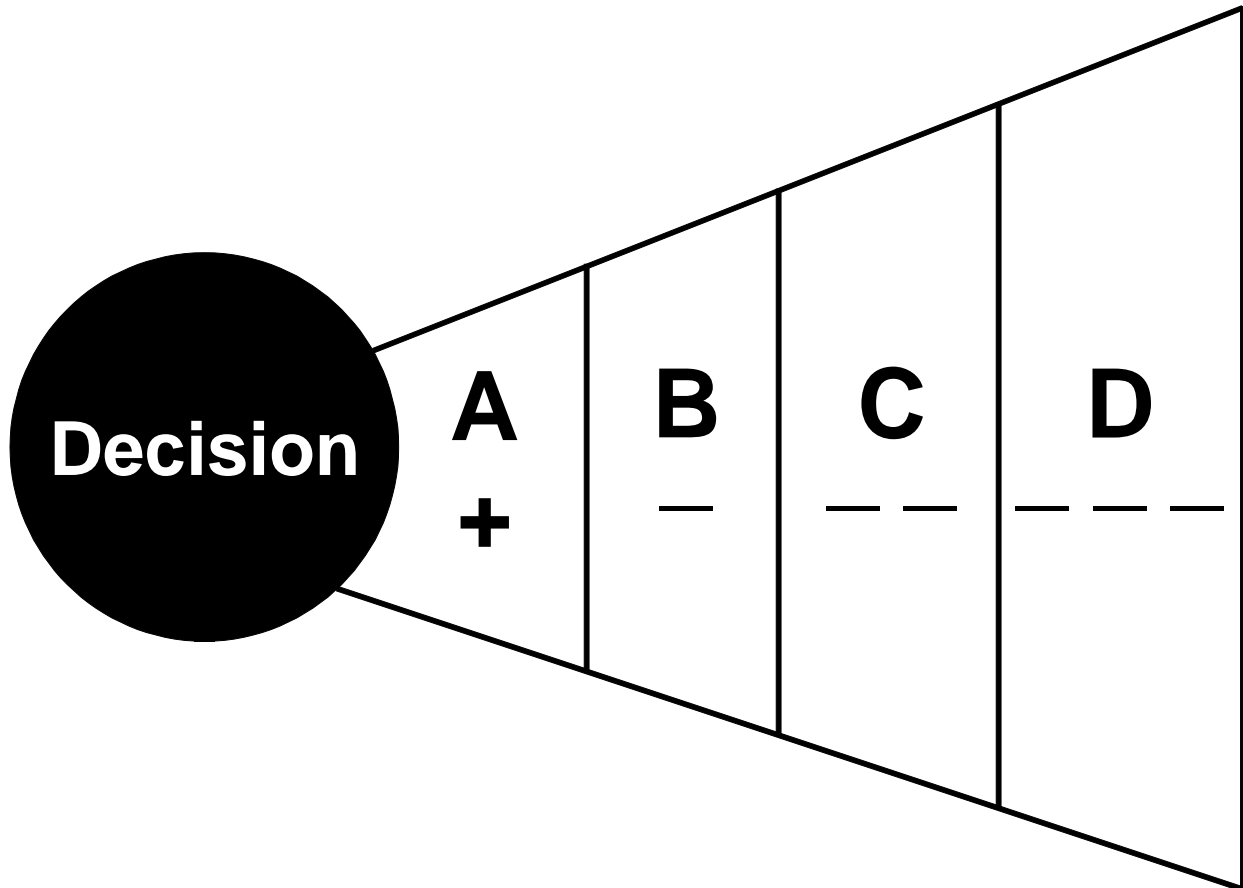
Activity 9 (concluded)

- ❖ Your organization has charged you with the responsibility of making decisions that represent the best interests of all.
 - ❖ This is usually a very difficult objective to achieve because there typically are opposing forces and interests involved in decisions that affect others.
2. Distribute or display Handout 9.1, emphasizing that leadership is truly a matter of perspective.
 3. Explain that as illustrated in Handout 9.1, different people—or even levels in an organization—may be affected differently by leadership decisions as seen in the model.
 - ❖ For instance, a decision that might have a positive impact on person A may have an equal or even disproportionately negative effect on someone else or a different part of the organization, illustrated in the handout as B, C, or D. A leader needs to understand both the potential positive as well as negative aspects of his or her decisions on others for as many different perspectives or vantage points as possible.

Debrief

Ask participants to offer real-life examples or experiences they have had with decisions they have to make in their leadership roles relating to this model. Emphasize that you can't always make everyone happy with your decisions and that there will always be those who feel that they got a bad deal as a result of a leader's decision. The point is that leaders need to be aware and sensitive to how different people feel about decisions that both positively and negatively affect them personally. Expressing or acknowledging these different perspectives is very important for a leader to do.

Leadership Vantage Points





Activity 10

The Leadership Compass

Purpose

To introduce the Leadership Compass, a model showing different leadership styles, and to provide information to help participants identify their own leadership style

Description

The Leadership Compass is a model with four quadrants, each showing a different leadership direction or orientation much like the four directions on a typical compass. These orientations are explained during this activity, and participants are asked to complete a questionnaire designed to help identify their own particular leadership style or orientation.

Time

90 minutes

Resources

Handouts 10.1, 10.2, 10.3, and 10.4

Presentation

1. Introduce the activity by explaining that the Leadership Compass is a model with four quadrants, each showing a different leadership direction or orientation much like the four directions on a typical compass. Tell participants that each of these directions will be explained during this activity and that they will be asked to complete a questionnaire designed to help identify their own particular leadership style or orientation.
2. Explain the following to participants:
 - ❖ Leaders typically have a natural tendency to follow one of these predominant orientations—it is their leadership comfort zone.
 - ❖ A leader may try to emulate or adapt other styles of leadership outside his or her comfort zone typically in response to feedback and development efforts earlier in his or her career.
 - ❖ These changes may be part of an overall management development program designed to help the leader become more versatile in his or her management orientation.

(continued)

Activity 10 (concluded)

- ❖ Each orientation reflects a natural tendency that leaders have concerning their leadership style.
 - ❖ Different orientations can certainly be taught and learned, but will never be as strong as one's natural orientation.
3. Tell participants the following:
 - ❖ Understanding your own natural leadership orientation can help you better understand your innate leadership tendencies and style.
 - ❖ Learning to lead outside these natural tendencies is important. You need to be able to respond to leadership challenges in a variety of ways, not just according to your natural instincts and style.
 - ❖ As you review these four leadership orientations on the Leadership Compass, consider what you think is your own natural leadership orientation.
 4. Distribute or display Handout 10.1, which shows the Leadership Compass and the definitions of the four leadership orientations. Ensure that participants understand the distinctions between these four orientations.
 5. Review the combined leadership orientations as they relate to the four quadrant designations in the compass model, keeping in mind that a more detailed explanation is provided in Handout 10.3.
 6. Distribute a copy of Handout 10.2 to each participant to complete. Allow participants enough time to complete the handout before proceeding with the next step.
 7. Once all participants have completed Handout 10.2, distribute a copy of Handout 10.3 to each participant. Review this handout and ensure that participants understand how to score their results of Handout 10.2.
 8. Once each participant has profiled his or her own leadership orientation, distribute a copy of Handout 10.4 to each participant to complete. Ensure that participants have a good understanding of the concept of their *leadership comfort zone* and why it is important to be able to learn to lead outside their comfort zone when appropriate to do so.

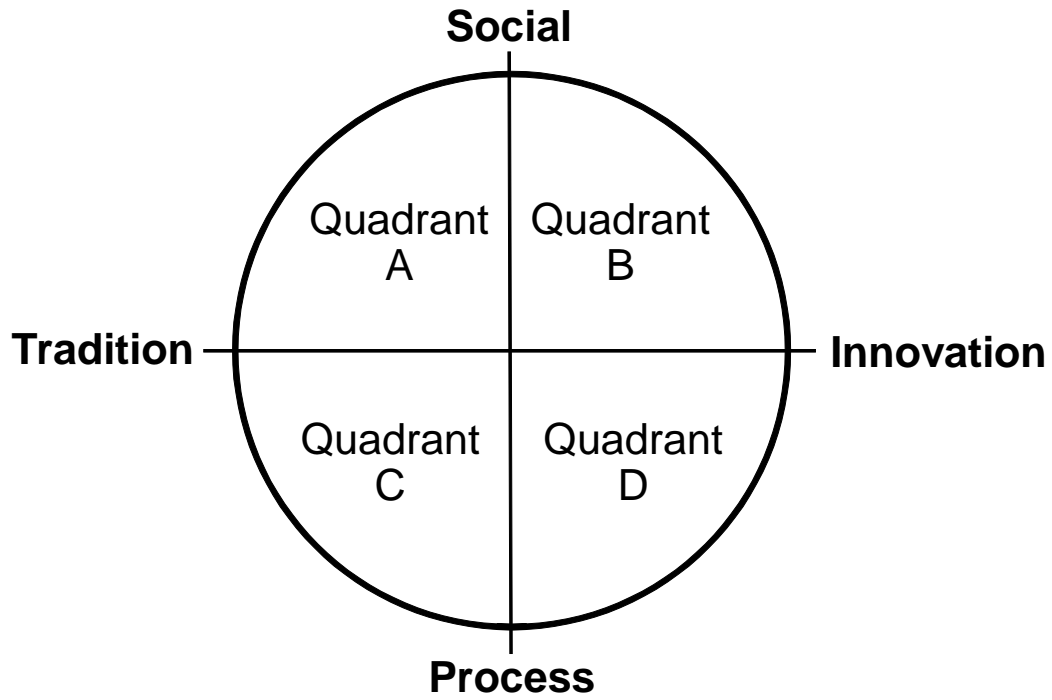
Debrief

- Ask participants if they were surprised how they profiled their leadership orientation as a result of this activity.
- Do they agree with the leadership orientation that this activity identified for them?
- What did they learn about their leadership style or orientation as a result of this activity?



The Leadership Compass

Leadership Orientations



(continued)



Leadership Compass Orientations

Social: The focus for this orientation is on the people in the organization. This leader gets things done through people. He or she puts a great deal of trust and dependency on employees to achieve the organization's successes. This leader will typically be willing to make the investments necessary to enable employees to gain the skills and competencies needed to meet these expectations. Problems can be solved by assigning the right person for the job or task at hand.

Process: This orientation focuses on how things get done. This leader is typically very interested in efficiency. He or she is probably very knowledgeable about the numbers driving the operation. This leader will pay close attention to such things as production reports, budgets, variances, trends, etc. This leader is always looking for a better way of doing things. He or she will tend to pay close attention to such things as manufacturing processes, customer service procedures, reasons for problems or customer complaints, etc.

Tradition: A Tradition-oriented leader likes the tried and true. This leader may have a lower risk tolerance than the other orientations. It is not that a Tradition leader isn't willing to try something new or different—he or she typically will, but only within the parameters of what has already been proven successful. This leader may be more interested in improving an existing success product than in developing something brand new or unproven. This leader is also usually personally invested in the organization's existing processes and procedures. He or she honors the past and supports the organization's traditional processes such as scheduled meetings and social events sponsored each year at certain times.

Innovation: This is a leader who is willing to take risks. "No pain, no gain" might be this leader's mantra. A leader with an Innovation leadership orientation is less concerned with how things were done in the past and more interested in how they can be done differently in the future. This leader is a possibility thinker. Practically no idea or concept is completely out of the question. This leader likes to brainstorm new ideas and discuss how they can become reality. Putting these innovative ideas into action may sometimes be a different story depending on the receptivity of the organization.



Identifying Your Leadership Orientation

What's your leadership orientation? The following questionnaire is designed to help you identify your own leadership orientation. Select the answer that best fits your natural leadership tendencies.

1. When faced with a difficult business or operational challenge, which of the following would you most likely tend to do to deal with the situation?
 - a) Get together with your direct reports and discuss possible solutions.
 - b) Review the organization's operational capabilities to determine if it can meet the challenge.
 - c) Look for ways in which similar problems have been addressed in the past.
 - d) Search for a better solution than utilized in the past to solve and possibly prevent this problem from reoccurring in the future.

2. You discover a problem in your operation that will require significant resources both in time and money to address. What would you be most likely to do?
 - a) Find out what the people in your organization are currently working on and their availability to deal with this problem.
 - b) Find out what caused this problem to occur in this instance to understand how to prevent it from reoccurring in the future.
 - c) Check to see if this has ever occurred in the past to better understand why this problem occurred this time.
 - d) Request that this situation be thoroughly investigated to determine if there is anything different that needs to be done in the future to prevent this problem from occurring.

3. How would you be most likely to engage in planning and development in your leadership role?
 - a) You would get together with your staff or direct reports and get their input.
 - b) You would look at the organization's current capabilities in your planning process.
 - c) You would look at how the organization was able to meet the challenges it faced in the past and what you could learn to help your future planning efforts.
 - d) You would look for new and different ways to achieve the organization's goals.

(continued)

4. Resources continue to be in limited supply in your organization. As a leader, how would you deal with this situation?
 - a) Communicate to everyone in your organization what the current situation is concerning resources and ask for their help and support in conserving whatever resources possible.
 - b) Look for ways to run your organization more efficiently to save resources.
 - c) Check on how similar problems have been dealt with in the past and the likelihood of being successfully implemented currently.
 - d) Find out if there are new or different ways to conserve resources that have never been employed in your organization.

5. A major change has just occurred in your organization. As a leader, how would you manage this change?
 - a) As soon as possible, tell everyone who works for you directly and indirectly about the change and its possible impact on each of them.
 - b) Review the organization's current capability to continue to operate effectively in light of this change.
 - c) Check on what procedures and processes have been implemented in the past to deal with changes affecting the organization.
 - d) Understand as much as you can about the change and how it can help the organization operate more effectively in the future.

6. An opportunity has just developed that has the potential of having a significant positive impact on the organization. As a leader, how would you manage this situation? Would you:
 - a) Access the current talent and abilities of the people in your organization to meet this opportunity?
 - b) Access the organization's current process capability and capacity to respond to this opportunity?
 - c) Analyze this opportunity's potential in terms of the organization's current strategy and goals?
 - d) Consider this opportunity as the organization's top priority, focusing as many resources as possible on this initiative?

(continued)

7. Due to unexpected growth in the marketplace, your organization is faced with the need to expand significantly in a relatively short period of time. What would you consider to be the most important factor you should consider in initiating this growth in your organization?
 - a) Being able to hire as well as develop your current personnel to meet the challenges of this unprecedented growth
 - b) The organization's current operational capacity to serve these expanding new markets
 - c) The organization's past experience and success in dealing with sudden growth
 - d) How to maximize the benefits of this great opportunity and provide growth for the organization

8. A sudden development has occurred that has the potential of dramatically affecting your organization. What would be the first thing that you would do?
 - a) Call a meeting of your staff and discuss with them available options and strategies for dealing with this situation.
 - b) Ask for an analysis of your current operating capacities and determine how they will be impacted.
 - c) Follow the organization's established procedures for dealing with these types of situations.
 - d) Think about what needs to be done differently from what was done in the past in order to manage and possibly optimize this situation.

9. New regulations have just been proposed that will significantly affect your industry. How would you most likely initially react to this news?
 - a) Meet with other industry leaders to determine what influence you may have collectively on the eventual passage of these regulations.
 - b) Conduct a study on the impact and potential cost of these new regulations on your organization.
 - c) Find out what appeal or formal comment procedures are available through the regulatory agency promulgating these regulations and follow those steps.
 - d) Find out what other possible actions you could take or well-connected people you could contact who might be influential concerning the passage of these regulations.

(continued)



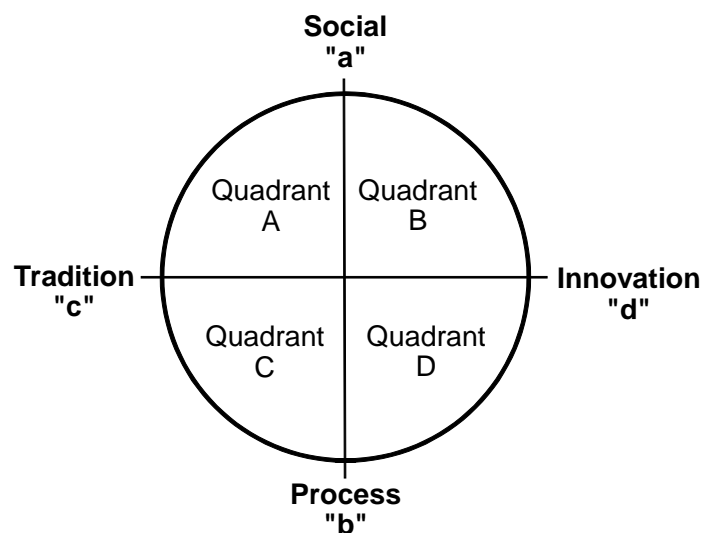
10. There has been a change in the top leadership in your organization and you have been asked to prepare a briefing paper for review of your function. You are told to keep it relatively short, so you have to make sure to present what you believe to be the most important factor that the new leadership should know about your function. Which of the following would you be most likely to highlight in this briefing opportunity?
- a) The experience and capabilities of the people working in your organization.
 - b) The operational capability of your organization.
 - c) The accomplishments that your organization has achieved in the past and to date.
 - d) The potential of your organization.

Profiling Your Leadership Orientation

To determine your own leadership orientation, count the number of questions that you answered a, b, c, and d. Each represents a tendency toward one of the Leadership Compass orientations. For example, questions that you answered with an “a” response show a tendency toward a Social leadership orientation, “b” toward Process, “c” toward Tradition, and “d” toward Innovation. Whichever response you answered most frequently is a strong indication of your primary leadership orientation, and the second most frequent would be your secondary orientation.

To identify what quadrant your leadership orientation would be, look at the most frequently chosen response letter to identify your primary orientation and the second most frequently chosen response letter to identify your secondary orientation. Looking again at the compass, find the quadrant that represents these two orientations. For example, say that you answered the majority of the questions with an “a” response, indicating a Social orientation. And say that your second most frequently chosen response was “c” or Tradition. This would indicate that you are a Quadrant A leader on the compass.

If, however, your two most frequently chosen responses are on opposite sides of the axes—“a” for Social and “b” for Process, or “c” for Tradition and “d” for Innovation—you will need to consider your third most frequently chosen response as well to determine the quadrant that represents your leadership orientation. For example, if your answers were most frequently “a” (Social), then “b” (Process), then “c” (Tradition), then your leadership orientation would most likely fall in Quadrant A with a tendency toward a Process orientation.





Leading Outside Your Comfort Zone

1. Identify those leadership directions that are most comfortable for you.

2. What are the leadership directions with which you are least comfortable?

3. How often do you lead outside your leadership comfort zone?

4. Think about a situation when you relied on your leadership comfort zone when a different leadership direction would have been more effective. What were the results?

(continued)



5. Think about how using a different leadership direction may have been a more effective strategy. How might the results have been different?

6. How can you learn to lead outside your leadership comfort zone more often? What training and development activities are available to you to help you learn greater leadership flexibility in the future?



Activity 11

Profiling Legendary Leaders

Purpose

To profile other people's leadership orientation as outlined in Activity 10

Description

This activity is designed to be a follow-up to Activity 10, The Leadership Compass.

Time

30 minutes

Resources

Handout 11.1

Presentation

1. Explain to participants that understanding the leadership orientations of legendary leaders who you admire will help you envision what they might have done in situations in which you find yourself as a leader.
2. Ask participants to think about people they consider to be legendary leaders and why.
3. Distribute a copy of Handout 11.1 to each participant. Have participants write the names of legendary leaders they admire and check the corresponding leadership orientation for each.

Debrief

- Ask participants how these legendary leaders' leadership orientations help them be successful. How did it limit them?
- How might a more flexible leadership orientation have served each legendary leader better?



Profiling Legendary Leaders

Legendary Leader	Leadership Orientation			
	Social	Process	Tradition	Innovation



Activity 12

Managing Sideways

Purpose

To illustrate that the traditional way of managing an organization based on hierarchical reporting relationships may not always be the most effective way to lead

Description

An illustration of how to manage sideways in an organization is presented and discussed.

Time

45 minutes

Resources

Handouts 12.1, 12.2, and 12.3

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ Managing sideways may sound more like something that might cause you to be off balance than an effective management technique.
 - ❖ But managing sideways can help you discover ways to achieve your business objectives and help your organization reach its greatest potential.
 - ❖ Managing sideways can help you improve communications, teamwork, resource utilization, and synergy in your organization.
2. Distribute or display Handout 12.1 and explain the illustration shown as follows:
 - ❖ Most leaders view their responsibilities vertically, tending to think in terms of whom they report to and who reports to them. This is what a typical manager thinks of as his or her area(s) of responsibility and accountability. There is nothing incorrect in this view of a manager's role in an organization. After all, there must be boundaries for everyone's span of control. Even the leader of an entire business can pay attention to only a finite amount of factors that influence the organization's success.

(continued)

Activity 12 (continued)

- ❖ Typically, a cascading goals alignment exercise takes place annually in an organization to ensure that the leader of the function's goals, or a subset thereof, is incorporated in each direct report's and their direct report's annual goals.
 - ❖ In this way the leader of the function ensures that his or her accountabilities are the focus of everyone in every level on his or her reporting chart.
 - ❖ Unfortunately, this review of accountabilities often is limited to the vertical, not horizontal, reporting relationships in an organization.
 - ❖ But what about all the things that fall between these vertical views of accountabilities and responsibilities? There are many things that can tend to "fall between the cracks" of these vertical slices, causing tremendous waste and inefficiencies to exist.
 - ❖ This causes millions, even billions, of dollars to be lost as common goals and potential synergies between these vertical slices of the organization go without attention or action.
 - ❖ Who is in the best position to see these lost opportunities? The answer is that anyone in the organization has the potential to realize these opportunities if they look in all directions rather than just their own vertical reporting relationships. It's all a matter of looking in the right places.
 - ❖ A very practical way to begin looking for these lost opportunities is to look for horizontal alignment in your organization.
3. Distribute or display Handout 12.2 and explain the illustration shown as follows:
- ❖ Horizontal alignment refers to all the potential synergy that exists across the organization as opposed to only thinking in terms of vertical reporting relationships and accountabilities.
 - ❖ To begin finding this horizontal alignment in your organization, start by reviewing the accountabilities of each function or area in your organization.
 - ❖ By managing horizontally rather than exclusively vertically, you can find synergies that otherwise would remain undiscovered.
 - ❖ There is a tremendous amount of positive momentum and gains that can be achieved by this broader perspective of the organization.
 - ❖ Goals typically become a natural driving force in an organization.
 - ❖ Leaders provide the resources to achieve and maintain goals particularly when they are the ones who initiated these directives.

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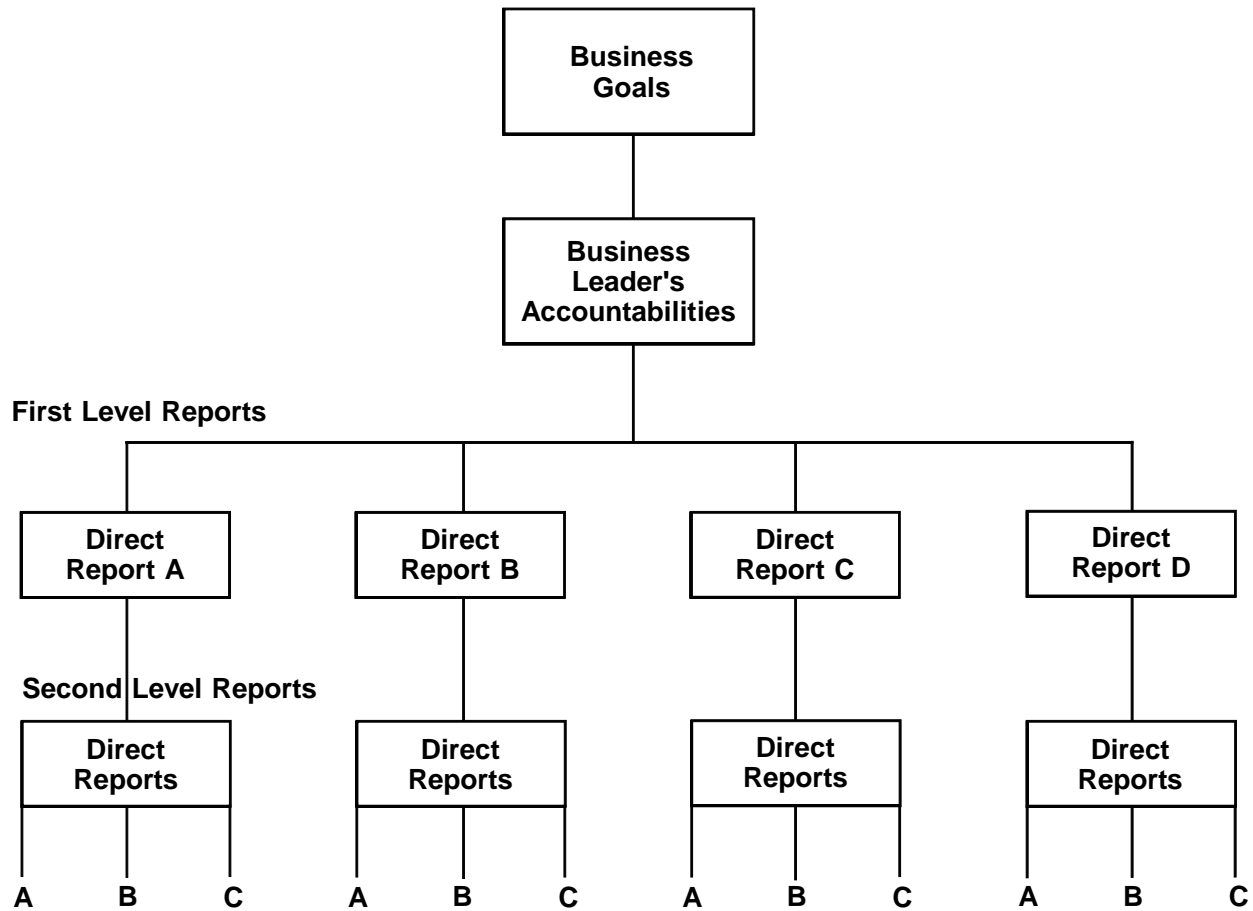
Activity 12 (concluded)

- ❖ Leaders can eliminate goal obstacles that can become barriers for others. But typically a great deal of this natural organization force gets lost in these vertically aligned goals.
 - ❖ This same downward push in a typical top-down hierarchy does not exist horizontally.
4. Distribute or display Handout 12.3 and discuss the seven steps to managing sideways.

Debrief

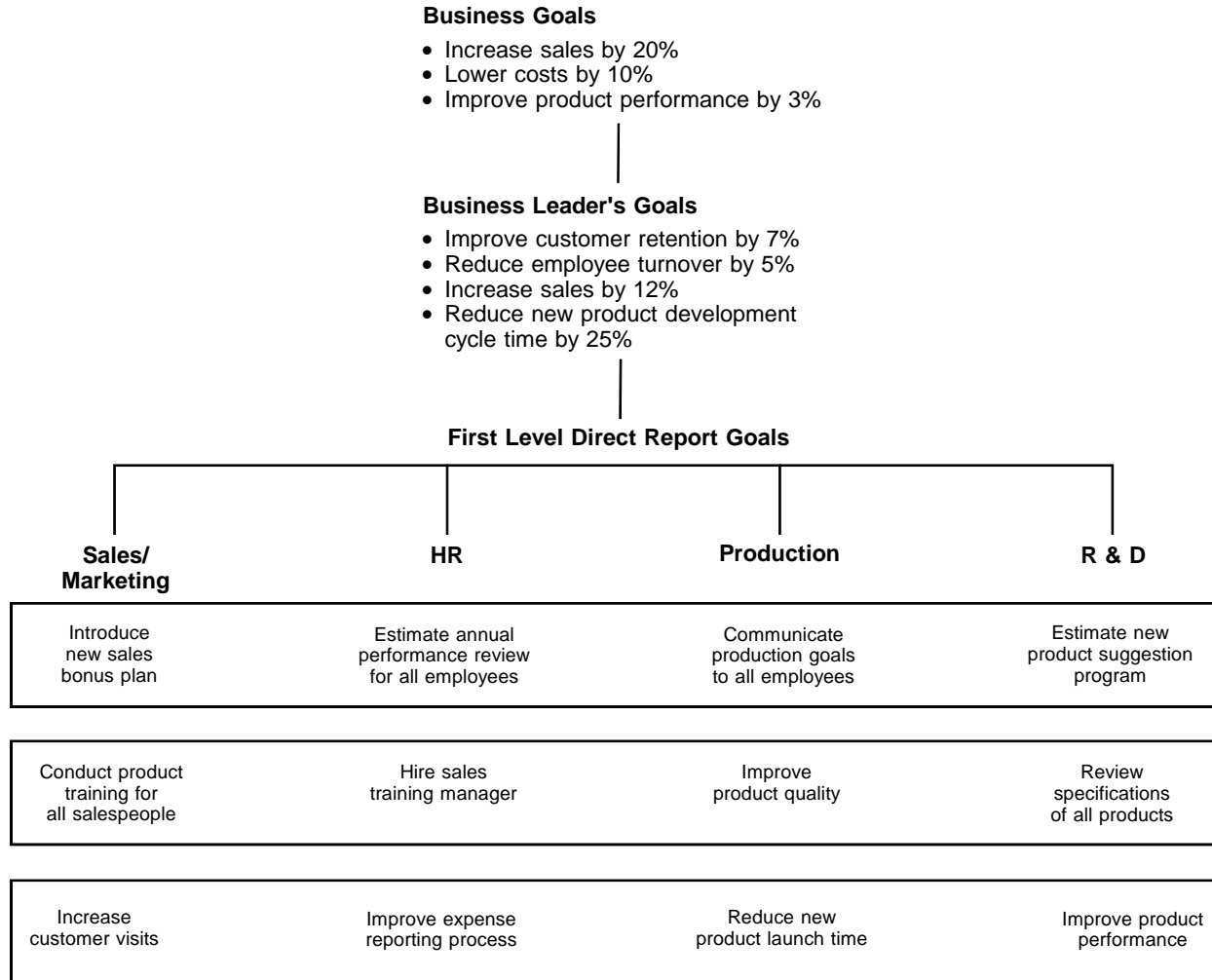
- Conclude the activity by emphasizing that horizontal synergy creates a more collaborative organization focused on solving shared goals and objectives across the organization as well as up and down.
- It is in this culture and climate that an organization can be best aligned to meet its organizational goals.
- Instead of vertical slices of the organization working autonomously, the horizontally aligned functions will begin to work together as a team, searching for ways to better enable one another to achieve shared goals.
- Resources will be more readily shared, communications will improve, and a greater sense of teamwork and collaboration will prevail throughout the organization.
- Different parts of the same organization will begin to communicate more thoroughly and effectively.
- This will help develop both better working relationships and continuous improvement of the various interconnected processes within the same reporting relationship organization.
- Instead of silos, with each function working independently, this management approach can help everyone begin to work more interdependently.
- Identifying these horizontal alignments even in a matrix reporting organization can make goal attainment less frustrating and much more possible. Getting consensus between everyone involved in a matrix reporting situation can make what once appeared to be unconnected and possibly even competing goals more cohesive and achievable.
- *Matrix reporting* involves those situations in which one has any number of different supervisors that he or she reports to on some level. These different supervisors may each have supervisory responsibility or authority for specific functions of the individual's job performance. Thus, instead of having a single boss, in a matrix reporting situation, an individual may have many bosses each possibly with different expectations and requirements.

Traditional Vertical Accountability in an Organization



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Horizontal Alignment



Finding this horizontal alignment between the various functions in this business can have significant potential benefits. For example, look at the horizontal alignment between these functions concerning goals highlighted in the first box above. By having Sales/Marketing, HR, Production, and R & D working together in a synergistic manner, one of the business leader's goals—reduce employee turnover by 5%—can be better achieved. Rather than each of these goals being developed autonomously within its vertical slice of the organizational hierarchy, finding or even creating this horizontal alignment between these functions greatly improves the organization's ability to achieve or exceed this goal. Each function contributes in different ways to this goal, adding its own unique contribution to the common objective. This same horizontal alignment can be seen for the next two highlighted horizontally aligned goals for the organization.

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Seven Steps to Managing Sideways

1. Understand the vertical alignment in the organization first.
2. Organize goals that can be viewed horizontally at each level in the organization.
3. Look for commonalities in the goals and accountabilities in each level of the organization.
4. Highlight these shared or common goals and find ways that these goals could be worked on across the functional areas of the organization.
5. Create a list of shared goals and stakeholders in the achievement of these goals.
6. Arrange for a meeting or series of meetings with these stakeholders to share these common goals and create horizontally oriented action plans to achieve these goals.
7. Conduct follow-up meetings to track progress to achievement of these horizontal goals.

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Activity 13

Leadership Roles

Purpose

To illustrate the many different potential roles that a leader must play today to effectively perform his or her job

Description

A Leadership Role Matrix is presented, listing 80 different types of roles that a leader could potentially be called upon to perform as part of his or her job. Participants are asked to select those roles that could be part of their current as well as future job assignments, personal skill level, and any gaps that might exist between these skills and required roles. Participants will be asked a number of questions to develop an action plan to address current and development leadership role needs and any existing or potential gaps.

Time

90 minutes

Resources

Handouts 13.1, 13.2, 13.3, 13.4, and 13.5

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ Leadership involves playing many different roles.
 - ❖ Each role requires specific behaviors, competencies, insights, and knowledge.
 - ❖ These roles are the building blocks of leadership.
 - ❖ The most successful leaders are able to effectively play as many of these roles as necessary to get the job done.
 - ❖ Seldom do you see or hear of a “one trick pony” leader when it comes to his or her ability to comfortably move in and out of these leadership roles.
 - ❖ Leaders need to have an arsenal of different behaviors that they can instantly call upon to play the part that various situations and challenges require.

(continued)

Activity 13 (continued)

- ❖ Different challenges require different leadership roles.
 - ❖ Legendary leaders are sometimes defined or identified by playing just one of these many roles.
2. Ask participants to think about some of the legendary leaders they admire. Was there a single role that ultimately defined their entire career or leadership?
 3. Explain that in this activity, a Leadership Role Model will be introduced. This role model describes many of the roles that a leader might be called upon to play during his or her career.
 4. Distribute a copy of Handout 13.1 to each participant and spend a few minutes reviewing the design of this model:
 - ❖ Explain that participants should read each of the Leadership Roles (column A) presented in this model and its Role Descriptor (column B).
 - ❖ In column C, participants should rate the importance of this role to their current leadership role by assigning a score of 1 (low), 2 (medium), or 3 (high).
 - ❖ In column D, participants should rate the importance of each role for future leadership roles that they believe they may aspire to by assigning a score of 1 (low), 2 (medium), or 3 (high).
 - ❖ In column E, participants should rate their personal skill level by assigning a score of 1 (low), 2 (medium), or 3 (high).
 - ❖ Finally, participants should look for gaps between column C and column D and column E of the model (any lower rating in columns C and D than column E) and indicate 1 for a gap of one and 2 for a gap of two in column F for future reference.
 5. Allow enough time for participants to complete Handout 13.1. This may require up to 30 minutes or more.
 6. After participants have completed the Leadership Role Model, distribute a copy of Handout 13.2 to each participant. The questions on this handout focus on the roles that participants rated as most important to their current and future leadership roles. Allow a few minutes for participants to complete this handout.
 7. Distribute a copy of Handout 13.3 to each participant to complete. Explain that participants will be focusing on the various roles they identified as important in their current role compared to those identified as important for a potential future role. The point to emphasize is that it is important to not only think about the roles we need for our current leadership roles, but also those roles that may be important to us in the future.

(continued)

Activity 13 (concluded)

8. After participants have completed Handout 13.3, distribute a copy of Handout 13.4 to each participant. Explain that this handout focuses on the proficiency factors. Ask participants to look at those roles in which they rated as important in relation to their evaluation of their proficiency in these roles. The most important point is that a leader needs to focus on developing and maintaining proficiencies in those roles that are most critical to his or her current and future leadership roles.
9. Distribute a copy of Handout 13.5 to each participant and explain that it is important to identify any leadership *gaps* that might have been identified in this activity. Participants should look specifically for any roles they believe are critically important to their current or future roles that they feel need special attention and development.

Debrief

Point out to participants that recognizing existing or potential leadership gaps ahead of time and doing things to close these gaps can make a big difference in one's effectiveness as a leader.

Leadership Role Model

Instructions

Review each of the Leadership Roles presented in this model and its Role Descriptor. In column C, rate (low, medium, or high) the importance to this role to your current leadership role. Rate (low, medium, or high) the importance of each role for future leadership roles that you believe you may aspire to in column D. Next rate your personal skill level (low, medium, or high). Look for gaps between column C and column D and column E of the model (any lower rating in columns C and D than column E) and indicate this in column F for future reference.

A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
1. Adventurer	Explorer Traveler Voyager Fortune hunter				
2. Advisor	Consultant Mentor Guide Counselor				
3. Advocate	Supporter Backer Promoter Believer Activist Campaigner Sponsor				
4. Ambassador	Diplomat Envoy Representative Emissary				
5. Analyst	Forecaster Evaluator Speculator				
6. Appraiser	Surveyor Reviewer				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
7. Arbitrator	Authority Go-between Intermediary Conciliator Negotiator Peacemaker Referee				
8. Assessor	Judge Evaluator Rater				
9. Associate	Partner Colleague Fellow worker				
10. Believer	Supporter Advocate Fan				
11. Benefactor	Sponsor Supporter Backer				
12. Caretaker	Concierge Custodian Keeper Protector				
13. Coach	Trainer Teacher Instructor Tutor Mentor				
14. Consultant	Advisor Guide Counselor Expert				
15. Contractor	Service provider Freelancer Manpower supplier				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
16. Coordinator	Director Planner Controller Arranger				
17. Cost Cutter	Economizer Price cutter Reducer Economist				
18. Crisis Manager	Fire fighter Emergency coordinator Spokesperson				
19. Critic	Commentator Evaluator Reporter				
20. Debater	Wonderer Deliberator Contemplator Arguer				
21. Defender	Guardian Protector Champion Advocate Upholder				
22. Designer	Creator Engineer Inventory Originator Architect				
23. Detailer	Enhancer Sharpener Perfectionist Improver				
24. Developer	Advancer Improver Renovator Upgrader Enhancer				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
25. Diplomat	Envoy Peacekeeper Intermediary Moderator				
26. Disciplinarian	Stickler Taskmaster Enforcer Punisher				
27. Driver	Coercer Director Forcer Pusher				
28. Economist	Budgeter Financial expert Money manager Cost cutter				
29. Educator	Teacher Instructor Lecturer Mentor Tutor				
30. Efficiency Expert	Optimizer Organizer Streamliner				
31. Egomaniac	Self-centered Opinionated Image maker				
32. Endorser	Supporter Sanction Approver Backer				
33. Enforcer	Implementer Imposer Insister				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
34. Entrepreneur	Investor Speculator Trailblazer Pioneer Opportunist				
35. Environmentalist	Ecologist Conservationist Preservationist				
36. Expeditor	Accelerator Advancer Rusher				
37. Experimenter	Tester Researcher Searcher Attempter				
38. Fiduciary	Accountant Fiscal responsibility Economist				
39. Financial Advisor	Economic advisor Money manager Fiscal planner				
40. Forecaster	Predictor Interpreter Forward Planner Analyst				
41. Gatekeeper	Caretaker Enabler Facilitator Guardian				
42. Independent	Maverick Individualist Rebel Nonconformist				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
43. Innovator	Pacesetter Trendsetter Modernizer				
44. Intellectual	Thinker Sage Academic Scholar				
45. Investor	Sponsor Supporter Champion Financier				
46. Judge	Moderator Referee Evaluator				
47. Jury	Adjudicators Determiners Deciders				
48. Lawyer	Legal expert Counselor Representative				
49. Liaison	Go-between Link Contact				
50. Magician	Conjurer Juggler Miracle worker				
51. Make shifter	Improviser Inventor Devvisor Creator				
52. Marketer	Dealer Seller Salesperson				
53. Mathematician	Number cruncher Statistician Analyzer				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
54. Media Consultant	Promoter Spokesperson Commentator				
55. Mediator	Go-between Intermediary Moderator				
56. Mentor	Advisor Counselor Guide Teacher				
57. Motivator	Inspirer Encourager Driver				
58. Negotiator	Representative Diplomat Deal maker				
59. Organizer	Planner Coordinator Arranger				
60. Patron	Supporter Benefactor Sponsor				
61. Peacekeeper	Pacifist Moderator Intermediary Diplomat				
62. Philanthropist	Humanitarian Patron Contributor				
63. Philosopher	Theorist Thinker Dreamer Truth seeker				
64. Politician	Official Compromiser Legislator				

(continued)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
65. Pragmatist	Realist Practical person Down-to-Earth person				
66. Predictor	Forecaster Interpreter Planner Foreseer				
67. Producer	Creator Maker Manufacturer				
68. Prosecutor	Accuser Enforcer Petitioner Litigant				
69. Publicist	Advertiser Promoter Supporter Relater				
70. Rebel	Insurgent Revolutionary Dissenter Radical				
71. Revolutionary	Groundbreaker Innovator Rebel Radical				
72. Risk Taker	Gambler Adventurer Speculator				
73. Salesperson	Seller Vendor Merchant Dealer Trader				

(continued)

Handout 13.1 (concluded)



A	B	C	D	E	F
Leadership Role	Leadership Role Descriptor	Importance to Your Current Leadership Role 1 = Low 2 = Medium 3 = High	Importance to a Future Leadership Role 1 = Low 2 = Medium 3 = High	Personal Skill Level 1 = Low 2 = Medium 3 = High	Gaps (any lower rating in columns C & D than column E) 1 = gap of 1 2 = gap of 2
74. Skeptic	Cynic Disbeliever Doubter Doubting Thomas				
75. Spokesperson	Representative Speaker voice Talking head				
76. Statistician	Figurer Number cruncher Estimator				
77. Talent Scout	Searcher Analyzer Appraiser Assessor				
78. Teacher	Educator Tutor Coach Trainer Lecturer				
79. Visionary	Creator Thinker Seer Futurist				
80. Zoo Keeper	Custodian Warden Warder Animal keeper				



I. Role Identification

Now that you have completed the Leadership Role Model, there are a number of ways to learn and benefit from the information it can provide that can be very important to your career as a leader.

Let's first focus on those roles that you considered applicable to your career as a leader:

I-1. Count the number of roles that were assigned an importance rating of 2 or 3 in column C. How many roles did you include? _____

I-2. Are you surprised by how many of these roles you considered as being important to your position? Yes No

I-3. What roles were you surprised that you rated as important in your leadership role? Why?

I-4. How can identifying and understanding these roles help improve your performance of these responsibilities as a leader?



II-3. Role Analysis

Looking at the list of roles you rated as important to your current assignment compared to those you rated as important to your future assignment(s), what discrepancies do you see? In other words, what roles do you see as not being important today but important in your future career? List below those roles you rated high for future assignments but not for your current assignment.

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These represent role development opportunities for you. You need to look for ways to develop these roles to prepare you for future leadership assignments.



In any career, it is not only important that you *do things right* but that you also focus on *doing the right things*. In terms of these leadership roles, this means that you need to focus on improving your competency on those roles most important to your career both today and in the future. There may be limited value in developing your skills on those roles that are of low importance to you in your current and/or future career assignments. Unfortunately, trying to develop role competencies that are actually of low importance is a common cause of many problems in leaders' careers. This problem is usually caused by the lack of feedback from others concerning the relative importance of the roles one plays in performing his or her job. The greatest value that the Leadership Role Model can provide you is helping you identify which of these many roles you need to focus on that will maximize your career success both today and in the future.

III-3. Development Opportunities

To identify role development opportunities, look at the roles that you rated your performance as lowest in column E. Now compare the roles to the roles you rated as most important to your current assignment and future assignments in columns C and D, respectively. Identify below the roles that you rated low in column E and high in columns C and D

Current Assignment	Future Assignment
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
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_____	_____
_____	_____
_____	_____

(continued)



III-4. Next, look at the roles you rated your performance as highest in column E compared to those roles you rated as most important to your current and future assignments (in columns C and D). List those roles below:

Current Assignment

Future Assignment

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III-5. Finally, compare your lowest (III-1) and highest (III-2) performance ratings to those roles that you identified with the highest score in relation to importance to both your current and future leadership assignments (III-3). Identify these roles and list them below:

Lowest Performance Rated/ Most Important	Highest Performance Rated/ Most Important
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This last list may be the most important of all the evaluations. It tells you in summary what roles you need to focus on to improve your performance both today and in the future as well as your strengths that you can build upon.



Activity 14

Leadership Decision Dynamics

Purpose

To highlight the importance of decision making for leaders

Description

A brief description of the importance of making good decisions is presented in this activity intended to stimulate group discussion on this topic.

Time

30 minutes

Resources

Handout 14.1

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ A leader's ability to lead effectively will ultimately come down to decision making.
 - ❖ One very bad decision can get a leader quickly booted out of power. Another decision can immortalize a leader to legendary status.
 - ❖ What often distinguishes legendary leaders from the others are the decisions that they make.
 - ❖ There are certain *dynamics of decisions*.
 - ❖ These dynamics involve the time and circumstance that decisions are made. It is easy to criticize a decision that was made in retrospect, but to be fair, you must understand the time and circumstance in which it was made.
 - ❖ Decisions have a specific timeline for their effectiveness and practicality. Making a decision too early or late can dramatically influence the results of the decision.
 - ❖ Timing, like most everything else in life, is the key to making good decisions.

(continued)

Activity 14 (concluded)

- ❖ People often have a tendency to delay making decisions until the very last moment. This is also true for many leaders.
 - ❖ They often delay decisions until things become clearer and hopefully the right decision becomes more obvious.
 - ❖ This approach may indeed work effectively in some situations and be the best decision-making process.
 - ❖ However, other situations require decisions to be made without the luxury of time.
 - ❖ Leaders sometimes must make critically important decisions with incomplete data or information and in a hurry.
 - ❖ They must depend on their knowledge, experience, training, and, perhaps most important, their instincts.
 - ❖ It takes courage to make an important decision under these circumstances. This courage is often what identifies and immortalizes legendary leaders.
2. Distribute or display Handout 14.1 and either read aloud or have participants read the handout.

Debrief

Lead a discussion relating to the *Life Span of a Good Decision*. Ask participants if they agree or disagree that each decision has a certain life span or cycle. Solicit examples from participants concerning their experiences with decisions and their timing. Ask for examples when a once good decision became a bad one because of timing. Conclude the activity by asking participants their thoughts on how this balance between learning from past decisions and making good current decisions can be achieved.



Life Span of a Good Decision

A good decision is like a beautiful flower. While in bloom, the flower is in all its glory. It is vibrant, rich in color and texture, and commanding of attention. Those who see it in its majesty are awestruck, captivated, and enriched. But even the most beautiful of flowers eventually wilt and shrivel, leaving only faint remnants of the beauty that once existed. Soon they are no longer a centerpiece. They no longer serve their original purpose and must be discarded, only to be replaced by new flowers as the cycle continues.

Decisions, no matter how great or courageous, also have a life cycle. Understanding this inevitability is important to making good decisions. Decisions have their own times. Leaders sometimes believe the fallacy that good decisions are timeless. They continue to try to hang on to a once good decision beyond its life span. The decision becomes like the wilted flower with only a few remaining remnants of its original qualities. Many an organization has suffered from this lack of leadership understanding about decisions. The lesson is that just because a decision was right at one time doesn't make it the best or even appropriate thing to do presently. Continuing to nurture a once good decision beyond its life span is like watering a dead flower. No matter how much nourishment you try to provide, it will never return to its former beauty.

Leaders sometimes try to keep once good decisions alive beyond their useful life spans because of their past success. This may be particularly the case when a decision is the leader's *brainchild*. It may have been a decision that propelled the leader into his or her executive role or served as a career jump start. A leader may be closely associated or identified with the decision and perhaps even have become legendary as a result. It's hard to turn your back on what you believe is responsible for your success.

But unfortunately, the very same decisions that enabled a leader to rise to a high position may ultimately be his or her demise. Leaders are often victims of their own past successes and best decisions. They keep doing that which brought them success in the past. However, this strategy doesn't always work. There may have been factors that were appropriate or valid at one point in time that currently are outdated or passé. Or perhaps the leader no longer has the ability to lead in the same way as he or she once did. It is like an aging actor trying to play a part no longer believable for him or her to play anymore or like silent movie stars who couldn't or wouldn't make the transition to "talkies." Leaders have to have an arsenal of abilities to deal with the complexity of the challenges they face. Leaders can't afford to be "one trick ponies" or be like hammers and see every problem as a nail.

(continued)



To be an effective leader, you must understand that time and circumstance alter the effectiveness of decisions. A leader must be able to look objectively at each situation and decision he or she faces. There are no decision recipe books that come with the job of leader. Each decision must be based on the time and circumstance in which it is made. However, this is not to say that a leader shouldn't be a good student of history. The past does provide a prologue for the future. It would be foolish to ignore past successes totally. The point is that you should not become a prisoner of the past. You need to be able to break away and go in new directions as appropriate and necessary. Past practice, protocol, decorum, expectations, legalities, policies, etc., all need to be considered and given appropriate consideration. Each decision should be an original concoction, albeit allowing for benefit of past success to provide guidance and direction in your current decision making.



Activity 15

Making Difficult Leadership Decisions

Purpose

To help participants gain a better awareness of how others are impacted by leadership decisions

Description

A Decision Impact Model is presented that helps participants better understand just how others may be impacted by their decisions.

Time

30 minutes

Resources

Handout 15.1

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ A leader's decisions don't just impact the organization's financial bottom line.
 - ❖ People are affected differently by the decisions of leaders. It is important to have an understanding and sensitivity to how decisions impact others both positively and negatively.
 - ❖ Leaders find themselves in situations when a decision they must make will have opposing results on people.
 - ❖ These can be the most difficult of all decisions to make.
 - ❖ It may not just be the magnitude of the impact on the different individuals affected, but also results may be mutually exclusive.
 - ❖ Mutually exclusive decisions result in one person being positively impacted and another being negatively impacted.
 - ❖ An example of such a decision would be a promotion decision: the person receiving the promotion is happy, and those who believed themselves to be viable candidates for the promotion are disappointed.

(continued)

Activity 15 (concluded)

2. Distribute a copy of Handout 15.1 to each participant. Explain that this model is designed to help participants better understand the impact of their leadership decisions on people.
3. Ask participants to think about a decision that they have already made or are about to make. They should consider the impact—both positive and negative—on those directly affected and enter the positive and negative impacts on people affected by their decisions in the appropriate columns of the Decision Impact Model.

Debrief

- After completing this model, ask participants if there are any surprises that they discovered.
- Are there negative impacts on certain individuals who you may not have previously thought of or considered?
- How can being more aware and sensitive to the impacts of your decisions—both positive and negative—help you make better decisions in the future?



Decision Impact Model



Who/How

Who/How



Activity 16

Leadership Breadth

Purpose

To emphasize the importance of leaders having many different types of skills and capabilities

Description

The concept of leadership breadth is introduced and discussed in this activity.

Time

30 minutes

Resources

Handout 16.1

Presentation

1. Introduce the activity by explaining that *leadership breadth* refers to a leader having a multitude of skills, capabilities, experiences, talents, training, etc., that would enable him or her to more effectively perform in a leadership role. The main point is that the greater the leadership breadth, the greater potential for the leader to excel in his or her role as a leader.
2. Ask participants to think about legendary leaders who they have known or know about. What was their leadership breadth?
3. Distribute a copy of Handout 16.1 to each participant to complete.

Debrief

After participants have completed the handout, ask them to discuss their answers and lead a discussion on the value of leadership breadth.



Leadership Breadth

Think about how the legendary leaders you admire the most had a breadth of leadership capabilities to meet the many different types of challenges they faced.

1. What legendary leaders do you feel had this capability to lead effectively outside their natural style and to display a multitude of leadership capabilities?

2. What were some of these differing capabilities that these leaders demonstrated?

3. How do you think these leaders were able to develop such a wide repertoire of leadership abilities?

4. How did this ability to lead in so many different ways effectively serve the leaders you admire?

5. How do you think the leaders' ability to lead might have been affected if they didn't have such leadership flexibility?



Activity 17

Why Good Leaders Make Bad Decisions

Purpose

To help participants better understand how bad decisions might be made and how to avoid making these mistakes

Description

This activity provides a list of 10 reasons why good leaders might make bad decisions.

Time

40 minutes

Resources

Handout 17.1

Presentation

1. Before conducting the activity, become familiar with Handout 17.1, 10 Reasons Good Leaders Make Bad Decisions.
2. Begin the activity by explaining the following to participants:
 - ❖ Leaders are ultimately judged by the decisions they make, both good and bad.
 - ❖ Most leaders spend their entire careers trying to avoid making bad decisions, but sometimes fail to avoid these pitfalls.
3. Distribute or display Handout 17.1 and review with participants the 10 reasons that good leaders sometimes make bad decisions and how they can avoid making these decision-making mistakes.

Debrief

Ask participants which of these 10 reasons they believe are most responsible for good managers making bad decisions. Ask if anyone can think of other reasons that bad decisions are made not included on this list.



10 Reasons Good Leaders Make Bad Decisions

1. **Decision made from only one perspective.** Decisions are too often made with only one perspective in mind. This is a particular problem when this perspective is only from the leader's vantage point. In this circumstance, the needs of those directly impacted by the decision may not be adequately considered. Only the objectives of the leader may be considered, resulting in the failure of the decision to address the needs of everyone else.
2. **Decision affirmed by the wrong people.** Again, this may be a matter of wrong perspective. Those who are validating the leader's decision may be of the same mind as he or she. Even worse, they may be afraid to speak candidly or objectively to the leader for fear of reprisal of some kind. This syndrome is commonly referred to as having a bunch of "yes" men surrounding you. Leaders must constantly be asking themselves if those who they depend upon for decision affirmation are providing the truth or just what he or she wants to hear. Leaders may also seek feedback from other constituents in the organization who have a "hidden agenda" in the decision result. A hidden agenda is one that is not clearly stated, but may be the real reason why someone might provide certain feedback to the leader. They might have their own self-interests in mind that might not be consistent with what the true objectives are of the decision. As a leader, you need to be aware of what these self-interests might be and if they are consistent with your decision objectives before asking for input.
3. **Decision not properly tested before being implemented.** Leaders should borrow a few tricks from their marketing department and test sample some of their decisions. This process doesn't have to be elaborate; it can simply involve contacting a few people who you believe would represent the entire employee population that would be affected by a decision. Ask these individuals how they think others will respond to the decision you are about to make. Listen carefully to their input and don't be too dismissive if you don't like their feedback. If you are still in doubt about the decision, expand your marketing sample until you are convinced you are getting an accurate picture of how the decision you're about to make will be received. If after all this, the feedback is still not favorable and you go ahead with the decision anyway, don't say you weren't warned. Oftentimes, once a decision is made, there is no going back. Make sure that you are making a good decision before you announce it—not afterward. Think about what a good tailor does when cutting fine fabric for an expensive suit—measure twice, cut once.

(continued)

4. **Decision rationalized based on the wrong criteria.** Sometimes decisions are made based on wrong criteria or information. The facts leading to the decision may be inaccurate or the decision may be made on criteria not really pertinent or really related to the decision. For example, a leader may decide that something should be changed based on a complaint. However, the complaint may not be valid or even be fabricated. Reacting too quickly in this case would not be a good decision. Leaders need to ensure that their decisions are based on the most accurate and factual information and data available.
5. **Motivation for the decision not valid.** There are a number of negative motivators that could influence a decision. These would include such things as greed, revenge, power, or other self-serving motivators that would not ultimately be in the best interest of the organization being served. Leaders need to think about not only their own motivations, but also of those who advise them. The leader's motivation may be just, but those of others who try to influence their decisions may be more self-serving. Asking others why they may be pushing you to make a certain decision may provide very insightful answers that reveal their true motivations.
6. **Rushed or pressured into the decision.** Have you ever been rushed into making a decision that you later regretted? We all have probably experienced this at one time or another. Think about a recent example when this may have happened to you. Did you really have to succumb to the pressures being placed on you to make such a quick decision? It is likely that when you stop and think about it, you probably didn't have to make such a quick decision. You could have delayed the decision until you either had a chance to get more information or at least contemplate your decision a bit more. Some decisions are just too important to be pressured into making quickly. Don't be unnecessarily rushed into making important decisions without the contemplation or information you need. Take the time you need to make decisions that you as well as others will feel good about afterward.
7. **Timing.** There is an old saying, "Timing isn't everything, it's the only thing." Timing is important to making good decisions. The same decision made either too early or too late can have dramatically different results. Effective leaders understand the importance of timing to decisions and do what they can to prepare for such circumstances. There are times when a decision must be made quickly. But rather than be caught off guard and be rushed unprepared to make such a decision, you could do some contingency decision planning. Go through some "what if" scenarios and give some thought to what you would do under certain circumstances you might likely face as a leader. Ask for input from others before you face these situations so that you may be better prepared to make what appears to be a "quick" decision.

(continued)

8. **Organizational politics.** The higher up in an organization you go, the more organizational politics come into play. You may not like or agree with organizational politics, but this influence on decisions cannot be ignored. You need to factor this potentially powerful influence into any important decision you might make as a leader. Think about how organizational politics may affect your decision. Will it change or alter it in any way? Will it cause your decision to be changed or even reversed? This is another circumstance when consulting others for their reactions to a pending decision may be well worth the time. Finding out how a decision may be received politically in an organization beforehand can be invaluable. Know how politics may come into play before making important decisions.
9. **Sunk costs.** An illogical assumption is that just because you have previously invested in a decision, you must continue supporting this investment no matter what. This thinking is responsible for tremendous resources being allocated to what should be obviously bad investments. Sunk costs or money already invested is the rationale for additional expenditures in many if not most organizations. There is always that hope that by continuing to resource a venture or initiative that it might become successful. But sometimes you have to take a realistic look at where your money is going. Decisions particularly of significant financial consequence should not be based on emotional attachment or sentiment, or even trying to help save face for a previous bad decision. Decisions should be based on their current merit with proper respect to those made in the past.
10. **Just plain bad luck.** There is no doubt about it that luck plays an important part in any decision. Some leaders just seem to be luckier in their decisions than others. The ball always seems to bounce on their side. But to what extent do you make your own luck? Perhaps the most effective leaders are those who are able to put themselves and their organization in positions where luck can play an important factor. Some say, "I'd rather be lucky than good." Legendary leaders strive to be both.



Activity 18

20 Questions You Should Ask Yourself When Making a Difficult Decision

Purpose

To help participants make better decisions

Description

An activity including 20 questions that should be considered before making difficult decisions is presented and reviewed.

Time

40 minutes

Resources

Handout 18.1

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ Decisions are what ultimately define a leader.
 - ❖ Leaders are often remembered for the decisions that they make, both good and bad.
 - ❖ Learning to make good decisions is a skill that every leader must develop if he or she ever expects to be successful in this role.
2. Distribute or display Handout 18.1.
3. Review each of the 20 questions with participants and discuss how each question could be important to the final outcome of a leader's decision.

Debrief

- Comment that most of these 20 questions focus on communications concerning a decision. In other words, they focus on either getting advice or approval before making an important decision or understanding how others may be affected by a decision.
- End the activity by focusing on question #20 on this list. This is perhaps the most important question that a leader must face when making a difficult or important decision—how he or she will feel about the decision.



20 Questions You Should Ask Yourself When Making a Difficult Decision

Effective leadership is often about asking the right questions. Reviewing the following 20 questions can help you make the difficult decisions you must face in your leadership role.

1. Who is going to be impacted by this decision?
2. How will these individuals be impacted by this decision?
3. Who will be most directly impacted by this decision?
4. Who will be least impacted by this decision?
5. What will be the possible consequences to these individuals as a result of this decision?
6. What will be the possible consequences to the organization as a result of this decision?
7. What are the costs of this decision (both in terms of financial and people) of this decision?
8. Do the potential benefits of this decision justify the costs?
9. If the answer to #8 is *yes*, how do the benefits justify the costs?
10. If the answer to #8 is *no*, why don't the benefits justify the costs?
11. What might be some unforeseen or unintended consequences of this decision?
12. What could be the result of these unintended consequences?
13. Who might need to know about this decision before it is made that you haven't yet considered telling?
14. Who might need to know about this decision immediately afterward whom you haven't yet considered telling?
15. What might be the general reaction to this decision once it has been communicated to everyone?
16. What might your greatest critics say about this decision?
17. What might your strongest supporters say about this decision?
18. What outcome of this decision would make you regret or question making this decision?
19. Have you checked with everyone you needed to before making this decision?
20. How will you feel after this decision is made?



Activity 19

Leading Outside the Box

Purpose

To illustrate an actual example of how the popular cliché “thinking outside the box” can be applied

Description

Participants are presented with a puzzle to solve that requires thinking outside the box.

Time

30 minutes

Resources

Handouts 19.1 and 19.2

Presentation

1. Begin the activity by mentioning the popular cliché often quoted today: “thinking outside the box.”
2. Ask participants what their perceptions might be of the meaning of this expression.
 - ❖ Expect to hear responses that focus on creativity, risk taking, innovation, etc.
 - ❖ Acknowledge that these are all probably very accurate interpretations of the true meaning of this expression.
3. Distribute a copy of Handout 19.1 to each participant.
4. Read the instructions to participants and ask them to solve the puzzle.
5. Allow enough time for participants to either solve the puzzle or stop trying if unsuccessful—probably about 10 minutes or so.
6. Reconvene and explain the following to participants:
 - ❖ Conventional thinking would lead you to seek solutions that would only involve staying within the borders of these nine dots.
 - ❖ You could try and try to connect these dots with no success, limiting your solution to within this box.

(continued)

Activity 19 (concluded)

- ❖ However, the solution to this puzzle requires you to draw lines outside the parameter of these nine dots.
- ❖ The instructions to this puzzle do not say that you have to stay within these boundaries.
- ❖ It is often the restrictions of our own conventional thinking and approach to solving problems that is the most limiting factor.
- ❖ This puzzle teaches us that solutions to problems and challenges are often found not by doing things the way we have always done them but rather by “thinking outside the box” or, in this case, drawing outside the box.
- ❖ Distribute or display Handout 19.2.
- ❖ Demonstrate how these nine dots can be connected without lifting your pencil off the paper if you *think outside the box*.

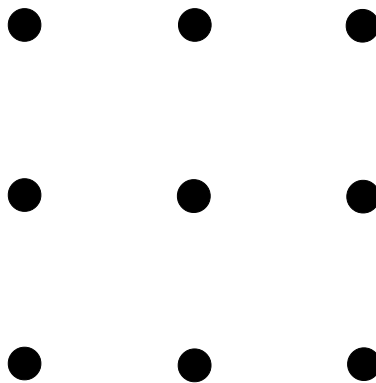
Debrief

Explain that leadership in many ways is really about *connecting the dots* correctly in your organization. Every problem the organization faces is a puzzle of one kind or another that needs to be solved. And unlike the dot puzzle, there are often many different possible solutions to the problems that organizations typically face. These solutions may sometimes be simple or obvious. Trying to find complex answers to relatively simple problems may only make the situation worse. Simplicity is usually the best approach and answer to these types of problems. However, often things are much more complicated, and simple solutions may not be readily apparent or even possible. The problems that leaders face can be of significant or enormous proportions at times. Sometimes thinking creatively when it comes to solutions makes even the most complex problems more solvable. Leaders often need to be thinking outside the box, searching for solutions in more unconventional ways and places than perhaps ever contemplated in the organization before.

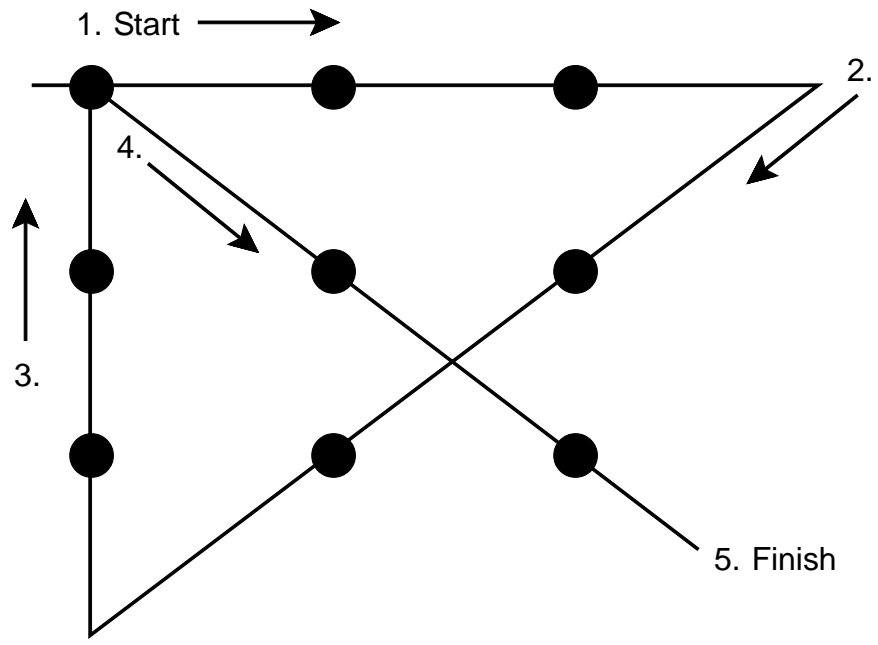
The Dot Puzzle

Instructions

Connect the dots below without ever lifting your pencil or pen off the paper or drawing over a line you have already drawn.



The Dot Puzzle: Solution





Activity 20

Leadership Change Box

Purpose

To illustrate the different perspectives that people might have concerning decisions and actions of leaders

Description

The Leadership Change Box is introduced that illustrates the different sides of a decision or action of a leader.

Time

60 minutes

Resources

Handouts 20.1, 20.2, 20.3, and 20.4

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ People look to their leaders in times of change.
 - ❖ They need their leaders to help them feel more comfortable and less anxious about the uncertainties of change.
 - ❖ They seek answers to the many questions that change brings.
 - ❖ Leaders may not always have these answers but need to help others deal with these uncertainties.
 - ❖ The most effective leaders instill confidence in those they lead.
 - ❖ They provide the reassurance and courage that people need to face the future.
 - ❖ This is particularly true during the most challenging of times or during a crisis.
 - ❖ Think about how a nation looks to its leader in these situations.
 - ❖ Leadership legends are often born during these tumultuous times.
 - ❖ This is when the leadership challenge is perhaps the greatest.

(continued)

Activity 20 (continued)

- ❖ This can be the ultimate test of a leader's ability to have a positive impact on others.
 - ❖ Change does indeed provide some of the greatest opportunities to become a legendary leader.
 - ❖ Despite the uncertainties that change creates, it can also be exciting. New possibilities can be envisioned.
 - ❖ A leader's job is to recognize these possibilities. Opportunity often disguises itself as a problem or a major challenge.
 - ❖ Turning challenges into opportunities is the job of the leader.
 - ❖ The most effective leaders are able to communicate their vision for the future and the opportunities that lie ahead.
 - ❖ They view change as something to be welcomed, even embraced.
 - ❖ They help everyone become better prepared for the changes and opportunities that lie ahead.
 - ❖ They get people excited about the future and the many possibilities that it presents.
 - ❖ For example, President John F. Kennedy created this vision and excitement about the future of America's space program, challenging the nation to land a man on the moon by the end of the 1960s decade. Kennedy's vision inspired the entire nation to focus on this aggressive goal during that decade over 40 years ago, leading to any number of amazing advances in science and space travel that still in many ways are unparalleled today.
2. Distribute or display Handout 20.1 and introduce the concept of the Leadership Change Box.
- ❖ The Leadership Change Box represents the different ways in which a change might be perceived by others.
 - ❖ As will be illustrated in subsequent views of the Leadership Change Box, it is important to think about change multidimensionally—in other words, from more than one perspective.
 - ❖ In this first view of the Leadership Change Box, we see only one dimension of change—side A. From a leader's perspective, this view is most likely how the leader sees this change and its impact.

(continued)

Activity 20 (continued)

3. Next distribute or display Handout 20.2 and explain the following to participants:
 - ❖ In this three-dimensional view of the Leadership Change Box, we see other sides.
 - ❖ For instance side B is also readily seen on the outside of the box.
 - ❖ We see sides E and F on the inside in this view as well. But what about the other sides not so readily apparent in this view of the Leadership Change Box?
 - ❖ You can envision that there could also be sides C and D on the outside of the box as well as sides G and H on the inside.
 - ❖ What about the bottom of the box that isn't visible from this perspective?
 - ❖ What this Leadership Change Box illustrates is that there are aspects of change that are not always readily apparent, at least not from an initial perspective.
 - ❖ You need to think about change from this multidimensional perspective.
 - ❖ There are aspects of change that may not always be readily apparent.
 - ❖ Change is like a present to be unwrapped over a period of time.
 - ❖ As you open the Leadership Change Box, you begin to appreciate its complexity more and more. You begin to realize that there are dimensions of change not seen or apparent at first.
 - ❖ The more you learn about change, the better you are able to see these hidden dimensions.
 - ❖ If you take the time and effort to talk to others who are impacted by change, they will tell you about the dimensions that most readily affected them.
 - ❖ For these others, the Leadership Change Box may have looked like a side not readily visible to you.
 - ❖ There may be no other dimensions of change for them. You see, everyone's change box is different. It depends on your perspective of the change.
4. Next distribute or display Handout 20.3.
 - ❖ Instead of letters, now let's put a label on the Leadership Change Box to make it more real.
 - ❖ In this handout, we again see side A of the box, but this time labeled as Cut Costs. This is a typical decision made in virtually every organization every day.

(continued)

Activity 20 (concluded)

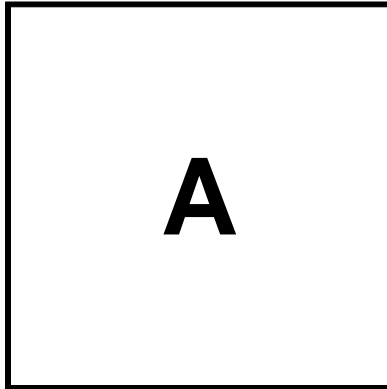
- ❖ There are undoubtedly very justifiable reasons why this decision and subsequent cost-cutting initiatives must be undertaken.
 - ❖ These decisions are often made with consideration focused exclusively on the goal in mind or, in other words, from only one dimension or perspective—typically that of the decision makers.
 - ❖ But what about the other sides of change? How might a decision to cut costs be perceived by others directly impacted by this decision?
5. Distribute or display Handout 20.4 and explain the following to participants:
- ❖ Looking at the Leadership Change Box again in a three-dimensional view can help us gain a better understanding of the full impact of this decision.
 - ❖ The Leadership Change Box helps you see things from other people's perspective.
 - ❖ For example, what was formerly side B is now labeled as Reduced Operating Budget.
 - ❖ Side E is now labeled Profits, reflecting the result of the cost-cutting initiative. This side of the Leadership Change Box would indicate that the change implemented met its desired goal.
 - ❖ But look at side F now labeled Layoffs. In this case, the result of this change in budgeting ultimately resulted in people losing their jobs. At least for those receiving pink slips instead of paychecks, change brought with it unpleasant consequences.
 - ❖ Think about how some of the other sides of the Leadership Change Box might be labeled: sides C, D, G, or H might have labels such as Quality Problems or Reduced Customer Satisfaction.

Debrief

Conclude the activity by emphasizing that leaders need to consider all the possible consequences of their decisions and actions. Often there are unanticipated consequences of decisions that need to be considered beforehand. It's too late if you wait until after a decision has been made. You can't put Humpty Dumpty back together again. Usually once a decision is made, you can't practically take it back. Thinking in terms of the Leadership Change Box can help you envision just what some of these consequences might be ahead of time, as will simply asking people at different levels of your organization for their input and opinions concerning important decisions you must make as their leader. It is all a matter of perspective. Gaining a better appreciation of the perspectives of others will help you make better informed decisions in your role as a leader.

The Leadership Change Box

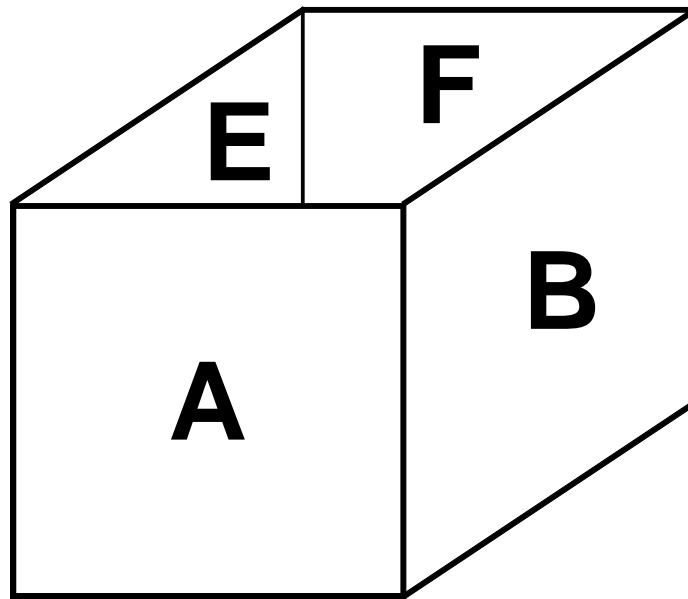
Think of change like a box with different sides, some of which are readily apparent to just about everyone. There may be a side of the Leadership Change Box that is readily or easily seen as illustrated below:



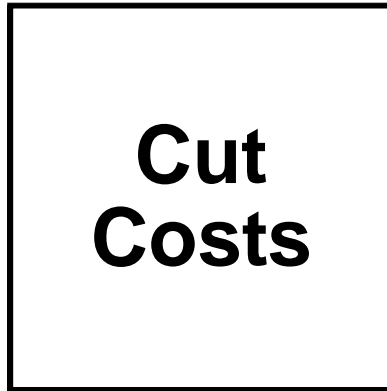


Three-Dimensional View of the Leadership Change Box

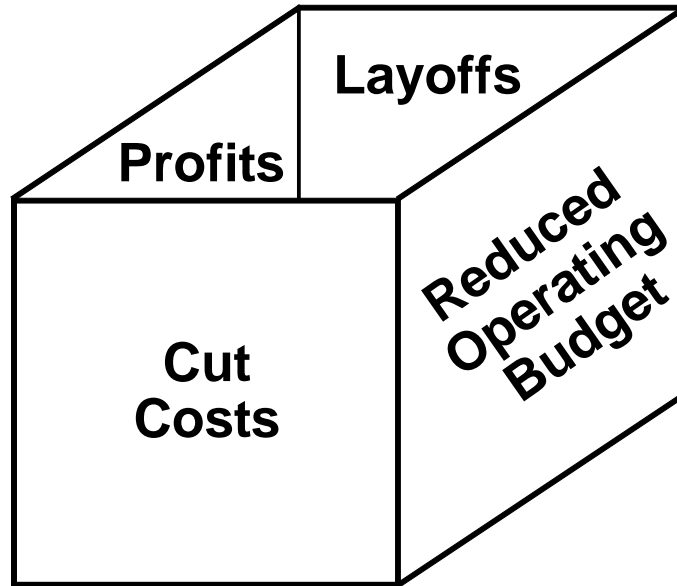
This "A" side of the Leadership Change Box is easily identified. Everyone can see this side of the box. But the Leadership Change Box has other sides and dimensions not always so easily recognizable or apparent:



Labeling the Leadership Change Box



Panoramic View of Change





Activity 21

Leadership Image

Purpose

To highlight the importance of image for leaders

Description

A brief exercise is presented asking participants to identify the image associated with legendary leaders.

Time

30 minutes

Resources

Handouts 21.1, 21.2, and 21.3

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ Leadership image is one of those things that is difficult, if not impossible, to describe but very recognizable when you see it.
 - ❖ Some of the most legendary of leaders have the most definable image.
 - ❖ A leader's image may have been defined by a certain type of clothing that he or she routinely wore or even something that he or she carried or used constantly. It may be based on physical appearance, dress and grooming, lifestyle, etc. Sometimes a single event or photograph may have created this image of the leader.
 - ❖ Many times, this stylistic perception may not truly be an accurate reflection of the leader. It may be a persona that the leader is trying to project or perhaps is part of a publicity campaign or a politically motivated image he or she is trying to achieve. Or perhaps this public perception was created unintentionally and becomes something that haunts the leader for a lifetime despite his or her efforts to shake this image. Regardless, every leader has an image of some sort or another.

(continued)

Activity 21 (continued)

2. Ask participants the following questions:
 - ❖ How important is image to a leader's success?
 - ❖ Does it really matter if a leader has an image less distinct or definable or is image a critical leadership attribute?
3. Discuss answers to the above questions:
 - ❖ These are difficult questions with no clear answers, but suffice it to say that image is important in leadership.
 - ❖ Leaders need to have at least a sense of the image they project to others to better understand how they are perceived by those they lead.
4. To better understand what is meant by leadership image, ask participants to think about famous or legendary leaders:
 - ❖ How would you describe their leadership image? For example, think about Winston Churchill.
 - ❖ What image immediately comes to mind? Perhaps it was his top hat or cigar. Or maybe the image you remember about Churchill is more about how he inspired his country during the darkest days of World War II.
 - ❖ Leadership image isn't just about physical appearance or mannerisms. It is also about leadership characteristics that become identifiable with a leader. These can become the strongest images remembered about leaders.
 - ❖ Often leadership image is described in brief snippets or sound bites.
 - ❖ It seems that often, the shorter the descriptor, the stronger the image becomes and the harder it may be for the leader to shake this label if he or she desires to change this perception.
 - ❖ To the public or the leader's followers, this is who he or she is to them. It is their leadership image like it or not.
5. Distribute a copy of Handout 21.1 to each participant and read the instructions for the exercise to participants. Allow enough time for each participant to complete the exercise—about 5 or 10 minutes.
6. Distribute or display Handout 21.2, showing the suggested public images for each leader. Briefly discuss any different answers that participants may have suggested, but avoid any lengthy debate over the accuracy of these images. The most important point of this exercise is the concept of leadership image, not the actual leadership image of these particular famous leaders.
7. Distribute a copy of Handout 21.3 to each participant and ask participants to complete it about themselves.

(continued)

Activity 21 (concluded)

Debrief

Without asking participants to disclose what images they think others have of them, allow them to express their views about whether their own personal leadership images are truly reflective of their own self-perceptions.



Match the Image to the Leader

Instructions

Match the following image descriptors with the legendary leaders listed below. Assign only one descriptor for each leader.

- Innovator
- Commander
- Communicator
- Pitchman
- Genius
- Discoverer
- Motivator
- Caregiver
- Liar
- Conqueror

Legendary Leader	Image
Ronald Reagan	
Henry Ford	
Christopher Columbus	
Knute Rockne	
Florence Nightingale	
Lee Iacocca	
Richard Nixon	
Alexander the Great	
George S. Patton	
Albert Einstein	



Legendary Leaders' Images (Suggested Answers)

Legendary Leader	Image
Ronald Reagan	Communicator
Henry Ford	Innovator
Christopher Columbus	Discoverer
Knute Rockne	Motivator
Florence Nightingale	Caregiver
Lee Iacocca	Pitchman
Richard Nixon	Liar
Alexander the Great	Conqueror
George S. Patton	Commander
Albert Einstein	Genius



What is your leadership image?

1. How would others describe your leadership image in five words or less?

In three words or less?

In one word?

2. How do you feel about your leadership image?

3. Is it consistent with the way you would like to be perceived as a leader? If not, how could you change this image?



Activity 22

Your Legendary Leaders

Purpose

To learn lessons from legendary leaders

Description

Participants are asked what lessons they can learn from legendary leaders they admire.

Time

30 minutes

Resources

Handouts 22.1 and 22.2

Presentation

1. Ask participants to think about a leader or leaders they admire. These can be leaders they have personally known or legendary leaders they only know by reputation.
2. Distribute a copy of Handout 22.1 to each participant to complete.
3. Without asking participants to reveal any personal or private reflections they may have about themselves in this exercise, ask how learning about the leadership abilities of other leaders can help them become leaders themselves.
4. Distribute a copy of Handout 22.2 to each participant to complete.

Debrief

Ask participants to share some of their responses to Handout 22.2, encouraging the group to contribute their thoughts concerning what legendary leaders might have done in the type of situations they face on a daily basis.



Your Legendary Leaders

Think about what you have learned from the legendary leaders you admire the most.

1. What do you think motivated these leaders?

2. How would you compare your motivation to be a leader to the leaders you admire?

3. What do you believe were each of these individuals' strengths as a leader?

4. Which of these strengths do you bring to your leadership role?

(continued)



5. What weaknesses do you bring to your leadership role?

6. What skills or abilities do you need to develop in order to become a better leader?



Leadership Advice from a Legendary Leader

Some time in the future when you find yourself in a difficult situation as a leader and questioning your various options, think about what the legendary leader you admire the most might have done in this situation. Ask yourself this question:

What would (name of legendary leader) do in (description of situation)?



Activity 23

You as a Leader

Purpose

To help participants better understand who they are as a leader

Description

A questionnaire is presented asking a series of questions concerning how participants believe they are perceived by those they lead.

Time

30 minutes

Resources

Handout 23.1

Presentation

3. Begin the activity by explaining the following to participants:
 - ❖ When it comes to leadership, one size definitely does not fit all.
 - ❖ Leadership is much more art than science.
 - ❖ There is no one formula for leadership success.
 - ❖ Leaders each lead in their own unique ways that complement their strengths and hopefully minimize their weaknesses. They deal with their weaknesses and don't let them deter the achievement of their goals.
2. Have participants consider their leadership abilities:
 - ❖ Leadership is not just about you, but more importantly those you lead.
 - ❖ Your impact on others is the most important variable of leadership.
 - ❖ This is the ultimate measure of your leadership ability and contributions.
 - ❖ This impact you have on the lives of others is what ultimately will be remembered about you as a leader.
3. Distribute a copy of Handout 23.1 to each participant to complete.

(continued)

Activity 23 (concluded)

Debrief

Without directly asking participants to disclose personal information about themselves, ask in general what they learned from this activity about themselves as leaders and how this can help them in the future.



You As a Leader

1. How would you describe yourself as a leader?

2. How would you like to be described by those you lead?

3. Does a gap exist between how you would like to be considered by others and how you believe you are presently perceived by those you lead? Yes No

What is this gap (if one exists)?

(continued)



4. How can you close this gap between how you would like to be perceived as a leader and how you presently believe you are perceived?

5. Why is this important to you?

6. What do you think will be your leadership legacy?



Activity 24

Leadership Survival Skills

Purpose

To help leaders understand the essential skills needed to be successful today

Description

A list of 10 leadership survival skills is presented.

Time

30 minutes

Resources

Handout 24.1

Presentation

1. Begin the activity by commenting on the following:
 - ❖ Leaders often find themselves playing survivor for real in today's work environment.
 - ❖ This is no realty TV show, but real life. The consequences of not being successful in this competition are enormous. Rather than getting voted off the island, you could find your entire organization out of business.
 - ❖ This is no game for the entertainment of others. Other people's careers and ultimately their well-being and that of their families are on the line.
 - ❖ This is definitely a survival of the fittest competition, and your abilities as a leader can be the determining factor concerning the happiness and well-being of everyone who works for you.
 - ❖ However, even in the face of globalization, there still exist certain leadership survival skills that remain universal and timeless.
 - ❖ The comforting thing about these leadership survival skills is that they hold true regardless of when and where you manage on the planet.
2. Distribute or display Handout 24.1 and review each skill with participants.

(continued)

Activity 24 (concluded)

Debrief

Ask participants to select which of these 10 survival skills they feel are most important to them in their leadership roles. As an alternative, ask participants to rank these 10 survival skills from most to least important and discuss the rationale for their ranking decisions.



Leadership Survival Skills

1. **Learn how to get things done in the organizational design.** As organizations constantly change, so too does the way you need to manage as a leader. Each permutation of the organization will require different ways to get things done. You need to not only understand the new organization, but also how it now works. Whom you need to ask or tell is critically important. This last point deserves further elaboration. There is a difference between *asking* and *telling*. There are certain people in the organization whom you need to *ask* not *tell*, and others whom you need to *tell* not *ask*. The people to ask or tell something might include your boss (single reporting relationship) or dual reporting (having two bosses) or multiple bosses (matrix reporting relationships) or dotted line reporting relationships (having accountabilities to more than one person). Some of these reporting relationships may require you to ask before you do something, and some of them may require you tell before you do something. If all of this sounds confusing—it is! But welcome to the matrix work world of the new millennium. To make matters even worse, none of this will be written down anywhere. Some of this needs to be learned through intuition and some of it by trial and error. You need to do your best to try to figure out just who has the real authority. Do your research; inquire of others in similar roles as yours concerning where they believe the real authority lies in the new organization. Your ability to figure this out may be one of the most important keys to your future success.
2. **Learn the new rules.** Along with the new organizational design come new rules for the “game.” What was acceptable or even required before may no longer apply. Different leadership brings different expectations, requirements, and demands. If you are still playing by the old rules, you could quickly find yourself in trouble with the new leaders. This is not a good way to get started in the new regime. The best way to learn the new rules is to listen carefully. New leaders will usually tell you what their rules are, but often in indirect or subtle ways. They probably won’t give you an itemized list of their rules. It will probably be more conversational, perhaps during a dinner meeting or riding in a cab to the airport or wherever, so pay close attention at all times for this valuable information. You may want to take notes for future reference.
3. **Keep your goals in alignment.** You need to understand the goals and direction in which the organization is headed or redirected in order to stay aligned with this strategy. Opposing strategic goals are often the source of discourse between powerful people in the organization and will ultimately lead to something less than positive happening to at least one of these individuals. Make sure you don’t find yourself on the weaker end of an alignment dispute. These can be dangerous

(continued)

waters to swim in, and you may quickly feel surrounded by sharks. Ask the new leader or leaders to articulate their vision for the organization and do everything you can to support these objectives. Either that or be prepared to become shark bait.

4. **Move in the direction that the organization is headed.** Demonstrate that you are doing things to move the organization in this new direction. Show tangible evidence that you not only understand the new vision but that you are living the vision as well. Make sure that the new leadership is aware of what you are doing in support of their vision. This may include dropping these key individuals a note to inform them or inviting them to see what you are doing that supports their goals and vision for the organization.
5. **Find reliable sources of information.** You can't always trust everything you hear as being reliable or accurate. Make sure that you are making decisions based on good data. You need to develop your own sources of information that you can trust and rely on. Do some research of your own. Don't be reluctant to validate information. Check the facts. Question the source of information you receive. Be skeptical of information that doesn't seem congruent with your current understanding or beliefs. Develop and nurture sources of reliable information in the organization. Develop alliances with these resources. Remember that you have to give to get information—share information with others as appropriate. The more tuned in you are to what's happening, the better you will be able to manage in the new organizations of today.
6. **Network.** No matter what level you rise to in an organization, it will always be important to network both upward and downward. Networking is the way you stay connected to the rest of the organization. Networking involves having multiple sources of information that you can tap in to in order to hear what is really happening in the organization. Networking goes something like this: you hear one piece of information from a reliable source who refers you to another source of information who refers you to another source, etc. However, to be plugged in to this type of network depends on how others perceive you. You have to have the trust and respect of those you attempt to network with, or potential networking sources will shut down on you. When leaders fall into this syndrome, they become totally dependent on their direct reports to provide them with this type of information. The reliability of these sources of information may be compromised for many reasons and will be far less potentially accurate than networked information.
7. **Continue to grow.** No matter how high in the organization you rise or aspire, you need to continue to grow both personally and professionally. The day you believe

(continued)



that you have nothing more to learn about your job is the beginning of your decline professionally. Seek out new learning experiences. Seek the counsel of others more familiar with parts of the organization than you. Continue your education both formally and informally. Attend conferences, seminars, executive roundtables, etc. Stay fresh and sharp by continuing the learning process every day.

8. **Keep your perspective.** Remember what it used to be like before you were able to rise to a leadership position. Think about how frustrated you may have become at your leaders. What did they do that bothered you the most? Perhaps they acted indifferent toward the rest of the organization, only considering things from their own perspective rather than yours and that of your coworkers. Or maybe they got upset when you didn't agree with their own perspective, expressing frustration that you just weren't seeing the "big picture." Remember how the "big picture" looked when you were just another underling in the organization? The picture may not have looked as big as it did unfair. Remember that perspective now that you are a leader.
9. **Think strategically.** *Strategic* is becoming an overused cliché today. People are constantly being told that they need to be more strategic in their thinking. But strategic thinking is obviously important for a leader. Leaders need to think a number of steps ahead of everyone else. You may not have a crystal ball, but you need to have or develop a sense of what might lie ahead. You need to have at least some sense of prediction if you are going to be an effective leader. The future will always be uncertain, but how people or markets or shareholders or any others who may be impacted by your decisions will react may not really be that difficult to predict. The problem is that leaders often underestimate the reaction of others to the decisions they make. By what factor these reactions are underestimated is unclear, but this phenomenon is clear. This again may be more of a factor of perception. Leaders also often underestimate the acceptance level of others, assuming that they will understand why certain decisions are necessary. This may be true if others were privy to the same information as the leader, but without this insight, decisions may seem arbitrary and self-serving.
10. **Reward yourself.** Leadership often comes with its own financial rewards and incentives, but there are other things rewarding to you. These may ultimately be the most rewarding. Think about what would be rewarding to you that your leadership role could provide. Perhaps it is the opportunity to meet and spend time with a number of associates as part of your position or the opportunity to learn more about the organization or any number of other intangibles. Take advantage of the opportunities that your position may afford you to do the things that really have meaning to you as part of your leadership role. You will not only grow from these experiences, but be more satisfied and happy as a result. This will translate into good things for you as a leader.



Activity 25

Collaborative Management

Purpose

To present a model for achieving a collaborative management working environment

Description

Collaborative management is defined and a model for achieving this style of management is presented.

Time

45 minutes

Resources

Handouts 25.1 and 25.2

Presentation

1. Begin the activity by explaining the following to participants:
 - ❖ Collaborative management describes a work environment in which a variety of people review decisions to ensure that a diversity of viewpoints is considered before a final decision is reached.
 - ❖ Collaborative management most likely exists in a work environment based on mutual trust and cooperation.
 - ❖ It is not a cure for interpersonal problems between employees, but rather more likely exists as a conscious effort to move forward to a different level of working relationships.
 - ❖ In other words, you need to first learn to work together in a cooperative manner before you can ever expect to be able to create a collaborative environment.
 - ❖ Collaborative management is a term to describe what might be considered an ideal work environment in which everyone is dedicated to achieving a common objective.
 - ❖ As its name implies, collaborative management involves employees working together toward common objectives.
 - ❖ Collaboration is the engine of teamwork.

(continued)

Activity 25 (continued)

- ❖ Collaboration is an attitude that everyone must share in order for it to work.
 - ❖ When collaboration becomes a guiding force as an operating principle in an organization, the whole working environment begins to shift.
 - ❖ Decisions are based on collective experiences and knowledge.
 - ❖ There is more ownership concerning decisions and less finger pointing, and the blame game disappears.
 - ❖ Collaborative decisions typically are less risky as different perspectives and expertise are brought into the decision-making process proactively rather than reactively.
2. Distribute or display Handout 25.1 and explain the following to participants:
 - ❖ The hierarchy of interpersonal relationships needs to exist to support collaborative management.
 - ❖ Each step in the hierarchy enables the next to exist, all leading to a collaborative management environment.
 3. Read or review the narrative descriptions provided in Handout 25.1 relating to trust, cooperation, sharing, and collaboration, and encourage discussion on these topics.
 4. Distribute or display Handout 25.2 and review and discuss the seven steps to establishing collaborative management.

Debrief

Share with participants that a collaborative management process may require a cultural change in an organization. It must become what is expected to happen. It doesn't have to be begun with great fanfare or pageantry—it can begin subtly and discretely. The only people who really need to know that it has been implemented are those directly involved. However, it won't take long before others realize a change has taken place. At first, there may be some resistance since a collaborative decision-making process can be drawn out.

Expect to hear criticisms such as there is more bureaucracy and less efficiency. This may be true, at least at first. But others will begin to see the benefits of collaborative management. Once decisions are made, there is less bureaucracy and red tape involved. As a collaborative process becomes more comfortable to everyone involved, the decision-making process can move ahead as one streamlined process with all stakeholders involved from the onset to completion. As you learn more about how others feel on certain issues, their positions can become represented even in their absence.

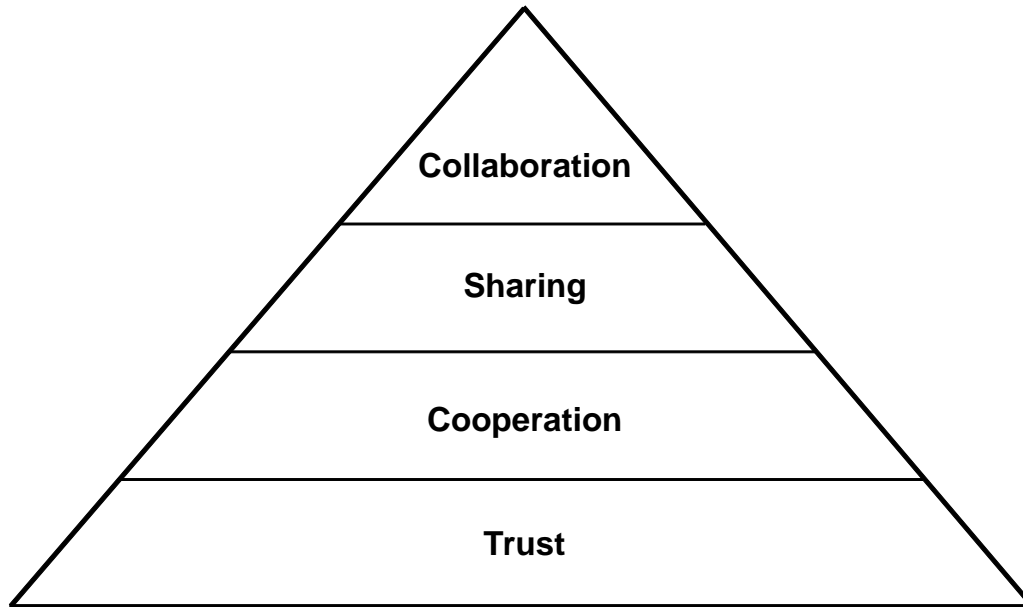
(continued)

Activity 25 (concluded)

The decision-making process will begin to consist of more interchangeable parts—versus conflicting views—coming together to move processes forward. The true power of collaboration can be realized and problems mitigated at earlier phases of the process. Others even outside the decision-making loop will become knowledgeable about how decisions are made and what to expect. They may even learn to anticipate different decisions based on a uniformity and consistency that collaborative management decisions can create.



Collaborative Management Hierarchy



Trust: The foundation of any collaborative relationship must be built on mutual trust. Collaborative management requires that everyone involved in the process trust one another. If this trust does not exist, it will be virtually impossible to create a collaborative management process in the organization.

Cooperation: Collaboration requires cooperation among the participants. Everyone must cooperate with one another to make the process work effectively. If a key stakeholder in the process doesn't cooperate with the others in the collaborative process, the entire effort will fail for everyone.

Sharing: Collaboration involves sharing information, confidences, thoughts, feelings, etc. Everyone must share with one another for the collaborative process to proceed forward. If stakeholders begin to hold back information, the entire collaborative process can be negatively affected and even stopped.

Collaboration: Trust, cooperation, and sharing lead to collaboration. Collaboration is a progressive process in which each step must be achieved in order to move to the next level.

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Seven Steps to Establishing Collaborative Management

1. **Review your decision-making process.** You need to first understand how key decisions are currently being made in your organization and how comfortable you are with the current process. You may already have a collaborative decision-making process in place and not be fully aware that it exists.
2. **Determine if a collaborative management process is right for your organization.** Collaborative management may not be right for your organization if the culture, norms, expectations, style, etc., are not supportive of or conducive to this approach. Trying to fight these forces may ultimately be less productive than trying to improve on the type of management and decision-making style that currently exists in the organization.
3. **Decide who are the stakeholders.** Once you have determined that collaborative management could be beneficial to your organization, you need to identify who needs to be included in the collaborative process. Getting the right stakeholders involved is critical to the success of collaborative management.
4. **Establish collaborative management parameters.** Even collaboration needs to have boundaries and rules. You need to make clear the scope of authority of those involved in collaborative management and what limitations exist. Clarifying these parameters up front will prevent misunderstanding later on in the collaborative process.
5. **Help decision makers understand their roles.** An extension of these parameters is everyone understanding the role he or she plays in the collaborative process. If there are certain decisions (usually connected with one's position in the organization) that individuals are expected to play, these need to be clearly defined. It is important to understand that collaborative management doesn't mean that you no longer rely on the expertise of individuals to influence decisions when appropriate. However, these decisions should be discussed and reviewed by others with diverse perspectives on the issue or problem at hand.
6. **Monitor the process to ensure collaboration.** You need to monitor the process on a regular basis (particularly in the beginning stages of implementation) to ensure that collaboration is truly occurring. Be mindful of some of the pitfalls described earlier that may occur when implementing a collaborative management process.
7. **Recognize and reward collaborative management.** It is very important that you recognize and reward collaboration if you want it to continue and thrive in your organization. Review your reinforcement systems to ensure that your rewards are not counter to supporting a collaborative management system.

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