

New York State Office of Children and Family Services Bureau of Training	
<h1>Satellite Downlink Coordinator Packet and Materials</h1>	
<h2><i>Satellite Broadcast Services</i></h2>	
Teleconference:	Supervisory Series: Leadership and Motivation (#369)
Date:	June 23, 2003
Test Time:	1:00 PM
Program Time:	1:30 – 3:30 PM
Broadcast Channel	Channel 1
Package Contents: <ol style="list-style-type: none"> 1. General Instructions: 2. Roster 3. Evaluation Forms 4. Call In Question Forms 5. Handouts 	
Produced By:	SUNY Distance Learning Project Training Strategies Group, SUNY Central Administration

General Instructions

Introduction:

The Bureau of Training maintains a network of teleconference downlink sites at residential facilities and local district offices across New York State. BT offers an array of Tele - training topics designed and produced specifically for state and local district staff. The training office will also retransmit programs produced and offered by national organizations such as: National Institute on Corrections, Office of Juvenile Justice and Delinquency Prevention, and the Welfare Reform Academy. BT welcomes suggestions for new teleconferences topics.

Generally BT broadcasts five or six training programs every month. Most programs are offered in the afternoon from 1:30 - 3:30. . A programming guide is maintained on the agency Intranet site. Program announcements are also sent out to all Staff Development Coordinators, Training Coordinators and Downlink Coordinators by email. Videotape copies of all past BT produced programs can be borrowed from the NYS OCFS Multi Media Center (518-473-8072). Downlink site Coordinators are encouraged to may make their own tapes of programs to show at a later time.

Downlink Coordinators are asked to ensure that staff is informed about upcoming teleconferences; and that the teleconferencing equipment is set up and functional prior to each telecast. Problems with equipment should be reported to Martha Murphy at 518-474-2424. BT maintains a technician to visit downlink sites and correct problems. With timely reporting, most problems will be addressable prior to broadcast.

In general the Training Coordinator is responsible for the successful presentation of the teleconference at their downlink site. This general responsibility is meant to include the notification of staff, provision of handouts, testing of equipment, reporting of evaluation results, and ensuring that the site is reserved, set up and presentable.

Set Up:

Downlink coordinators should expect to receive information packets about one week prior to the teleconference. Please review the material and make copies of the necessary forms and handouts

Several days prior to the satellite broadcast, please test the TV and satellite receiver to ensure that it functions properly. Any problems should be reported to Martha Murphy at 518-474-2424. With enough advance notice OCFS Bureau of Training will be able to provide the site with technical assistance.

Trouble Numbers:

If you experience trouble the day of the teleconference here are some contact numbers

NY Network Studios	518-443-5333
NY Network Uplink and Technical Assistance	518-453-9521
SUNY Distance Learning Project (Marti Murphy)	518-474-2424

During The Teleconference:

During the teleconference, the downlink coordinator's role will depend upon whether or not there are any onsite activities to coordinate and whether there is a call in question segment. In each of these instances, it is expected that the downlink coordinator will facilitate and assist with the needs of the participants

Evaluations:

All teleconference evaluations are submitted on line at either the agency Internet site or on the agency Intranet. Specific web sites are listed below. Downlink coordinators have the option of either having participants report on line themselves, or, conducting a paper evaluation for the entire site, summarizing it, and reporting that summary evaluation on line.

To have individuals report their evaluations on line, downlink coordinators can distribute the "Instructions For The On-Line Submission of Teleconference Evaluations By Individuals".

To report a summary for the entire site, downlink coordinators can use the attached forms and submit the summary tabulated evaluation at:
<http://sdssnet5/ohrd/distancelearning/satellite/evaluation/> (Agency Intranet) or at
<http://www.dfa.state.ny.us/ohrd/satdefault.htm>. (Agency Internet)

Rosters:

Everyone who attends a teleconference should sign in on the attendance roster. Downlink coordinators should either establish a sign in desk or pass around a set of rosters prior to the teleconference. Once the teleconference is finished rosters should be FAXed to the OCFS home Office.

Rosters from local district sites should be faxed to Martha Murphy at 518-472-5165

Rosters from OCFS facilities should be faxed to Karen Tribley-Smith at 518-473-9169

Instructions For The On-Line Submission of Teleconference Evaluations By Individuals

Teleconference participants can submit their individual teleconference evaluations directly on-line at either the agency Internet site or at the agency Intranet site.

On the agency Intranet site participants should go to the following web address (<http://sdssnet5/ohrd/distancelearning/satellite/evaluation/>) and click on "Submit an On-Line Evaluation". On the agency Internet site the address is: <http://www.dfa.state.ny.us/ohrd/satdefault.htm>. Click on "Evaluations", then "Submit and On-Line Evaluation"

The following information is provided to assist in the completion of the on line evaluation form

- This form provides you the opportunity to enter information by typing into a text box or by using a drop down menu to pick (highlight) a selection. The Tab key of your keyboard will advance you to each next field. Your Shift-Tab key will return you to the previous field. Once the last field is completed you must click on the "Submit" button to process your responses. After clicking on the "Submit" button you will be given a confirmation screen. You can review and edit you choices on this screen. Once you are satisfied with your entries, clicking "Confirm" will send your evaluation to the database. Only one submission for each program from each downlink site is allowed.
- You must complete first name, last name, and phone number for your submission to be accepted
- Use the drop down menus to select a program name and the site from which you are reporting
- Please ensure you include the number of attendees
- For each of the four quality measures, please average the individual responses together and report the average response
- For "Comments" and "Suggested Topics" please summarize the comments and topics provided by your attendees
- Once you have completed you evaluation, the results will be immediately tabulated

**Use These Forms To Tabulate And
Submit A Site-Wide Evaluation**

**New York State Office of Children and Family Services
Bureau of Training and Work Force Development**

SUMMARY REPORT

Satellite Tele-training Evaluation Form

This form is to be used by site facilitators and staff development coordinators to summarize individual evaluations and report back the summative findings. Please ensure that attendance is reported

Program Name:		Program Date:	
Downlink Site:			
Attendance:			

Please report the average response for each item below:

	Please rate the teleconference on the following scale (1 = poor, 5 = excellent)
This tele-training addressed the objectives as described in the announcements	
This tele-training provided me with information that I can use in my work duties	
This tele-training provided me with skills that I can use in my work duties	
I would give this tele-training an overall rating of :	

Comments

This form can be FAXed to Martha Murphy at 518-472-5165

Target Population					Job Type										
Code	Description				Code	Description				Code	Description				
1	Employed By NYS OCFS				1	Administrator				8	Supervisor				
2	Employed By NYS OTDA				2	Clerical / Support				9	Volunteer Worker				
3	Employed By NYS Dept of Health				3	Consultant				10	Health Care Worker				
4	Employed By NYS Dept. of Labor				4	Direct Services Worker / Caseworker				11	Teacher / Vocational Specialist				
5					5	Eligibility Worker				12	Professional Specialist				
6	Employed By Local District DSS (County DSS, NYC HRA, or NYC ACS)				6	Foster Parent				13	Recreation Specialist				
7	Employed By a non profit or voluntary agency				7	Investigator				14	Other / Not Listed				
8	Employed by any other local (county or city) agency other than local District DSS														
9	Other / Individual Category														
0	County Youth Bureau														
Functional Area															
Code	Description				Code	Description				Code	Description				
Administration					17	Foster Care									
1	Commissioner's Office				18	Juvenile Justice Foster Care				32	Homeless Housing Assistance				
2	Budget Office				19	Private Residential Child Care									
3	Contract Management				20	Teenage Pregnancy Prevention				Department of Health					
4	Finance Management				21	Commission For The Blind and Visually Handicapped				33	Medicaid				
5	Personnel				22	Indian Affairs				34	Managed Care				
6	Quality Assurance				23	Adult Services				35	Department of Health / Other				
7	Training and Workforce Development				24	Services / Other									
8	Support Services				25	Legal Affairs Counsel's Office				Department of Labor					
Services					Temporary and Disability Assistance					36	Welfare To Work				
9	Large - Over 25 Bed Facility				26	Energy Programs				37	Department of Labor / Not Listed				
10	Small - 25 Beds and Under Facility				27	Food Stamps				38	Other / Not Listed				
11	Program Services				28	Public Assistance									
12	Program Support and Community Services				29	Child Support Enforcement									
13	Adoption				30	Disability Determination									
14	CPS				31	ES / Other									
15	Day Care														
16	Domestic Violence Prevention														
County		County		County		County		County		County		County		County	
Albany	01	Chenango	08	Essex	15	Jefferson	22	Niagara	29	Otsego	36	Schohaire	43	Tompkins	50
Allegany	02	Clinton	09	Franklin	16	Lewis	23	Onieda	30	Putnam	37	Schuyler	44	Ulster	51
Broome	03	Columbia	10	Fulton	17	Livingston	24	Onondaga	31	Rensselaer	38	Seneca	45	Warren	52
Cattaraugus	04	Cortland	11	Genesee	18	Madison	25	Ontario	32	Rockland	39	Steuben	46	Washington	53
Cayuga	05	Delaware	12	Greene	19	Monroe	26	Orange	33	St. Lawrence	40	Suffolk	47	Wayne	54
Chautauqua	06	Dutchess	13	Hamilton	20	Montgomery	27	Orleans	34	Saratoga	41	Sullivan	48	Westchester	55
Chemung	07	Erie	14	Herkimer	21	Nassau	28	Oswego	35	Schenectady	42	Tioga	49	Wyoming	56
														Yates	57
														New York City	65

Hand Outs

LEADERSHIP DEFINED

Leadership is the ability to *influence the thinking, attitude, and activities* of others so that they will willingly direct their behavior towards organization objectives. Leadership is not so much a function of status or authority as it is of the quality of the relationship, the interaction that takes place between the leader and the individual or group. It is not a question of having power over the group or individual, it is a matter of having influence with them. The quality of leadership determines the success or failure of an organization or work unit. Without a follower there is no leader. The members of a group allow one person, the leader, to make certain decisions and judgments in order to carry out the group task. Leadership can only be exercised effectively when people want to follow-want to reach a common goal.

A leader's effectiveness, therefore, depends not only on the qualities of the person (leader) , but also on the group members and the conditions under which they operate. Leadership also means effective performance of the group's primary task, the job for which the group was established. As such, leadership is geared to action. For many years the most common approach to the study of leadership concentrated on leadership traits, suggesting that certain characteristics were essential for effective leadership. These were seen as inherent personal qualities, which were transferable from one situation to another. It was felt that, since all individuals did not have these qualities, only those who had them would be considered potential leaders.

Consequently, this approach questioned the value of training individuals to assume leadership positions. It implied that if we could not discover and measure these leadership qualities (which are inborn,) we could not determine who would become good leaders.

A review of the literature using this trait approach to leadership research has resulted in few significant or consistent findings. Research studies suggest leadership is a ever-changing process, varying from situation to situation. More importantly, research suggests that leader behavior and processes can be learned and applied. Finally, research suggests that there are at least four internal forces that influences a leaders style:

- The leaders value system
- Confidence in the group.
- Leadership inclination (the desire to lead)
- Feelings of security in uncertain situations

Research further indicates, that a leader needs a range of available behaviors that can be selected and tailored to the unique circumstances of a situation. There is no one best way to influence others, so that good leaders, work to develop a wide range of skills that can then be applied according to need.

THE FOUR PHASES OF LEADERSHIP GROWTH

Whether you do or don't have great natural ability for leadership, your development and progress will probably occur according to the following four phases

Phase 1-1 Don't Know What I Don't Know

Most people fail to recognize the value of leadership. They believe that leadership is only for a few people at the top of the organization. They have no idea of the opportunities they're passing up when they don't learn to lead. Leadership is influence, and in the course of each day most individuals usually try to influence at least four other people. As long as a person doesn't know what he/she doesn't know, he/she isn't going to grow.

Phase 2-1 Know What I Don't Know

Usually at some point in life, we are placed in a leadership position only to look around and discover that no one is following us. That's when we realize that we need to learn how to lead. And of course, that's when it's possible for the process to start. As English Prime Minister Benjamin Disraeli said, "To be conscious that you are ignorant of the facts is a great step to knowledge."

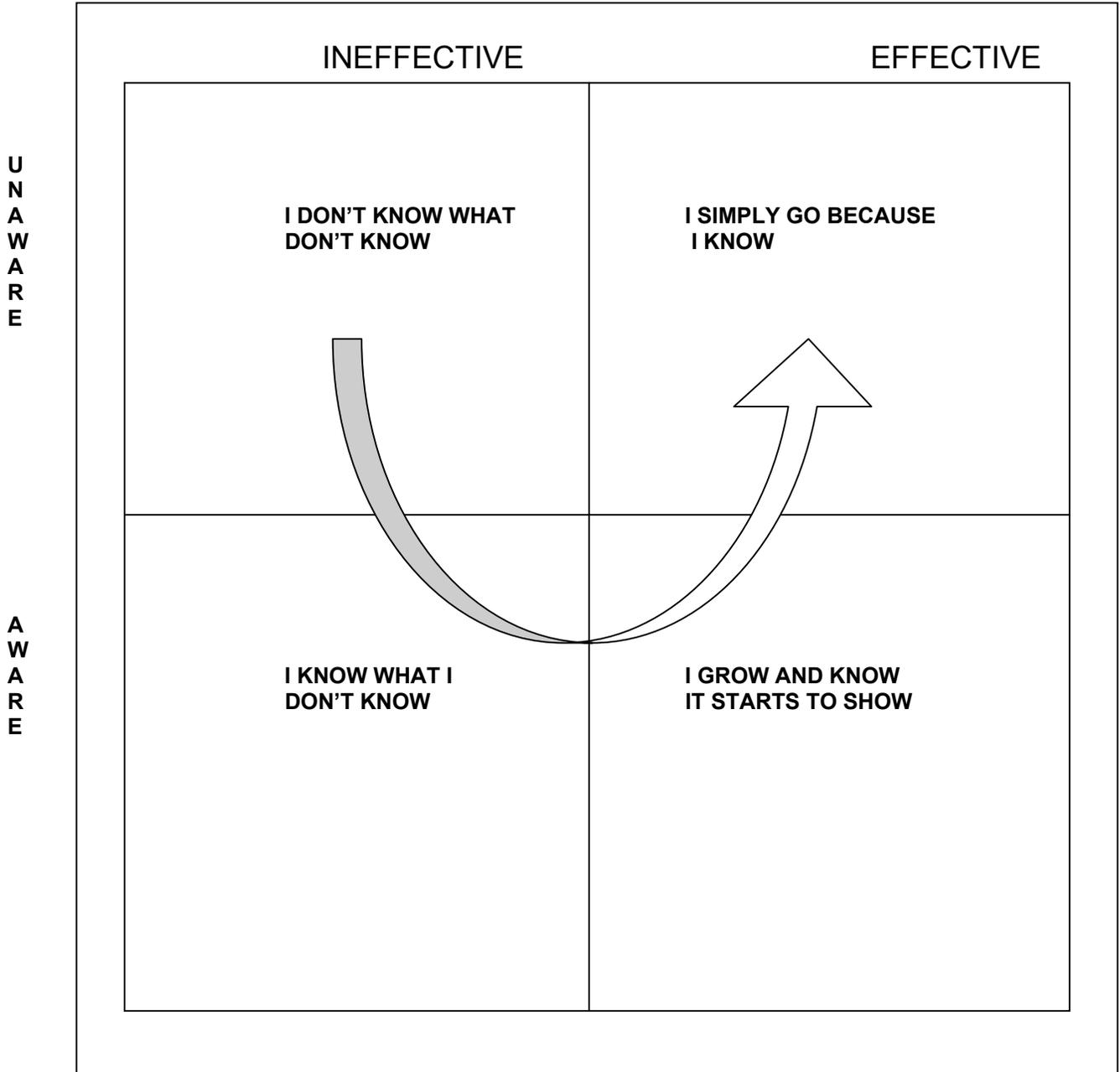
Phase 3-1 Grow and Know...and It Starts to Show

When you recognize your lack of skill and begin the daily discipline of personal growth in leadership, that's when exciting things begin to happen. The best leaders are lifelong learners of leadership. They read books, or listen to tapes regularly, or keep attending seminars. They begin to see progress as their influence becomes greater and they develop a competence that makes their leadership highly effective.

Phase 4-1 Simply Go Because of What I Know

When you're in Phase three, you can be pretty effective as a leader, but you have to think about every move you make. However, when you get to Phase four, your ability to lead becomes almost automatic, reflexive. And that's when the payoff is larger than life. But the only way to get there is to obey the *Law of Process* and pay the price.

THE FOUR PHASES OF LEADERSHIP GROWTH



ASSESSING INDIVIDUAL LEADERSHIP GROWTH

Instructions: Rate your own leadership by placing the numbers 1-3 in the box next to each of the statements below.

Rating Key: 1 = *Never* 2 = *Sometimes* 3 = *Always*

	1) I have maintained an intentional plan for growth as a leader over a long period of time.
	2) I think through issues of timing when it comes to leading people on my team.
	3) I will delay a "right" decision if my team is not ready to respond to it.
	4) I think through and write down the necessary steps to get my team ready for a major project or change.
	5) My timing is good.
	6) I am aware of and can name the key events or "defining moments" of my organization.
	7) I am working to be a better leader.
	8) I take the time to write down what is needed to move my team from point A to point B.
	9) I read good books on leadership and apply what I read.
	10) I listen to good tapes on leadership and apply what I hear to my own leadership practices.
	11) I am more focused on the journey of becoming a good leader than on the destination.
	12) I am willing to move more slowly if it means building a stronger team.
	13) I am aware of my specific good daily habits as a leader and see how they help me grow as a leader.
	14) I am aware of the bad daily habits that hurt my leadership and prevent me from becoming a better leader. I have determined to break these habits.
	15) Even when I have a good idea, I will run it by someone else before implementing it.
	16) When I feel strongly about something, I still try to get "buy-in" from my team.
	17) I allow others to question my ideas without getting angry.
	18) There is a definite sense of forward momentum in my life as a leader.
	19) I have a small group of people to whom I am accountable as a leader on a personal level.
	20) I have several relationships with people who stretch me and encourage me in my growth as a leader.
	TOTAL SCORE

LEADERSHIP GROWTH SCORING KEY

- 50- 60 This is an area of strength. Continue growing as a leader but also spend time helping others to develop in this area.
- 40 -49 This area may not be hurting you as a leader, but it isn't helping you much either. To strengthen your leadership, develop yourself in this area,
- 20 -39 This is an area of weakness in your leadership. Until you grow in this area, your leadership effectiveness will be negatively impacted.

THE BASIS OF LEADERSHIP INFLUENCE

First you must understand that leadership doesn't develop in just a day, and neither does a person's recognition as a leader. Over the course of time, seven key areas reveal themselves in a leader's life that causes him or her to step forward as a leader.

1. Character - Who They Are

True leadership always begins with the inner person.

2. Relationships - Who They Know

You're only a leader if you have followers, and that always requires the development of relationships--the deeper the relationships, the stronger the potential for leadership

3. Knowledge - What They Know

Information is vital to a leader. You have to have a grasp of the facts, an understanding of the factors involved, and a vision for the future. Knowledge alone won't make someone a leader, but without it, he or she cannot become one.

4. Intuition - What They Feel

Leadership requires more than just a command of data. It demands an ability to deal with numerous intangibles.

5. Experience - Where They've Been

The greater the challenges you've faced in the past, the more likely followers are to give you a chance. Experience doesn't guarantee credibility, but it encourages people to give you a chance to prove that you are capable.

6. Past Success - What They've Done

Nothing speaks to followers like a good track record. Being able to point back to past successes helps people believe in you. Every time you extend yourself, take a risk, and succeed, it gives followers another reason to trust your leadership ability- and to listen to what you have to say.

7. Ability - What They Can Do

The bottom line for followers is what a leader is capable of. Ultimately, that's the reason people will listen to you-and acknowledge you as their leader. As soon as they no longer believe you can deliver, they will stop listening.

LEADERSHIP CHARACTERISTICS AND BEHAVIORS

The findings of several social scientists who have studied leaders and written about their distinctive characteristics all found similar results. The research findings suggest that the following actions are indicative of effective leadership behaviors.

Characteristic #1- Questioning group think by:

- Being curious, investigating, asking “why,” asking questions
- Listening, verifying understanding, reflecting
- Taking initiative, risks, experimenting
- Being open to diverse opinions
- Encouraging creativity , innovation

Characteristic #2- Resetting direction by:

- Developing a vision-synthesizing recurring themes and values,
- "Selling" the vision-presenting a compelling vision of a possible future
- Enlisting others-asking for help
- Showing how they can make a difference

Characteristic #3- Guiding cooperative actions by:

- Planning, setting team goals
- Empowering followers
- Encouraging initiative
- Delegating authority
- Coaching, monitoring
- Providing constructive feedback

Characteristic #4- "Walking the talk" by:

- Being involved
- Setting an example of personal commitment
- Committing to quality outcomes
- Helping solve problems
- Being persistent

Characteristic #5- Motivating others by:

- Recognizing individual and team contributions
- Giving positive feedback
- Celebrating accomplishments
- Reinforcing teamwork

INFORMATION SHEET LEADERSHIP CHARACTERISTICS

The most effective leaders also have good *management skills*. They plan carefully, recognizing that the team can often help identify the best approaches. Most know that ownership by team members requires them to delegate, empower, focusing on outcomes rather than insisting on control of the process. If they are good people managers, or if their span of control is limited to where they know all the team members, they build on team strengths.

❖ **Characteristic #1 : Question Groupthink**

When unsure how to behave, most people take their lead from what others are doing. This type of *social proof* tends to become an *automatic pilot* that directs the behavior of many. Many refer to this as *Groupthink*. Other inputs to this automatic pilot may be tradition, peer consensus, or the directives of authorities. All tend to provide direction within pre-set patterns. The trouble with such patterns is that they frequently outlive the conditions that gave rise to them. Or they may have been initially based on false assumptions.

The leader is most apt to question these habits. Kouzes and Posner refer to this as *challenging the process*. To those who have experienced faultfinders, the word *challenging* may have negative connotations. Others, who like life to be orderly and predictable, may find the tendency to constantly question unsettling. Questioning groupthink is the positive habit of questioning in a curious and open way. The result often is new and improved processes.

Curiosity: Leaders tend to be interested in all kinds of things. They ask a lot of questions, particularly "why ." This is not motivated by a desire to find fault. Leaders are good listeners, because they are genuinely interested in hearing what others have to say. They hear what clients and co-workers suggest or request. Employees/volunteers suggest work changes. They note inconsistencies, inefficiencies, and unmet needs. When input combines into a clear message a vision emerges. This insight is unique to the leader's point of view.

All leader insights are *not* valid. Many are not. When they reveal themselves as unfeasible, improbable, or unworkable, the leader discards them. It is important to know that the leader is not afraid to test insights and find them wanting. In early stages, they are as open to others' challenges as they are to their own. This open discussion helps them focus on the essentials of what is wrong with the current approach and why it should be changed, and what pursuing the vision could accomplish.

Initiative: Leaders test their ideas in action. Unlike dreamers, they test and refine. They don't see rejection of ideas as failure. They have a type of courage, an ability to maintain a positive outlook. This ability to handle failure, change, and stress is referred to as *resilience* or *psychological hardiness*.

This risk taking and willingness to let go of comfortable and familiar processes is a cornerstone of continuous work-process improvement in action. Leaders, who focus on the essential goals, challenge those routines that stifle creativity and vitality.

Openness: Openness is consistent with innovation and checking the relevance of routines. Leaders are more apt to "think outside the box" (referring to the solution to the nine-dot puzzle whose dots are connected by four straight lines), to try new and unproved methods to achieve goals. They champion team efforts to cut *steps*, *time*, or *effort* from a function.

❖ Characteristic #2: Reset Direction

Leadership vision was discussed in a previous Teleconference. Leaders develop a vision that guides them. There is nothing mystical about vision. Neither is it commonplace. It is not the result of analytical thought alone--it also requires insight and intuition. The word vision connotes:

- A vivid image.
- An ideal or standard of excellence.
- A future orientation or desired destination.

What is a vision? Instead of *vision*, many prefer to use other words-such as *goal*, *mission*, *objective*, *calling*, or *personal agenda*. Whatever the name, vision is a vivid picture of both *a future destination* and the *journey along the way*. It is rich in detail and feeling. You know what it will look or sound like, how it will feel, and what it will be like when you reach the destination. This image provides *focus* and *context* for a leader's or his/her followers' efforts. Such vision is consistent with the larger context of their lives-their values, personal strengths, experiences, and-within organizations-its overall mission or overriding challenge.

Keep focus on the vision: Leaders need good management skills-planning, scheduling, communicating-to involve people in attaining the vision. Management skills are just the beginning, however. The leader does not develop work plans in isolation. Rather, he or she involves contributors in the process, since they are the experts in what works and what does not. Leaders recognize that those doing the work have more insight into how to plan or adjust the work process. The leader argues forcefully for adopting their suggestions to change processes. Leaders also encourage contributors to set standards of performance that they can monitor. The leader monitors progress- not just in the usual way of checking progress on a regular basis, but through ongoing involvement and assistance.

❖ **Characteristic #3: Guide Cooperative Actions**

Leaders build cohesive teams, where each plays a role in a common mission. Both leaders and followers are on the same team. The leader demonstrates trust in the judgments and the decisions of the team-both when their ideas work and when they don't. The leader focuses on outcomes and competencies. The team is asked to help devise ways to achieve the quality, quantity, time frames, and service levels needed to achieve the goal. The leader requires the same openness to change and willingness to speak up from the team members. Leaders don't let problems linger. They involve the team in diagnosing what went wrong and correcting it. They value opinions, support risk taking, champion ideas of the team, and rely on co-workers to come through in their areas of responsibility.

Challenge people to be their best: Leaders give the example of performing at their personal best, and they *inspire* others to do the same. They challenge people to drop preconceptions that limit performance. Also, they show people they have capabilities they were unaware of and encourage them to trust and develop their talents. They test the limits of their own abilities, talents, skills, and expertise. Optimistically they believe they can influence outcomes. They find challenging tasks meaningful and stimulating rather than stressful.

Empower/ encourage initiative: Leaders develop the habit of leadership within their teams by encouraging team members to make up their own minds about situations, and by encouraging people to act on their own insights when possible, without having to seek prior approval. This benefits the entire team by allowing it to tap into the creativity and insight of all the team members, not just a designated few. It also develops the ownership of each team member in the team. This increased insight, perspective, involvement, and ownership adds to the entire team's ability to achieve results. Developing an empowered team, where each member acknowledges the right to think for himself, to take initiative, and, take responsibility for the outcomes of his actions is best supported by a leader who:

- Asks people doing the work their opinions.
- Treats ideas seriously, never ridiculing them.
- Teaches team members how to project the impact of their ideas in terms of costs and results.
- Gives people credit when their ideas lead to successful outcomes.
- When ideas lead to disappointing results, coaches team members to learn from them.
- Encourages a climate of trial-and-error, or successive approximations of an ideal.
- Allows people to make mistakes and teaches them how to learn from mistakes.
- Encourages team members to share what they have learned by trial-and-error.
- Solicits ideas on an ongoing basis. Formally acknowledges them. In some way rewards ideas that result in improvements or cost reductions

Delegate: Delegation is a prerequisite of the empowered team. In delegating, the leader needs to:

- Formally acknowledge the intent to delegate.
- Identify the scope of what is being delegated.
- Identify the circumstances and expectations surrounding this
- Accurately assess the critical skills needed to successfully exercise the delegated authority.
- Provide training in critical skills.
- Provide coaching in exercising the delegated responsibility.
- Create an approachable environment, so that the person may
- seek advice or problem-solving assistance
- Resist "taking back" the delegated responsibility, or telling people what to do.
- Provide encouragement to the person assuming the responsibility-positive feedback, support, hold up a yardstick of accomplishments.

Coach: Coaching, like delegation and autonomy, is an extensive topic in itself and was covered in a previous Teleconference. The leader is a coach in the sense that she/he seeks to guide performance by providing on-the-job support, based on the team members' own skills, the requirements of the task, and the vision. Coaching interactions are tailored to the needs of the individual, based on his or her performance. Usually, coaching differs from training in that some of the requisite skills are present, and tips on refining the skills are given by the coach. Coaching may involve:

- Specific verbal feedback on the person's use of the skill.
- Specific attention to the technique or techniques which might be improved.
- Demonstration of a technique.
- Contrast of the "right" and "wrong" way to perform a technique-
- Role-play or other practice.

Coaches tend to keep score, to note progress in the technique, and to correlate it to results.

Characteristic #4: Walk the Talk

Leaders set example: Talking about the vision is not enough. Leaders must show enthusiasm through their own actions. Acting in conformity with the vision reinforces the group's sense of direction and serves as the best possible reinforcement. It also provides a model others can follow. Followers of leaders can trust the integrity of those who act in conformity with the convictions they preach. Acting consistently with their values and goals means:

- Being involved at every step of the way.
- Working long hours side-by-side with their team to accomplish their goals.
- Taking risks when there are no clear guidelines or when innovation is called for.
- Persisting, in spite of temporary setbacks.

- Monitoring progress and taking corrective action.

Team members also value the competence of the leader. They need to believe that the leader knows what he or she is doing. Belief in leader competence comes in large part from the evidence of the leader's track record. When a leader first emerges, judgment is reserved. As situations arise that require a leader's competence, judgments form. At lower levels, the required competencies tend to be more technical.

Characteristic #5: Motivate Others

Extrinsic vs. Intrinsic Motivation: One way of looking at motivation is to look at *intrinsic* versus *extrinsic* motivation.

Intrinsic rewards: A task is intrinsically motivating when it provides its own reward. The act of finishing a long or difficult process is often the moment of greatest satisfaction, even though there may not be recognition by others. You may have heard people say, "I can't believe that people pay me for doing this. I'm having so much fun." They have discovered the intrinsic reward in what they do. This is why it is important for leaders to learn how people like to work and to provide the preferred level of coaching or independence.

Extrinsic rewards: People are also motivated to do things by others. This is the *extrinsic* reward. It may be the recognition that results from completing tasks that are significant to others. Recognition events for achieving milestones are extrinsic motivation to workers on long projects. Extrinsic rewards are important to workers. They can take many forms:

- A public thank you
- Monetary incentives .Plaques, or
- Special parking spaces

It is wise to keep extrinsic rewards simple, so that they do not overshadow or displace the intrinsic reward a person gets from doing the task.

Encouraging the Individual Team Member:

Leaders know their people. This involves knowing what motivates each of them, how they like to work, and their skill and confidence levels. In addition, leaders like their people. Often, they refer to followers as family. They are involved and in touch with them. They know their aspirations and dreams. They create ways to foster openness and to get to know people on a personal level.

Respect individuality: Fundamental to the bond that grows between leaders and individual contributors is a basic respect for individual and cultural differences. Cultural diversity presents many possible barriers to close relationships. People from different cultures respond to stress, time, and emotions in different ways. They also have different attitudes toward family, holidays, and ethical or religious values. They celebrate

in different ways and enjoy different foods and music. To get beyond these barriers, a leader must have a genuine interest in learning how others live their lives, how they think about their families and jobs, and what they value.

Credit: Credit is one of the most powerful extrinsic motivators. In crediting individual performance, leaders must be careful to be *credible*. A credible source is one who demonstrates knowledge of the specifics of an event and can describe the *significance* of the event in the context of a larger picture. Credit should also be given for effort and risk taking-even when they do not produce the desired results. Credit at such times should be coupled with constructive feedback and support in problem solving. This support involves teaching team members how to analyze failures (before the memory fades) to learn valuable lessons. The leader publicly credits team members when the opportunity arises.

Give credit: Giving credit is one of the most powerful, the easiest, and the most overlooked means of motivating people. No matter how autonomous or empowered the worker, everyone likes to know that what he or she is doing is being noticed and appreciated by someone. When giving credit:

- Identify the result the person achieved.
- Tell why that result was important to the mission.
- State one or two elements about the behavior that were critical to achieving the result.
- Express your appreciation.

There are reasons for each step. The first step acknowledges the person's performance and clearly signals your awareness. The second step ties the performance to the group's goal or mission. So far any paper-pusher could cope; next comes the really important part (third), in which the leader who is "out and about" among his group has no problem. Number three establishes credibility. It requires that you know what the person did, the risk he or she took, the effort required, the problems encountered-the real details. Finally, comes the "thank you." Leaders are generous with credible crediting.

Credit Effort and Risk Taking: Leaders tend to focus on results. Yet people often make huge efforts, particularly when trying new processes or technology, possibly with disappointing results. Something goes wrong. Unforeseen problems arise. Outcomes or timeliness do not go as planned. These experiences are important to the results-oriented team leader. How the leader responds determines how much *creativity*, *innovation*, or *risk* his or her team will be willing to take in the future.

Reinforcing risk taking, innovation, and honest effort that fails is as important as reinforcing the efforts that end in the desired results. From a motivation standpoint, successful workers derive intrinsic rewards from the task. On the other hand, the failed effort may be intrinsically punishing. The sensitive and involved team leader will not fail to credit workers for such efforts. In addition to crediting the risk taking or innovation

effort, the leader joins workers in trying to identify the lessons learned from unfruitful efforts.

Create Team Environment:

We is a telltale word for the leader. Leaders plan with the team. Team members own the process. By tapping into the leadership qualities in the team, the leader creates an atmosphere of *appropriate challenge*, *recognition for achievement*, and *support for risk taking*. Team members are challenged to use judgment, to take calculated risks, and even to make their own missteps. In a nurturing team environment, mistakes are a natural outcome of making decisions. It is important to learn from miscues and to correct them quickly. The effective leader provides the environment that nurtures this type of involvement and ownership.

Motivational theories that help us understand why people feel *rewarded* rather than *stressed* by challenging tasks, follow.

Set, maintain standards: Leaders know that high expectations are motivating. They also know that there is nothing more de-motivating than one or two team members who bring down the level or results for the whole team. Usually, team members will monitor from within. However, it is a leader's responsibility-to offer constructive feedback, as needed-in addition to ongoing training and coaching. Performance levels are a requirement of membership on a team. All are responsible for maintaining them.

Celebrate milestones: Celebrating small successes is important, particularly early in a group effort where little progress is evident. Leaders constantly hold up *before* and *after* images for the team-so that they can recognize the progress made and take satisfaction and reinforcement from it. Some ideas people use are:

- *Before* and *after* photographs
- PERT charts and time lines, with *We Are Here!* stickers.
- Small awards-- some emblem that denotes the first steps taken.
- Graphic representations--steps, thermometers, scales, mountains, etc.-to depict progress toward the goal.
- Parties to celebrate accomplishments.
- Notices in newsletters, on bulletin boards, etc.

Build camaraderie: Some leaders have institutionalized occasions to credit team efforts and build team bonds. These include:

- Rankless gatherings such as the weekly *holy hour*. Here anybody can say anything that is on his or her mind to any other member of the fraternity, regardless of rank. Such fluid lines of communication evaporate after holy hour.
- Organizational recreational events such as picnics, outings, sports teams.
- Organizational recognition celebrations and roasts.

- Organization-sponsored community service events including weekend clean-up projects, sponsorship of school or sporting events.

These activities tend to raise spirits and lower inhibitions, foster closeness, camaraderie, and trust.

Supervisory Series Topics

Providing Effective Feedback

September 2001

Handling Employee Behavior Problems	November 2001
Transitioning from Employee to Supervisor	January 2002
Team Building I	March 2002
Team Building II	May 2002
Conflict Resolution	October 2002
Coaching for Work Improvement	December 2002
Performance Evaluations	February 2003
Understanding and Managing Change	April 2003
Leadership and Motivation	June 2003

Contact your Staff Development Coordinator to view a copy of a previously televised program or Madeline Raciti at the OCFS Multimedia Resource Center (518) 473-8072.

LEADERSHIP ASSESSMENT (SELF)

Name of person being rated: _____

This instrument provides you with insight and feedback on what leadership characteristics you embody and your leadership strengths and weaknesses. To the best of your knowledge, rate yourself on a scale of 1 to 5 for each item.

	Rarely		Sometimes		Always
1) I am curious about how others see things and why they do them.	1	2	3	4	5
2) I can usually see common threads of meaning in diverse opinions.	1	2	3	4	5
3) I encourage others to come to their own conclusions about things. I support them when they do.	1	2	3	4	5
4) If I expect someone to behave in a certain way I am willing to act in that way.	1	2	3	4	5
5) I give people positive feedback when I notice their good actions.	1	2	3	4	5
6) I am open to differing opinions, not just my own.	1	2	3	4	5
7) When I see the importance of what I am doing, I share that with others.	1	2	3	4	5
8) I try to give people the help they need and want, so that they can be more effective in what they are doing.	1	2	3	4	5
9) I lead by example, not just by words.	1	2	3	4	5
10) I make sure we celebrate as a team when we meet milestones.	1	2	3	4	5
11) I encourage others to find new and interesting approaches.	1	2	3	4	5
12) When working on important things, I enlist the help of others by sharing with them the importance of what we're doing.	1	2	3	4	5
13) When someone is getting things wrong, I take the time to help them figure out how to fix the problem.	1	2	3	4	5
14) I persist in helping others not to lose heart.	1	2	3	4	5
15) I try to encourage fun as a team, so that we all have a good time working together.	1	2	3	4	5

Leadership Assessment Rating Your Self-Assessment Scores

Sum the scores you gave yourself on questions identified in the second to last row of each column of the grid below. Enter each score in its appropriate column by circling the printed number. Complete for each column. Then draw straight lines to connect the circles. The resulting graph presents a picture of your own perception of your leadership profile across the five characteristics that we identify in these sessions.

15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
Questions 1, 6, 11	Questions 2, 7, 12	Questions 3, 8, 13	Questions 4, 9, 14	Questions 5, 10, 15
Questions Groupthink	Resets Direction	Guides Cooperative Action	Walks the Talk	Motivates Others

LEADERSHIP CHARACTERISTICS ASSESSMENT ACTION PLAN

Here are the leadership characteristics we have reviewed in this session:

Question Groupthink by.

- Being curious-investigating, asking *why*, asking questions, listening, verifying understanding, reflecting, and
- Taking initiative, risks, experimenting
- Being open to diverse opinions
- Encouraging creativity, innovation

Reset Direction:

- Developing vision-synthesizing recurring themes and values, and by.
- *Selling* the vision-presenting a compelling vision of a possible
- future
- Enlisting others-asking for help, showing how they can make a difference

Guide Cooperative Action by:

- Planning, setting team goals, and
- Empowering followers : encouraging initiative and delegating authority
- Coaching, monitoring
- Providing constructive feedback

Walk the Talk by:

- Involvement-setting an example of personal commitment and
- Committing to quality outcomes
- Helping solve problems
- Being persistent

Motivate Others by:

- Recognizing individual and team contributions
- Giving positive feedback
- Celebrating accomplishments
- Reinforcing teamwork

Which are your priority development areas?

1)
2)
3)

For each development area, identify:

❖ **Development Area #1:**

--

Behavior you intend to practice:

The circumstances and frequency you are aiming for:

❖ **Development Area #2:**

--

Behavior you intend to practice:

The circumstances and frequency you are aiming for:

❖ **Development Area #3:**

--

Behavior you intend to practice:

The circumstances and frequency you are aiming for:

LEADERSHIP ASSESSMENT (OTHER)

Name of person being rated: _____

To the best of your knowledge, rate the person on a scale of 1 to 5 for each item.

	Rarely	Sometimes	Always		
1) He/she is curious about how others see/do things.	1	2	3	4	5
2) He/she can see common meaning in diverse opinions.	1	2	3	4	5
3) He/she encourages others to come to their own conclusions about things, supports them when they do so.	1	2	3	4	5
4) If he/she expects someone to behave in a certain way, he/she is willing to act in that way him/herself.	1	2	3	4	5
5) He/she gives people positive feedback when he/she notices their good actions.	1	2	3	4	5
6) He/she is open to lots of different opinions, not just own.	1	2	3	4	5
7) When he/she sees the importance of what he/she is doing, he/she shares it with others.	1	2	3	4	5
8) He/she tries to give people the help they need and want, so they can be more effective in what they are doing.	1	2	3	4	5
9) He/she leads by example, not just by words.	1	2	3	4	5
10) He/she makes sure we celebrate as a team when we meet milestones.	1	2	3	4	5
11) He/she encourages others to find new and interesting approaches to things.	1	2	3	4	5
12) When working on important things he/she enlists others help, by stressing the importance of the task.	1	2	3	4	5
13) When people are getting things wrong, he/she takes the time to help them figure out how to fix the problem.	1	2	3	4	5
14) He/she is persistent as a way to help others not lose heart.	1	2	3	4	5
15) He/she encourages team fun; we enjoy working together.	1	2	3	4	5

LEADERSHIP ASSESSMENT

Rating Other-Assessment Scores

Sum the scores others gave you on questions identified in the second to last row of each column of the grid below. Enter each score in its appropriate column by circling the printed number. Complete for each column. Then draw straight lines to connect the circles. The resulting graph presents a picture of your own perception of your leadership profile across the five characteristics that we identify in these sessions.

15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
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7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
Questions 1, 6, 11	Questions 2, 7, 12	Questions 3, 8, 13	Questions 4, 9, 14	Questions 5, 10, 15
Questions Groupthink	Resets Direction	Guides Cooperative Action	Walks the Talk	Motivates Others

MANAGEMENT AND LEADERSHIP

It's now time to refine our understanding of leadership in the context of management. Many people who are *managers/supervisors* are also *leaders*. But a manager/supervisor does *not* have to be a leader. Likewise, many people who are *leaders* would be much more effective if they practiced good management techniques.

CHART OF DISTINCTIONS BETWEEN MANAGER AND LEADER

THE MANAGER

- The manager administers
- The manager is a copy
- The manager maintains
- The manager accepts reality
- The manager focuses on systems and structure
- The manager relies on control
- The manager has a short-range view
- The manager asks how and when
- The manager has his or her eye always on the bottom line;
- The manager imitates
- The manager accepts the status quo
- The manager is the classic good soldier
- The manager does things right

THE LEADER

- The leader innovates
- The leader is an original
- The leader develops
- The leader investigates it
- The leader focuses on people
- The leader inspires trust
- The leader has a long-range view
- The leader ask what and why
- The leader has his or her eye on the horizon
- The leader originates
- The leader challenges it
- The leader is his or her own person
- The leader does the right thing

MANAGEMENT VS. LEADERSHIP

Below is a list of characteristics and practices. Each one is integral to the definition of one or the other. In other words, we will not focus here on the areas that may overlap in anyone individual. Rather we want to identify those characteristics or practices that belong within the classic definition of *either* management or leadership.

Place an **M** next to those representing management practices and an **L** next to those representing leadership practices.

1) Plans for the future.	
2) Sees the future and makes plans to attain it.	
3) Empowers others, encourages decision -making.	
4) Encourages risk taking.	
5) Monitors workforce uniformity, according to known procedures and standards	
6) Minimizes risk, by taking cautious, proven courses of action.	
7) Builds around rules.	
8) Builds around values.	
9) Controls change and evolution	
10) Strives to make change happen.	
11) Matches assistance to the need of the individual.	
12) Relies on structured hierarchy to denote authority and power.	
13) Relies on referent (freely given allegiance) power base.	
14) Investigates and discusses diverse ideas openly.	
15) Confines discussion to current problems and options.	
16) Uses position to reward or coerce action.	
17) Investigates personal strengths and matches strengths to needs.	
18) Focuses on people as an essential part of attaining the outcome-product or service.	

WHAT IS DELEGATION?

According to Webster, to delegate is:

- To entrust to another
- To appoint to one's representative
- To assign responsibility or authority

Delegation is also defined as *“the act of empowering to act for another.”* Although these dictionary definitions are helpful, they don't fully suit our purposes. They suggest that delegation is a single act, but it's more useful and accurate to think of delegation as a process with several steps.

Since the dictionary definition falls short, let's use the following working definition:

“Delegation is assigning to others specific tasks and the authority to complete those tasks, with mutually agreed upon methods for evaluating the completed work.”

Source: Frank F. Huppe. Successful Delegation: Career Press: Hawthorne, NJ, 1994.

BENEFITS OF DELEGATION

- Frees supervisors time for more significant tasks
- Provides more time for planning, controlling, organizing, etc.
- Allows staff to learn and grow
- Builds individual self-esteem
- Encourages initiative
- Increases job satisfaction and recognition
- Accomplishes more work
- Improves productivity
- Provides more accurate measurement of performance

REASONS FOR AVOIDING DELEGATION

- I can do it better, faster, etc. (fallacy of omnipotence)
- I lack confidence in my staff
- I don't have time
- I'll lose my CAPP (control, authority, power, position)
- I like doing this task (occupational hobbies)
- I feel more comfortable doing operating tasks
- I don't know how to delegate
- I fear my staff's reaction
- I think it's easier to do it myself
- I can do it faster than I can explain it
- I am afraid there will be serious mistakes

THE REASONS I AVOID DELEGATION

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

Ways I can overcome my reluctance to delegate:

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

SELF – ASSESSMENT: ARE YOU A GOOD DELEGATOR?

Instructions: Respond to the following statements by writing a “yes” or “no” beside each.

Yes/No ↓	
	1. Do operations slow down when you're not around ?
	2. Is there a steady flow of questions from your staff?
	3. Are all or most decisions made by you?
	4. Is morale low?
	5. Do your staff members usually wait to be told what to do?
	6. Are you frequently bogged down in details?
	7. Are few good ideas and suggestions made by your staff?
	8. Do you often have to rush to meet deadlines due to work overload?
	9. Is productivity below what you would like it to be?
	10. Do you lack one or more staff members who could take over for a few days if it became necessary?
	11. Do you spend a significant amount of your time doing for others?
	12. Do you sometimes do tasks that your staff could do as well?
	13. Are you a perfectionist? Are you proud of it?
	14. When you return to the office, is your “In” basket too full?
	15. Do you keep a hand in the job you held before your last promotion?
	16. Do you spend time on routine details that others can handle?
	17. Do you frequently feel overworked?
	18. Do you give extremely detailed instructions to your staff?
	19. Are you unable to stay on top of priorities?
	20. Do you like to keep a finger in every pie?
	 Number of “Yes” Responses

If you answered “yes” to only one or two of the above questions, you are doing well as a delegator. If you answered “yes “ to more than three questions, you can improve your delegation skills.

DELEGATION CHART

DELEGATE	DON'T DELEGATE
<ul style="list-style-type: none">▪ Minor decisions▪ Repetitive tasks▪ Operational tasks▪ Tasks and projects for which you are least qualified▪ Functions you dislike▪ Work that will provide growth experiences▪ Assignments that will provide variety to routine work▪ Activities that will make a position more complete▪ Tasks that will increase the number of people who can perform critical assignments▪ Opportunities to use and reinforce creative talents	<ul style="list-style-type: none">▪ Personnel or confidential matters▪ Policy-making▪ Crises▪ Development of staff▪ Assignments your boss asked you to complete personally▪ Tasks that could be eliminated

Use the concept of *"targeted delegation"*, a way of providing perspective to delegation.

Consider the following:

- Tasks that others *must* do
- Tasks that others *should* do, but you can help if necessary
- Tasks that you *can* do, but others will if given the chance
- Tasks that you *should* do, but others can help
- Tasks that only you *can* do

PLANNING FOR DELEGATION

Possible Tasks to Delegate:

Objective/Expected Result:

Performance Standards:

Major Task Steps:

1.	3.
2.	4.

Personnel to Consider:

Person	Skills/Interests
1.	
2.	
3.	
4.	

Best Person/Reason:

DELEGATION

THE STEP - BY - STEP PROCESS:

1. Plan To Delegate

- Analyze total workload.
- Evaluate abilities and interests.
- Specify tasks to be performed.
- Establish objectives and expected results.
- Establish performance standards.
- Establish reward system.

2. Break-Down Tasks

- Decide on logical steps and sequences.

3. Select Person

- Base selection on skill, interest, potential and workload.

4. Explain Task

- Explain expected results, level of authority, checkpoints, deadlines, priorities, and level of responsibility.

5. Express Confidence

- Express confidence in person and gain acceptance.

6. Transfer Task to Person

7. Obtain Feedback and provide Correction

THE LEVELS OF AUTHORITY

MOST AUTHORITY



LEVEL SIX

-Take action

LEVEL FIVE

-Take action

-Notify

LEVEL FOUR

-Plan to take action

-Notify what you intend to do

-Do it, unless I say not to

LEVEL THREE

-Gather the best alternative

-I will make the decision

LEVEL TWO

-Gather the facts

-Present various alternatives

- I will make the decision

LEVEL ONE

-Gather the facts

-I will decide on alternatives

-I will make the decision

LEAST AUTHORITY

EQUATION FOR INDIVIDUAL PERFORMANCE

Job Performance = Motivation X Ability
(Behavior + Skills and Knowledge)

Job Performance = the achievement of goals required if the job is to make its contribution to organizational success and performance.

Motivation = the sustained desire to achieve goals, -- the "want-to-do" aspect, and

Ability = the capacity to apply the requisite skills and knowledge to achieve goals--the "can do" aspect.

MOTIVATION/ABILITY RELATIONSHIPS

HIGH A B I L I T Y	Mixed Performance 1	High Performance 4
	Low Performance 3	Mixed Performance 2
LOW		HIGH

MOTIVATION

Source: *Managing for Peak performance*, Alan Weiss. Ballinger Publishing Co., 1989.

MOTIVATION IS:

The willingness of people to meet their personal needs, wants and aspirations by directing their efforts and talents toward attaining the goals and objectives of the organization.

In more specific terms, what employees will do is determined by these factors:

Within The Individual:

- Needs, wants , and drives that energize behavior
- Goals that channel, direct, and control behavior
- Forces, pressures, and constraints that reinforce needs and goals to maintain desired behavior.

Within The Work Environment:

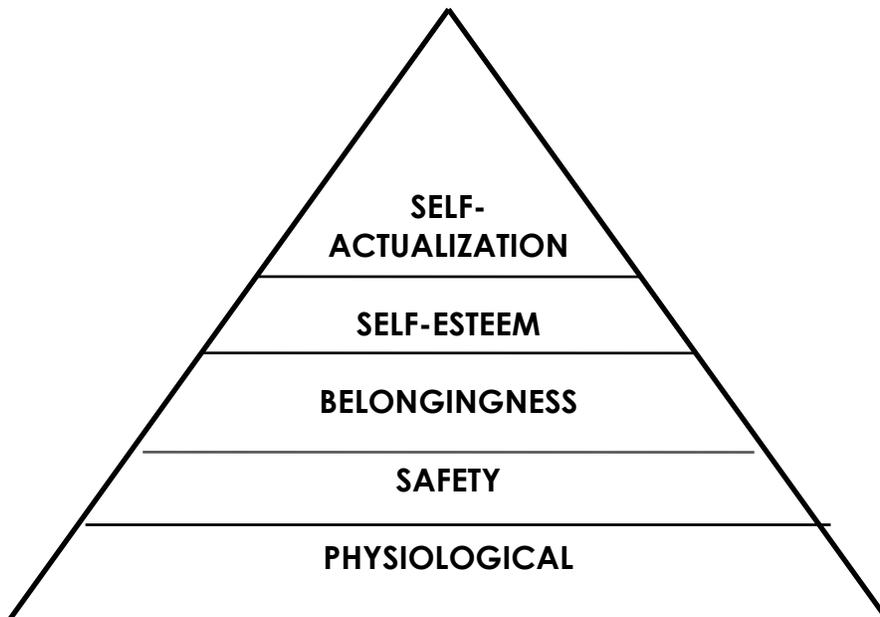
- The job itself, its challenges and opportunities
- Working conditions, physical, mental and organizational
- The work group and interpersonal relationships
- The kind, amount and quality of supervision received
- The reinforcement, incentives, and rewards provided

MASLOW'S HIERARCHY OF HUMAN NEEDS

BASIC HUMAN MOTIVATION:

Abraham Maslow, in his book "Toward A Psychology of Being," defined motivation in terms of needs. A need results from a discrepancy between what a person has and what that person desires. The individual experiences a felt deficiency and will shape his or her behavior so as to lessen or eliminate it. Once a given deficiency has been resolved, the individual becomes aware of others and returns attention to them.

These deficiency needs tend to be universal and can be arranged in an ascending order according to the sequence in which they occur to the person. This hierarchy of human needs is shown below.



Subsequent studies have shown that although people may seek to satisfy these needs at work, they are not necessarily hierarchical. In other words, these needs may exist in people at all levels of an organization. In addition, more than one need may be experienced as a felt deficiency and therefore, shape worker behavior. Considering Maslow's hierarchy, we may conclude that by developing the skills and resources which enable us to meet a given need -- either on our own or in concert with others -- we empower ourselves and others to turn our attention to satisfying all our needs. We are on the road towards becoming our higher ideal self.

ACTIONS--NEEDS ANALYSIS

ACTION OR BEHAVIORS	POSSIBLE NEED
1. Does extra work	<i>Self-esteem or Belongingness</i>
2. Refuses to consider others ideas, point of view	<i>Self-esteem</i>
3. Too agreeable	<i>Belongingness</i>
4. Wants step-by-step instructions	<i>Safety</i>
5. Uses new or different methods to complete assignments	<i>Self-actualization</i>
6. Resists control and structure	<i>Self-esteem</i>
7. Aloof, inwardly directed	<i>Safety</i>
8. Volunteers for group work	<i>Belongingness</i>
9. Argues rather than listens	<i>Self-esteem</i>
10. Keeps low profile, avoids attention, change	<i>Safety</i>
11. Brags about accomplishments	<i>Self-esteem</i>
12. Asks for feedback on progress	<i>Self-actualization / Self-esteem</i>

WHAT EMPLOYEES WANT

According to a major study, most employees want the following:

1. To be respected
2. To be assigned meaningful work
3. To be listened to
4. To be recognized for their efforts
5. To be informed
6. To see the end result of their work
7. To think for themselves
8. To be challenged
9. To work for efficient managers
10. To have opportunities for increased skill development

FIVE STEPS TO MOTIVATIONAL LEADERSHIP

LEARN TO LEAD

- Share the vision
- Be competent, skillful, capable, and productive
- Teach employees to think for themselves

EXAMINE EXPECTATIONS

- Make your expectations clear
- Involve employees in decisions
- Remove obstacles to good work

ACT LIKE YOU CARE

- Learn to listen
- Request details and opinions
- Make no value judgments
- Reply as soon as possible
- Consider the "hidden " message
- Provide follow-up opportunities

RESPECT EMPLOYEES AS PROFESSIONALS

- Learn to appreciate the value of the individual to the organization
- Provide a physically pleasing work environment
- Teach others to think for themselves
- Show employees the result of their work
- Provide interesting work
- Listen
- Keep people informed.

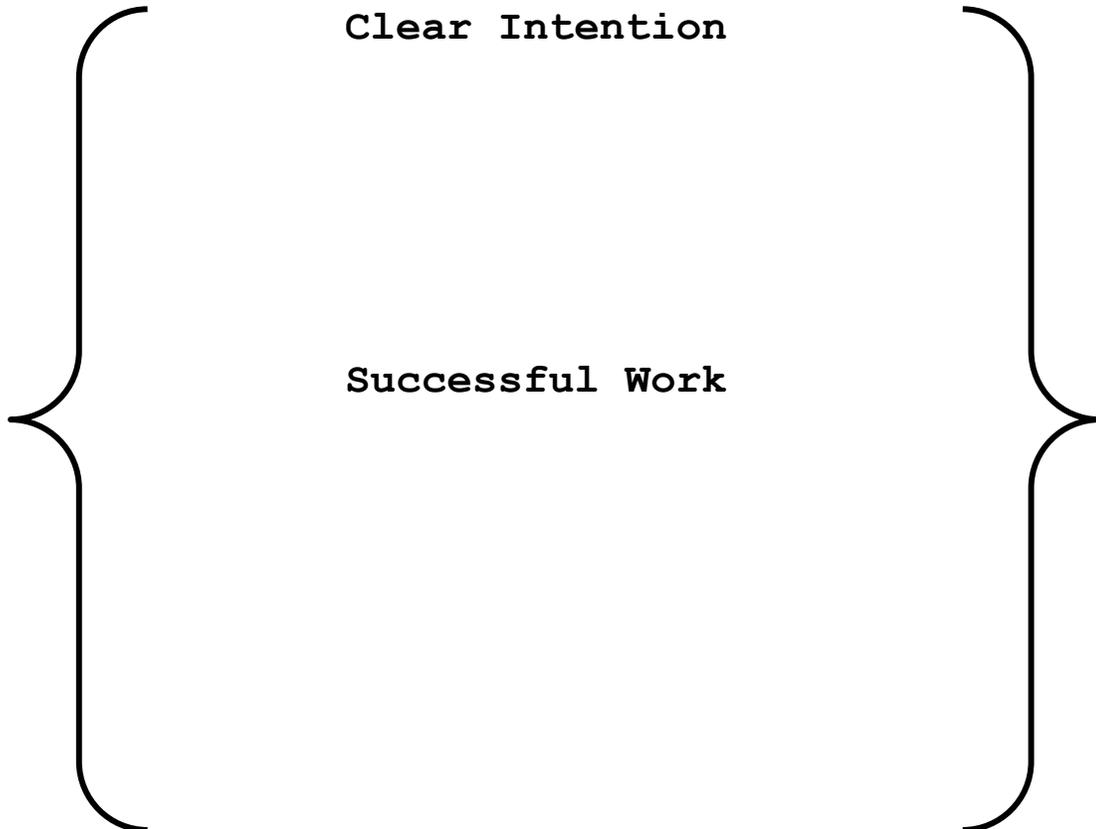
NEVER STIFLE PERSONAL GROWTH

- Create opportunities for personal growth

CHEROKEE WISDOM AND LEADERSHIP COMPETENCIES

According to Cherokee tribal lore, there is an ancient formula for success:

- **Clear Intention:** You must know what your purpose is and persist in its pursuit.
- **Skillful Means:** You must have good methods and be skilled in their use.
- **Affirmation:** Your task must have integrity, it must not clash with fundamental values; it needs support from the tribe and from your own heart.



**Skillful Means
Affirmation**

LEADERSHIP DEFINED

Leadership is the ability to influence the thinking, attitude, and activities of others so that they will willingly direct their behavior towards organization objectives.

1

Leadership is not so much a function of status or authority as it is of the *quality of the relationship*, the interaction that takes place between the leader and the individual or group. It is not a question of having power over the group or individual, it is a matter of having *influence* with them.

2

FORCES THAT INFLUENCE LEADERSHIP STYLE

- Leader's value system
- Leader's confidence in the group
- Leadership inclination (desire to lead)
- Leader's feelings of security in uncertain situations

3

LEADERSHIP DEVELOPMENT

• Phase 1:

"I don't know what I don't know".

There is a failure to recognize the value of leadership. A belief that leadership is only for a few people at the top. The tendency is to pass up opportunities for growth when one doesn't learn to lead.

4

• Phase 2:

"I know what I don't know"

An individual is placed in a leadership position only to discover that they have no followers. There is a realization that they need to learn how to lead.

5

• Phase 3:

"I grow and know...and it starts to show"

Upon recognizing their lack of skill they begin the daily discipline of personal growth in leadership. The best leaders are lifelong learners of leadership. Individuals begin to see progress as their influence becomes greater as they develop leadership competence.

6

• **Phase 4:**

“Simply go because of what I know”

The individual’s ability to lead becomes almost automatic, reflexive.

7

Seven Keys to Leadership

1. Character – Who they are
2. Relationships – Who they know
3. Knowledge – What they know
4. Intuition – What they feel
5. Experience – Where they’ve been
6. Past Success – What they’ve done
7. Ability – What they can do

8

EFFECTIVE LEADERSHIP BEHAVIOR

**CHARACTERISTIC #1 - Questioning
groupthink by:**

- Being curious, investigating, asking “why” questions.
- Listening, verifying understanding, reflecting
- Taking initiative, risks, experimenting
- Being open to diverse opinion
- Encouraging creativity, innovation

9

**CHARACTERISTIC #2 – Resetting
direction by:**

- Developing a vision; synthesizing recurring themes and values
- “Selling” the vision; presenting a compelling vision of a possible future
- Enlisting others; asking for help
- Showing how they can make a difference

10

**CHARACTERISTIC #3 – Guiding
cooperative actions by:**

- Planning, setting team goals
- Empowering followers
- Encouraging initiative
- Delegating authority
- Coaching, monitoring
- Providing constructive feedback

11

**CHARACTERISTIC #4 – “Walking the
talk” by:**

- Being involved
- Setting an example of personal commitment
- Committing to quality outcomes
- Helping solve problems
- Being persistent

12

CHARACTERISTIC #5 – Motivating others by:

- Recognizing individual and team contributions
- Giving positive feedback
- Celebrating accomplishments
- Reinforcing teamwork

13

MANAGING VS LEADING

- To **MANAGE** means to bring about, to accomplish, to have charge of or responsibility for, to conduct
- To **LEAD** means to influence, to guide in a particular direction, course or action.

14

DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

- Managing is about how
- **Leading is about what and why**
- Management is about systems, controls, procedures, policies, structure
- **Leadership is about trust – about people**
- Management is about coping, about managing the status quo
- **Leadership is about innovating and initiating being creative, and adaptive**

15

DELEGATION DEFINED

Webster definition –

Delegation is:

- To entrust to another
- To appoint to one's representative
- To assign responsibility or authority
- The act of empowering to act for another

16

“Delegation is assigning others specific tasks and the authority to complete those tasks, with mutually agreed upon methods for evaluating the completed work.”

Frank F. Huppe. Successful Delegation

17

BENEFITS OF DELEGATION

- Frees supervisors time for more significant tasks
- Provides more time for planning, controlling, organizing, etc.
- Allows staff to learn and grow
- Builds individual self-esteem
- Encourages initiative
- Increases job satisfaction and recognition
- Accomplishes more work
- Improves productivity
- Provides more accurate measurement of performance

18

REASONS FOR AVOIDING DELEGATION

- I can do it better, faster, etc.
- I lack confidence in my staff
- I don't have time
- I'll lose my CAPP (control, authority, power, position)
- I like doing this task (occupational hobbies)
- I feel more comfortable doing operating tasks
- I don't know how to delegate
- I fear my staff's reaction
- I think it's easier to do it myself
- I can do it faster than I can explain it
- I am afraid there will be serious mistakes

19

DELEGATION PROCESS

- 2. Plan to Delegate**
- Analyze total work load
- Evaluate abilities and interests
- Specify tasks to be performed
- Establish Objectives and expected results
- Establish performance standards
- Establish reward system
- 9. Break Down Tasks**
- Decide on logical steps and sequences
- 3. Select Person**
- Base selection on skill, interest, potential and workload.
- 4. Explain Task**
- Explain expected results, level of responsibility, checkpoints, deadlines, priorities, and level of authority

20

LEVELS OF AUTHORITY

MOST AUTHORITY



- LEVEL SIX** -Take action
- LEVEL FIVE** -Take action
-Notify
- LEVEL FOUR** -Plan to take action
-Notify what you intend to do
-Do it, unless I say not to
- LEVEL THREE** -Gather the best alternative
-I will make the decision
- LEVEL TWO** -Gather the facts
-Present various alternatives
-I will make the decision
- LEVEL ONE** -Gather the facts
-I will decide on alternatives
-I will make the decision

LEAST AUTHORITY

21

- 5 Express Confidence**
- Express confidence in person and gain acceptance
- 6 Transfer Task to Person**
- 7 Obtain Feedback and Provide Correction**

22

MOTIVATION/ABILITY RELATIONSHIPS

HIGH

A
B
I
L
I
T
Y

Mixed Performance 1	High Performance 4
Low Performance 3	Mixed Performance 2

LOW

HIGH

MOTIVATION

23

MOTIVATION IS

- The willingness of people to meet their personal needs, wants and aspirations by directing their efforts and talents toward attaining the goals and objectives of the organization.

24

- **Intrinsic Rewards:** A task intrinsically motivating when it provides its own reward.
- **Extrinsic Rewards:** People are motivated by others to perform tasks.

25

INDIVIDUAL FACTORS

- Needs, wants, and drives that energize behavior.
- Goals that channel, direct, and control behavior
- Forces, pressures, and constraints that reinforce needs and goals to maintain desired behavior

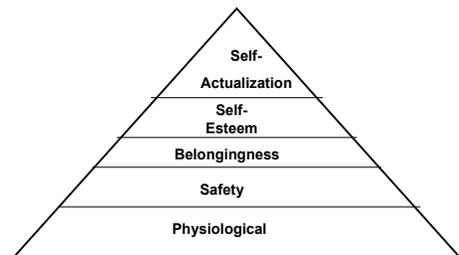
26

WORK ENVIRONMENT FACTORS

- The job itself, its challenges and opportunities
- Working conditions, physical, mental and organizational
- The work group and interpersonal relationships
- The kind, amount and quality of supervision received
- The reinforcement, incentives, and rewards provided

27

MASLOW'S HIERARCHY OF HUMAN NEEDS



28

WHAT EMPLOYEES WANT

- To be respected
- To be assigned meaningful work
- To be listened to be recognized for their efforts
- To be informed
- To see the end result of their work
- To think for themselves
- To be challenged
- To work for efficient supervisors
- To have opportunities for increased skill development

29

FIVE STEPS TO MOTIVATIONAL LEADERSHIP

1. LEARN TO LEAD

- Share the vision
- Be competent, skillful, capable and productive
- Teach employees to think for themselves

30

2. EXAMINE EXPECTATIONS

- Make your expectations clear
- Involve employees in decisions
- Remove obstacles to good work

31

3. ACT LIKE YOU CARE

- Learn to listen
- Request details and opinions
- Make no value judgments
- Reply as soon as possible
- Consider the “hidden” message
- Provide follow-up opportunities

32

4. RESPECT EMPLOYEES AS PROFESSIONALS

- Learn to appreciate the value of the individual to the organization
- Provide a physically pleasing work environment
- Teach others to think for themselves
- Show employees the result of their work
- Provide interesting work
- Listen
- Keep people informed

33

5. NEVER STIFLE PERSONAL GROWTH

- Create opportunities for personal growth

34

CHEROKEE WISDOM AND LEADERSHIP COMPETENCIES

- **CLEAR INTENTION:** You must know what your purpose is and persist in its pursuit.
- **SKILLFUL MEANS:** You must have good methods and be skilled in their use.
- **AFFIRMATION:** Your task must have integrity, it must not clash with fundamental values, it needs support from the tribe and from your own heart.

35