

Top Ten Leadership Skills – Book 2

Skills 6-10

Sarah Simpson



Sarah Simpson

Top Ten Leadership Skills – Book 2

Skills 6–10

Top Ten Leadership Skills – Book 2 (skills 6–10)

First Edition

© 2013 Sarah Simpson & bookboon.com

ISBN 978-87-403-0323-0

Contents

	Introduction	6
6	Know Yourself	8
6.1	Emotional Intelligence	9
6.2	Self awareness	15
6.3	Social Skills	16
7	Know your Team	18
7.1	What is a team?	19
7.2	Team Formation	20
7.3	Team Management and Roles	21
7.4	Remote Working	27
8	Manage Team Performance	30
8.1	Setting team goals and direction	30
8.2	Managing difficulties and poor performance	33
8.3	Dysfunctional teams	37

CMO INSPIRED CONFERENCE
25 OCTOBER | DE VERE BEAUMONT ESTATE | OLD WINDSOR UK

Join Over 100 Chief Marketing Officers & Digital Innovators

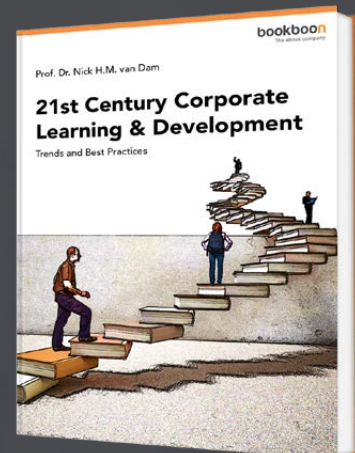


8.4	Evaluating success	39
8.5	Delegation and empowerment	39
8.6	Feedback and appraisal	43
9	Provide vision & Direction	47
9.1	What Should Vision Achieve?	48
9.2	Setting Out Your Vision & Direction	49
10	Transformational Leadership	54
10.1	Bennis and Nanus Transformational Leaders	55
10.2	Bernard Bass Model of Transactional and Transformational Leaders	56
10.3	Burns Model of Transactional and Transformational Leaders	58
10.4	Weber's 3 Types of Leader	58
10.5	Schein Culture Change and Transformation	58
10.6	X & Y Theory – McGregor (1960)	59
11	Conclusions / Summary	62
12	References	63

Free eBook on Learning & Development

By the Chief Learning Officer of McKinsey

Download Now



Introduction

This book follows on from ‘Top Ten Leadership Skills’ Book 1, Skills 1–5 which examined:

1. Act assertively
2. Communication
3. Critical Reflective Learning
4. Feedback – giving & receiving
5. Forward thinking / Strategic planning

In choosing my ‘Top Ten’ Skills I have drawn on:

- Leadership theory
- Staff surveys & Questionnaires
- My own experiences of being a leader
- My own experiences of have been led and been part of many teams

I have also made the assumption that leaders and managers should possess the same skills base. For a more detailed explanation of managers vs. leaders please see the book ‘The Skills, Models and Philosophies of Leadership’ (Bookboon.com).

Recap from book 1

There are many contradictory theories, models and books which debate whether leaders are born or made. Trait theorists Carlyle (1841) and later Galton argued that great leaders had traits or characteristics that were unique to them and could not be developed.

Kouzes and Posner then attempted to give a definitive list of 10 key leadership qualities after surveying 630 managers. This list itemized what staff wanted from a manager not what they actually got!

The Kouzes and Posner list contained:

Honest

Forward looking

Inspirational

Competent

Fair minded

Supportive

Broad minded

Intelligent

Straight forward

Dependable

This book looks at skills 6–10:

6. Know yourself
7. Know your team
8. Manage team performance
9. Provide vision & Direction
10. Transformational Leadership

It is worthwhile noting that the order of skills does not reflect their importance but are merely placed in alphabetical order. The importance to you and your staff are unique to your situation and it is the combination of all these elements that will result in a proactive, transformational leadership approach.

6 Know Yourself

“If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle”

Sun Tzu

It was the Greek philosopher Socrates (469–399 B.C.) that said ‘*Know thyself*’.

In this section we will be examining

- Emotional Intelligence (EI) and self awareness
- Self confidence
- Social skills

So, what does it actually mean to know who you are?

It involves becoming conscious of your; thoughts, likes, dislikes, habits, memories and prejudices. The result is an ability to not only understand yourself but, to better understand those around you. The difficulty in looking at yourself objectively is being able to observe yourself without emotion and with rationality. This concept of seeing ourselves as others see us brings us onto self awareness.

The benefits of self awareness are:

- You understand yourself better and more objectively
- You are able to accept, change and work with who you are
- You can recognize your strengths and areas for improvement
- You are more comfortable with the notion of truly looking at yourself
- If you don’t know who you are you can be more easily influenced by that which is not congruent with your values and beliefs
- You are more able to be open and honest with those around you

Self awareness also has linkages with authentic leadership and the notion of ‘being yourself’, and this is something all of us would no doubt strive to be. After all it is surely better to be known as ‘genuine’ than ‘fake’.

6.1 Emotional Intelligence

Emotional intelligence (EI) is the ability to perceive, identify, evaluate and control emotions. It is concerned with two elements of intelligence, namely understanding yourself and others.

EI as a whole is used to examine and understand peoples:

- Style of working
- Behavior
- Attitude
- Interpersonal skills
- Intrapersonal skills
- Potential

It can be used in the workplace to:

- Recruit and select staff
- Develop manager and leaders
- Understand customer relations and service
- HR planning

Which organizations use EI?

The US Air Force

Using the EI competencies of: self awareness, empathy, assertiveness and happiness. The US Air Force saw recruitment savings of \$3billion per annum due to a three fold increase in their ability to successfully predict who they should employ

(Military Recruiting: The Department of Defense Could Improve its Recruiter Selection and Incentive Systems 1998)

L'Oreal

Using EI sales staff showed:

A 63% reduction in staff turnover

\$91,370 more sales (net revenue increase \$2,558,360) (Spencer and Spencer, 1993)

American Express

Staff who were trained in EI saw a 18.1% increase in business, those who did not receive this training saw growth of 16.2%

Models of EI (and what they mean to you as a leader)

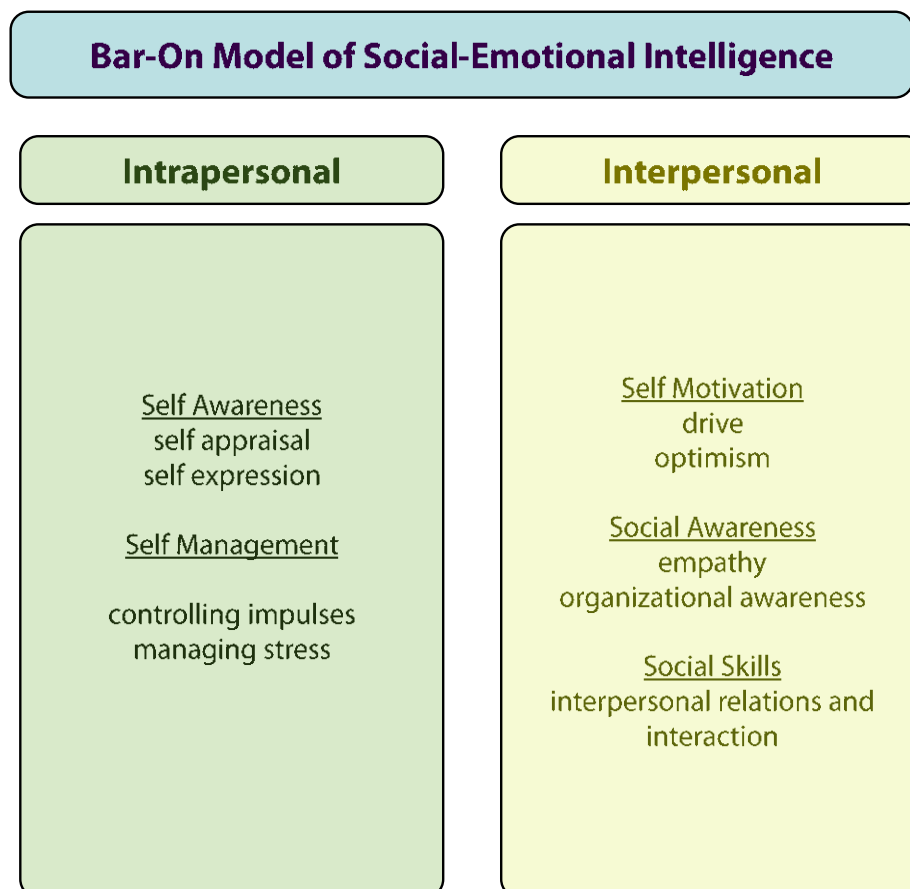
- Bar-on (1997)
- Goleman model (1995)
- Salovey and Mayor's 4 Branch Model (1997)

6.1.1 Bar-On Model of Emotional-Social Intelligence (ESI)

This model looks at EI in terms of being able to:

- Effectively understand yourself and others
- Relate appropriately to others
- Cope and adapt to your environment and its demands
- A series of interrelated emotional and social competencies, facilitators and skills

Bar-on believed that EI contributes to a persons overall level of intelligence and that this was a skill that could be 'taught'. These skills and competencies explain and influence how we express and understand ourselves and others and how well we are able to cope with the daily pressures, challenges and demands of our working lives.



He used his skills, competencies and facilitators to produce the 133 point BarOn Emotional Quotient Inventory (EQ-i™)

Element	Description
Intrapersonal	Self awareness & self expression Self regard Emotional self awareness Assertiveness Independence Self actualization
Interpersonal	Empathy Social Responsibility Interpersonal relationships
Stress Management	Regulation and management of emotions Stress tolerance Control of impulses
Adaptability	Change management Flexibility Problem solving Testing reality
General Mood	Self motivation Positivity / optimism Happiness



Discover the truth at www.deloitte.ca/careers

Deloitte.

© Deloitte & Touche LLP and affiliated entities.

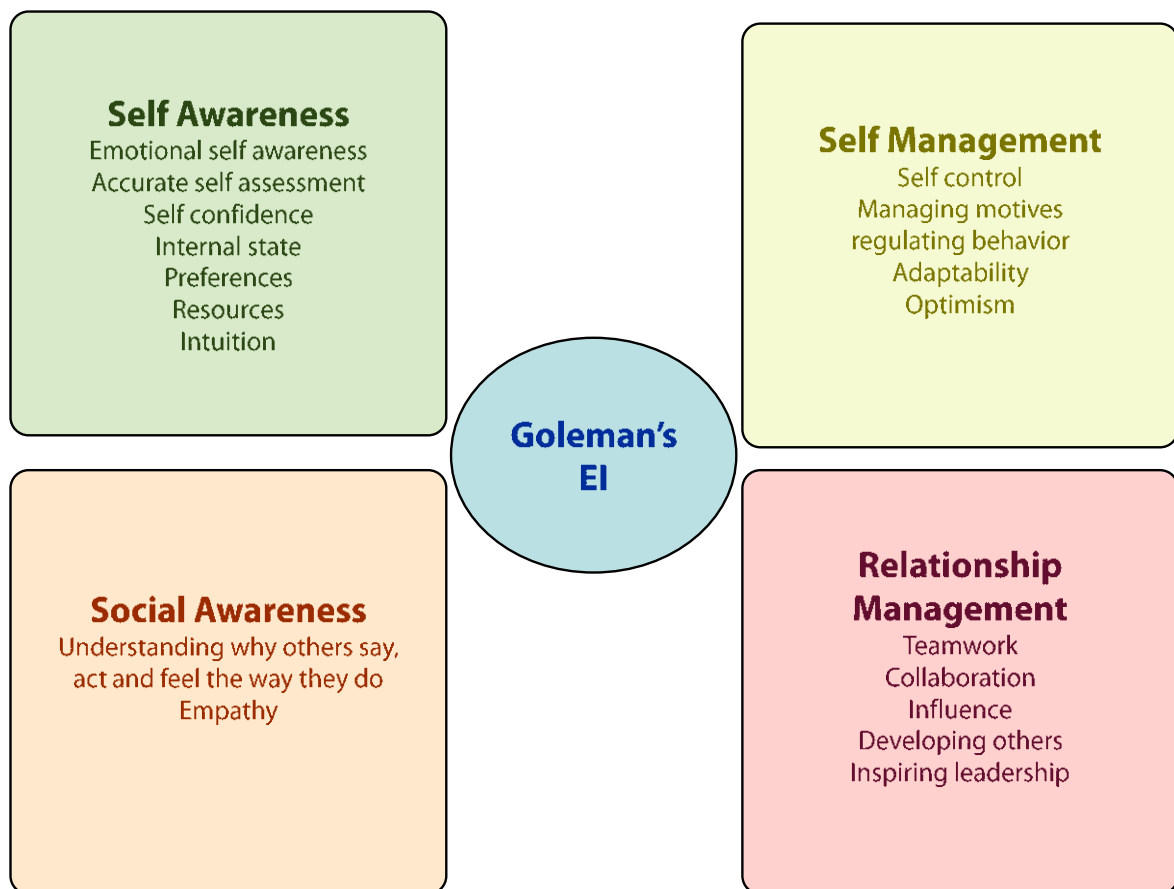


Click on the ad to read more

6.1.2 Goleman Model

This was described in Daniel Golman's 1995 book 'Emotional Intelligence'. He identified 5 then later 4 domains of:

- Self awareness
- Self management
- Social awareness
- Social skills

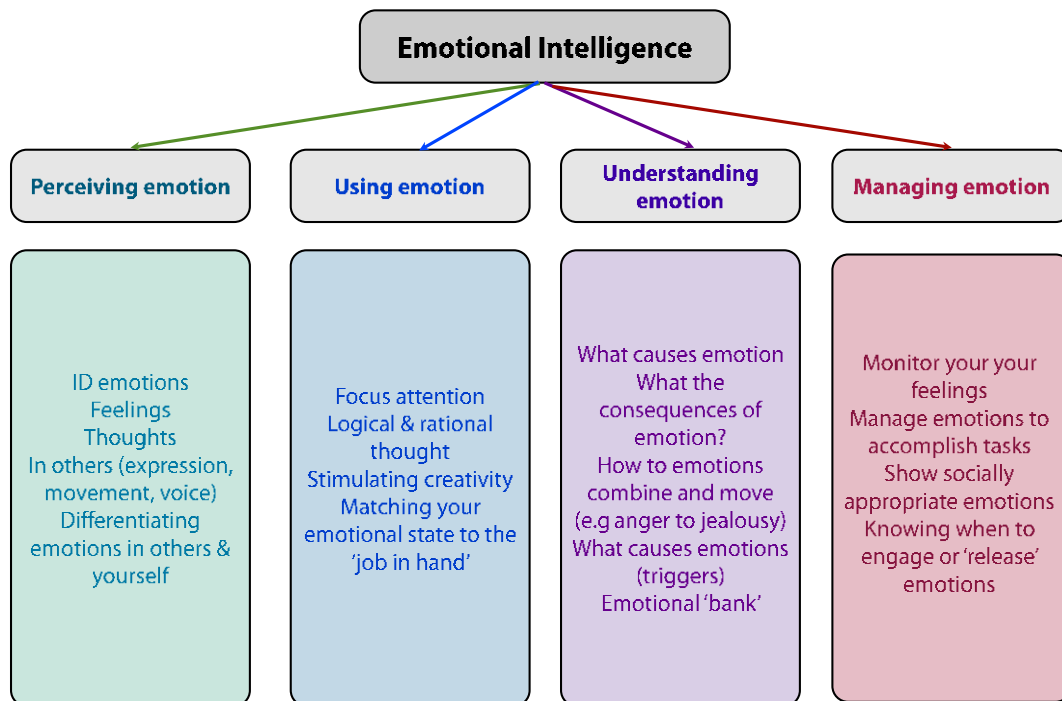


The Goleman domains may seem to some to be soft or 'airy fairy' especially in today's highly competitive market but we have shown in the examples above that organizations are linking EI to hard financial impact and growth. You will also no doubt have your own experiences of leaders or managers who are 'emotionless' and 'robot like'. These individuals can be hard to connect with and share an empathetic exchange.

6.1.3 Salovey and Mayor's 4 Branch Model (1997)

This is also known as The Ability Model of EI and it encompasses:

- Perceiving emotion
- Using emotion
- Understanding emotion
- Managing emotion



Each of these four domains contains both basic and more advanced skills and they are sequential rather than hierarchical in nature – perceiving emotion at the bottom followed by using, understanding and managing emotion. This model can be measured by the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (MSCEIT – Youth for children).

Summary of EI – Why does it even matter in the workplace?

If you think about the range of feelings and emotions that you experience at work the list is probably quite long. These can include:

- Anger
- Hurt
- Jealousy
- Feeling misunderstood

- Feeling under appreciated
- Insecurity
- Fear
- Isolation
- Powerless
- Confidence
- Happiness
- Pleasure

Ask yourself:

“How many times have you worked with someone you just don’t like”

“Have you ever worked with someone you just ‘clicked’ with”

As a leader you should ensure you:

- Give credit where it is due
- Recognize emotions and the reasons for them in yourself and others
- Show consistency
- Think about the impact of your actions on the emotions of others
- Listen and avoid judging
- Work toward optimism not pessimism

be > your degree

Bring your talent and passion to a global organization at the forefront of business, technology and innovation. Discover how great you can be. Visit accenture.com/bookboon

Be greater than.
consulting | technology | outsourcing

accenture
High performance. Delivered.

© 2013 Accenture. All rights reserved.



By recognizing and managing positive and negative emotions within yourself and others you can make a huge difference to; you as an individual, those around you, your team and the wider organization.

“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head – it is the unique intersection of both”

David Caruso

If you would like to assess and develop your EI a great place to start is by looking at The Boston EI Questionnaire.

6.2 Self awareness

“Cogito ergo sum” / “I think, therefore I am”

Rene Descartes

Much of section 6.1 above has dealt with the issue of self awareness so, in this section I have outlined additional elements which do not come under the EI ‘umbrella’.

Why is it so hard to see ourselves as others do?

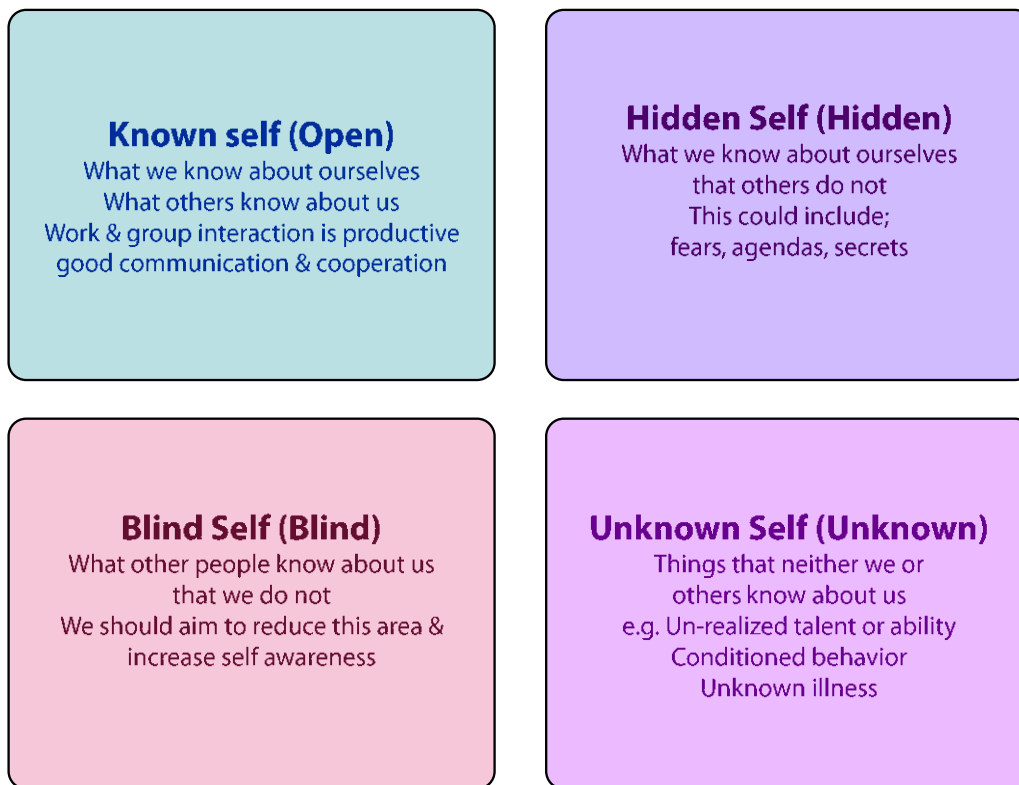
An early example of this is seen in children when looking in a mirror. There comes a point where they become aware that the person they see is in fact themselves – self awareness. But, how does this translate to you as a leader?

6.2.1 The Johari Window

This was developed in 1955 by Luft and Ingham and is also known as the Disclosure / Feedback Model. It helps illustrate and improve self awareness as well as the understanding between groups and individuals.

The two key principles behind the window are:

- Trust can be built by the disclosure of personal information
- With appropriate feedback from others you can learn about yourself



Large hidden, blind or unknown areas reduces team and personal effectiveness.

6.3 Social Skills

Social skills can be defined as “the ability to interpret situations accurately and respond appropriately”.

Examples of social skills are:

Social Skill	Examples
Communication	Eye contact when speaking Lets the other party have their say Actively listens Uses open non threatening communication
Assertion	Being assertive (not submissive or aggressive)
Cooperation	Working as a team Taking on board the opinions and feelings of others
Responsibility	Takes responsibility for their own actions – doesn't blame others or makes excuses
Empathy	Understand yourself and others Noticing how others are feeling Showing sensitivity and tact
Influence	Being trustworthy and having credibility and integrity Will share credit and opportunities with others Political savvy
Self control	Stays calm

Those people with a high level of social skills are more able to:

- Appreciate relationship as well as task
- Build the teams abilities
- Understand the importance of team pride
- Freely share information and value everyones cooperation

Conclusion of 'Know yourself'

If someone asks you "*who are you*" could you answer?

As leaders and managers we probably spend a lot of our time getting to know our team – what makes them tick and what are their strengths etc. But, do we spend as much time looking inwardly at ourselves?

In order to know and work with others as an effective leader, you must know yourself – one can not be without the other. Self awareness and a high level of emotional intelligence increases your ability to work with and bring out the best in people This results in an open and cooperative approach that others respond to, thereby increasing the areas of openness and decreasing closed or blind ones.

7 Know your Team

“Coming together is a beginning. Keeping together is progress. Working together is success.”

Henry Ford

Knowing your team allows you to:

- Communicate better
- Delegate work effectively
- Empower
- Grow strengths and areas for improvement
- Set SMART team appropriate goals
- Know when things are going ‘right’ or ‘wrong’ at an early stage
- Foster a spirit of openness
- Give and receive more productive feedback
- Act on your knowledge of your team to increase staff retention and reduce recruitment costs
- Manage conflict more effectively



What if you could build your future and create the future?

The innovation accelerator

One generation's transformation is the next's status quo. In the near future, people may soon think it's strange that devices ever had to be "plugged in." To obtain that status, there needs to be "The Shift".

.....Alcatel·Lucent 

www.alcatel-lucent.com/careers

7.1 What is a team?

People often interchange the word ‘team’ and ‘group’. They are however very different things. Forming a group is considered easier than forming a team which takes time and has to consider dynamics, skills, personalities and goals.

Below is a list of the main differences between teams and groups.

Team	Group
Team goal focus – ownership and say on goals	Individual focus
Trust and sharing of views	May not always understand what is going on
Participate in decision making (understands leader may make final one)	Might not be involved in making decisions
Free speech	Conformity encouraged
Everyones skills and talents contribute to success	Members are told what to do and opportunities for suggestions are rare
Shared leadership	Strong, focused leadership
Team specific goals	Larger organizational mission being fulfilled
Work style determined by the team members	Work style determined by the leader of the group
Efficiency is low until team is established	Efficiency is initially higher than newly formed teams. But high performing teams become more efficient

For the purpose of this book we are going to look at knowing your team as opposed to your work group.

According to Lartson & LaFasto for a team to function well it must have:

- A results driven structure
- Competent team members
- A climate of collaboration
- High standards that the team understands
- External support and encouragement
- Principled leadership
- Clear goals

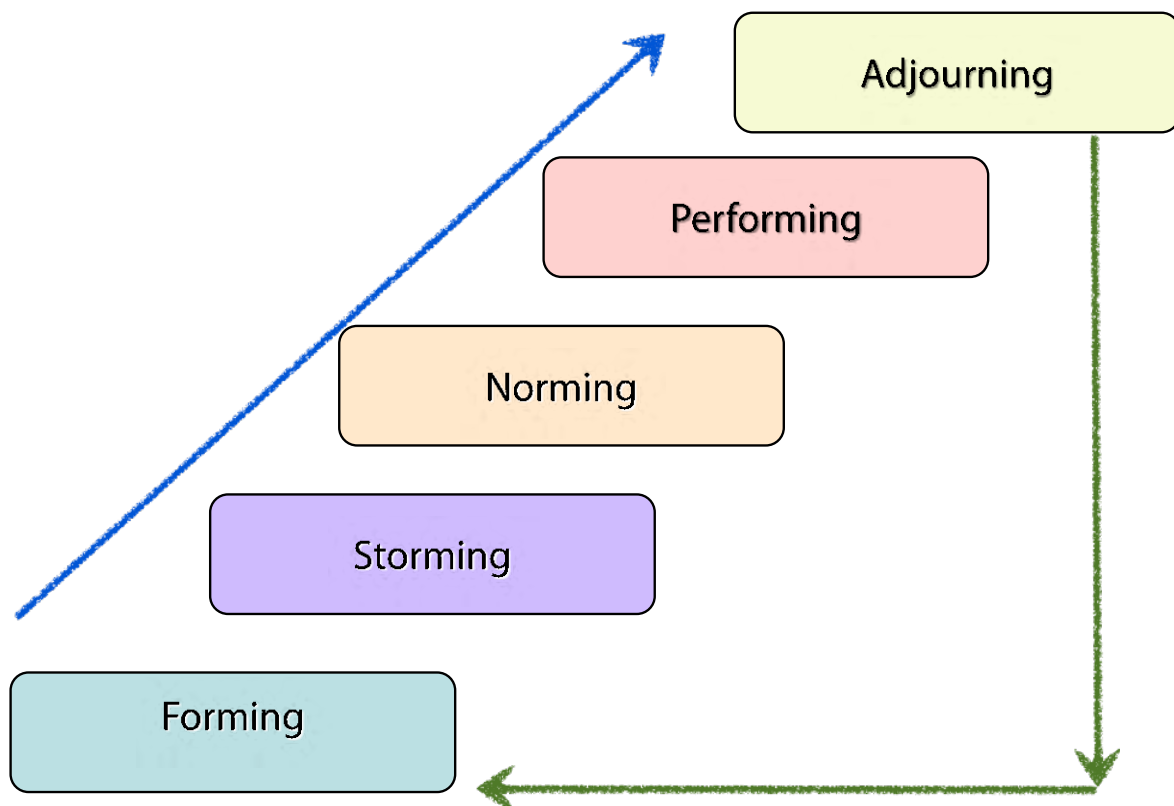
7.2 Team Formation

The best known model of team formation is that of Bruce Tuckman (1965). He described team formation in terms of a series of stages that when completed result in:

- Growth
- Ability to face challenges
- Ability to tackle problems and find solutions
- Effective work planning
- Delivery of results

It is based on 4 and later 5 stages

- Forming
- Storming
- Norming
- Performing
- Adjourning



Stage	Description
Forming	Members want to be accepted No one wants to 'rock the boat' People are weighing others up Routines are being established Low productivity Enthusiasm often high Members make contact and begin bonding Base level expectations are established People still act as individuals
Storming	Roles are clarified Trust is built Communication is effective Conflict arises as people vie for their position in the team Power and control is verified
Norming	Team is performing at a high level Problem solving processes are in place People start to verbalize their concerns Behaviors are constructive Decisions are made with consensus and negotiation
Performing	Effective results are achieved There is a clear strategy and shared vision Teams members act with independence The team now has a unique identity Members shown concern for each other and can work collaboratively
Adjourning	Team is dismantled (after successful goal completion) People may feel insecure and threatened by the teams break up It is helpful to take time to celebrate your achievements

As a leader it is essential that you allow your team to be 'coached' through the first three stages (forming, storming and norming). You should recognize that real productivity may not commence until the performing stage and therefore your skills in communication and emotional intelligence will be key.

Emphasis should be placed on the synergistic nature of teams (1 + 1 being greater than 2).

Everyone's contributions, skills and talents will need to be used in the most appropriate way in order to produce a high functioning, effective and efficient team structure. This leads us onto matching team members and their roles with their strengths and areas of interest.

7.3 Team Management and Roles

Understanding work preferences, skills and roles is essential in developing not only team performance but also that of the individual and the wider organization.

Models for achieving this are:

- Belbin's Team Roles
- Benne and Sheat's Group Roles
- Margerison – McCann Team Management Profile


7.3.1 Belbin's Team Roles

A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them.

Dr. R.M. Belbin

Team roles (9 of them) are used to identify what peoples workplace strengths and weaknesses are. You can then use this information to:

- Develop a team which is high performing
- Increase personal effectiveness
- Increase self awareness (see 6.2 above)
- Construct productive working relationships



The Wake


the only emission we want to leave behind

Low-speed Engines Medium-speed Engines Turbochargers Propellers Propulsion Packages PrimeServ




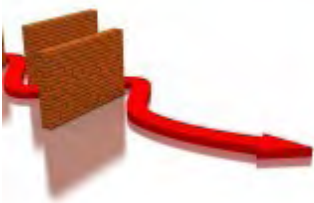
The design of eco-friendly marine power and propulsion solutions is crucial for MAN Diesel & Turbo. Power competencies are offered with the world's largest engine programme – having outputs spanning from 450 to 87,220 kW per engine. Get up front! Find out more at www.mandieselturbo.com



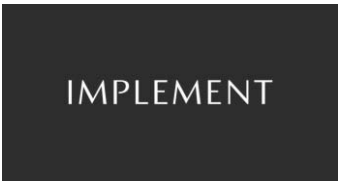


Engineering the Future – since 1758.

MAN Diesel & Turbo



It is important to note that team roles do not look at personality but behavior and by acknowledging areas for improvement these can be more actively managed.

Role	Team contribution	Weaknesses (allowable)
Plant 	Problem solver Creative Imaginative Comes up with ideas Like to be praised Find criticism hard	Doesn't always communicate well Can be preoccupied Ignore parameters
Resource investigator 	Communicates well Explores opportunities Extroverted Enthusiastic	Loses interest after initial enthusiasm Can be over optimistic
Co-ordinator 	Good delegator Champions decision making Mature Confident Good chairperson Chairperson Good listeners Ability to see what skills the team has Calm	Offloads their own work onto others Manipulative
Shaper 	Loves pressure Has the drive to overcome obstacles Challenges Dynamic Extroverted Question the norm Pushes on when others want to quit	Can offend Argumentative

Role	Team contribution	Weaknesses (allowable)
Monitor evaluator 	Can see all the options Has accurate judgement Thinks strategically	Doesn't inspire Lacks drive
Team worker 	Listens Builds Averts conflict Perceptive Diplomatic Supportive Negotiators	When the pressures on they can be indecisive 'fence sitters'
Implementor 	Converts ideas to action Reliable Disciplined Efficient They get things done You can count on them to 'get the job done'	Responds to new opportunities slowly
Completer finisher 	nit picking' Anxious Looks for errors and omissions Delivers on time Concerned with deadlines perfectionists	Worrier Doesn't like delegating
Specialist 	Dedicated Expertise Focused Take pride in their skills and abilities	Only contributes in a narrow field Gets bogged down in details Can't see the big picture

As a leader you need to know your team and their roles. You can then either use this information before you need to put a team together for a given goal, or use it develop your existing team.

7.3.2 Benne and Sheat's Group Roles

Kenneth Benne and Paul Sheats wrote Functional Roles of Group Members back in 1948.

They defined these roles in terms of:

- i. Task roles
- ii. Maintenance roles
- iii. Dysfunctional or individualistic roles

1. Task roles – concerned with goal completion

Role	Description
Leader	Sets the direction Sets emotional environment
Questioner	Clarification of issues
Facilitator	Keeps focus
Summarizer	Takes stock of position
Evaluator	Assesses progress and performance
Initiator	Begins or changes direction

ii. Maintenance roles – concerned with processes and functionality

Role	Description
Encourager	Provides a positive influence and environment
Harmonizer	Makes or keeps the peace
Compromiser	Reduces conflict
Gatekeeper	Decides levels of acceptability
Follower	Provides the audience
Rule maker	Standard setter
Problem solver	Addresses problems with the group, allowing them to move on

- iii. Dysfunctional or individualistic roles – these can either be separate from the group or may distract from the goal being reached.

Role	Description
Victim	Doesn't take responsibility – deflects responsibility
Monopolizer	Doesn't let anyone 'get a word in edgeways'
Seducer	Attention grabber
Mute	Seeks to control through silence
Complainer	Discourages positivity and vents their anger
Truant	Tries to undermine the groups significance
Moralist	Judges what is right and wrong

As with Belbin the roles above can be used as a guide to the 'mix' within your team and how roles change as the group becomes established, becomes a team and works towards its goals.

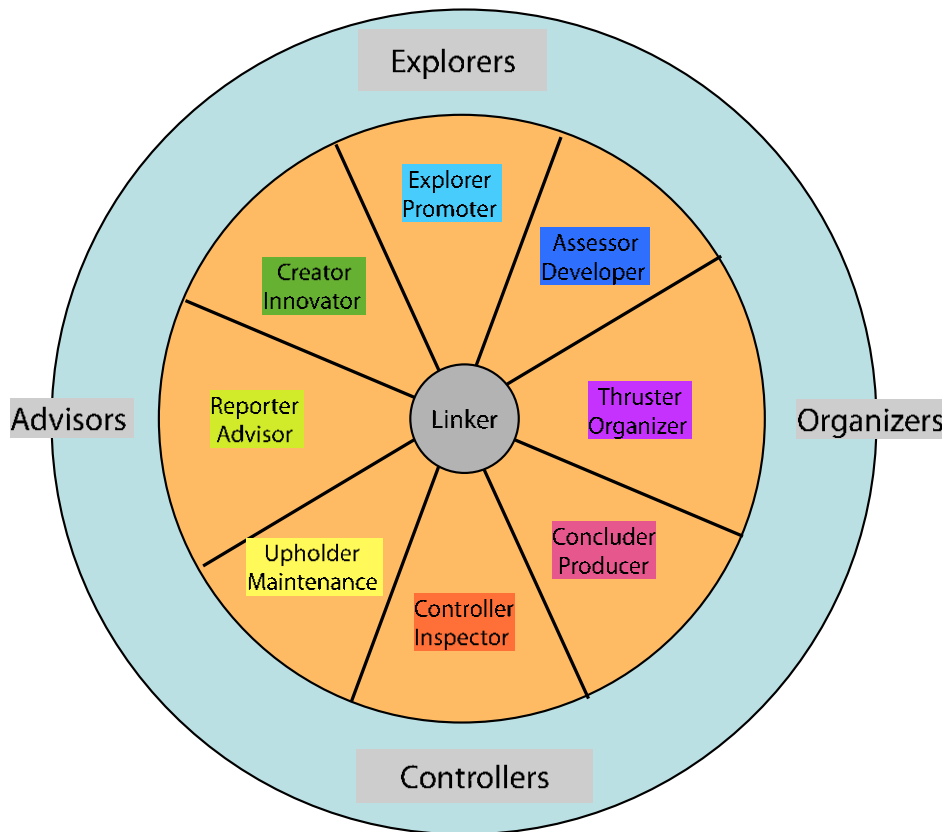
7.3.3 Magerison-McCann Team Management Profile

Unlike the two models described above (Belbin and Benne & Sheat), the Magerison-McCann Work Wheel Model takes into account the task or goal the team is working towards.

It identifies 8 factors and team functions and explains the need to match these to individual abilities. In the middle of the wheel sits linking which integrates the teams efforts, which are all given equal importance and weighting.



Click on the ad to read more



Team Role Management – Summary

Which ever method(s) you choose to use when assessing team structure you need to be mindful that this is a guide only and should not be a substitute for good leadership. These models do however remind us of the need for a good team ‘mix’ and that everyones contribution is important and should be valued.

One of the more challenging environments you may encounter when assessing team work, team structure and general day-to-day communications comes from remote working and this is what we will look at next.

7.4 Remote Working

“Teamwork is working together, even when apart”

Anon

Remote working is sometime referred to as a ‘virtual team’. Its rise has been in part to:

- Changes in work patterns
- An increase in working from home
- Cross department / organization/ geographical boundary working

‘Virtual’ is described as ‘any interaction which is not face-to-face’.

If you think about what makes a high performing team you will find many elements which are difficult without regular face-to-face interaction and communication. But, the very nature of remote or virtual teams makes this hard.

Below are some ideas about how to know and maintain your team in this situation:

- Make contact with everyone before the team starts work or as new members join (preferably face-to-face)
- Make sure everyone knows their roles and responsibilities (if this is a project then specific project management roles will need assigning)
- Agree on team ‘rules’ and standards
- Establish communication channels – methods, times, regular ‘catch up’
- Try to establish a team spirit and ensure every member feels valued
- Ensure no-one ‘drops off the radar’
- Visit remote workers and arrange team get togethers as often as is feasible
- Provide a method for group virtual chat i.e. Electronic forum or notice board
- Exploit technology i.e. Skype, social media and build virtual work places
- Be mindful of cultural, time and geographical locations

A great further resource can be found at

<http://www.forum.com/assets/download/fc8d17e3-d3e1-49df-93ec-29fd4782c3b9.pdf>

Summary of Know Your Team

In this section (7) we have explored:

- What is a team?
- Team formation
- Team roles
- Functional roles
- Team management profile
- Remote working

The whole premise of this section is to show that in order for teams to; work well together, perform at a high level, be goal orientated and become a self sustaining holistic ‘being’ they must have a leader that not only understands themselves but knows their team ‘inside out’.

We all have different personalities, skills and attributes. By knowing the strengths and weaknesses of you and your team you can ensure that team pieces are moved in such a way that strengths are 'played to', weaknesses are minimized, learning occurs and everyone feels valued. In this way you ensure that you are part of a team which is greater than the sum of its parts.

"Coming together is a beginning. Keeping together is progress. Working together is success"

Henry Ford

bookboon.com

Corporate eLibrary

See our Business Solutions for employee learning

Click here



Click on the ad to read more

8 Manage Team Performance

“The same dynamics that promote performance also support learning and behavioral change”

Katzenbach & Smith

Team performance management has been described as *“the concept of adjusting the composition, direction or context of a team (or work group) in order to increase its effectiveness”*.

As a leader you know that one of your roles is to manage the team and how they are performing, but what are the benefits of you doing this in a robust and consistent manner?:

- Staff know the contribution they are expected to make
- They are kept informed about the bigger strategic plan picture as well as their individual and team objectives
- They have a clear picture of what is expected
- When problems arise they can be quickly identified and a plan of action put in place
- Opportunities for training, development, learning and growth can be instigated
- Feedback – reinforcing and redirecting is managed appropriately
- Staff retention can be improved through good communication, consistent leadership and intervention, achievable goals and acknowledgment of ‘worth’

The rest of this section is split into:

- Setting team goals
- Setting direction
- Managing difficulties and poor performance
- Dysfunctional teams
- Evaluating success
- Delegation and empowerment
- Feedback and appraisal

8.1 Setting team goals and direction

The goals you set will form part of your organizations longer term strategic plan. Your communication in setting out goals, direction and purpose should be clear, concise and distributed to everyone.

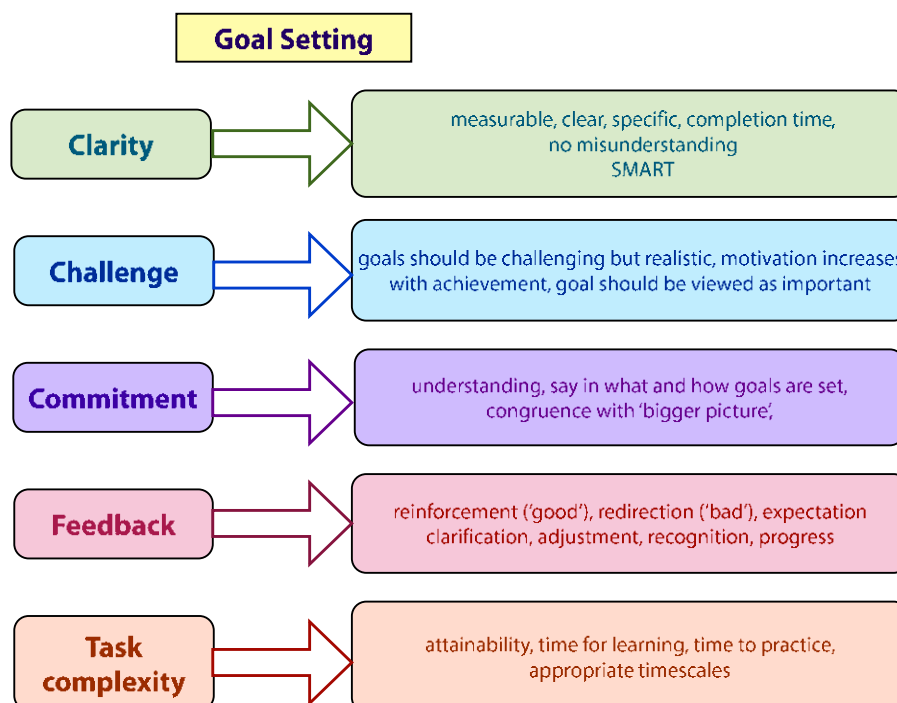
In order to gain commitment and ‘buy in’ the following should be considered:

- Ensuring clear goals and expectations are set out
- Appropriate training and material resources are available
- Agreement on how the team and individuals should behave
- How communication will be undertaken
- How decisions will be reached
- Methods of sharing information
- Encourage transparency and engagement
- What support systems are in place?
- Creating an environment which is supportive, shows empathy and is responsive to the needs of team members

8.1.1 Goal Setting Theory

The goals that you and the team set should follow the principles proposed by Dr. E. Locke in 1968 (Toward a Theory of Task Motivation and Incentives). He stated that the act of staff working towards and reaching a goal had a positive impact on performance. Furthermore he suggested that setting specific and difficult goals was more motivational than those which were vague or easy.

Lockes work was built on by Latham and in 1990 they produced ‘A Theory of Goal Setting and Task Performance’. This led to the 5 principles of goal setting.



The notion of setting goals leads us nicely onto SMART(ERS).

8.1.2 Smart

The SMART nemonic was first seen in 1981 in a review by George Doran and many of will be familiar with its use in setting goal and key performance indicators. Since its inception it has been expanded to include; evaluate, re-evaluate and satisfy.

SMARTERS

Letter	Element	Description
S	Specific	As discussed above in 'Goal Setting Theory' goals should be specific not vague. This ensures you know when they are reached Specifics usually include the 5 W's: What, why, who, where, which
M	Measurable	If you can't measure a goal then you don't know how you are doing in reaching it Keeps you on track How will you know when your goal is reached? What unit of measurement is appropriate?
A	Attainable / Achievable	Goals should be challenging not unattainable Goals should not be so easy that they do not require motivation Ask yourself – "how will I / we reach this goal"
R	Relevant / Realistic	Is the goal consistent with the short and longer term goals and strategic vision of the team and organization? Do they contribute?
T	Timely / Time-bound	Allows you to set an end point and know how you are doing in reaching your goal within the timeframe Establishes urgency Focuses the mind
E	Evaluate	Adjustments Actual vs. Planned
R	Re-evaluate	Re-visit the SMART goals and learn and adjust
S	Satisfies (strategic vision)	Do the goals add to are they congruent with the organizational longer term strategic plan and 'bigger picture'? If you can see where 'your piece of the puzzle fits' then this is motivational

8.2 Managing difficulties and poor performance

There are many options open to you for managing performance, but the framework for many methods is based around:

- Training and development
- Setting objectives
- Reviewing progress
- Reviewing performance

Cotton identified several factors that can impact on team stresses:

- Employee susceptibility
- Work climate
- Leadership support
- Individual moral

A decreasing staff moral increases team members sensitivity to perceptions of organizational support and treatment. On the other hand high levels of staff moral provides 'protection' or a 'buffer' against stresses

So, how do you identify poor performance?

Ask yourself what is causing the poor performance:

- Tasks which are too difficult and complex
- Individuals who do not have the skills, knowledge or aptitude
- General individual or team malaise

8.2.1 Prevention is Better Than Cure

It is worth noting at this point that there are basic strategies that you can employ to reduce the risk of poor performance in the first place.

Prevention	Description
Induction	Comprehensive induction for new staff and staff changing roles. Be aware of hidden or unwritten assumptions (psychological contract)
Clarity of role & responsibilities	Be explicit and descriptive about what someones / a teams roles and responsibilities are. This ensures expectations are unambiguous
Feedback	This is covered fully in section 8.6 but, feedback should be; regular, timely, constructive, followed up with an action plan, specific, not a personal attack, agreed and a two way conversation
Having a clear agreed direction	Everyone should know where they are going and how they will get there. Appropriate resources should accompany this element A mechanism for regular review of actual vs planned should be in place to 'head any problems off a the pass'
Open communication	Leaders should be communicating openly and giving the opportunity for regular dialogue with staff and vice versa. An emotionally mature team with a high regard for the feelings of others is essential to team and individual health
Optimism not pessimism	Leaders, teams and individuals with a 'glass half full' outlook are more robust and productive than those with a 'glass half empty'

There are, in broad term two approaches to managing difficulties and performance:

1. Informal
2. Formal

8.2.2 Informal approach (PEG & PIP)

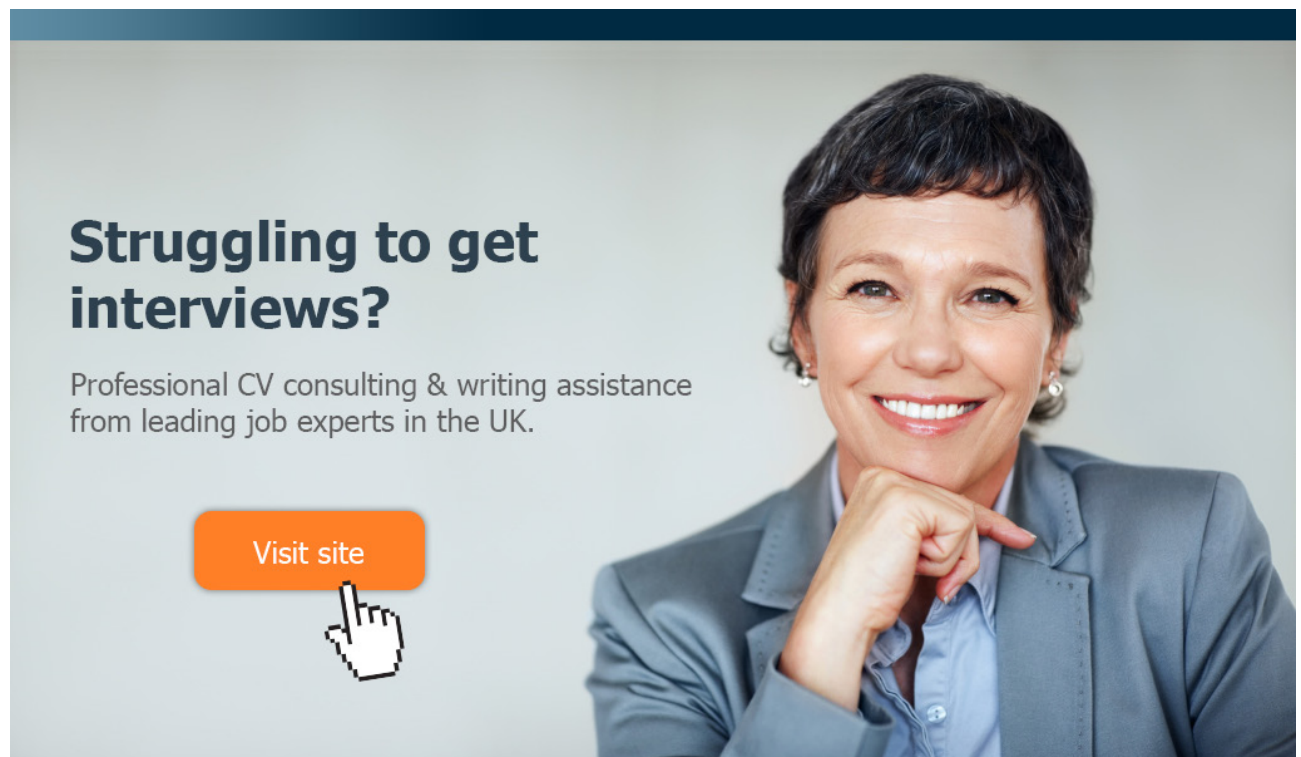
These often occur before a formal procedure is employed and gives you chance to address issues in a 'softer' sometimes more palatable fashion. This is not to say that for serious breaches of performance that you shouldn't go straight to a formal process.

Two ways that are often employed are:

1. The PEG model – Problem, Expectations, Gap
2. The PIP model – Performance

PEG Model

Element	Description
Problem	Let the person know there is an issue Be specific Be factual Use tact not apology
Expectations	This is a two way conversation Actively listen to what the individual thinks s required from them Ask open considered questions
Gap	What is the difference between what your position and the individuals position – if any after this process Set out expectations (from both sides) Agree a process and timetable for moving forward Finish on a positive note



Struggling to get interviews?

Professional CV consulting & writing assistance from leading job experts in the UK.

[Visit site](#)



Take a short-cut to your next job!
Improve your interview success rate by 70%.



TheCVagency
Visit thecvagency.co.uk for more info.



Click on the ad to read more

PIP Model

Element	Description
What performance?	Be specific about what element of performance requires improvement
Expectation(s)	Discuss and reiterate the expectations of the; role, task, team, job or organization
Support	Ensure you provide appropriate resources to facilitate an improvement in the level of performance e.g training, supervision, mentoring, material resources
Timing	Agree a process for reviewing progress
Measurement	How will you measure progress towards the desired improvement?
Consequence	Be clear and concise (assertive not aggressive or submissive) in explaining the consequences of a failure to improve in the agreed timescales – this is why a two way conversation that jointly agrees a plan is vital

Whatever informal approach you employ it must be supported by a positive intent, support and encouragement. A team culture which employs constant communication and dialogue shows higher levels of emotional intelligence and remember that informal performance management applies to you as well as your team – “you need to be able to take it as well as give it”!

8.2.3 Formal approach

These will usually be employed when performance has failed to improve or an event has occurred which is so serious that an informal process is not appropriate. Everyones organization will have a different procedure for this but, in general the process will follow:

- Notification of a formal meeting – in writing and outlining the performance issue (specific evidence, witness attempts etc)
- Details of who will be present
- Details of who may accompany you
- Description of what and when your counter evidence should be given

The result of these meetings is often, but not exclusively:

- Reduction down to informal procedures
- Written warning (1st, 2nd 3rd)
- Final written warning
- Dismissal
- Role reduction
- Fine of pay

8.2.4 What Performance Management Isn't

As much as you may want to give someone 'a piece of your mind' performance management is not about doing that. Indeed, giving someone something which is; emotional, not constructive, is a personal attack and decreases moral should not feature in any part of your leadership role.

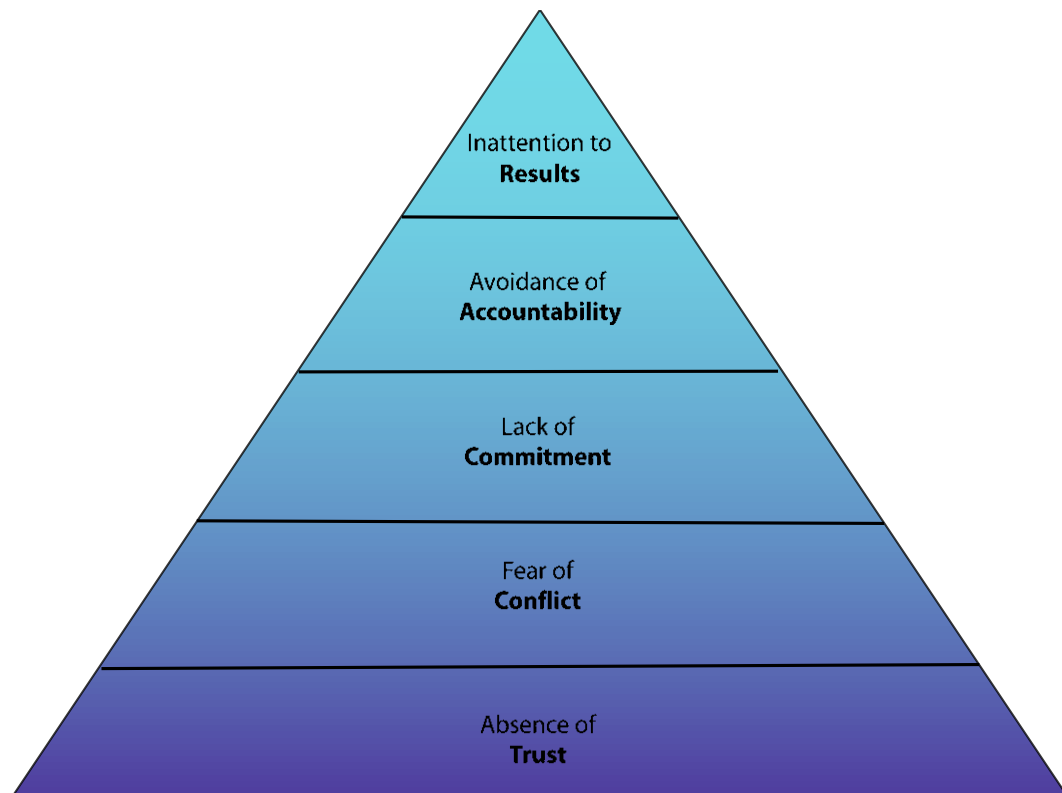
Neither is performance management:

- A way of getting even
- A platform in which to show how powerful you are
- A way to take someone down a peg or two
- An opportunity to belittle someone
- A one way conversation
- A way to only look back and not forward
- A popularity vote

8.3 Dysfunctional teams

The above section (8.2) has looked mainly at the role of the individual, but sometimes it is an entire team which appears dysfunctional.

In 2007 Lencioni described 5 team dysfunctions



Team dysfunction	Description
Absence of trust	Lack of openness Not comfortability in opening yourself up Unable to be open about mistakes or areas they need to improve No trust foundation to build on Low emotional intelligence
Fear of conflict	Inability to engage in debate or exchange of ideas Discussions are held in secret People are guarded and keep their opinions and feelings to themselves
Lack of commitment	Because decisions are not taken openly and after team debate there is a lack of commitment to decisions taken and the path chosen
Avoidance of accountability	A lack of commitment and action plan people don't want to get involved in performance management or keeping each other 'in check'
Inattention to results	The goal of the team is second to the needs of the individuals. They become more interested in themselves than the team 1+1 is no longer more than 2. Synergy has been lost

The main message that Lencioni's model gives is that collaboration produces trust and commitment but, in order for this to occur conflict and opening yourself up to be vulnerable must also feature. Therefore, a leader must ensure that a culture which is safe and open must flourish rather than one of secret conversations, mistrust and cliques.



e-learning for kids

- The number 1 MOOC for Primary Education
- Free Digital Learning for Children 5-12
- 15 Million Children Reached

About e-Learning for Kids Established in 2004, e-Learning for Kids is a global nonprofit foundation dedicated to fun and free learning on the Internet for children ages 5 - 12 with courses in math, science, language arts, computers, health and environmental skills. Since 2005, more than 15 million children in over 190 countries have benefitted from eLessons provided by EFK! An all-volunteer staff consists of education and e-learning experts and business professionals from around the world committed to making difference. eLearning for Kids is actively seeking funding, volunteers, sponsors and courseware developers; get involved! For more information, please visit www.e-learningforkids.org.

8.4 Evaluating success

Rule number one in evaluating team success is ensuring *everyone* is involved. Leaving someone out implies they are not important and they did not contribute to the teams final result – not a great way to build moral and increase team spirit!

There are three main elements in evaluating success:

1. Evaluation of personal goal
2. Evaluation of team goals
3. Evaluation of organizational goals

Obviously the method you, your team and organization use to evaluate success is going to be dependent upon; the task, timescales, team dynamics, complexity, outcomes and bigger strategic plan. But, methods to evaluate could include:

- Personal skills logs
- Debrief – formal and informal
- Questionnaires – internal and external
- Client satisfaction
- Measurable outcomes
- KPI's
- Comparisons with other similar tasks
- Results of critical reflective learning or feedback
- Acquisition of skills
- Finished output (planned vs actual)
- Pre and post SWOT

8.5 Delegation and empowerment

“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves”

Lao Tzu

If we go along with the notion that people are your organizations greatest asset, then this resource should be seen as a source of competitive advantage which needs to be; engaged, encouraged, respected and nurtured.

8.5.1 Delegation

Delegation is concerned with the assignment of specific responsibilities, functions, tasks or duties. It should not be confused with abdication!

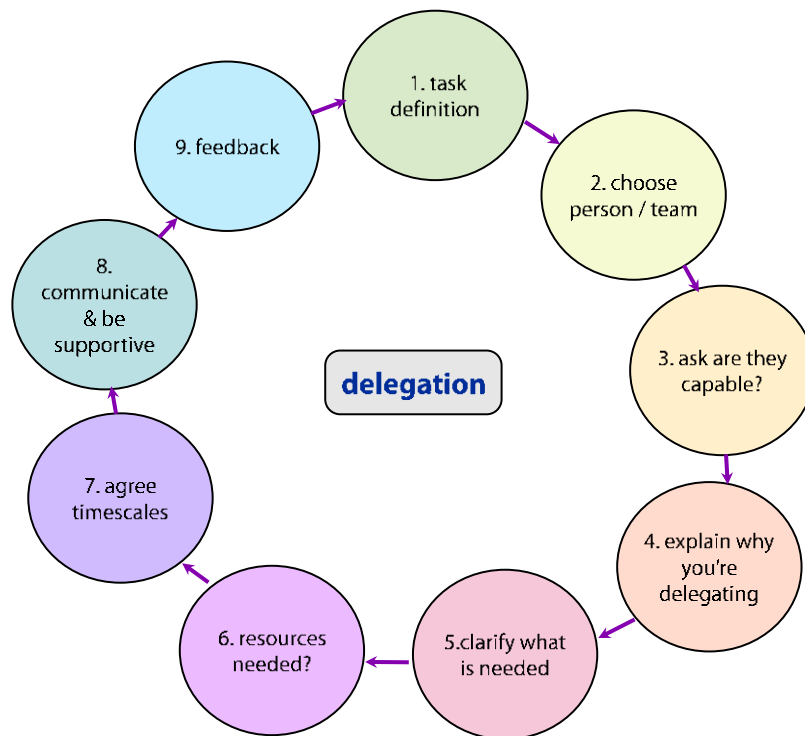
Why don't people delegate?

- I don't have enough time to do it properly
- Its just easier to do it myself
- Know one does it as well as I do
- If they do it wrong I'll get the blame
- No one has the skills I do
- If they do it well I'll become redundant

Why should you delegate?

- Done well it is cost effective
- It can impact positively on time management
- It increases staff moral – staff see that they are trusted
- It shows the manager / leader is comfortable and not 'precious' over their tasks
- It demonstrates behaviors that should be mirrored by the rest of the team – openness, growth, interaction, communication

How to delegate





FACTCARDS

Are you working in academia, research or science? And have you ever thought about working and moving to the Netherlands?


Arriving
33


Living
50


Studying
51


Working
101


Research
50

Factcards.nl offers all the **information** that you need if you wish to proceed your **career** in the **Netherlands**.

The information is ordered in the categories arriving, living, studying, working and research in the Netherlands and it is freely and easily accessible from your smartphone or desktop.

VISIT FACTCARDS.NL

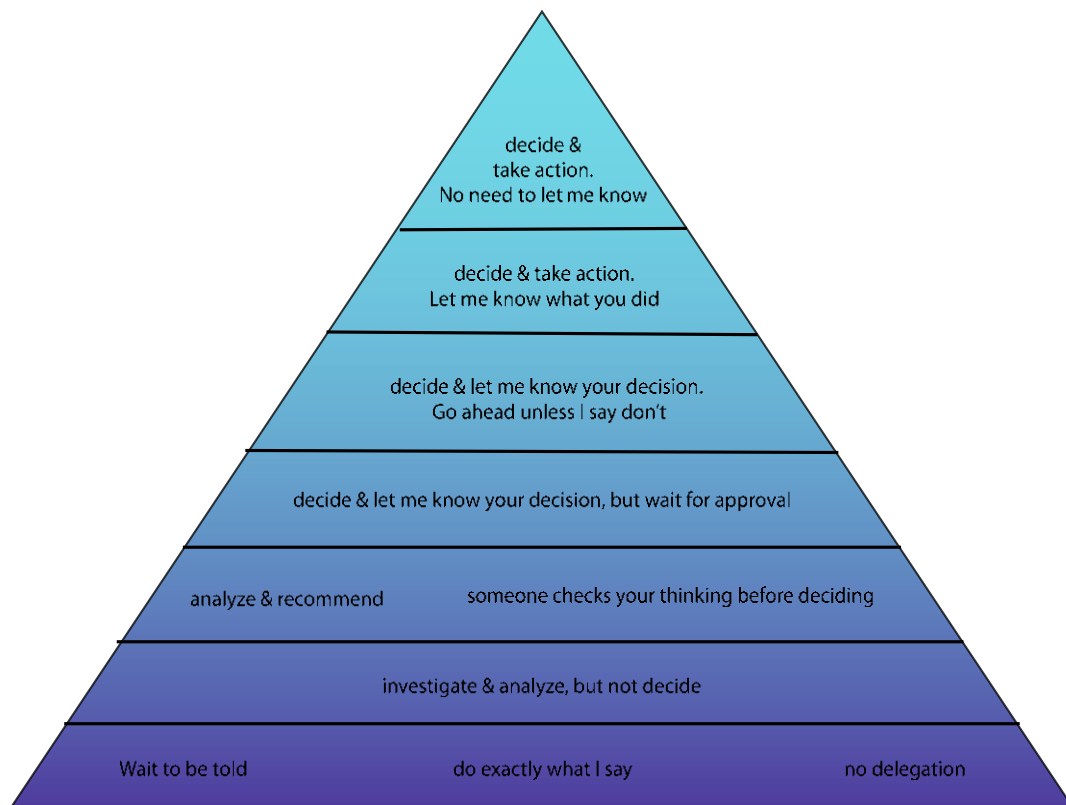
8.5.2 Empowerment

Empowerment gives staff the power to do their job. Its aim is that staff feel they make a difference and their contribution counts and is important. It can only work if leaders and managers believe that employee empowerment is beneficial.

Blanchard et al describe three areas that organizations should use in order to open up and share peoples knowledge, power and motivation:

- Share information with everyone
- Use boundaries to create autonomy
- Use self managing teams in place of traditional hierarchy

Levels of Empowerment



Empowered staff are thought to produce many benefits including:

- Increased productivity
- Reduced costs
- Increased customer satisfaction levels
- Ability to embrace change

- Motivation
- Optimism
- Increased staff skills base
- Higher esteem
- Lower absenteeism
- Less conflict
- Expansion of your circle of influence

8.6 Feedback and appraisal

Feedback is discussed in great detail in book 1 of The Top Ten Leadership Skills (Skill4).

However we will recap the fundamental principles.

8.6.1 Feedback

There are two main types of feedback:

1. Redirection
2. Reinforcement

Redirection

This feedback is designed to identify behaviors and performance that either do not contribute to, or hinder individual, group or organizational goals and aims.

Reinforcement

This feedback is designed to identify behaviors and performance that contributes to, or adds value to individual, group or organizational goals and aims

Both types of feedback should be discussed and shared with others where appropriate. This ensures that your organization is one that is continually learning from what they do (reflective learning).

Good Practice Feedback Guidelines

Feedback should:

- Be supported by evidence
- Focus on acts not attitude
- Be specific – don't use general sweeping phrases such as "always" or "never"
- Goal orientated
- Directed towards the future

- Supported by an action plan
- Continual
- Multidirectional
- A discussion not statement of perceived fact
- A two way conversation
- Undertaken in a timely manner
- Not done in front of other people – unless it is part of a team feedback session i.e. A debrief
- Be clearly understood by the receiver
- A positive experience

An advertisement for SKF. It features a woman with long dark hair smiling in the foreground. In the background, a large white wind turbine is visible against a blue sky. The text 'Brain power' is written in large white letters on the left. On the right, there is a block of text about wind energy and SKF's role. At the bottom left, there is a call to action to visit the SKF website. The SKF logo is in the bottom right corner.

Brain power

By 2020, wind could provide one-tenth of our planet's electricity needs. Already today, SKF's innovative know-how is crucial to running a large proportion of the world's wind turbines.

Up to 25 % of the generating costs relate to maintenance. These can be reduced dramatically thanks to our systems for on-line condition monitoring and automatic lubrication. We help make it more economical to create cleaner, cheaper energy out of thin air.

By sharing our experience, expertise, and creativity, industries can boost performance beyond expectations. Therefore we need the best employees who can meet this challenge!

The Power of Knowledge Engineering

Plug into The Power of Knowledge Engineering.
Visit us at www.skf.com/knowledge

SKF

The BEER Principle

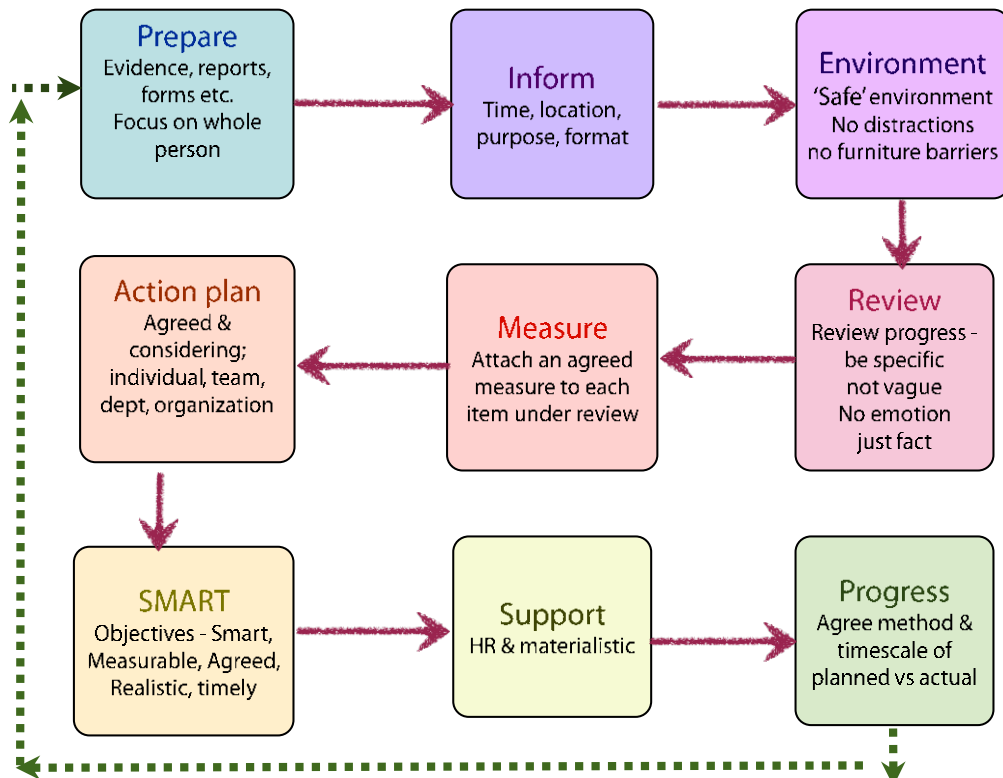
BEER	Explanation	Comments
Behavior	<p>What are you trying to reinforce (good practice / +ve recognition) or redirect (poor practice / constructive feedback)</p> <p>What is your evidence?</p> <p>Be specific / use facts not sweeping statements</p>	<p>Phrases such as <i>'you do my head in'</i>, <i>'you were useless'</i> and <i>'your attitude stinks'</i> are your emotional opinion and should not be used.</p> <p><i>Use 'hard' evidence and facts</i></p> <p>The goal of feedback is to enter into a conversation, not to give someone a piece of your mind!</p>
Effect	What effect has an action had?	<p>Ask yourself:</p> <ul style="list-style-type: none"> • Can I identify and accurately describe the behavior or performance I want to redirect or reinforce and its effects on others in the organization? • Do I have detailed examples of the act and its effects that I can use to support my descriptions?
Explanation	Explain what you expect to happen i.e. sharing practice or changing practice	<p>Ask yourself:</p> <ul style="list-style-type: none"> • Can I identify and describe the results that I hope my reinforcement or redirection will produce? • Does the person receiving the feedback understand my expectations for his or her performance?
Results	<p>What do you expect as a result of the feedback and how will you monitor / review it?</p>	<ul style="list-style-type: none"> • Explore future actions. • Get the recipient's commitment to make the action plan happen. • Remind the recipient of the positive intent. • Agree on a scheduling for a follow-up session. • Thank your feedback recipient.

8.6.2 Appraisal

Appraisals provide:

- Individual development opportunities
- A conduit to increase the performance of the organization as a whole and help drive strategic plans forward

Many organizations will have their own systems and processes but as a general rule they follow a process like the one below.



Both feedback and appraisals should be an opportunity for a 2-way conversation. It should also provide an opportunity for staff to define their personal goals and for the manager to set these into the wider organizational picture. This way goals, expectations and levels of support can be agreed thereby reducing the risk of misunderstanding and lack of openness and trust.

9 Provide vision & Direction

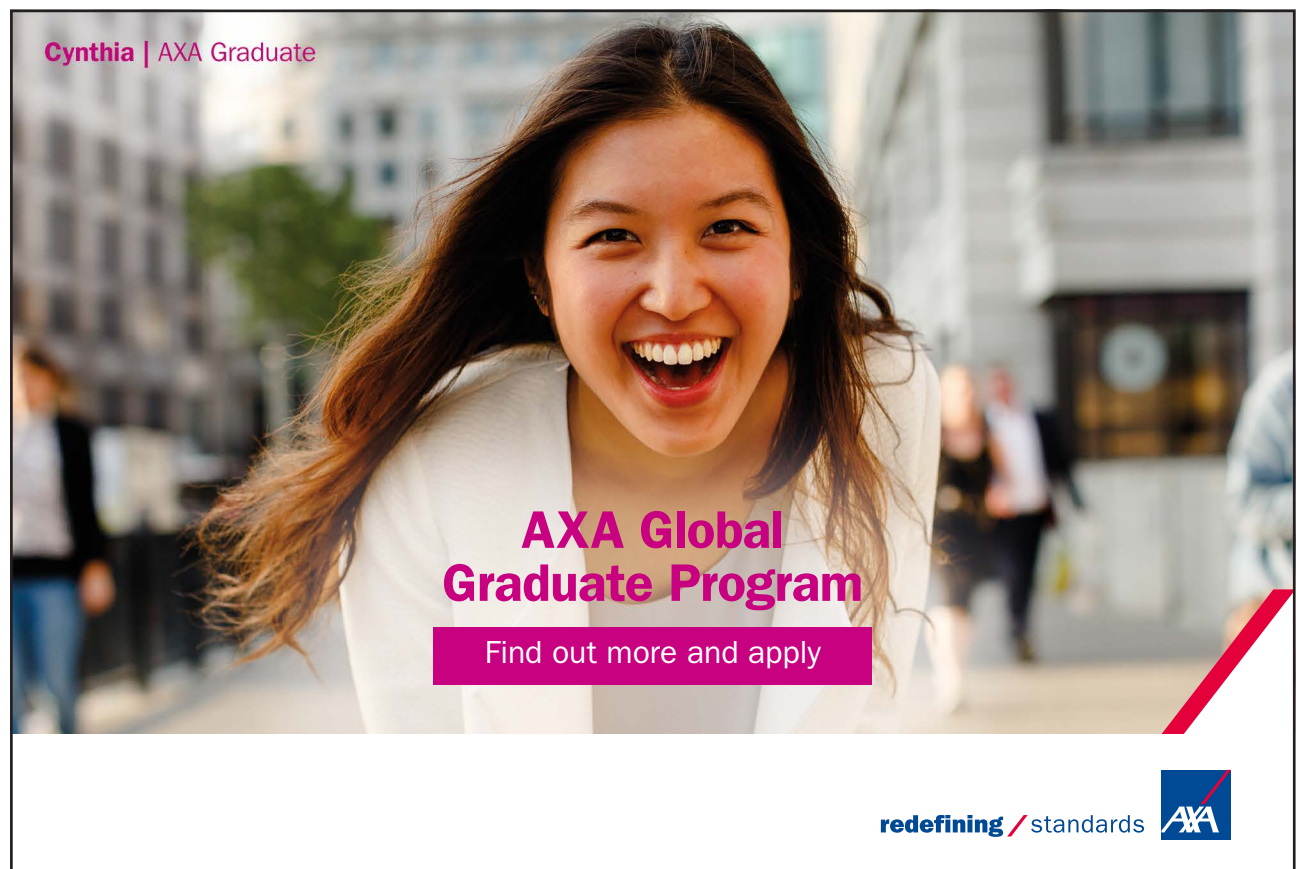
“A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done”

Ralph Lauren

Vision and direction goes much further than writing statements. It should permeate through everything you do – it should be shown in the way you act, your beliefs and values and wider organizational goals.

Book 1 of The Top Ten Leadership Skills covered longer term strategic planning in depth, so this section will look at vision in terms of:

The creation of a powerful vision and the establishment of a direction or path to achieve vision is a major component of a leaders role. In order for this to be accomplished leaders must: know their team, know themselves and know their organization. They must also be skilled in; motivation, inspiring and in communicating sometimes complex plans in bite-sized achievable but challenging goals.



Cynthia | AXA Graduate

AXA Global Graduate Program

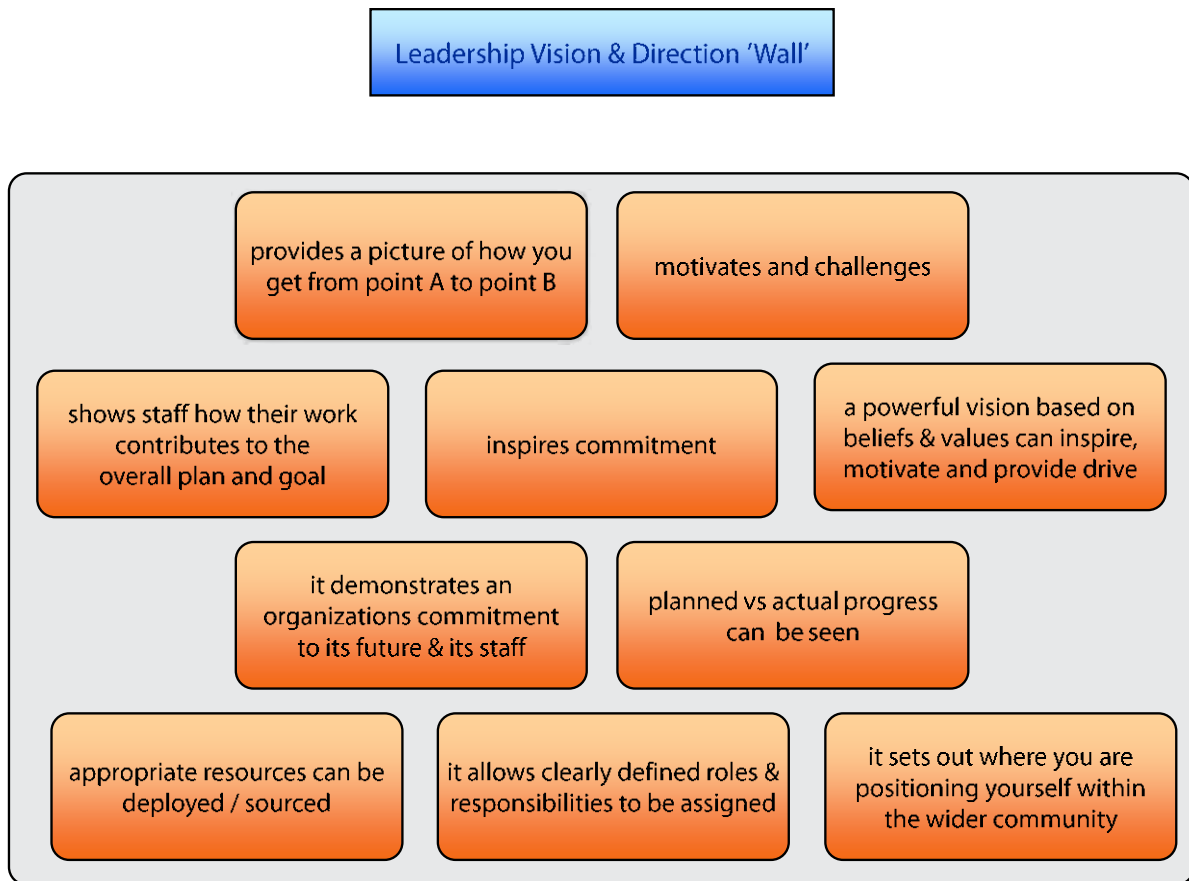
Find out more and apply

redefining / standards AXA



9.1 What Should Vision Achieve?

I have summarized what a leaders vision and direction should do below in my 'Vision and Direction' wall



Vision should be communicated to all staff regardless of role or responsibility and there should be an opportunity given for all staff to contribute to the initial discussions about the organizations vision and direction.

Models that can help in setting out your vision and direction include:

- SWOT
- PEST(LE)
- Gap analysis
- Porters 5 forces
- Options appraisals
- Johnson and Scholes – suitability, feasibility, acceptability
- Risk analysis
- Training Needs Analysis

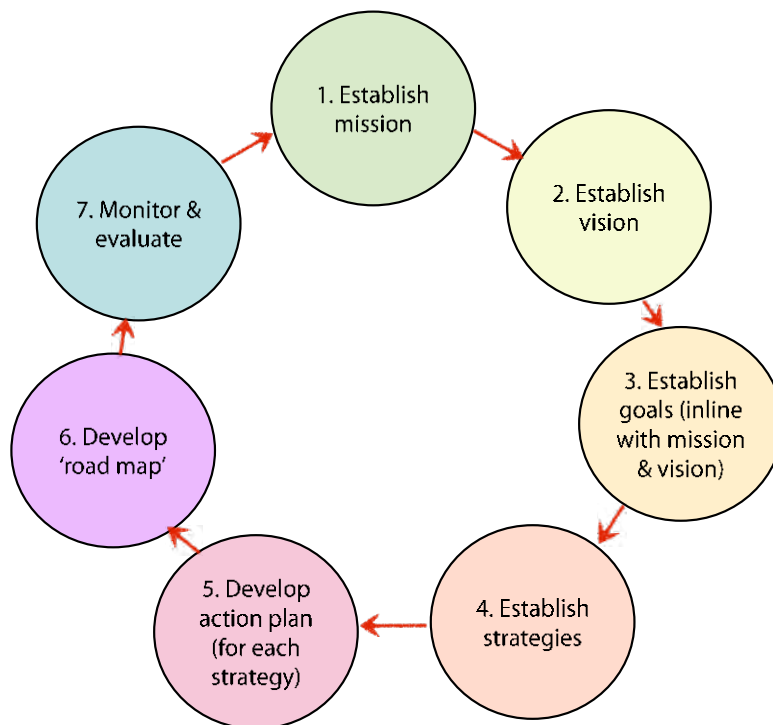
9.2 Setting Out Your Vision & Direction

There are 4 main models that can assist you in setting out your vision and associated direction:

- Alignment
- Issue Based
- Vision Based
- Organic
- Scenario Based

9.2.1 Alignment Model

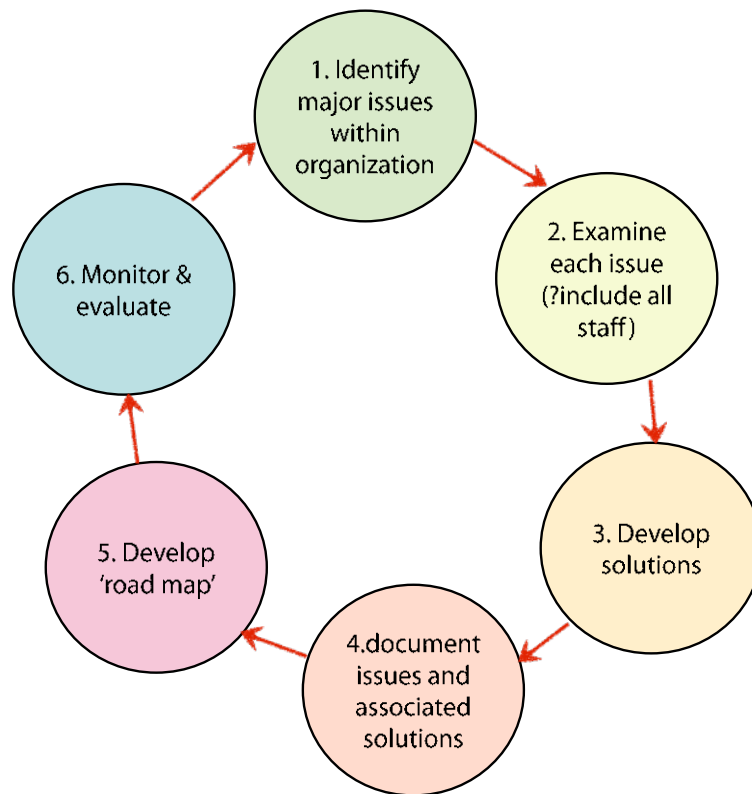
This model aims to ensure that an organizations mission and resources are congruent. It is particularly useful where internal inefficiencies are a feature.



9.2.2 Issue Based

Unlike goal based, issue based models work from the present forwards to the future. The current major issues are identified and an action plan addresses each of them.

The external environment is considered but the focus is internal. Timescales are relatively short – typically around 12 months.



TURN TO THE EXPERTS FOR **SUBSCRIBE** CONSULTANCY

Subscribe is one of the leading companies in Europe when it comes to innovation and business development within subscription businesses.

We innovate new subscription business models or improve existing ones. We do business reviews of existing subscription businesses and we develop acquisition and retention strategies.

Learn more at [linkedin.com/company/subscribe](https://www.linkedin.com/company/subscribe) or contact Managing Director Morten Suhr Hansen at mha@subscribe.dk

SUBSCR✓**BE** - to the future



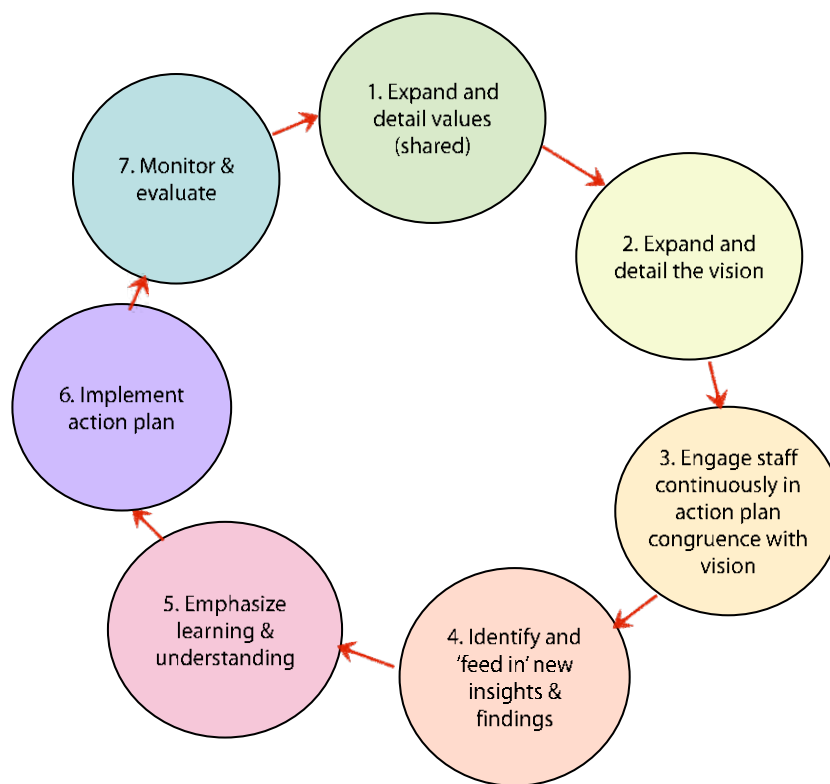
9.2.3 Vision Based

“A vision is like a lighthouse, which illuminates rather than limits, giving direction rather than destination”

James J. Mapes

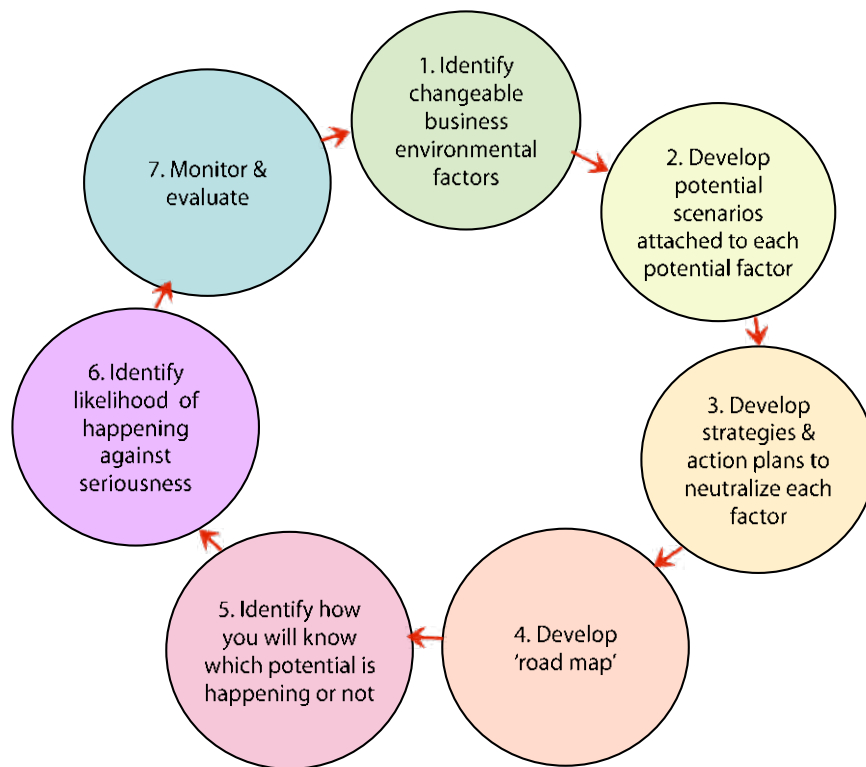
Below is a ‘cycle’ of vision based planning. The variants that you may encounter include:

- Outcomes Based Strategic Planning
- Goal Based Strategic Planning
- Purpose Driven Strategic Planning



9.2.4 Organic Based

This is sometimes called ‘self organizing’. Unlike other plans which can be regimented or mechanistic in nature, this is more dynamic in nature and has an emphasis on values, shared reflection and learning.



Losing track of your leads?

Bookboon leads the way

Get help to increase the lead generation on your own website. Ask the experts.

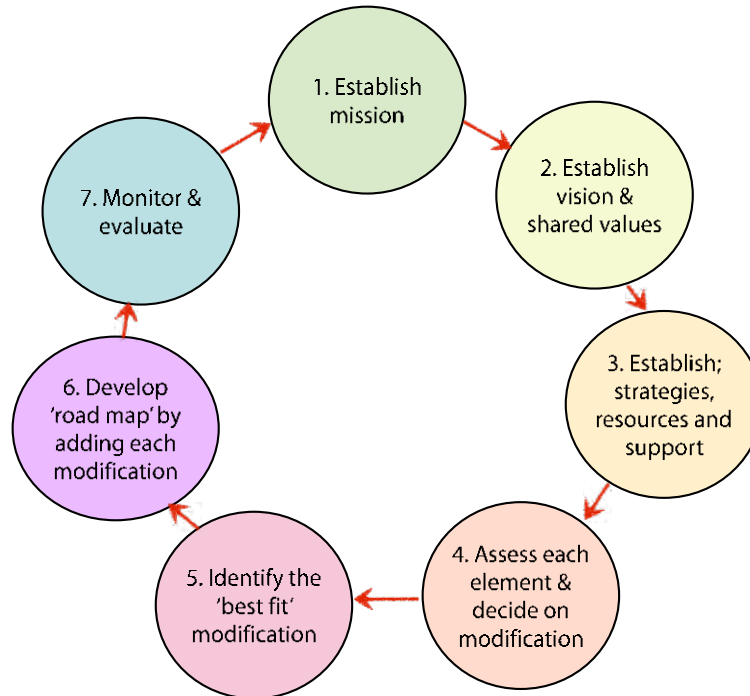
bookboon.com

Interested in how we can help you?
email ban@bookboon.com



9.2.5 Scenario Based

For anyone wanted to read further a great reference is Peter Schwartz – Art of the Long View.



Whichever method you use, as a leader you must set out a clear vision and direction. This is your 'blueprint' which gives; you, individuals, teams, departments and the wider organization a path to follow. It allows you to measure progress and staff can see how they contribute to the bigger picture.

10 Transformational Leadership

Transformational leadership assumes that:

- Someone with vision and passion can achieve great things
- If you inspire and inject enthusiasm, energy and passion things 'get done'
- People are more likely to follow someone that is inspirational and motivational

Transformational leaders do more than manage day-to-day operations. They have a focus on team building, collaboration and motivation. Goal setting and growth opportunities raise performance levels and a strong vision drives development and goal accomplishment.

Transformational leadership differs from transactional leadership whose emphasis is on maintaining day-to-day running and ensuring staff perform a role in exchange for reward (the transaction).



"I studied English for 16 years but...
...I finally learned to speak it in just six lessons"

Jane, Chinese architect

ENGLISH OUT THERE

Click to hear me talking before and after my unique course download

There are many models of transformational leadership and in order to give you the most concise information have described my top 6:

- Bennis and Nanus Transformational Leaders
- Bernard Bass Model of Transactional and Transformational Leaders
- Burns Model of Transactional and Transformational Leaders
- Weber's 3 Types of Leader
- Schein Culture Change and Transformation
- X & Y Theory

As you can see many of these place transactional and transformational qualities in the same model. This is invaluable in comparing and contrasting the differences, similarities, advantages and disadvantages of each.

10.1 Bennis and Nanus Transformational Leaders

After conducting a survey of CEO's Bennis and Nanus (1985) identified four strategies that leaders used to bring about transformational change.

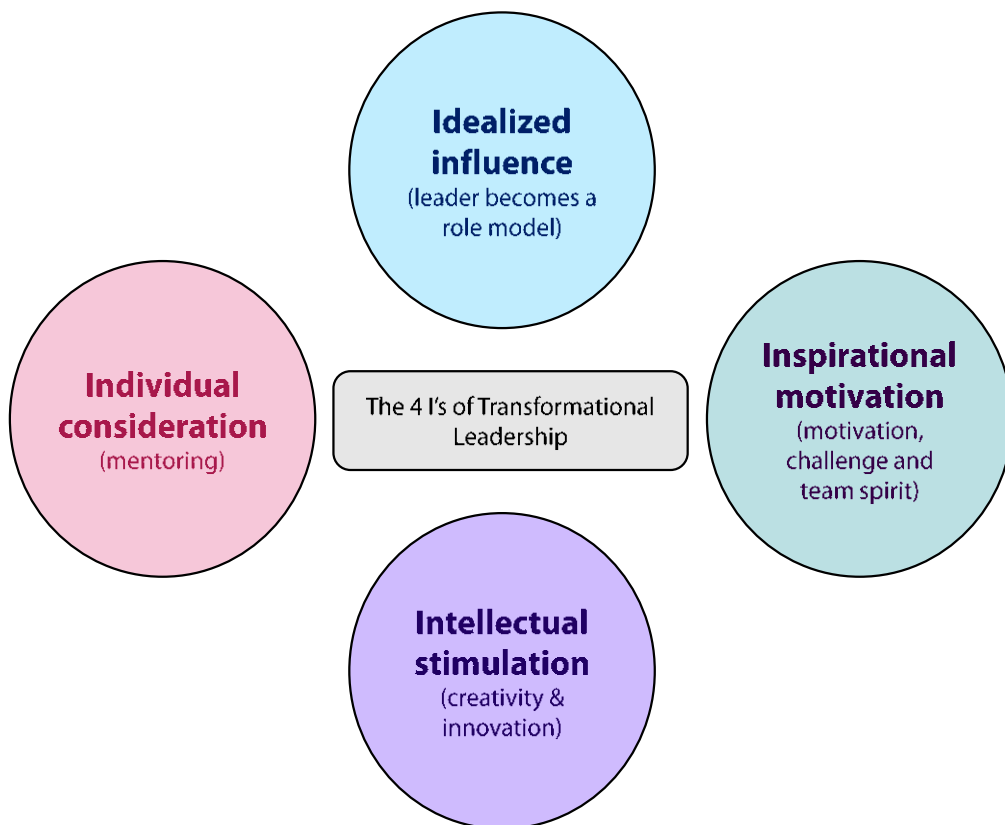


“Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing”

Bennis & Nanus

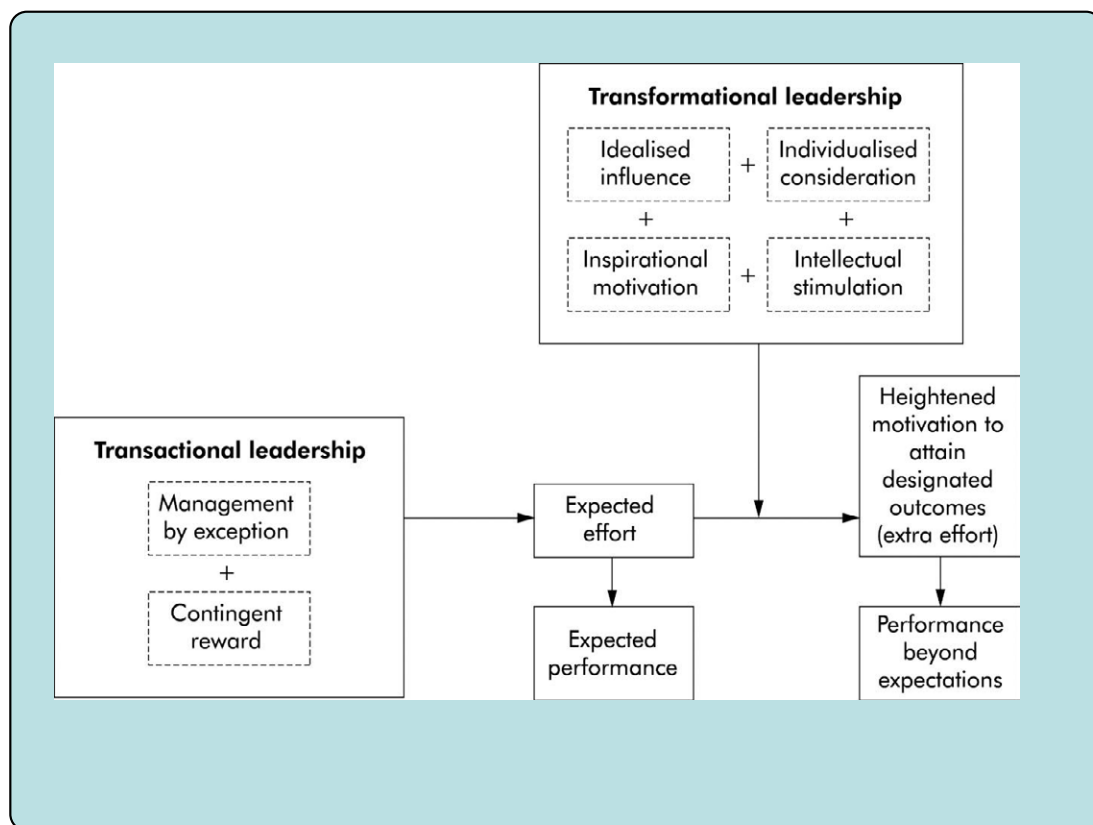
The transformational nature of the leaders described by Bennis and Nanus are often summed up as the **4 I's**.

10.1.1 The 4 I's of Transformational Leadership

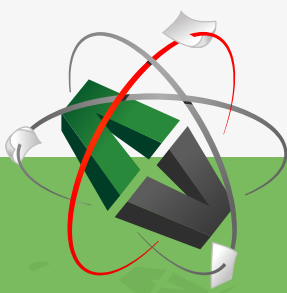


10.2 Bernard Bass Model of Transactional and Transformational Leaders

Bernard Bass expanded on the work done by Burns (below) by proposing that leaders have both transformational and transactional characteristics. This led to him developing the Multi-factor Leadership Quiz (MLQ). He also explained that leaders must possess and utilize their charisma and influence to inspire; vision, mission and identity.



This e-book
is made with
SetaPDF



PDF components for PHP developers

www.setasign.com



10.3 Burns Model of Transactional and Transformational Leaders

Burns's describes transformational leadership as a process whereby leaders and followers raise each other up to higher levels of motivation and morality. Burns felt that transformational leadership where values and charisma feature strongly is more effective than transactional leadership which places more emphasis on selfish elements.

10.4 Weber's 3 Types of Leader

In 1958 Weber published a book titled 'The Three Types of Legitimate Rule' in which he described 3 legitimate rights of leaders to rule.

Right of ruler	Description
Legal (rational) authority	Appointed or elected through a legal process Rules are applied in accordance with known principles The leaders power is 'capped' Written documentation is required They are often appointed through rational and capability considerations e.g. Modern law and states
Charismatic authority	Right to lead is due to; prophecy, heroism, charisma They do not lead because of tradition or legal process Their 'team' is often made up of devotees e.g. Religious and familial
Traditional authority	Their power has always been their Often inherited Their power only remains whilst followers see them as legitimate e.g. Patriarchs and feudalism

Weber's work looked not just at the leader but the relationship between the leader and their 'followers'. He suggested that charismatic leaders only hold their power for as long as followers believe in them. Once this type of leader leaves their role is often replaced by traditional or legal rule.

10.5 Schein Culture Change and Transformation

We will all have heard many times over the phrase 'organizational culture' or we need to 'change the culture'. But what does culture actually mean?

Schein describes two levels in which leader can produce cultural change:

- Primary
- Secondary

Primary

Mechanism	How leader effects change
Allocation of reward	Allocated on production of desired results and behavior You have to reward the behaviors you want to promote
Attention	Followers make judgements on what is important to the leader based on how emotional they are Values, beliefs and priorities all come under this mechanism
Reaction to crises	Values are exposed during a crisis Do leaders help out or protect themselves A leaders actions will be remembered
Role models	A leaders 'actions speak louder than their words' Staff will mirror a leaders actions believing them to be the right way
Selection & dismissal criteria	Personality, style and ability are used in selection and dismissal Reward and punishment

Secondary

Mechanism	How leader effects change
Facilities design	Physical elements of workspace reflect on the values of an organization Desks, space, carpets, isolation, facilities etc In some organizations the distribution of these is controlled depending on your role or importance
Formal statements	What does the organization write down in documents, policy and procedure (please note this may be different to 'what actually happens')
Organizational structure design	The nature of an organizations hierarchical structure impacts on how it functions Change the design, change the way it operates
Procedure & system design	Systems and procedures impact on how people think These should be aligned with the culture you are striving for
Stories, myths & legends	Stories reflect the value system of an organization If the stories, myths and legends change then so does the culture This change is spread at the level of the individual but spreads throughout This is a powerful element in organizational culture

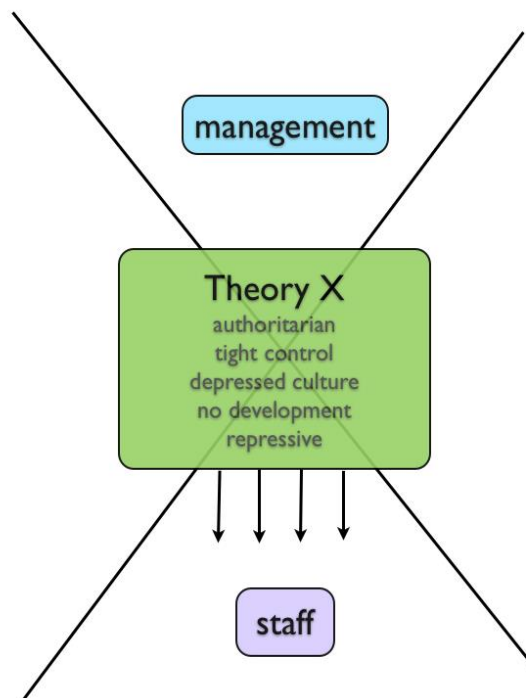
As a leader wanting to bring about cultural transformational change you will need to consider the way you do things and how you want them to be done in the future. It is clear however, that changing culture is not easy and takes time – you are 'rewriting' an organizations history and cultural web.

10.6 X & Y Theory – McGregor (1960)

Douglas McGregor suggested that there were two broad styles of leadership.

- Theory X
- Theory Y

Theory X is an authoritarian style of leadership. It suggests that staff; like to be directed and avoid responsibility and must be forced to work towards the bigger organizational goals.



gaiteye®
Challenge the way we run

**EXPERIENCE THE POWER OF
FULL ENGAGEMENT...**

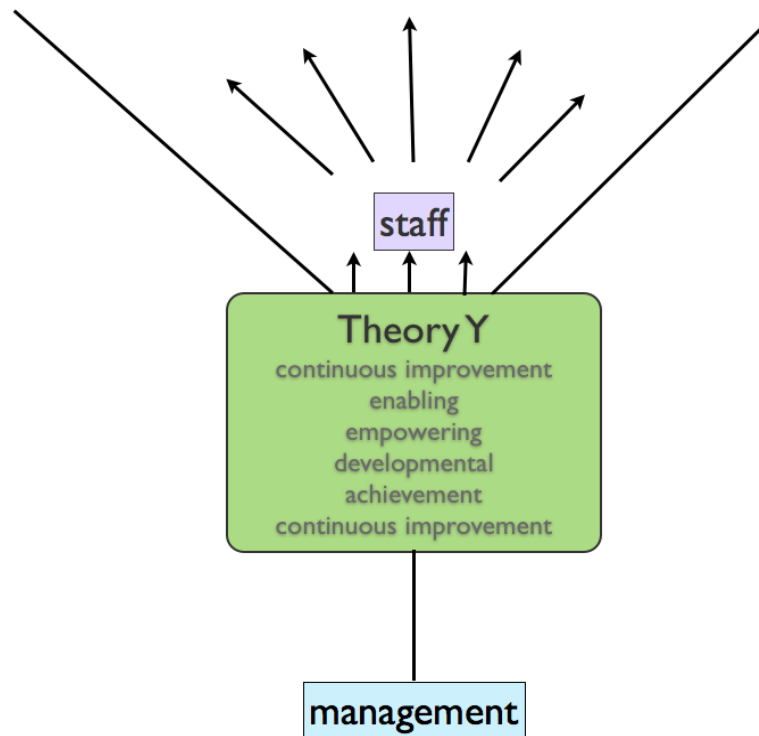
.....

**RUN FASTER.
RUN LONGER..
RUN EASIER...**

**READ MORE & PRE-ORDER TODAY
WWW.GAITEYE.COM**

The advertisement features a background image of a person running on a path during a sunrise or sunset. The text is overlaid on the left side, and a yellow call-to-action box is on the right. A dotted line separates the headline from the sub-headline. A hand cursor icon is positioned over the call-to-action box.

Theory Y is more transformational in nature and is indicative of a participative style of leadership.



This suggests that:

- Commitment and reward are linked
- Staff don't need the threat of punishment to work towards organizational goals
- Staff seek out responsibility
- Everyone has something to contribute

Theory Y transformational leaders allow staff to grow and develop unlike the autocratic style of X leaders.

Summary of transformational leaders

Research shows that groups led by transformational leaders have higher levels of performance and satisfaction than groups led by other types of leaders. This is because these leaders hold positive expectations for followers and they believe they can do great things. As a result, they inspire, empower, and stimulate followers to exceed normal levels of performance. They are also concerned about their staff and their personal needs and development.

11 Conclusions / Summary

In this book we have looked at:

- Know yourself
- Know your team
- Manage team performance
- Provide vision and direction
- Transformational leadership

No two leaders are the same, but there are skills, approaches and attitudes that can inspire, motivate and raise the bar of what can be achieved. Your leadership should create an environment of trust, openness and honesty where skills are acknowledged and the contributory part everyone plays is recognized.

“Become the kind of leader that people would follow voluntarily; even if you had no title or position”

Brian Tracy

wethrive.net

How to retain your top staff

FIND OUT NOW FOR FREE

DO YOU WANT TO KNOW:

- What your staff really want?
- The top issues troubling them?
- How to make staff assessments work for you & them, painlessly?

Get your free trial

Because happy staff get more done



Click on the ad to read more

12 References

Bar-On, R. (1997). The Emotional Quotient Inventory (EQ-i): a test of emotional intelligence. Toronto: Multi-Health Systems.

Bar-On, Reuven; Parker, James D.A. (2000). The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace. San Francisco, California: Jossey-Bass. pp. 40–59.

Bass, B.M. (1985), Leadership and Performance, N.Y. Free Press.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, (Winter): 19–31.

Bass, B.M. & Avolio, B.J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.

Benne, K.D. and Sheats, P (1948), 'Functional roles of group members', *Journal of Social Issues*, 4, 41–9.

Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York: HarperCollins.

Belbin, R. Meredith (1981), *Management Teams: Why They Succeed or Fail*, Oxford: Butterworth-Heinemann.

Belbin, R. Meredith (1996), *Team Roles at Work*, Oxford, Butterworth-Heinemann.

Blanchard, Kenneth H., John P. Carlos, and Alan Randolph. *Empowerment Takes More than a Minute*. San Francisco: Berrett-Koehler, 1996.

Burns, J.M. (1978). *Leadership*. New York: Harper & Row.

Carlyle, Thomas (1869). *On heroes, Hero-Worship, & the Heroic in History*. London: Chapman and Hall, 301.

Cotton, Dr. P. (2005). The prevention and Management of Psychological Injuries: An Evidence-Based Approach, Department of Human Services, Occupational Health & Safety Forum.

- Doran, G.T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, Volume 70, Issue 11(AMA FORUM), pp. 35–36.
- Galton, F. (1869). *Hereditary genius*. New York: Appleton.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Johnson G, Scholes K. Whittington R. *Exploring Corporate Strategy* 8th edition. FT Prentice Hall, 2008.
- Kouzes, J., Posner, B. (1999). "Encouraging the Heart." San Francisco, CA: Jossey-Bass Inc., Publishers.
- Larson and LaFasto in *Teamwork:What Must Go Right / What Can Go Wrong*. Sage Publications 1989.
- Locke, Edwin A.; Shaw, Karyll N.; Saari, Lise M.; Latham, Gary P. (1981), "Goal Setting and Task Performance: 1969–1980", *Psychological Bulletin* (American Psychological Association) **90** (1): 125–152.
- Luft, J.; Ingham, H. (1950). "The Johari window, a graphic model of interpersonal awareness". *Proceedings of the western training laboratory in group development* (Los Angeles: UCLA).
- Luft, Joseph (1969). *Of Human Interaction*. Palo Alto, CA: National Press. pp. 177.
- Margerison, C. and McCann, D. (1990), *Team Management*, W.H. Allan, London.
- McGregor, D. (1960). *The Human Side of Enterprise*, New York, McGrawHill.
- Patrick Lencioni (2002), [The Five Dysfunctions of a Team](#), Jossey-Bass, ISBN 0-7879-6075-6.
- Porter, M.E. (1979) How Competitive Forces Shape Strategy, *Harvard Business Review*, March/April 1979.
- Porter, M.E. (1980) *Competitive Strategy*, Free Press, New York, 1980.
- Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185–211.
- Salovey, P., Mayer, J.D., Goldman, S., Turvey, C., & Palfai, T. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta – Mood Scale. In J.W. Pennebaker (Ed.), *Emotion, disclosure, and health* (pp. 125–154). Washington, DC: American Psychological Association.

Salovey, P., Woolery, A. & Mayer, J. D. (2001). Emotional intelligence: Conceptualization and measurement. In G. Fletcher & M. Clark (Eds.), *The blackwell handbook of social psychology* (pp. 279–307). London: Blackwell.

Schartz, Peter *The Art of the Long View*, Doubleday, New York, 1991.

Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Sun Tzu *The Art of War*, Courier Dover Publications.

[Tuckman, Bruce \(1965\). "Developmental sequence in small groups". *Psychological Bulletin* 63 \(6\): 384–99.](#)

Weber, M; *Economy and Society*; Vol 1; University of California Press.

