

The Linkage Management & Leadership Series

Innovative Leadership

Featuring Stephen Covey



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SECTION 1

Satellite Program Materials

Innovative Leadership

Introduction

Welcome to *The 2000 Linkage Management & Leadership Series*. This distance learning program affords you the opportunity to learn from some of the world's outstanding thinkers in the area of leadership and management. Your participation in these seminars will help you develop the skills you need to be a trusted, skillful and energetic leader. You will learn valuable skills to align your organization's systems and release the talent and contributions of you and your people.

Today's program "Innovative Leadership" features Stephen Covey. Dr. Covey is widely recognized as a significant thinker in the nature and quality of the underlying principles needed for outstanding leadership. You will hear Stephen Covey discuss the beliefs and practices you will need to build a culture of trust within an organization of empowered people that achieves outstanding results. Specifically the program provides insight on these competencies:

- Emotional Intelligence
 - Perception
 - Emotional Maturity
- Trusted Influence
 - Commitment
 - Empowerment

Dr. Stephen R. Covey is the co-founder of the Franklin Covey Company, the largest management and leadership development organization in the world. Dr. Covey is best known as an inspirational speaker and the author of several highly acclaimed books that include *The 7 Habits of Highly Effective People*, which was recently named the most influential business book of the 20th Century by *Chief Executive Magazine*, as well as *Principle-Centered Leadership* and *First Things First*. Dr. Covey has been recognized as one of *Time* magazine's most influential Americans and currently serves on the Points of Light Foundation.

During today's broadcast Stephen Covey discusses the ways that organizations and individuals can find clarity and purpose by successfully aligning to accomplish their common goals. While good management skills are important for running the day-to-day operations, it is outstanding leadership that is needed to navigate and guide organizations in the increasingly fast and turbulent waters of business today.

Stephen suggests that leaders work from the inside out. Leaders need to focus on the kind of effectiveness that releases the talent of individuals, harnessing their energy and making room for a broad range of individual contributions. Effective leadership, Stephen believes, can only come through a character of trust.

Dr. Covey believes that trust is the core of leadership. He sees trust as a kind of “emotional bank account” that operates like a regular account and needs periodic deposits to keep growing.

Covey’s work on leadership principles grows out of his seminal work, *The 7 Habits of Highly Effective People*. In this satellite program, Dr. Covey will describe this framework and help you gain skills and knowledge to practice these principles successfully to become an “Innovative Leader.”

Stephen illustrates his views regarding the nature of leadership and its effective practice with memorable examples and stories.

What you will learn

By participating in today’s program with Stephen Covey you will learn to:

- Build a high trust culture to empower your people to innovate and create
- Renew your leadership role and gain a better understanding of its impact on your organization
- Understand the four critical roles of a leader: pathfinding, aligning, empowering and modeling
- Apply key principles from the 7 Habits of Highly Effective People

Pre-presentation activities

- Read and/or review the following books written or co-authored by Stephen Covey:

The Seven Habits of Highly Effective People, A Fireside Book, Simon and Schuster, 1989.

Principle-Centered Leadership, A Fireside Book, Simon and Schuster, 1991.

First Things First: To Live, To Love, To Learn To Leave a Legacy, Fireside, 1996.

- Take time to read Section 1: Satellite Program Materials prior to attending the program. Familiarizing yourself with the materials and information Stephen Covey covers in the televised portion of the program will enhance your learning experience.

- Define each of the following terms or concepts in your own words. Stephen Covey will use these terms and concepts during the presentation.
 - Trustworthiness
 - Emotional Bank Account
 - The Fire Within
 - P/PC
 - 7 Habits of Highly Effective People
 - Stimulus and Response
 - Circle of Concern

- Listening Continuum

- Management vs. Leadership

- 4 Attributes of Leadership

- Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 31. The LAI was researched and developed by Linkage Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills leaders use to put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

Focus on those competency areas and leadership skills identified in the introduction as Stephen Covey gives his presentation.

During this program

- Participate! Actively follow along by using these Participant Materials for your notes. Think about ways that you will be able to use the ideas and skills presented by Dr. Stephen Covey.
- Submit your questions for Stephen Covey during the question and answer session. Stephen will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 57, or call in when prompted during the program.

Today's Program

Stephen Covey in his satellite broadcast presentation seeks to acquaint you with his basic principles of leadership. These principles are based on his 7 Habits of Highly Effective People. He believes that leadership is based on "Trustworthiness." This trustworthiness for both organizations and individuals is a combination of character and competence. This sense of trust is based on the "deposits" and "withdrawals" made from the leader's "Emotional Bank Account."

In order for organizations to light what Stephen describes as the "Fire Within," they need to effectively meet the four needs of people. As Covey sees it, these needs are the need to live, to love, to learn and to leave a legacy. Empowering organizations assists people by "co-missioning" individuals with Win/Win agreements focused on desired results. These organizations develop power capacity by getting the P/PC ratio right.

Stephen will discuss principles of management as they are embodied in the 7 Habits. He reviews the 7 Habits in order to ground you in his framework of beliefs. Understanding the 7 Habits is the foundation for understanding the principles of innovative leadership behavior.

Stephen presents the various underlying principles such as the concept of Proactivity, Circle of Concern and the Listening Continuum as the building blocks of skills needed for developing principle-centered leadership.

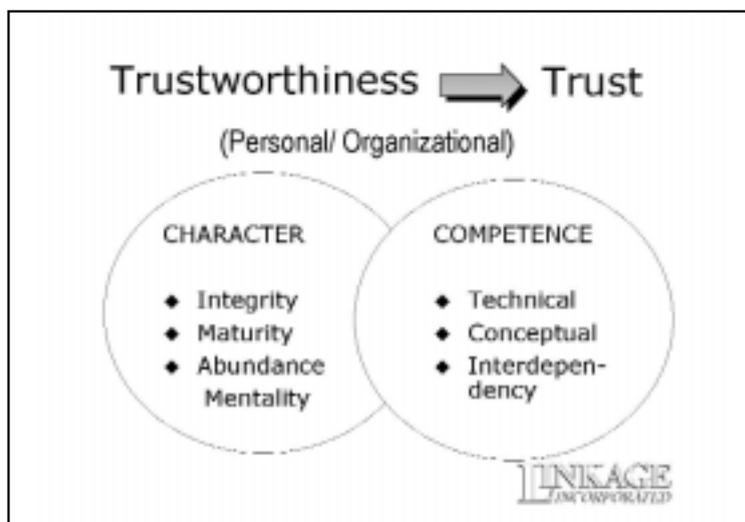
Today's business environment is hectic and extraordinarily fast moving. In this world there is great pressure to act. Stephen suggests that we often do so without considering the nature and long-term impact of our actions. He presents a four-part matrix. In order to complete the matrix he asks us to evaluate both the urgency and the importance of the actions we are rushing to take. He contends that we tend to respond to the urgent without taking time to consider whether or not what we seem so insistent on doing is really important.

Finally Stephen asks us to consider the Four Attributes of Leadership. He asks that we consider the negative aspects of these attributes and to keep in mind the central roles of leadership. It is by enacting the principles of true leadership that we will energize and empower the people in our organizations to produce the positive business outcomes that we desire.

Trustworthiness Leads to Trust

Trustworthiness is having the personal characteristics and behavior that causes people to feel that you can be approached, will do what you say and have the skills, the competence to do what you say you will do.

Trustworthiness is a question of personal and/or organizational character. This sense that a person or an organization is trustworthy is a matter of "Character." Stephen Covey begins his discussion today by delineating those qualities that make up "Character."



Trustworthiness means more than having integrity. It also means that a person or an organization possesses the competence needed. True trustworthiness means that you or your organization can do what it says it will do. You can count on the people and the organization to be effective and get outstanding results.

Stephen will discuss the kinds of competence that both people and organizations need to demonstrate in order to get our "trust."

Trust forms the basics of effective delegation without which we cannot practice effective leadership. Stephen will discuss the ways that effective delegation is basic to both personal and organizational growth.

Trust - Deposits

Stephen Covey uses the metaphor of an “Emotional Bank Account” to depict the concept of trust. You build up an emotional reserve through behaviors such as courtesy and keeping your commitments. The same principles work for organizations.

As in a financial bank account, one can make both deposits and withdrawals. The “deposits” are behaviors that are based on his framework of the 7 Habits.

Here Stephen will describe the “Deposits” in reference to the 7 Habits.

| Trust | | |
|-----------------------------|---------|-------------------------------|
| (Emotional Bank Account) | | |
| <u>Deposits</u> | | <u>Withdrawals</u> |
| Seek First to Understand | (5) | Seek First to Be Understood |
| Keeping Promises | (3) | Breaking Promises |
| Honesty, Openness | (2,3,5) | Smooth Manipulation |
| Kindnesses, Courtesies | (2,3) | Unkindnesses, Discourtesies |
| Win/Win or No Deal Thinking | (4) | Win/Lose or Lose/Win Thinking |

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Trust - Withdrawals

The negative side of the bank account ledger, just as in any financial bank account, has to do with “Withdrawals.” Withdrawals are the flip side of those behaviors that you use to build up your account. Individuals as well as organizations engage in negative behaviors.

Stephen will discuss the “Withdrawal” actions and describe the effect these behaviors have on individuals and organizations.

Take notes below as Stephen describes the negative side of the “Emotional Bank Account.”

| Trust | | |
|--|-----------|--|
| (Emotional Bank Account) | | |
| <u>Deposits</u> | | <u>Withdrawals</u> |
| Clarifying Expectations | (4,5,6,7) | Violating Expectations |
| Loyalty to the Absent | (2,3) | Disloyalty, Duplicity |
| Apologies | (2,3) | Pride, Conceit, Arrogance |
| Receiving Feedback and Giving "I" Messages | (5) | Not Receiving Feedback and Giving "You" Messages |
| Forgiveness | (2,3) | Holding Grudges |



Four Needs of People and Empowering Organizations - The Fire Within

Here Dr. Covey describes the four needs of people and empowering organizations. These four needs include the need:

- To Live
- To Love
- To Learn
- To Leave a Legacy

When these four needs are addressed by an organization it helps to light the “Fire Within.” Stephen Covey describes the four needs and the ways in which organizations empower their employees to feel that these needs are met.

Empowerment as described by Dr. Covey is based on a high trust culture. People will be convinced that true empowerment is taking place when they trust that individuals have the character and competence to deliver.



Four Needs of People and Empowering Organizations - Co-missioning

Organizations' and individuals' needs can best be met, Dr. Covey believes through the process of what he calls “Co-missioning.”

“Co-missioning” is a process of developing Win-Win agreements that focus on producing

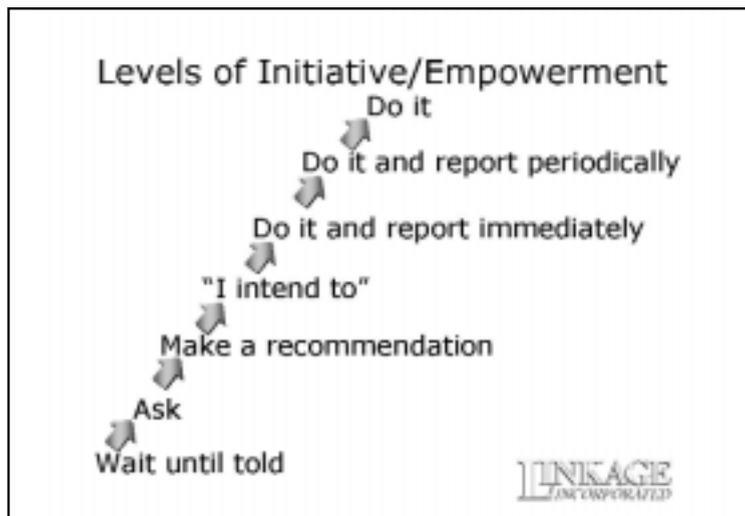
the desired results. Involve people in the problem solving process. In this way you can arrive at the optimal ratio and produce the most long-lived power capacity for both individuals and organizations.

Levels of Initiative/Empowerment

Stephen Covey's message is that true empowerment is based on individuals taking the initiative and doing what needs to be done. Stephen tells individuals that they need to act and take the initiative. Use your resourcefulness and initiative to solve problems.

Organizations often say, "we empower people" but often they do not back this talk up with action. Real empowerment means that within guidelines, the power to act resides with those who do the work.

Take notes below as Stephen discusses what behaviors individuals and organizations can engage in to take initiative and be empowered.



Principles Embodied in the 7 Habits

In this portion of the program Stephen Covey reviews his 7 habits and discusses the ways those principles can be implemented in an organizational context.

Stephen shows the ways values form the foundation for behavior. Principles, he believes, center our lives. Principles are deep, fundamental truths, classic truths, with generic common denominators.

Take notes below as Stephen gives you positive examples of ways to develop personal and organizational power.

Principles Embodied in the 7 Habits

1. Be Proactive: Responsibility/Initiative
2. Begin with the End in Mind: Vision/Values
3. Put First Things First: Integrity/Execution
4. Think Win/Win: Mutual Respect/Benefit
5. Seek First to Understand, Then to be Understood: Mutual Understanding
6. Synergize: Creative Cooperation
7. Sharpen The Saw: Renewal

Behavior is governed by Values
Consequences are governed by Principles
Therefore Value Principles

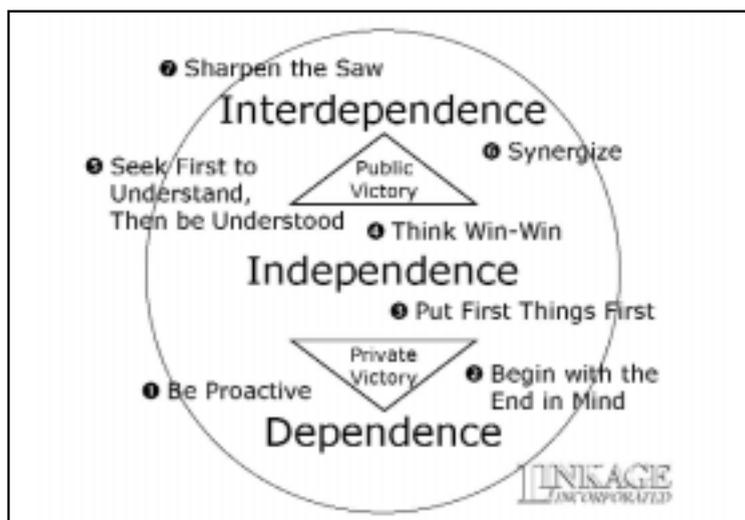
7 Habits of Highly Effective People

Here Stephen Covey reviews his famous framework of 7 Habits. Stephen defines habit as the intersection of knowledge, skill and desire.

Knowledge is knowing what to do and why you are doing it. Skill is knowing how to do it. Desire is the motivation, the want to do it. Having effective habits requires the interactions of all three dimensions.

Effective habits involve internalized principles and patterns of behavior. The 7 Habits are presented as a maturity continuum from dependence to independence to interdependence.

Take notes as Stephen Covey describes the 7 Habits as the framework and foundation for effective behavior.

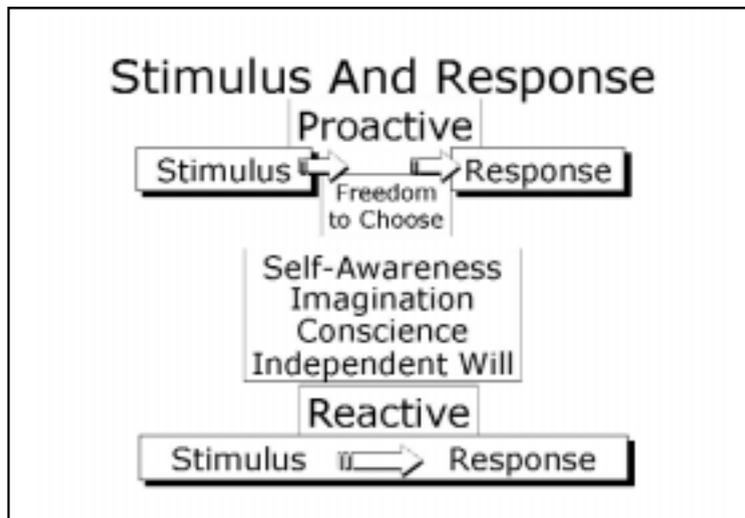


Stimulus and Response - The Proactive Model

In this part of the program Stephen presents his Proactivity Model. Stephen is a firm believer that people have within them the power of independent will. This independent will allows individuals to act based on a kind of self-awareness that is free of all other influences.

Stephen defines his concept of "Proactivity." To him, being proactive means that "our behavior is a function of our decisions, not our conditions. We can subordinate feelings to values. We have the initiative and responsibility to make things happen." (7 Habits of Highly Effective People)

Stephen tells a story to illustrate this habit. Take notes below as Stephen discusses this important foundation of his belief about people's ability to act.



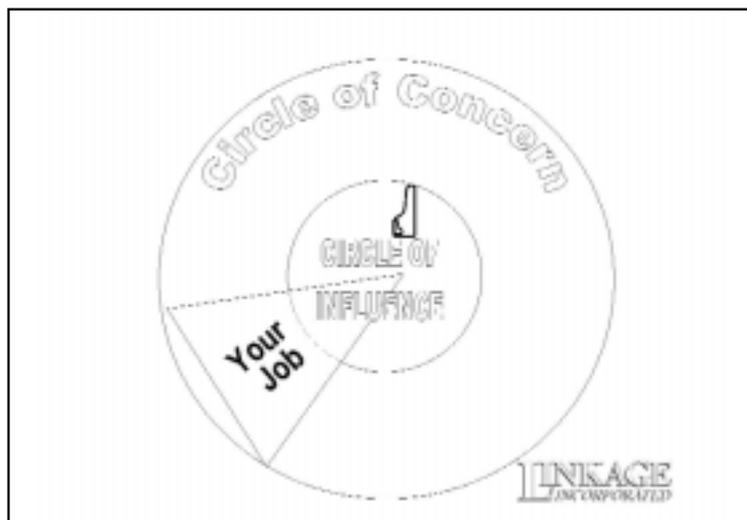
Circle of Concern/Circle of Influence

If we think about the things on our mind, our families, businesses, health, etc. we can imagine them as fitting into a “circle of concern.” If we consider the items in this circle we can see that there are some items over which we have no real control. Other items we can influence through our actions. This area over which we can be proactive, is the circle of control.

Your job overlaps both the areas of concern and control. Stephen will discuss ways for you to be proactive and enlarge the circle of influence.

The other important aspect of this discussion is the concept of the trim tab. Stephen will tell you about trim tabs and describe how they work.

Take notes below as Stephen describes these important concepts.

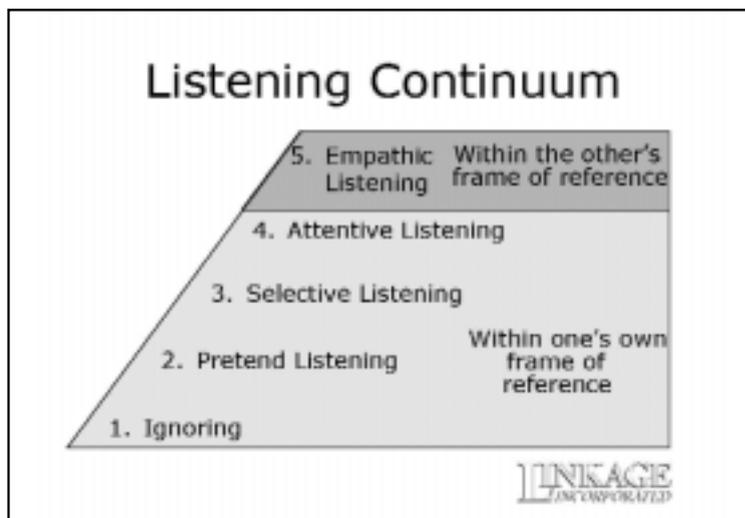


Listening Continuum

The concept of the “Listening Continuum” comes from Stephen Covey’s Habit 5 – “Seek first to understand.” Typically we seek to be understood. We enter into conversation wanting to make our points and to have people hear us. Typically we do not listen to understand the other person first. People tend to project their own view and sets of ideas on the other person. In Stephen’s words we project our own home movies onto the other person’s behavior.

Empathic listening requires a paradigm shift. It requires us to enter into conversation wanting to understand the other person within his or her frame of reference.

Think about how you listen to others in both your business and home environments. How often do you shift your perspective and truly hear from the other person’s world?



Time Management Matrix

In this part of the program Stephen Covey discusses the ways winning organizations pay attention to and act on those matters that may not appear to be urgent, but are of utmost importance.

This is the habit of First Things First. This third habit Stephen tells us is the practical fulfillment of Habits 1 and 2. For organizations it means that they are committed to

being in charge and being aware of what they truly want to be and being proactive about accomplishing this “real” mission.

Urgent matters tend to shout at us and demand our attention. It takes reflective time and effort to discover and act on those truly important matters that do not immediately appear urgent but make the most difference in the long term.

Deming Prize-Winning Organizations vs. Other Organizations

Stephen Covey discusses the ways in which Edward Deming's concepts of quality work with and support Covey's Habit 3 First Things First. Stephen helps you learn to identify those truly important and urgent matters, the ones that will make a difference to your organization's results.

He describes the concept of saying no or using tradeoffs as part of implementing the habit of First things First. Leaders need to determine where their efforts should be allocated so that they make sure that their organizations are doing the right things as well as doing things right.

Take notes as Stephen describes this way of thinking. Consider your own organization as you listen to Stephen and think about how often you get caught up in the urgent without taking the time to consider the truly important.

| | | Urgent | Not Urgent |
|---------------|-----|-----------------------------|---------------------------------|
| Important | I | 20-25% (D) 25-30% | 65-80% (D) 15% |
| | II | | |
| Not Important | III | 15% (D) 50-60% | less than 1% (D) 2-3% |
| | IV | | |

Seismic Social / Economic Shifts

The world of business is undergoing enormous changes – seismic shifts. These changes have meant that companies need to do business differently. There is a social change in how people see their work lives and their relationship to their employees.

Markets have become global for almost all companies in some large and some small ways. The impact of technology is seen in the ways all companies interact with their customers and internally with their employees.

There has been an explosion of available information that almost everyone can access. This has changed people's expectations of what they do and how they do it.

Stephen will describe some of these phenomena here. Think about how these "seismic shifts" have affected you and your company.



The new economic environment has meant an enormous increase in competition. As markets expand globally companies find competition coming from areas of the world that they never before considered.

The new wealth and capital creation is coming not from building railroads or factories as in the past, but in the form of intellectual capital. Knowledge is now what makes the world spin.

It is the “knowledge worker” who is the forger of the new economy. These knowledge workers often act as free agents. They are agile and feel free to move around frequently. Physical space and proximity are no longer barriers to employment or collaboration.

Stephen discusses these changes in the world of business and their effects on organizations and individuals.

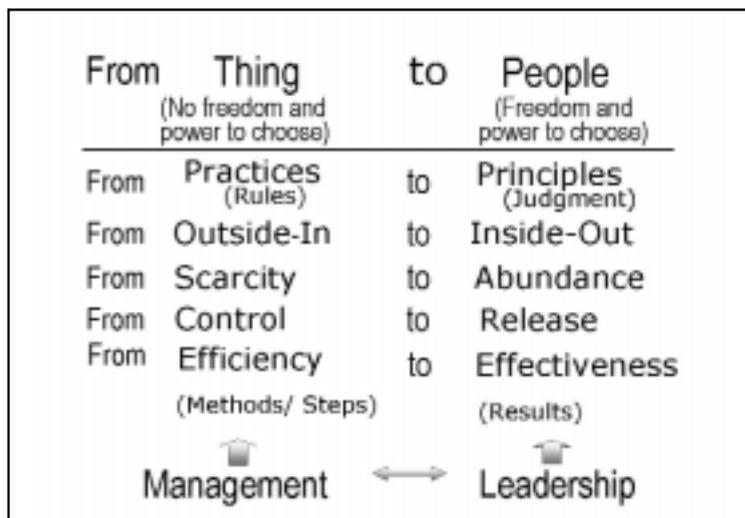
From Thing to People

Dr. Covey asks us to keep in mind the changing world he described, as he suggests a model of innovative leadership practice that will enable organizations to harness the power of their workers as true contributors. He believes that for managers to become leaders, they must give their employees "freedom and power to choose."

Often managers focus on trying to control how and what people do in order to get results. Trying to control people generally takes a great deal of personal and organizational time and energy. This sets up a chronic conflict between the need for personal autonomy and organizational need for control.

Here Stephen suggests a different approach. The need here is a philosophy of and rather than or. Instead of setting up a conflict between organizational and personal need, companies can work to align results and goals so that there is support for a Win/Win result.

Dr. Covey will discuss his approach and ideas for giving people the freedom to choose as a way to produce superior results.

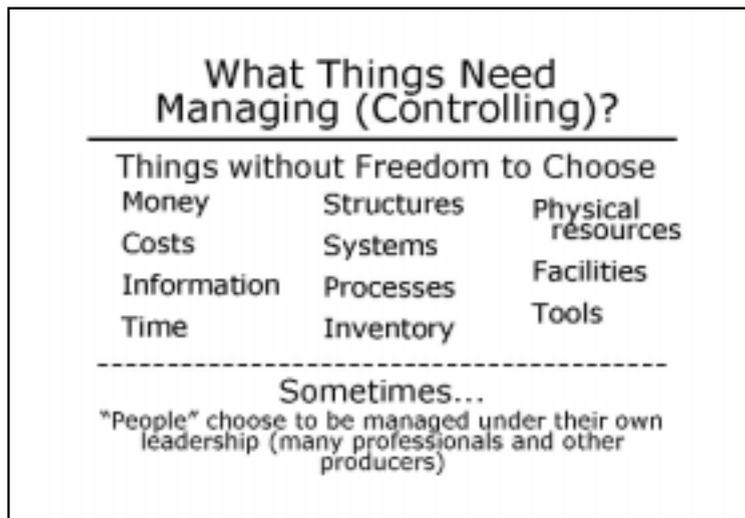


What Things Need Managing (Controlling)

There are parts of an organization that involve things. Some of those "things" are described here. They include; money, costs, information structures, systems, physical resources, facilities, tools, etc. Organizations need to control these in order to accomplish their goals.

People who work in organizations understand what these constraints are. In an organization that supports and gives people the freedom to choose, there will be a set of practices in place that is based on principles of self management. People are trusted to manage themselves and lead themselves to produce the desired results.

Stephen will discuss this concept here. Consider your own organization and your own managerial and leadership approach. Do you help your employees to be "managed under their own leadership?"



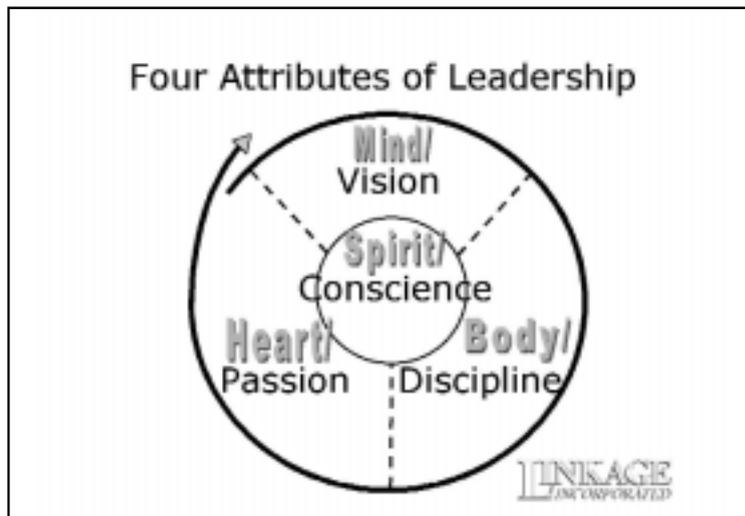
Four Attributes of Leadership

The picture of a leader tends to be both individual and organizational. What are those characteristics that make for outstanding leaders? What behaviors do outstanding leaders engage in? Can the qualities and behaviors of leaders be taught and/or developed?

These are common questions and concerns individuals and organizations wrestle with as they try to choose and develop leaders. The answers to these questions are at once personal and organizational. Stephen Covey will describe his feelings about the heart of leadership.

Stephen's description of the Four Attributes of Leadership is grounded in his framework of the 7 Habits and the ideas embodied in his way of thinking about individuals and organizations.

Make a list of your own ideas regarding attributes of leadership as you listen to Stephen. See how your ideas compare with his presentation.



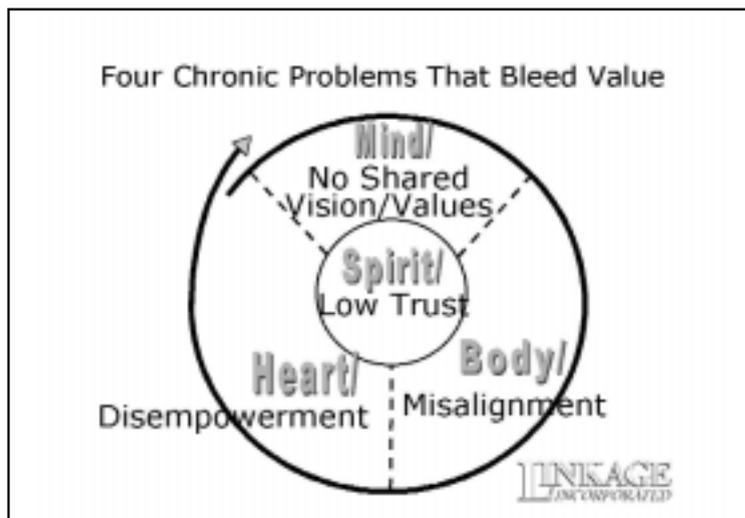
Four Chronic Problems that Bleed Value

In the previous discussion Stephen presented his concepts of what leadership looks like. Here he spends some time talking about what happens when leaders do not enact these attributes.

There are specific outcomes that he will describe as he tells you about the ways that these negative behaviors impact organizations and individuals.

Have you been in the kind of situation that he describes? Have you ever felt that your leadership has failed and that you may have been guilty of some of the behaviors he described?

Think about some ways that you could change your approach and behave differently to be a more effective leader.



Four Roles of Leadership

Stephen has described certain attributes of leaders. He describes what happens when leaders don't effectively enact those attributes. But what is the real work of leadership? How can we formulate a model that will help us to see what leaders ought to be doing.

Stephen describes a four-part role that is the culmination of his belief about how people and organizations can be most effective.



Wrap up

In this program Dr. Stephen Covey shows ways to apply his powerful framework of The 7 Habits to produce innovative leadership. Dr. Covey began his presentation by discussing the central value and importance of trustworthiness to both personal and organizational effectiveness. He presented the two essential elements of trust, as he sees it, character and competence.

Dr. Covey uses the metaphor of a bank account. He describes the ways trust is built by making deposits that include a range of his 7 Habits. These behaviors include; seeking first to understand, keeping promises, being honest and open, extending kindness and

courtesies to others, thinking about how to accomplish Win/Wins and others. The withdrawals, behaviors that diminish trust are the flip sides of these 7 Habits.

People and organizations, Dr. Covey believes, can be empowered by addressing four basic needs. These needs include the need to, live, love, learn and leave a legacy. The ability to “Light the Fire Within” is dependent on meeting these needs in a synergistic environment.

Empowerment is an organizational approach that is often introduced with great fanfare in organizations. True empowerment is both a personal and organizational. Personally people need to be committed to being proactive and taking charge of their actions. Organizationally, meaningful empowerment requires careful, consistent behavior over time.

In the next portion of the program Dr. Covey reviews his 7 Habits and describes the ways in which the principles are embodied in management and leadership behavior.

What do we control? How much of our behavior do we allow others to control? In his discussion of the familiar Stimulus Response paradigm Stephen describes ways to take control and to act in proactive, interdependent ways that are effective in our organizational lives.

Our lives are made up of many concerns. Often we feel somewhat powerless to determine or influence what happens to us, especially in our work lives. Dr. Covey introduces the idea of “trim tab” behavior as a way of enlarging the circle of influence and taking control.

Listening is essential to good leadership and effective management. Despite much talk about its importance, many of us do not exercise true empathic listening skills. Dr. Covey discusses the importance of this skill and suggests approaches to help you improve in this important area.

How do we decide what to do first? What is critical that needs our attention? Often our approach to this is scattered and responsive to the loudest noise. Dr. Covey suggests ways to look at the twin issues of urgency and importance in a different way.

In the last part of the presentation, Dr. Covey discusses the changes in our economic and social environment. He talks about the many ways our lives have been impacted by the twin changes of technology and globalization. He has some specific suggestions for ways organizations can optimize the energy and creativity of their employees.

Finally, Dr. Covey tells us about his vision of leadership. He describes 4 Attributes of leadership. He describes what happens when leaders fail to behave according to these attributes. He also tells us what the job is leadership is.

When the session has concluded...

- Turn to the end of these materials. Complete the Participant Evaluation Form on page 58 and return it to your Site Coordinator.
- Your feedback is integral to ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!
- Take a few minutes to check your understanding of the key points presented during the session. Turn to the Self Check on pg. 30 and compare your responses to those provided following the quiz in the Self Check Key on pg 32.
- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested Post-presentation activities on pg. 34.

Self Check

Complete the following Self-Check instrument to review your learning from Stephen Covey's presentation "Innovative Leadership."

1. Stephen Covey believes that Trustworthiness is composed of two elements. Character and Competence. Describe what makes up these elements.
 - Character

 - Competence

2. Identify 5 of the Emotional Bank Account "Deposits" that Stephen describes.

Self Check Key

Complete the following Self-Check instrument to review your learning from Stephen Covey's presentation "Innovative Leadership."

1. Stephen Covey believes that Trustworthiness is composed of two elements. Character and Competence. Describe what makes up these elements.
 - Character
 - Integrity
 - Maturity
 - Abundance Mentality
 - Competence
 - Technical
 - Conceptual
 - Interdependency
2. Identify 5 of the Emotional Bank Account "Deposits" that Stephen describes. Turn to pg. 9 in your Participant Guide to review the "Deposits"
3. Identify 5 of the Emotional Account "Withdrawals" that Stephen describes. Turn to pg. 10 in your Participant Guide to review the "Withdrawals"
4. Describe the Four Needs of People and Empowering Organizations as depicted by Dr. Covey.
 - To Live
 - To Love
 - To Learn
 - To Leave a Legacy
5. Name and briefly describe Dr. Covey's 7 Habits.
 - Be proactive
 - Begin with the End in Mind
 - Put First Things First
 - Think Win/Win

- Seek First to Understand
 - Synergize
 - Sharpen the Saw
6. Name the four aspects of “proactivity” discussed by Dr. Covey.
- Self Awareness
 - Imagination
 - Conscience
 - Independent Will
7. Write your definition of “Empathic Listening” based on Stephen’s concept.
- Turn to pg. 18 in your Participant Guide to review the discussion about the Listening Continuum
8. Name the 4 Attributes of Leadership
- Spirit/Conscience
 - Mind/Vision
 - Body/Discipline
 - Heart/Passion
9. Describe 2 chronic problems that “bleed value.”
10. Name the 4 Roles of Leadership described by Dr. Covey.

Post presentation activities

- Return to the Pre-presentation activities and review your responses to the words and phrases you were asked to define. Consider how you would change some of your responses following the presentation by Stephen Covey.
- Read an article or book written by Stephen Covey.
- Draw up a Management Matrix similar to the one described by Stephen on pg. 19 of your Participant Guide and determine those truly urgent and important things that need your attention.
 - Share this Matrix with your immediate supervisor and see if he/she agrees with your assessment.
 - Share this Matrix with your direct reports and see if they agree with your assessment.
- Open your own “Emotional Bank Account.” Make specific plans for how you will make “deposits.” Think about how you will try to prevent making “withdrawals.”
- Consider ways that you can act as a “trim tab” to enlarge your circle of influence in a specific project that you are current working on.
- Consider the Four Roles of Leadership. Make a list of ways you can implement those four roles within your organization.
 - Modeling
 - Pathfinding
 - Aligning
 - Empowering

SECTION 2

The Leadership Assessment Instrument™

Excerpted from The Leadership Assessment Instrument™ and Development Guide,
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About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive
2. Emotional intelligence
3. Building trust/enabling others
4. Conceptual thinking
5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

Trusted Influence

The competency of evoking trust from others and placing trust in others enabling them to succeed—a balance between the components of:

- **Commitment:** The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- **Empowerment:** The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- **Innovation:** The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- **Big-Picture Thinking:** The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- **Mental Discipline:** The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- **Process Orientation:** The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to focused drive and emotional intelligence, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

Purpose and overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior

2 = I sometimes demonstrate this behavior

1 = I hardly ever demonstrate this behavior

Use the enclosed answer sheet (page 38) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 39.

Leadership Self-Assessment

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.
2. I create a positive environment—even when it appears “all is lost”—by expressing optimism and offering encouragement to team members.
3. I keep a mental record of every commitment that I make and follow through on my promises.
4. I steer through ambiguity and “information clutter” to resolve complex problems.
5. I ask questions to try to piece together “unrelated” information, events, etc.
6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.
7. I view my “wins” with pride and humility.
8. I operate by a value-driven work philosophy that is grounded on clear principles.
9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.
10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.
11. I display single-mindedness in unstoppably directing my energy at specific targets.
12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.
13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.
14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.
15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.
16. I find a way to “get it done” and will sacrifice personally to reach the goal line.
17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.
18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

Leadership Self-Assessment continued

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.
20. I take into account the potential implications of a decision on other people/departments within the organization before moving forward.
21. I stay the course mentally despite potential distractions and disruptions to my primary focus.
22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).
23. I help build shared goals and values to reinforce individual commitment to the organization.
24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.
25. I build and connect processes within my organization to assure that implementation remains constant and reliable.
26. I display stamina, energy, and intensity in achieving high standards of performance.
27. I express myself in consistent moods that invite participation and further communication with others.
28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.
29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.
30. I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas.
31. I act decisively, with a passion for making things happen.
32. I recognize and consider the emotions and feelings of others before taking action.
33. I articulate a goal or vision and motivate others to help me reach that goal/vision.
34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.
35. I create synergy by involving the "right people" in all phases of work design and operational implementation.

Leadership Self-Assessment continued

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.
37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup.
38. I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions.
39. I take the time to check whether a new idea is feasible before proceeding.
40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.
41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.
42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.
43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry those responsibilities out.
44. I seek better solutions to problems instead of falling back on established protocol.
45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not “reinvent the wheel.”
46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well.
47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.
48. I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures.
49. I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.
50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.

Leadership Self-Assessment answer sheet

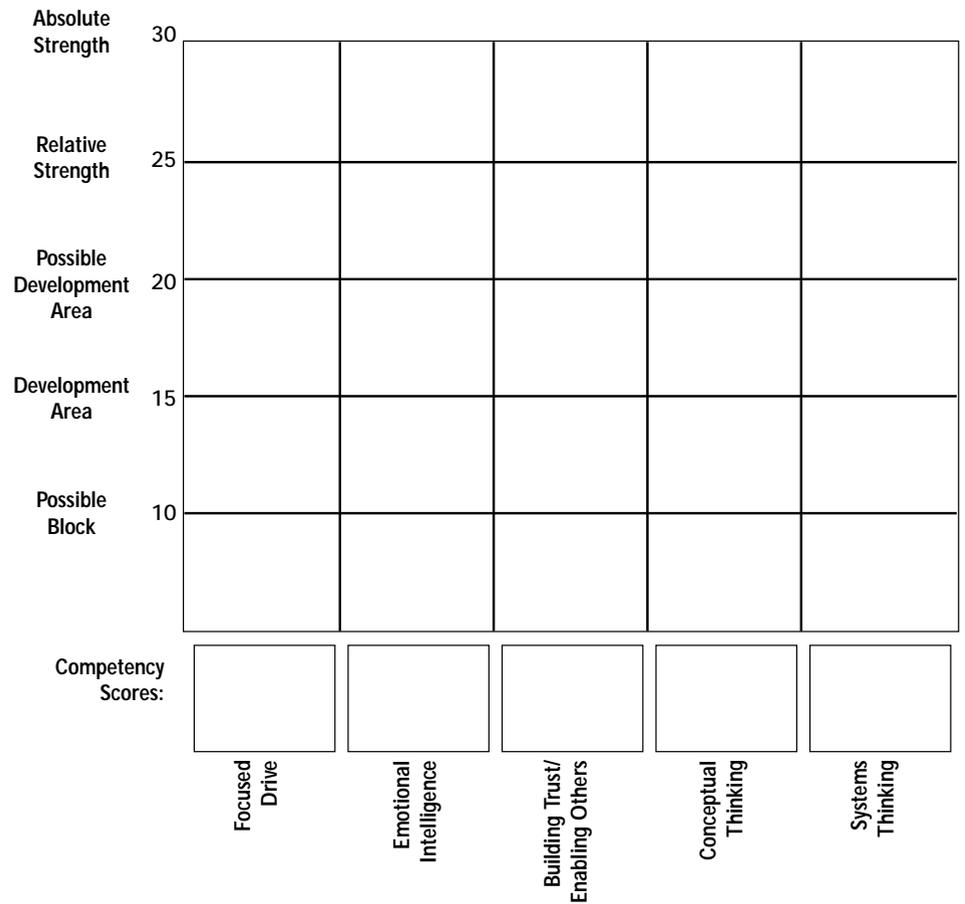
| Focused Drive | Emotional Intelligence | Building Trust/ Enabling Others | Conceptual Thinking | Systems Thinking |
|----------------|------------------------|------------------------------------|---------------------|------------------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ | 25. _____ |
| 26. _____ | 27. _____ | 28. _____ | 29. _____ | 30. _____ |
| 31. _____ | 32. _____ | 33. _____ | 34. _____ | 35. _____ |
| 36. _____ | 37. _____ | 38. _____ | 39. _____ | 40. _____ |
| 41. _____ | 42. _____ | 43. _____ | 44. _____ | 45. _____ |
| 46. _____ | 47. _____ | 48. _____ | 49. _____ | 50. _____ |
| TOTALS: | | | | |
| _____ | _____ | _____ | _____ | _____ |

Individual Development Planning:

Leadership Competencies

Competency Profile Sheet

1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
2. Plot points on the graph using the scale on the left.
3. Connect the dots to see your overall competency profile.



SECTION 3

The Leadership Development Guide

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

Excerpted from Leadership Assessment Instrument and Development Guide, ©1999 Linkage, Inc. Used with permission. Call 781-862-3157 for further information.

Developing the Competency of Emotional Intelligence: The Perception Component

Definition

The ability to read the emotions and thoughts of others through the use of insight and analytical skills

Behaviors

- Exhibits consideration of the feelings of others when/before taking action
- Treats each person differently according to his/her own unique makeup
- Takes into account the impact of emotions and feelings on a situation
- Understands the various psychological and emotional needs of people
- Considers the impact of own behavior/decisions on other people

Exercise: Planning Ahead

1. Select a conversation or meeting you will be participating in soon.
2. Answer these questions regarding those who will be present, including yourself.
 - How will each person be feeling about the conversation or meeting?
 - What will each person be needing from the conversation or meeting?
 - What will each person be expecting to get out of the conversation?
3. Based on your answers, identify what you will do differently (or not do at all) in the conversation or meeting. You might consider:
 - Whether different people feel differently about the conversation
 - Whether people's needs outstrip their expectations
 - Whether people's expectations are consistent with one another

Daily Practices

- Practice compassion in response to others' poor behavior by resisting the instinct to respond in kind. Instead, try to understand the needs and feelings that generated the poor behavior and do what you can to address them.

To take a common example, if you believe someone has just lashed out at you, resist the urge to take it entirely personally and respond unkindly. Instead, consider what part of work conditions, environment, or situation may be contributing to this person's stress level and respond with empathy and an eye toward reducing that stress.

- Before conversations or meetings, or when someone approaches you spontaneously, “assess” each person who will be present by asking:
 - How is each person feeling right now?
 - What does each person need from this conversation or meeting?
 - What does each person expect from this conversation or meeting?

Based on your answers, plan or adjust your participation accordingly.

- Practice observing others' body language and other nonverbal signals. To do this, ask yourself:
 - What kinds of body language is this person (or people) displaying?
 - What might this language mean?
 - How consistent is the body language with what is being said?

Entire books are devoted to nonverbal communication, but the activities and readings below are useful starting points for those desiring to improve their abilities to “read” others.

Activities, Assignments, and Projects

- Volunteer in the community as a big brother or sister, or in your organization as a mentor or coach.
- Participate on a team chartered with improving the quality of life in your workplace, or with addressing issues of “work-life balance.”
- Volunteer for community work that requires considerable interaction with diverse groups of people.
- Seek opportunities to provide coaching and mentoring in your organization. Maintain a coach's journal in which you record and update profiles of each person you coach with the purpose of deepening your understanding of their governing values, motivations, and needs.

Readings and Other Self-Study Resources

- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.

- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change*. Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity —principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Goleman, Daniel, *Emotional Intelligence*. Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Keirsey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Prometheus Nemesis, 1984. This book defines personality differences into 16 portraits. These portraits are useful, not only in understanding others and yourself, but also in helping to predict how people may communicate and interact with one another.
- Tannen, Deborah, *You Just Don't Understand: Women & Men in Conversation*. Ballantine Books, 1991. Tannen's considerable research and likely examples create a highly readable book aimed at improving our understanding of gender roles in shaping communication styles and preferences.

Developing the Competency of Emotional Intelligence: The Emotional Maturity Component

Definition

The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness

Behaviors

- Creates a positive environment through the use of sincerity and optimism
- Demonstrates maturity in reassuring teams and/or individuals in the face of setbacks
- Demonstrates an ability to control and filter emotions in a constructive way
- Models how to handle failure by accepting setbacks with grace and renewed determination

- Expresses self in consistent moods that invite participation and further communication

Exercise: Defining Your “Hot Buttons”

This exercise uses the concept of “hot buttons”: those issues or things that “send us off the deep end” into anger, frustration, or both.

1. Write down every instance in the last week in which you became very angry or very frustrated, either on or off the job.
2. For each instance, describe what specifically about the situation “set you off.” For example, it might have been how someone behaved, the appearance of unforeseen obstacles, or a high level of stress.
3. For each instance, describe how exactly you expressed your feelings, and what the outcome was.
4. Look for patterns in the precipitating event. Are there certain situations that tend to throw you off balance? How do you typically respond to such “hot button” situations?
5. Think about what you can do differently in such situations. Resolve to change your response, and practice it whenever the situation recurs.

Option: A variant of this exercise is to chart your emotional state at regular intervals, whether hourly or daily. After you have ten or more data points, you can begin to look at the high and low points, trying to identify what was going on that led to those emotional states.

Daily Practices

- Before conversations or meetings, or when someone approaches you spontaneously, “assess” yourself by asking:
 - How am I feeling right now?
 - What do I need from this conversation or meeting?
 - What do I expect from this conversation or meeting?

Based on your answers, plan or adjust your participation accordingly.

- When confronted with a stressful situation, we’re usually better off not trying to control the situation. What we can do, however, is be prepared for the worst that the stressful situation might bring.

Try this practice: When you are in a stressful situation, ask yourself (or your team), “What is the worst thing that can happen?” Then determine what you will do if this eventuality comes to pass. Once you’ve done so, put the worst-case eventuality out of your mind, confident that you have a response prepared.

- There's a saying, "God grant me the strength to change the things I can, the humility to accept the things I can't, and the wisdom to know the difference." This maxim provides simple directions for dealing with stressful situations: First, ask yourself which aspects of the situation you can control and which you can't. Having done so, renounce your efforts to control the uncontrollable, and focus on addressing those aspects of the situation that are in your power to change.
- Encourage yourself and others to appreciate the positive side of difficult situations. Two ways to do this are:
 - After receiving bad news or failing to achieve a goal, or when you face obstacles, ask yourself and those around you, "What can we learn from this?" and/or "How can we turn this situation to our advantage?"
 - After every day, and especially after difficult days, make a list of just three things you are grateful for having happened during the day. These might include a satisfying conversation with a colleague, having passed some milestone, having learned something new, or (we're serious) just a particularly fine Spring day.

Activities, Assignments, and Projects

- Seek an assignment in a sales role, where people receive constant feedback on their performance (made or lost sales), experience failure (such as lost sales and unreturned calls), regularly and succeed only by pulling themselves up off the ground and moving on to the next prospect or lead. Use the assignment as a chance to practice how you respond to obstacles, successes, and failures.
- Volunteer to coach a peer or direct report in an area where you have expertise and experience that they lack. Use this opportunity to practice both being gracious about your successes and motivating others to persevere in the face of difficulties.
- Conversely, ask a peer or your manager to coach you in an area where they are strong and you are not. Use this opportunity to practice receiving feedback, and learning from and persevering in the face of setbacks.
- Volunteer to coach a team in a youth athletic league. Concentrate on how you help the team members respond in a balanced way to the experiences of winning and losing.

Readings and Other Self-Study Resources

- Barner, Robert W., *Crossing the Minefield: Tactics for Overcoming Today's Toughest Management Challenges*. AMACOM, 1994. This book provides strategies for staying motivated, energized, and efficient.

- Bolton, Robert, and Dorothy Grover Bolton, *Social Style/Management Style*. AMACOM, 1984. Based on the authors' feelings that "the best managers excel at being what they are rather than at trying to be about what they are not," the Boltons take a business-oriented approach to interpersonal relationships. They attempt to show the reader how to assess various behavior patterns in him/herself and others, and use that knowledge to predict how others will react in specific situations. Based on the Boltons' extensive research, four basic social styles are identified, and the authors attempt to show the reader how to use his or her style to manage others more effectively, set appropriate life goals, identify career paths, and more.
- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Costly, Dan L., and Ralph Todd, *Human Relations in Organizations* (3rd ed.). West Publishing, 1987. This book focuses on the behavior of individuals in organizations. Its emphasis is on the skills needed for effective leadership, including the abilities to communicate, understand human needs, cope with conflict and frustration, motivate others, use authority, and increase group productivity.
- Goleman, Daniel, *Emotional Intelligence*. Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Hazelton, Deborah, *Solving the Self-Esteem Puzzle*. Health Communication, Inc., 1991. This book shows how to build self-confidence and reclaim a sense of self-worth. It is designed to help you focus on your relationship to self, others, your environment, and to explore your sense of purpose.
- Jaffe, Dennis T., and Cynthia D. Scott, *From Burnout to Balance: A Workbook for Personal Self-Renewal*. McGraw-Hill, 1984. This book provides the techniques that prevent or overcome burnout and suggests those measures easiest to incorporate into life situations. Each chapter presents a problem area followed by a self-assessment questionnaire and instruction in the self-management skills that can preserve one's health and ensure a creative and productive existence.
- Seligman, Martin E.P., *Learned Optimism*. Pocket Books, 1990. This book delves into the research about how people attribute the causes of failure and success, and how that affects their performance and the rest of their lives. It is designed to help you think about healthier ways to deal with failure or success.

- Parikh, J., *Managing Yourself: Management by Detached Involvement*, Blackwell Publishing, 1994. This is a self-help guide to stress management for the executive.

Developing the Competency of Trusted Influence: The Commitment Component

Definition

The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values

Behaviors

- Motivates others by articulating a clear goal or vision
- Builds commitment by fulfilling/completing what is reasonably expected by peers, reports, and so on
- Praises individual contributions to a collective effort
- Strives to follow through on commitments made
- Helps build shared goals and values to reinforce individual commitment to the organization

Exercise: Keeping a Commitment Log

Keep a log of all commitments you make—both large and small—over the course of a week. (You'll probably be surprised at how many you make every day.) For each commitment, record whether you kept it, missed it, or fulfilled it late. If it was missed or fulfilled late, record the reason this happened.

Review the log and determine the percentage of commitments you are able to keep. Continue the log, trying over time to increase the percentage of commitments kept.

Review the reasons for missed or late commitments, and try to determine whether there are common causes for the missed commitments. (Typical causes include overcommitting, committing under duress, underestimating time or difficulties, lack of resources, and changing circumstances.)

If there is a common cause or causes, seek to address the causes directly or to anticipate them the next time you consider a commitment.

Exercise: The Missed Commitment

1. Think about a commitment that someone recently made to you, but didn't meet.
 - What did the person commit to?
 - Why do you think he or she failed to meet the commitment?

2. Now, recollect the conversation you had at which the commitment was made.
 - Did you express the request clearly, especially in terms of specific requirements that had to be met?
 - Did you ask for specific milestones, deadlines, delivery dates, and/or completion dates agreed to?
 - Did you ask what support he or she needed from you or others?
 - Did you check to see how he or she felt about making the commitment (e.g., confident, overwhelmed, stressed, excited)?

3. The quality of the conversation in which a commitment is made is the single most important factor in whether the commitment is met. If you answered "no" to any of these questions, you may have some share of responsibility for the missed commitment.

4. Next time you have a "conversation for commitment" with one of your people, be sure to address these four issues:
 - Specific requirements that need to be met
 - Specific milestones, deadlines, delivery dates, and/or completion dates
 - Support needed from you or others
 - How they feel about making the commitment (e.g., confident, overwhelmed, stressed, excited)

Exercise: Building Shared Goals and Values for Daily Practices

Open your daily planner and rephrase meetings and appointments as commitments. That is, what are you committed to delivering on or producing in these situations? What quality requirements can you attach to these commitments that will ensure that you delight your customers and colleagues?

For example, replace the words "Project Meeting at 9:00 a.m." with the words "Produce project status report and vendor profiles to bring to 9:00 a.m. meeting."

Exercise: Building Shared Goals and Values

1. Leave five minutes at the end of your next team meeting for this exercise.
2. Explain that you are interested in determining the extent to which the team/organization has built shared goals and values. Ask each team member to record on paper a succinct response to the question: "What would you say are the goals and values of this team/organization?" Write a response of your own along with your team members.
3. Collect the responses. Promise to summarize the responses and present the results at your next meeting.
4. Study the results to determine the extent to which you have been able to build and instill shared goals and values in your team/organization. Based on your findings, determine the degree of your success in articulating and building shared goals and values.

Daily Practices

At the start of every day, identify three things you will do to reinforce for others the importance of the organization's goals and values. Avoid doing so by giving "heroic" speeches or sending out memos; rather, try to integrate the message into your daily work. Examples of what you might do include:

- When you give people assignments or projects, explain the reason for the assignment and how completing it will contribute to meeting the organization's goals.
- Reduce the amount of time you spend "fighting fires" or dealing with crises.
- When you see others behaving inconsistently with the organization's goals and values, give them feedback immediately. Do so, however, in a manner that emphasizes learning and change rather than punishment.

When planning for any significant objective, spend plenty of time identifying whom you must get support from and how you can most effectively influence them. Until this becomes second nature, it is a good idea to outline the steps you will take and what you will communicate in your approach to all the key players. Review and follow this influence plan as you proceed to accomplish your objective.

Tell stories about people (especially people in your organization) who have lived up to challenging commitments. Emphasize the value of living one's commitments. Tell these stories on both informal and formal occasions.

Often, missed commitments are due to how the commitment was made, rather than to the failure of execution. When making a commitment to others, or receiving a commitment from others, ask:

- Are the quality requirements for meeting the commitment clear?

- Are there specific milestones, deadlines, and completion dates?
- Does the person or group have the support they need to meet the commitment?
- Does everyone feel good enough about the commitment to devote the energy necessary for meeting it?
- If the answer to any of these is "no," address the issue before the commitment is finalized. It's always better to make the effort to create a solid commitment than to make the effort to recover from a missed commitment.

Follow up on all commitments made to you by others, whether they have been met or missed. If the commitment has been met, thank and/or recognize the person who met it; if it has been missed, address the issue directly. Failure to follow up on others' commitments sends a message that you (and your organization) do not value meeting commitments.

Activities, Assignments, and Projects

- Develop an idea that requires others' commitment in order to succeed, such as improving a process or exploring a new business opportunity. Create a compelling vision for the idea, present it to others, and try to gain their commitment and support.
- Outside of work, join an organization that does advocacy and outreach work, whether in support of religious, social, political, or other causes. Observe the strategies and tactics it uses to build support for its views, and seek opportunities to participate in its advocacy and outreach work.
- Observe a person who is particularly effective at gaining commitment from others. Ask yourself (and them) questions such as
 - What techniques does this person use?
 - How does this person deal with roadblocks to gaining commitment?
 - How does he or she state his or her arguments?
 - What in particular appeals to you when you listen to this person?
- From your observations, experiment with some of the effective techniques and see how they work for you.

Readings and Other Self-Study Resources

- Cohen, Allan C., and David L. Bradford, *Influence Without Authority*. John Wiley & Sons, 1990. The authors offer powerful new techniques for cutting through interpersonal and interdepartmental barriers and for motivating people over whom you have no authority in order to maximize valuable time and resources.

- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change*. Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity—principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Handy, Charles, "Trust and the Virtual Organization," *Harvard Business Review*. May/June, 1995. How do you manage people whom you do not see? The author believes that this managerial dilemma can be corrected with "trust," since the rules of trust are both obvious and well established. This apparent simplicity disguises a turnaround in organizational thinking because efficiency and control are closely linked—you can't have one without a lot of the other.
- Hersey, Paul, *The Situational Leader*. Warner Books, 1985. The author provides a brief guide, based on the situational leadership model, that describes how to develop people and effectively utilize human resources.
- Kinlaw, Dennis, *Coaching for Commitment*, Pfeiffer and Company, 1989. Presents a practical, tested approach for coaching people to commit to higher levels of performance.
- McGinnis, Alan Loy, *Bringing Out the Best in People*, Augsburg Publishing, 1991. The author based the principles of this book on his research of great leaders throughout history, highly effective organizations, and the input of many prominent psychologists. Through case studies and anecdotes, this book shows how to put 12 key principles to work to inspire, motivate, and persuade others.
- Robbin, Anthony, *Personal Power*, Gunthly Renker Corp., 1992. This book looks at the transformational power of making "unattainable" commitments and living your word.
- Wilson, Thomas, *Innovative Reward Systems for the Changing Workplace*, Jossey-Bass, 1996. As a leading pioneer of the innovative "Reward Smart" model, Thomas Wilson has helped a large number of progressive companies change from a reward system based on old notions of competition and combat to one grounded in new paradigms of collaboration and teamwork. Learn how to develop a portfolio of high-impact reward programs to identify pay alternatives, enhance commitment, promote a spirit of collaboration, and attract more talented people to your organization.

Developing the Competency of Trusted Influence: The Empowerment Component

Definition

The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching

Behaviors

- Displays trust in others by giving them additional responsibilities
- Displays confidence in individuals by delegating key tasks/functions
- Provides clear feedback by focusing on the issue and/or behavior (not the person)
- Creates shared responsibility by building participation in decision making
- Takes steps to make sure that others have the tools/resources necessary to fulfill their roles and responsibilities

Exercise: The Leadership/Technical Split

As a leader, you will be successful to the extent that you can free yourself from the "technical" work of your unit by giving those you lead the skills, resources, and "space" to take this work on.

1. List all your activities in a given day or week, along with the time spent on each.
2. For each activity, identify whether it is a "leadership" or "technical" activity.
 - A "leadership" activity is one that organizes or enables the work of the people you manage, such as planning, budgeting, or coaching.
 - A "technical" activity is one that involves performing the tasks that produce outputs for your unit's customers.
3. Consider the technical activity that takes up the largest part of your time.
 - Why aren't the people you lead doing this work?
 - Are there any reasons why they can't currently do this work?
 - What can you do to help them take on more responsibility for this work?
 - What are the short-term costs and risks of giving them this responsibility?
 - What are the long-term payoffs, and do they outweigh the risks?

4. If it makes sense to do so, create a plan for how you will provide those you lead with the skills, resources, and space to take on this work.

Exercise: Expanding Your Decision-Making Options

One powerful step you can take is to involve people in decision making about issues that affect them. This is not an either/or situation, where either you make the decisions or someone else does. Rather, there is a spectrum of possibilities for reaching decisions:

You may complete this exercise either for an individual you lead or for the group that reports to you.

1. List the decisions you currently make that affect the individual or group.
2. For each decision, describe how it is made. Refer to the spectrum above.
3. For each decision, describe the readiness (expertise and maturity level) of those affected to become involved in the decision.
4. Based on this work, for each decision assess whether you're using the appropriate decision-making approach. If not, identify a more appropriate approach to use in the future. Again, refer to the spectrum above, as needed.

Daily Practices

- Discourage others from relying on you to solve their problems. Make yourself available, but encourage them to approach you only once they are ready to give
 - A clear statement of the problem as they understand it
 - The options they believe are available
 - A recommended option and the reasoning for selecting that option
- If you disagree with their thinking, don't criticize them or reject it out of hand. Rather, encourage them to explore the options further, asking questions such as, "Have you considered other options?" or "What would happen if . . . ?"
- Constantly seek ways to increase the amount of information your employees receive, their degree of involvement in decision making, and their accountability for results. One way to do this is to change the questions you ask yourself.
- If you don't already do so, make it a practice to ask those you lead how much information, involvement, and accountability they would like to have.

- Increase the amount of feedback you give others—both for successful and unsuccessful performance.
- Be conscious of how you deliver the feedback, especially regarding mistakes or failures. If you tend to criticize, punish, and/or take things over, try instead to use these situations as opportunities for learning.
- A simple process for doing this is the "coaching pyramid," shown below. This is a way of structuring conversations so that people are given a chance to "vent" (in "the swamp"), but then are encouraged to think through the situation and come to a resolution about next steps.
- To promote learning, when one of your people commits a mistake or experiences a failure, "work your way up the pyramid."

Activities, Assignments, and Projects

Volunteer to lead projects with unusually difficult time frames and deadlines. This will put you in a situation where success will require you to delegate responsibility to others.

Participate on a team charged with improving or reengineering a process. Such work almost always involves identifying roadblocks or inefficiencies that can be remedied by empowering people on the line to make more decisions and take on greater accountabilities.

Readings and Other Self-Study Resources

- Bellman, Geoffrey M., *Getting Things Done When You're Not in Charge*. Fireside, 1993. Bellman helps the consultant who does not have any formal power in an organization, to help others gain success and create change. He focuses on developing leadership skills, gaining empowerment, understanding organizational politics, and creating change. He provides refreshing ways to think of "internal customers" and offers a lot of practical information to use in daily work.
- Blanchard, Ken, *Empowerment Takes More Than a Minute*. Berret-Koehler, 1996. This book explains how to empower the workforce by moving from a command-and-control mindset to a supportive, responsibility-centered environment in which all employees have the opportunity and responsibility to do their best.

- Block, Peter, *The Empowered Manager*. Jossey-Bass, 1990. In this book, Block shows managers how to break out of the bureaucratic mode of thinking and take more responsibility for the workings of their unit. He explains how managers can become empowered to make positive changes in their organization and develop an entrepreneurial spirit in themselves and in members of their unit.
- Hersey, Paul, *The Situational Leader*. Warner Books, 1985. The author provides a brief guide, based on the situational leadership model, that describes how to develop people and effectively utilize human resources.
- Kelly, John and James Jenks, *Don't Do—Delegate!* Ballantine Books, 1994. This book is full of tips and techniques to help you manage your job, rather than have your job manage you. Explore how to effectively make assignments, how to decide who will get the job done, overcome obstacles, build trust, and coach.
- Kushel, Gerald, *Reaching the Peak Performance Zone*. AMACOM, 1994. This book contends that the difference between outstanding work and average work is an internal drive to achieve peak performance. Managers who are peak performers can encourage and teach others how to reach the peak performance zone.
- McGinnis, Alan Loy, *Bringing Out the Best in People*. Augsburg Publishing, 1991. The author based the principles of this book on his research of great leaders throughout history, highly effective organizations, and the input of many prominent psychologists. Through case studies and anecdotes, this book shows how to put 12 key principles to work to inspire, motivate, and persuade others.
- McLagan, Patricia, and Christo Nel. *The Age of Participation*. Berrett-Koehler, 1995. *The Age of Participation* focuses on participation in the workplace, blending theory and practice in numerous examples and industry models. Specific attention is given to values, competencies, leadership, and organizational structures.
- Zenger, J.H., E. Musselwhite, K. Hurson, and C. Perrin, *Leading Teams: Mastering the New Role*. Irwin Professional, 1993. A guide to the art of shared leadership, Christo helping the team to perform activities that managers once performed alone, Christo this book shows how managers can carve an enduring and vital position for themselves in a team environment while becoming a valued navigator during the organizational transition to teams.

SECTION 4

Forms and Sponsors

Innovative Leadership

Question sheet

Use this form to write your question for Stephen Covey or for discussion among your colleagues. Please write clearly.

Name (optional) -----

Organization -----

Location -----

Your question (25 words or less):

Tel 1-800-489-8814 (from within U.S.)
801-303-7412 (from outside U.S.)

Fax 1-877-892-0170 (from within U.S.)
646-349-3661 (from outside U.S.)

Email leadership2000@linkage-inc.com

LINKAGE MANAGEMENT & LEADERSHIP EVALUATION FORM

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.

NAME _____ TITLE _____

ORGANIZATION _____

PHONE _____ EMAIL _____

Please indicate functional area (only circle one):

Finance Human Resources Manufacturing/Operations Marketing R&D Sales Other (specify) _____

How many people do you have reporting to you (include all levels)? Number: _____

Please indicate your job level (only circle one):

President or Officer Vice President or Director Manager/Supervisor Team Leader Sales Rep.

Customer Service Rep. HR, T&D, OD Practitioner Other: _____

1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.

| | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Appropriate length of presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Effective presenter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Useful participant materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Current important topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Useful question and answer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Live (versus taped) broadcast important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2) Please give a general overall comment about the program. _____

3) Can Linkage use this comment for promotional purposes (including name and organization)? YES NO

4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session? Rating: _____

5) How many viewers would you estimate attended this event (in the room with you)? Number: _____

6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series?

(Please rate your top ten, "1" being most interested, "10" being least interested)

- | | | |
|------------------------|-------------------------|---|
| ___ Peter Senge | ___ Michael Dell | ___ Spencer Johnson (author, Who Moved My Cheese) |
| ___ Warren Bennis | ___ Clayton Christensen | ___ William Bridges |
| ___ Colin Powell | ___ Don Tapscott | ___ Nicholas Negroponte |
| ___ Margaret Wheatley | ___ Michael Porter | ___ Tom Peters |
| ___ Francis Hesselbein | ___ Regis McKenna | ___ Geoffrey Moore |
| ___ Michael Hammer | ___ Noel Tichy | ___ Andy Grove |
| ___ Gary Hamel | ___ James Champy | ___ Bill Gates |
| ___ Other _____ | | |

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