The Leadership Advantage

Resource Notes

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THE LEADERSHIP ADVANTAGE
Resource Notes

LEADERSHIP AND YOU

WORKING WITH OTHERS

LEADING ORGANISATIONS

LEADING BY THINKING

Leadership and You

1. Leadership

1.1. Leadership Quotes

*Those who built the visionary companies understood that it is better to understand **who you are**
than where you are going - for where you are going will almost certainly change*
James Collins and Jerry Porras

*"The very essence of leadership, going out ahead to show the way, derives from more than usual
openness to inspiration."*
Robert K. Greenleaf

*"Because of our obsessions with how leaders behave and with the interactions . of leaders and
followers, we forget that in its essence, leadership is about learning how to shape the future.
Leadership exists when people are no longer victims of circumstances but participate in creating new
circumstances."*

*"Leadership is about creating a domain in which human beings continually
deepen their understanding of reality and become more capable of
participating in the unfolding of the world. Ultimately, leadership is about
creating new realities."*
Peter Senge In His Introduction to Synchronicity:
The Inner Path of Leadership by Joseph Jaworski 1996

*"Responsibility ... requires that a person think, speak, and act as if personally accountable to all who
may be affected by his or her thoughts, words, and deeds ... Awareness is important Is my sense of
responsibility growing, deepening, becoming sharper and more insistent?"'*
Robert K Greenleaf

"Leadership is a serious meddling in other people's lives."
Max De Pree

*At the core of becoming a leader is the need always to connect one's voice and one's touch. There is
of course a prior task -finding one's voice in the first place*
Max De Pree *Leadership Jazz*

*We communicate with passion - and passion persuades
What we need is optimism, humanism, enthusiasm, intuition, curiosity, love, humour,
magic, fun and that secret ingredient - euphoria
I believe that service - whether it is serving the community or your family or the people you love or
whatever - is fundamental to what life is about*
Anita Roddick's Voice

1.2. A very, very short review of Leadership

Leader (14th Century Anglo-Saxon)
  To travel or to show the way

Great "Man" Theory
  God given /born not made and only a few can be leaders

Scientific Management - F W Taylor
  Rational / economic approach
  Measuring traits through psychometrics
  Can be trained

Social Theories - Mayo
  Hawthorne effect - Interest in people is key

Style and Contingency Theories
  All can be leaders
  Theory X / Theory Y
  Task - People grid (Blake and Mouton)
  Situational Leadership - Initiating and Relational

Transformational Leadership - Kouzes and Posner
  Shared Vision and Direction
  Building Trust
  Modeling the Way
  Personal Power / Credibility is key

Recent Research
  Gallup   Individual leaders behaviour related to performance
       Task activities
       People Activities
       Core tasks
  Hay   Trust/Confidence in leadership related to employee satisfaction
       Sharing information on:
            Overall business strategy
            How they contribute to this
            How they are doing
  Goal setting theory
       Clear achievable goals needed
       Not necessary for consultation

Good to Great - Jim Collins Level 5 Leadership
  Clear values
  Dedication to good of organisation
  People first then direction
       What are you best at ?
       What drives your economic engine ?
       What are you passionate about ?

Servant Leadership - Robert Greenleaf
  Who you are is key
  Contract with followers
  Generational and long term

Close v Distant Leaders - Beverley Alamo-Metcalfe
  Trust and caring re close leaders essential

1.3. Level 5 Leaders Jim Collins

LEVEL 5 LEADERS:

Professional Will	**Personal Humility**
Creates superb results, a clear catalyst in the transition from good to GREAT Demonstrates an unwavering resolve to do whatever must be done to produce the best long term results - no matter what Sets the standard of building an enduring great company, will settle for nothing less	Demonstrates a compelling modesty; shunning public adulation, never boastful Acts with quiet calm determination; relies principally on inspired standards, not inspiring charisma, to motivate Channels ambition into the company, not the self. Sets up successors for even greater success in the next generation
Looks in the mirror, not out the window to apportion responsibility for poor results, never blaming other people, external factors or bad luck	Looks out the window, not in the mirror, to apportion credit for the success of the company- to other people, external factors, good luck

1.4. The Great and the Good By Beverley Alimo-Metcalfe and John Alimo-Metcalfe

"Research conducted by the University of Leeds over the past three years contradicts three commonly held myths: that leadership is rare in organisations; that it is found mainly at the top; and that it is about being superhuman.

Leadership is not about being a wonder-man or wonder-woman. It is about being someone who values the individuality of their staff, who encourages individuals to challenge the status quo and who has integrity and humility. It is about removing barriers between individuals, teams, functions and other organisations to work towards the achievement of a joint vision.

An Israeli psychologist, Boas Shamir, has shown that we ascribe to distant leaders such as famous political or religious figures or successful top managers characteristics such as charisma, vision, courage, passion and rhetoric. These are not necessarily the characteristics we value in our boss. Shamir found that what individuals seek in "nearby" leaders, such as immediate line managers, includes being sociable, open and considerate of others; having a sense of humour; being credible in their field of expertise; being intelligent; and setting high performance standards for themselves and others.

So while the emphasis in the US is on the leader as role model, our study suggests that the most important prerequisite for a leader is what they can do for their staff. **This is far more similar to the model of leader as servant.**

But this does not mean that leadership is simply about meeting staff needs. The 4,000 individuals who took part in this research project feel that leadership is about engaging others as partners in developing and achieving a shared vision and enabling staff to lead. It is also about creating a fertile, supportive environment for creative thinking and for challenging assumptions about how a service or business should be delivered. And it's about displaying much greater sensitivity to the needs of a range of internal and external stakeholders."

PEOPLE MANAGEMENT 10 JANUARY 2002

2. Key Leadership Competences

1. What competencies do I need to be a leader ?
2. Task - People - Processes
3. The Leadership Avantage Competences

2. 1. What competencies do I need to be a leader ?

Competencies that the authors (Spencer, 1991) and other researchers see becoming increasingly important for executives, managers and employees of these "organisations of the future" include:

For leaders:
- **Strategic Thinking**: the ability to understand rapidly changing environmental trends, market opportunities, competitive threats, and the strengths and weaknesses of their own organisations, to identify the optimum strategic response.
- **Change Leadership**: the ability to communicate a compelling vision of the firm's strategy which makes adaptive responses appear both feasible and desirable to its many stakeholders, arousing their genuine motivation and commitment; to act as sponsors of innovation and entrepreneurship; and to allocate the firm's resources optimally to implement frequent changes.
- **Relationship Management**: the ability to establish relationships with and influence complex networks of others whose co-operation is needed for one's organisation to succeed and over whom one has no formal authority: product champions; customers, stockholders, labour representatives, government regulators at all levels (local, state, and federal), legislators, interest groups-in many countries (cf. Kotter, 1985).

For managers:
- **Flexibility**: the willingness and ability to change managerial structures and processes when needed to implement their organisation's change strategies.
- **Change Implementation**: "change leadership" ability (similar to those of executives, above) needed to communicate the organisation's needs for change to co-workers; and "change management" skills, communication, training, group process facilitation-needed to implement change in their work groups.
- **Entrepreneurial Innovation**: the motivation to "champion" new products, services, and production processes.
- **Interpersonal Understanding**: the ability to understand and value the inputs of "diverse" others.
- **Empowering**: managerial behaviours- sharing information, participatively soliciting co-workers' ideas, fostering employee development, delegating meaningful responsibility, providing "coaching" feedback, expressing positive expectations of subordinates (irrespective of diversity differences), rewarding performance improvement-which make employees feel more capable and motivated to assume greater responsibility.
- **Team Facilitation**: group process skills needed to get diverse groups of people to work together effectively to achieve a common goal; e.g., establishing goal and role clarity, controlling "over-talkers," inviting silent members to participate, resolving conflicts.
- "**Portability**": the ability to rapidly adapt to and function effectively in foreign environments, e.g., Nairobi, Jakarta, Moscow, so that a manager is "portable" to positions anywhere in the world. Research indicates this competency is correlated with such competencies as liking for travel and novelty, resistance to stress, and cross-cultural interpersonal understanding (Navy inter cultural relations study).

For everyone:

- **Flexibility**: the predisposition to see change as an exciting opportunity rather than a threat; e.g., adoption of new technology as "getting to play with new gadgets, the latest and best!"
- "**Information Seeking**" Motivation and Ability to Learn: genuine enthusiasm for opportunities to learn new technical and interpersonal skills; e.g., the secretary who, when asked to learn to use a spreadsheet program and take over department accounting, welcomes this request as "job enrichment" rather than seeing it as an additional burden. This competency transcends computer literacy and other specific technical skills future workers are believed likely to need: it is the impetus for "lifelong learning" of any new knowledge and skill demanded by the changing requirements of future jobs.
- **Achievement Motivation**: the impetus for innovation and "kaizen," the continuous improvement in quality and productivity needed to meet (or better, lead) ever-increasing competition.
- **Work Motivation Under Time Pressure**: some combination of flexibility, achievement orientation, stress resistance and organisation commitment which enables individuals to work under increasing demands for (new) products and services in ever-shorter periods of time, often expressed as "I work best under pressure-the challenge really gets my juices flowing!"
- **Collaborativeness:** the ability to work co-operatively in multidisciplinary groups with diverse co-workers: positive expectations of others, interpersonal understanding, organisational commitment.
- **Customer-Service Orientation:** a genuine desire to be of help to others; interpersonal understanding sufficient to hear customers' needs and emotional state; sufficient initiative to overcome obstacles in one's own organisation to solve customer problems.

Information Seeking is not intelligence, but a kind of cognitive initiative: a need or predisposition to seek out more information, not accept situations at face value but rather "dig deeper," consider more data. information Seeking underlies interpersonal as well as cognitive competencies, e.g., Interpersonal Understanding, Impact and Influence, and Customer Service Orientation, where seeking information about the customer's needs and possible solutions is key. In an information economy, Information Seeking competencies are likely to be increasingly important predictors of achievement.

2. Task - People - Processes

Three key areas always need to be managed by when dealing with issues. These are:

- The task - what is the issue, the content of the problem, what needs to be achieved ?
- The people - relationships, people's needs for being seen as competent, as significant
- The processes - the how, systems, methods, techniques, structures

One of the simplest yet most powerful reminders of this is the management decision making equation:

Effective Management Decisions are a function of:

QUALITY (The "right" technical answer)

X

ACCEPTANCE (whether people will implement the solution)

If the people side is not taken into account then however good the quality of the answer the issue will not be resolved.

2. 3. The Leadership Advantage Competencies

Getting results – knowing self – influencing others

SCANNING THE ENVIRONMENT
Business and commercial sensitivity
Information seeking
Analytical skills
Mentoring
Influencing at a senior level
Breadth of thinking
Time horizons
'political' awareness

LEADING OTHERS
Building relationships
Empathy & social skills
Empowering
Coaching for success &
      succession
Valuing diversity
Celebrating success
Client focus
Collaborative

LEADING ORGANISATIONS
Vision/clear direction
Inspiring others
Coping with complexity/change
Challenging the status quo

ACHIEVING OUTSTANDING RESULTS
Achieving clear targets
Managing performance
Organising and structuring

SELF AWARENESS
Self awareness
Motivation and values
Integrity
Decision making style
Self confidence
Flexibility
Personal development
Emotional resilience

3. Leadership and the MBTI

"It is not the purpose of a psychological typology to classify human beings into categories - this in itself would be pretty pointless. My typology is far rather a critical apparatus serving to sort out and organise the welter of empirical material but not in any sense to stick labels on people at first sight"
C. G. Jung

1. Introduction
2. Leadership Styles and Decision Making
3. Organisational Preferences
4. Approaches to Change
5. Creativity and Innovation
6. Influencing and Communication
7. Stress and Burnout
8. Type Development

3.1. Introduction

The objectives of the Myers-Briggs Type Indicator are to help us understand why and how we prefer to act and to help us understand and communicate with others who are different. It is also a stage on our own journey - towards becoming a more effective and integrated person and an even better leader. Some of the implications for leadership styles are discussed below. The main focus is on the core MBTI types. i.e.

Sensing Thinking	(ST)	Focus - Practical, day to day tasks, managing and controlling
Sensing Feeling	(SF)	Focus - People, support, teams and relationships
Intuitive Feeling	(NF)	Focus - Individual development, freedom, personal growth
Intuitive Thinking	(NT)	Focus - Global results, organisational growth, achievement

3.2. Leadership Styles and Decision Making

Different people make decisions in different ways. For example, it has been suggested that the human brain is specialised with logical functions occurring in the left hemisphere and holistic functions in the right. Managers with the left hemisphere more developed would, Mintzberg suggests, be much better at planning and analytical work, managers with the right hemisphere developed better at overall direction setting. This appears to reflect the sensing/intuitive dimension postulated by Jung.

Kilmann and Mitroff used the Myers-Briggs to look at decision-making.

- The NF type prefers ambiguity, creating, feeling, problems/opportunities.
- The NT type prefers defining problems/opportunities, identifying basic objectives and policies, establishing criteria for success.
- The ST prefers defining solutions and planning their implementation.
- The SF type prefers to be practical but works on the basis of what they feel to be the right way to go.

In the above diagram the preference of each type for different parts of the problem solving cycle are shown. Styles will be different between staff and line managers, as each has to concentrate on different parts of the decision-making process. Kilmann and Mitroff also suggest that:

- All types are necessary for an effective balanced solution that is implemented.
- The views of each type, being so essentially different, will lead to difficulties in communication between them.
- Not only their way of working will be different, but also their long-term goals.
- Focusing on their own preferences may lead types to neglect other stages. E.g. NF's may not pay enough attention to practical outcomes, ST's may be impatient spending time on problem analysis.

Most managers are the "ST" type. They will be concerned with practical and logical problems. They will also prefer problems that are concrete and specific rather than ambiguous and abstract. This is not to say that some managers do not prefer problem exploration and definition. However, it is also of interest to note that the types most concerned with people's problems are outnumbered 3: I by those most concerned with task issues. Perhaps this explains the need for "interpersonal" skills courses for managers. The "SFs" are a low proportion - these are the types which act as "lubricant" to the social mechanism of management and again perhaps their low proportion explains some of the people problems that occur in organisations and teams.

3.3. Organisational Preferences

People see and organise their work in very different ways. It might be expected therefore that the types of organisational structures set up will reflect these preferences. Kilmann and Mitroff have investigated this aspect. Table 1 gives a summary of their findings.

TABLE 1. **Organisational Preferences of Different Types**

Areas	Practical (ST)	Social (SF)	Idealistic (NF)	Theoretical (NT)
Structure	Practical, Bureaucratic, well defined hierarchy, central leader	Friendly, hierarchical but open, no central leader	Completely decentralised, no clear lines of authority,	Complex organisation, flexibility, changing task forces
Emphasis in interactions	Task orientation control specificity, fixed rules	Human aspects of people doing work as individuals	Humanitarian, general concern for development of individuals	Goals, clients, effect of environment
Organisational	Productivity, work flows	Good relations	Personal and humanitarian	Macro-economic, theoretical

It can be seen that NF's prefer an organisation structure which is decentralised, which has no clear lines of authority and no central leader. On the other hand, ST's prefer an authoritarian and bureaucratic organisation with a well defined hierarchy and central leadership. The reasons for this stem from the nature of the work preference types. The NF person requires a high degree of autonomy and freedom in order to exercise his preferences and feeling. He prefers making contact with people regardless of their level and organisation before he can work effectively. The ST type, on the other hand, prefers a well defined structure because this enables him to get on with what he enjoys doing - practical, everyday matters at hand. Discussions with people about feelings and intuition are often seen by ST people to be a waste of time and barriers to getting the task done.

Richek found that sensing types had more positive attitudes to authority than intuitives. One of the findings of the Aston studies was that the organisational structure of the company studied and the data collected were very much dependent on the attitudes of managers in each function. For example, the accountants often saw the organisation very differently from the marketing people and also had different wishes for the type of structure they wanted.

Most managers are ST's and NT's with the thinking judgmental (T/J's) style predominating. Organisations in which they worked would be expected to follow a hierarchical principle. On the other hand, there exist organisations such as the theatre or to a certain extent academic institutions in which there is relatively little hierarchy. Academics tend to prefer intuition, which accords with a loose form of organisation. People will try to create organisations that will leave them free to work in the way they most prefer. This is one of the main motivating forces behind the actions of individuals in organisations. This applies equally to teams that people are members of.

Organisations themselves can be typed. Some organisations are very focused on tasks and production - issues such as quality and efficiency (Manufacturing industry for example). These would be ST organisations. The marketing led organisations such as Unilever, Proctor and Gamble, Coca-Cola and Pepsi Cola define their successes in terms of market share and growth. There are not many SF organisations in industry - examples such as social and sports clubs, the family would be more relevant. However some exist- TDI Industries (A Texas based air conditioning firm) has as its prime goal to provide career opportunities for its staff. And NF organisations - small PR / Market research firms for example.

3.4. Approaches to Change and Time Management

One of the key issues in leadership is reaction to change. This is reflected in attitudes towards time. It has been suggested by Mann et al that the MBTI types react to time and change very differently. i.e.

Sensing types - present orientation
Intuitive types - future orientation
Feeling types - past orientation
Thinking types - time as a linear continuum

These approaches appear to have been borne out by some of the work that Kilmann and Mitroff did in getting some groups within the American Bureau of Census to plan ahead to the year 2000. (Study done in the 1980's) They conclude that:

"To summarise, ST's can be characterised as real-time, operational-technical problemsolvers; NT's are future-time, strategic-technical problem generators; and SF's are real-time operational-people problem solvers. Compared to intuitives, the planning horizon of sensing people is extremely short. In the extreme sensing people are not interested in planning at all. They do not believe that one can talk sensibly about the future because one cannot sense it directly".

Again, if we look at the distribution of managers we can see that the majority (the sensing-thinking types) will be concerned with the present here-to-now. They will not be interested in long-term theoretical issues but those of immediate value. The focus on change that is now such a part of leadership needs to be changed to implications for today. E.g. What needs to happen now. Most ST's or SF's, unlike the NF's or NT's would be uncomfortable with radical and drastic changes. They would prefer "adaptation" and gradual change. The intuitives need to understand this and let go of some their impatience.

3.5. Creativity and Innovation

It might be expected that innovators would essentially be the intuitive types. However, this must depend on how creativity and innovation are viewed. Intuitive types do predominate in creativity that involves redefinition of the problem with new and different ideas. The work of McKinnon has shown a preponderance of intuitives in "creative" professions such as architecture and novel writing. However, creativity can and does also involve coming up with many different solutions and alternatives rather than redefining the problem area. Kirton defines these two different types of creativity as adaptor-innovator. The adaptor can find many different ways of solving a problem but within the context of the rules and system - the innovator goes outside the accepted system and comes up with one or two radical proposals. Thus all types may be said to be creative but in different ways. The focus will be on creativity in:

Sensing - Thinking   ST   Practicality
Sensing - Feeling   SF   Social Relations
Intuitive - Feeling   NF   Idealism
Intuitive - Thinking   NT   Theory

Creativity to an ST, for example, may well be in redesigning or building machinery, a brick wall, or sewing a dress or cooking. etc. Creativity for the SF could be selling or making, people happy. For the NT, it could be developing a new model or concept and for the NF in creative writing or communication. This is fine as long as each type recognises the creativity implicit in each other's chosen personal space.

3.6. Influencing and Communication

Myers-Briggs type preferences will influence not only **how** we communicate and try to influence others but also **what** we communicate. I.e.

Type	Focus -what	How	Influence
Sensing	Facts Practical issues	Give details Structured, logical	Present practical arguments for courses of action - efficiency, quality
Intuition	Broad picture, imagination, inspiration	Paint a vision of the future; leaving out details. Reasoning is hidden	Persuade through the future vision - achievement
Thinking	Logical train of reasoning - tasks, actions, ideas	One reason leads to another logically	Clear water tight argument that no one can disagree with !!
Feeling	People's views, ideas, feeling, opinions	Connecting with feelings and relationship not content	Enthusiasm, inspiration, appealing to person's feelings Harmony

It is also here that the difference between Extroverts and Introverts is important. Extroverts will move towards people; they will want to stimulate and be stimulated and will want responses. Introverts will need time to reflect and absorb ideas and views and need space not pressure.

In presentations it is also important to recognise that different styles will suit different audiences. Feeling types will want to be inspired; Sensing types will want practical suggestions, Intuitives to have a broader understanding of the topic and Thinking types will want a good logical flow of discussion.

Even in every day discussions the types have an influence. For example what is truth or reality ?

Sensing Thinking	(ST)	Facts, every day reality, right or wrong
Sensing Feeling	(SF)	What people believe it to be
Intuitive Feeling	(NF)	Truth is individual - there is no reality out there !
Intuitive Thinking	(NT)	Depends on your analysis and philosophy

How about education ? What is it for ? Or how should you punish criminals ? Etc. Etc. All this can be linked to the MBTI types.

3.7. Stress and Burnout

What we are good at is easy for us; what we are not good at causes us stress. We can also overdo what we enjoy and this can lead to burnout - too much of a good thing makes it a bad thing ! The way forward? Face and get better at what we don't like and balance our lives.

Stress appears to be the result of over-challenge; when the demands on a person exceed their capability to meet those demands. However stress also can come from boredom and not having enough stimulation. Sometimes we can't do what we most enjoy because of circumstances. A highly intuitive child, for example, who is not allowed to use this function because of sensing parents may well grow up with anxiety and stress. As would be the case for a left-handed person being forced to write with their right hand. Both causes of stress can be relieved by either becoming better at not so good areas or being allowed to do what we most enjoy.

Burnout comes from overdoing something we like. A creative writer who overuses introverted intuition may well burn out and suffer from writers block, i.e. lack of imagination. Overuse can come from sheer pleasure in the use of a function or as an attempt to avoid using an inferior function. (Fear of being no good at this or being scared of the unknown) Individuals often do what they are good at even if it is inappropriate. For example an introverted thinking type will continue to use logic and analysis even if an emotional responses is required. A person can overuse extroversion to avoid themselves, their own inner world through fear of what they might discover about themselves. Similarly introverts can focus on their inner world to escape the external world.

Anna-Maria Garden showed that different types reacted differently to burnout,. For each of the four preferences the burnout reactions were as follows

Feeling Types   -   a reduction in caring for others
Thinking Types -   a loss in achievement orientation
Sensing Types -   a loss in groundedness
Intuitive Types   -   a loss of enthusiasm

Burn out seems to be a clear message to stop overusing the preferred function and to bring about a balance again between the functions. It is thus a very positive process - and one that should be paid heed to, rather than attempting to eliminate.

The best way of avoiding burnout is to alternate activities and use different functions for balance. Jung for example used his sensing function in his leisure time to build stone walls. So if you are in danger of burning out make certain you **have a leisure activity you love that is totally different from work.**

3.8. Type Development and the Shadow

Jung's view is that we need eventually to be reasonably competent at all the types. Good enough to avoid problems anyway ! This is a lifelong process. Catherine Fitzgerald suggests instead that there are two distinct stages of life:

First, up to 35/40, the focus is on being a specialist and becoming better and better at what we do well. In the second stage from mid-life onwards, we strive to be more balanced and a generalist. When functional specialists become leaders this is their challenge. The two most common causes of failure of leaders derailing according to the US Centre for Creative Leadership, is failing to build relationships (developing the Feeling function) and not changing to a more broader based view of leadership.

The "Shadow" is our opposite type - that which we find most difficult to understand. For example the shadow of the Sensing-Thinking person would be Intuitive -Feeling. Each type needs to learn to appreciate its opposite or shadow for true balance and maturity. i.e.

Sensing types need to pay more attention to hunches and to patterns and develop an interest in psychological issues and processes, and/or in music and art.

Intuitive types need to be more present in the immediate time and place and their own physical comfort and health E.g. to just sit and look, hear, touch and smell.

Thinking types may need to discover their softer side, their "tender feelings" and to focus more on their relationships.

Feeling types may need to discover their tougher side, or "sharpness of mind" and to be more objective and to focus on their own needs, rather than respond to the needs of others.

Different societies will help individuals focus on different functions. In the UK we emphasise Thinking and Feeling is discourage. In India however Introverted Feeling is highly valued, and thus individuals are aided in developing and differentiating it. So sometimes societies help, sometimes they hinder type development.

"Good" Type Development involves:

- being "grounded" in your type preferences - knowing what you like and being good at it, but also
- recognising the limitations of your preference, and
- genuinely valuing those preferences that are opposite to your own, and the people who are different to you
- Being willing to risk developing your opposite; your shadow even though this may be out of your comfort zone

4. Developing Self-confidence

4.1. Self-confidence
4.2. Dealing with Stress and Negative Feelings

4.1. Self-confidence

All of us, regardless of our role, have personal power. This is a feeling of self-confidence, of understanding that you have a choice and have control over your own decisions. It is also an understanding that other people only have power over you if you give them that power. Self-confidence stems from respect for yourself and others. I.e.

SELF-CONFIDENCE
I'm OK - You're OK

SUBMISSIVENESS	**AGGRESSIVENESS**
I'm not OK - You're OK	**I'm OK - You're not OK**

- Self confidence is a `Feeling' - good, relaxed
- Self confidence is a `Belief' - `I can do'
- Self confidence is having `realistic' expectations of ourselves - not too self-critical or high
- Self confidence is accepting our strengths and also our weaknesses
- Self confidence is specific - I can do this
- Self confidence is accepting vulnerabilities
- Self confidence is not comparing ourselves constantly to others
- Self confidence is eliminating our own negative self critical voice
- Self confidence comes from action

Take self confidence in speaking to audiences for example ,

> ***"The key to connecting with an audience is not in knowing how to give to them,***
> ***but knowing how to receive support from them."***

Attitudes that stop self-confidence are thinking we have to be right all the time or that we have to do what others want if they are to accept or like us. We need to be clear about the issues which are important to us and those which are not. "Is it really my problem" is a good self-confident question.

So focus on **what you are good at !**

4.2. Dealing with Stress and Negative Feelings

Emotional intelligence is not something that is usually taught, so most people can use some coaching and support. We normally try to block uncomfortable feelings like holding a balloon down under water. The more we push the balloon down the more energy it takes us. One slip and all the feelings come up at once like the balloon shooting up and we cannot cope. If we do keep the feelings down then we might find that all the energy we are using leaves us no room for fun or joy or allowing more positive emotions to occur.

Sometimes people with wide open boundaries may pick up feelings from others and decide that they need to process those feelings -- because of feeling guilty or trying to please others etc.. Essentially, we need to acknowledge and accept our feelings and then let go instead of holding on to them. Genuine laughter, for example, is a good way of doing this.

The following techniques come from the Sedona method.

Exercise: Pick up a pen, a pencil or some small object you would be willing to drop without giving it a second thought. Now hold it out in front of you and really grip it tightly... pretend this is one of your feelings. First, notice that you're the one holding on to it. This is true with your feelings, too. We hold on to our feelings and forget that we are holding on to them. We often feel that they are holding on to us. This is not true... we are always in control, but we do not know it. Now, let it go. What happened? You let go of' the object - and it dropped to the floor. Was that hard? Of course not. That's what we mean when we say let go. You can do the same thing with any feeling.

Technique: Next time you have an uncomfortable feeling, really allow yourself to feel it, then ask yourself "Could I let it go?" It sounds too simple, but practice this and you'll see that you'll start letting go of your unwanted feelings. Remember it's a natural ability that you already have - you're just working on remembering how to use it. The more you practice, the easier it gets.

Technique: As you focus on your goals, and feelings come up, ask yourself "Would I rather have this feeling, or would I rather have this goal?" You'll find by just asking yourself that question, you will have a tendency to let go. If you're trying to let go of a feeling and you're not letting yourself go of it, just remember it's only a feeling and you'll find yourself easily letting it go.

As a coach help others do this and help then move along the feelings continuum:
> Apathy ------ Grief --. Fear -. Anger -. Acceptance

Pick same sample situations where you have felt uncomfortable. **Start with only "mild" situations.**

Working with Others

5. Leading Others

5.1. Why focus on People ?

In an article "**There's profit in empowerment of your people",** Independent, 3rd March, 1999 Diane Coyle writes that recent research carried out for the Institute of Personnel and Development on 67 medium-sized manufacturing companies finds that people management is vastly more important than other elements of management. It also has a very big impact on profits and productivity As the IPD concludes, with some satisfaction: *"The findings underline the general message that it is how companies manage their employees that is crucial to business success."*

The research addressed four questions.

- Is there a link between employees' job satisfaction and company performance?
- Is "organisational culture" a guide to company performance?
- Which people-management policies make most difference to results?
- How do they compare with the impact of other policies such as investment in R&D, investment in new technology and competitive strategy'?

The answers are:

- Yes, job satisfaction alone can raise profits by 5 per cent;
- Yes, "cultural" factors can account for 10 per cent of the variation in profits between different companies;
- Job design particularly giving workers shop floor responsibility - and skill development each explain about half of the contribution of people policies to company performance;
- People policies can explain nearly a fifth of the variation in profitability and productivity, compared with 2% for strategy, 1% for quality drives, 1% for new technology and 8% for R&D.

5.2. Emotional Intelligence and Leadership

"Feelings are typically indispensable for rational decisions. They point us in the proper direction where dry logic can be of little use.

The single most important factor in maximising the excellence of a group's product was the degree to which members were able to create a state of internal harmony which let them take advantage of the full talent of their members.

IQ is not a predictor of success, either in terms of salary, status or friends. In childhood abilities to handle frustrations, control emotions and get on with others made the most difference."
Daniel Goleman: Emotional Intelligence

Aristotle's Challenge
"Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy".
The Nichomachean Ethics

What are Emotions and what are they for?
The word emotion comes from the Latin 'to move – away'; it implies an action. The OED defines emotions as 'any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state.'

Main Families of Emotion:
Each emotion prepares the body for a very different kind of response and shows itself physiologically. These biological propensities to act are shaped further by life experiences and culture.

Anger - fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and, perhaps at the extreme, pathological hatred and violence.
Sadness – grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and, when pathological, severe depression.
Fear – anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror and, as a psychopathology, phobia and panic.
Enjoyment – happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and, at the far edge, mania.
Love – acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation
Surprise – shock, astonishment, amazement, wonder.
Disgust – contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.
Shame – guilt, embarrassment, chagrin, remorse, humiliation, regret, mortification and contrition.

In an emergency situation, the feelings circuitry overcomes the head circuitry – so feelings can over-ride rational thought. Feelings are indispensable for rational decisions, they point us in the right direction where logic can be of use. There is a need to harmonise the head and heart.

Five domains of Emotional Intelligence

Self awareness
Emotional Control (Self Regulation)
Self Motivation
Empathy
Persistence (Social Skill)

What do we mean by Empathy?
Empathy builds on self-awareness and is the capacity to know how others feel. Non-verbal communication is an important aspect of empathy – being able to 'read' expressions, gestures and tone of voice. The developmental roots of empathy lie in infancy when a child mimics its parent. Empathy requires calm so that the subtler signals of feelings can be received and mimicked by one's own brain. Psychopaths are incapable of feeling empathy/compassion. They do not feel fear. Sociopaths blot out empathy.

People who are poor at receiving/sending emotions are prone to problems in relationships as people are uncomfortable with them. Skills to improve Social Incompetence include learning to:
- speak directly to others when spoken to,
- initiate social contact, not always wait for others
- carry on a conversation, not simply fall back on yes/no or other one word replies
- express gratitude towards others, to let another person pass first through a door
- wait until one is served
- thank others, to say 'please', to share.

The ability to manage one's impulses is the basis of emotional intelligence.

Managing with Heart or Leading through Emotional Intelligence
When people are emotionally upset, they cannot remember, attend, learn or make decisions clearly. Leadership is not about domination, but is the art of persuading people to work towards a common goal. There are three key applications of EI to leadership:

1. Being able to air grievances as helpful critiques.
Feedback is the lifeblood of an organisation. It's about people getting the information essential to keep their efforts on track. An artful critique can be one of the most helpful messages a leader can send. Focus on what a person has done and can do rather than reading a mark of character into a job poorly done.

2. Creating an atmosphere in which diversity is valued rather than a source of friction.
The nature of prejudice is based on emotional learning that occurs early in life (justification comes later). The neural dynamic makes stereotypes self confirming. The ground rule of diversity training is that bias in any form is out of bounds and encouraging people to voice objections. Encourage tolerance and empathy by looking at perspective. The goal is to change the norms of the group.

3. Networking effectively.
In an analysis of studies of 'what marks the best from the rest', Goleman found that people who can lead; adapt to change; give feedback on performance; empathise; motivate themselves; and have integrity were seen to be the best. EI Stars have the ability to persuade, the ability to build alliances and coalitions and are astute in reading organisational politics. EI Stars show difference in the interpersonal strategies they use. They:
- cultivate good relationships and build rapport with a network of key people
- use informal networks for handling unanticipated problems
  communication webs – who talks to whom
  expertise nets – advice/technical excellence
  trust nets – sensitive information
  and are well connected on all three networks.

Drucker "Knowledge workers add value to information. Expertise is specialised and productivity depends on their efforts being co-ordinated as part of an organisational team. So teams become the work unit rather than the individual. Emotional Intelligence skills help people harmonise, thus increasing value.

5.3. Leading Positively

First. Break All the Rules
Marcus Buckingham & Curt Coffman, Simon & Schuster, 1999

The Gallup organisation interviewed people across 24 different companies and 2500 business units. They correlated the results with productivity, profitability, employee retention and customer satisfaction. If employees answer positively on the following questions the business performance will be higher than if they answer lower. One result is that it the individual manager who has the most impact on business performance of employees by their behaviours.

What do I get ?
1. Do I know what is expected of me ?
2. Do I have the materials and equipment I need to do my work right ?

What do I have to give ?
3. Do I have the opportunity to do what I do best every day ?
4. In the last seven days, have I received recognition or praise for good work ?
5. Does my supervisor, or someone at work, seem to care about me as a person ?
6. Is there someone at work who encourages my development ?

Great managers understand that people do not change that much. They focus on what people can do, not what they cannot do. There are four core activities for managers:

Select for talent
Define right outcomes of the job
Focus on strengths
Find the right fit for the person and their work

5.4. Developing People Leadership Skills

<div align="center">

Reflection
Empathy and Listening
Questioning
Dialogue
Healing and Forgiveness
Building Community and Connections
Conceptualisation
Learning
Storytelling

</div>

- **Reflection:** stop, step back, reorient and reenter
- **Empathising** - being able to share with others the deepest experiences of life, recognising and accepting the intrinsic worth of others' feelings and perceptions
- **Listening**: intently and reflectively, identifying the underlying will of a group and their own inner voice.
- Framing Effective **Question**s to help clarify, probe, challenge, coming from genuinely not knowing the answer
- Building consensus through **dialogue,** exploration of meaning, sharing insights with "unlike-minded" people
- **Healing:** helping to make "whole"
- Building **communitie**s at work -partnerships between different groups, men and women, minorities.
- Setting directions through **conceptualisation** and helping others to make purpose and meaning in their work
- **Learning**: helping themselves and others learn about themselves and the world and then grow and deepen in this knowledge
- **Storytelling:** to connect and transform
- **Dealing with Impasse:** having the patience to allow things to happen
- **Reconciling Dilemmas:** Bringing opposites together

"Listening is the art by which we use empathy to reach across the space between us."
Michael Nichols The Lost Art of Listening

"*Acceptance of the person, though, requires a tolerance of imperfection. Anybody could lead perfect people ---if there were any. But there aren't perfect people."*

"It's part of the enigma of human nature that the "typical" person - immature, stumbling, inept, lazy - is capable of great dedication and heroism if he is wisely led. Many otherwise able people are disqualified to lead because they cannot work with and through the half people who are all there are. The secret of institution building is to be able to weld a team of such people by lifting them up and to grow taller than they would otherwise be."

"Men grow taller when those who lead them empathise and when they are accepted for what they are, even though their performance may be judged critically in terms of what they are capable of doing. Leaders who empathise and who fully accept those who go with them on this basis are more likely to be trusted."
Robert Greenleaf

5.4.1 Active Listening

What is it ?

A means of understanding and empathising with the person doing the talking. As a listener you are concerned with the others' views and feelings, not your own! Active listening involves all the communications channels. It is active because it involves concentrating and responding appropriately, letting the other person know that you have heard! It is probably the most useful communication skill you can develop.

Why Listen ?

- to help understand what others are saying
- to make others feel good
- to get through other people's filters
- to concentrate on others
- to stop your attitudes and prejudices getting in the way
- to find out the real concerns of other people
- because words are an imprecise form of communication
- to aid in decoding some messages
- to understand emotions and feelings

When not to use active listening

- When you are tired
- when you are emotionally involved - unless you can distance yourself
- when you cannot accept the other person
- when you do not trust the other person to find their own solution
- when you need to give or when the other person wants, information or instruction.

What gets in the way ?

Our natural tendency to judge others; to compare them to ourselves; to approve or disapprove. Also the difficulty in seeing things from another person's point of view. Specifically:

Judging :	Criticising
	Name calling
Sending Solutions:	Ordering
	Moralising
	Threatening
	Advising
Avoiding others'	Diverting
Concerns:	Reassuring

Getting the Balance Right

Normal conversation or discussion between two people implies a 50% :50% split between talking and listening for each person. Make certain that there is genuine listening during the 50% period. If someone wants to talk over a problem with us and we are listening. we would expect a 20% : 80% breakdown for us, with 80% of our time being devoted to listening. Vice versa if we are doing the talking!

Listening Skills

Skill Groupings	Special Skills
Attending	Posture of involvement Appropriate body motion Eye contact Non-distracting environment
Following	Invitations to talk Minimal encouragement Infrequent and open not closed questions Attentive silence
Reflecting Skills	Paraphrasing - using key words Reflecting meaning - linking feeling to content Summarising

If you think you listen - do you ever catch yourself doing any of these when someone else is talking?

- Thinking about what to say back. (Even rehearsing ....)
- Settling on some advice to give. ("If I were you ....")
- Preparing a judgement, "You were absolutely right! or "Don't you think you were rather impatient?"
- Feeling anxious in case one doesn't come up with any answer .
- Feeling impatient for them to finish because you are simply not interested,
- Being distracted by one's own history and how it fits. "Oh, I had a similar experience."
- Being distracted by something quite irrelevant

Counseling Skills

Counseling is the most attentive form of active listening. It is concerned with the other person's personal issues and viewpoints. Although counseling requires a great deal of skill just listening to someone with warmth and empathy and without trying to solve their problems for them or making judgements about them can be of great value to individuals who have an issue. having the confidence to listen to people whatever their emotional state should be an underlying ability of everyone. Some do's and don'ts:

Do:

- Let them talk (60%)
- Ask questions on the facts
- Ask questions on their feelings
- Build on their suggestions
- Test Understanding / Summarise
- Seek solutions from the them
- Get them to comment on future performance

Don't

- Propose solutions
- Defend self or attack them
- Give facts

5.4.2 Influencing Skills

"People do things for their reasons, not yours"

Influencing others works best when their views are taken into consideration. To sell or influence others from our own vantage point does not work. The product or idea is sold on its features or advantages as we see it instead of finding out the needs of the person who is being influenced. e.g. Selling a computer system could involve many variations of needs; the Finance Director might have a need for cost-saving and the IT manager for extra speed, operators for ease of running, etc. The approach taken should then depend on the person in front of the salesperson.

Styles of influencing do not have to be uniform. Successful sales people for example adapt styles to suit themselves and their personalities. There appear to be two main styles which are widely recognised. i.e. Push and Pull.

The Push style is directive, hard and to the point. It works better for simple products or ideas.

The Pull style is based more on understanding the problems of the others rather than selling them solutions; it is best for more complex products or ideas.

The skills of influencing are:

- Starting and building rapport - unique to the individual
- Questioning
- Getting the other to talk about their needs
- Listening
- Further questioning
- Handling objections - hear in full, acknowledge concerns and reply
- Giving the right amount of information, not too little or too much.

A good systematic approach is that of the Huthwaite Group. I.e.

- **S**ituation - what are all the factors involved
- **P**roblem - what are the specific issues
- **I**mplications - if the problem is not fixed what could the consequences be ?
- **N**eeds-Payoff - the benefits gained from fixing the problem

5.4.3 Negotiating Behaviours

The successful negotiator:
- is rated as effective by both sides
- has a track record of significant success
- has a low incidence of implementation failure

48 negotiators meeting these criteria were studied in 102 negotiations by Rackham and Carlisle.

PLANNING	Skilled	Average
Overall amount of time spent	No significant difference	
Number of outcomes/options considered per issue	5.1	2.6
% of comments about areas of anticipated common ground	38	11
% of comments about long-term considerations of issues	8.5	4
use of sequences during planning (per session)	2.1	4.9

Effective Behaviours

Behaviour Labelling The skilled negotiator tends to make his intention clear by labelling his behaviour before he makes a statement. He says things like:
"Let me build on that by ...."
"Just to summarise then ...."
"Let me clarify what you've just said ...."

Signalling ahead This is giving advance notice of what is to happen, "If I could make a suggestion..." "May I ask a question..."   Avoid signalling disagreement. Explain your argument, then disagree - not "I disagree because..." but " ... therefore I cannot agree".

Testing Understanding/Summarising Skilled negotiators are concerned to clarify ambiguous points. They know that anything not made clear might create complications later. They ask lots of questions, check understanding and summarise, ensuring that there are no misunderstandings. They deliberately reflect back points to make certain that the other side understands clearly what is happening: "so I understand that you..." and "to summarise, you are saying..."

Seeking Information Good negotiators know that it is essential to get as much information as possible about the other person's thinking, his case and his objectives. They ask lots of questions as a deliberate strategy because questions:
give control over the discussion.
are more acceptable alternatives to direct disagreement.
keep the other party active and reduce their thinking time.
can give negotiators a breathing space to allow them to marshal their thoughts.

Feelings Commentary We often think that good negotiators are poker faced and keep their feelings to themselves. In fact, this is not true. Skilled negotiators tend to make statements about what is going on in their minds, what they are thinking and feeling in a non-threatening way - "My feeling is ….." . This gives the other person a greater feeling of security and trust - the feeling that they are dealing with someone who is honest.
Ineffective Behaviours

Irritators Certain words and phrases are often used by poor negotiators which have no persuasive effect, but actually irritate the other person. These include phrases like 'generous offer', 'fair', 'reasonable', which they uses to describe their own proposals. This actually has an irritating effect because they imply that the other person's proposals are unreasonable and unfair. Irritators, then, antagonise rather than persuade, and should be avoided.

Counter proposals When an opponent makes a proposal an ineffective negotiator will tend to make an immediate counter proposal. The other party sees this as blocking, negative behaviour and suggests a lack of interest in the original proposals.

Defend Attack Making personal attacks, trying to allocate blame for something that has gone wrong, statements like 'it's not my fault', tend to be unproductive and so are avoided by effective negotiators.

Argument Dilution You may think that it's best to present as many benefits and arguments that support your own case as possible. The skilled negotiator knows that if he does this, his opponent will simply take his weakest benefit or argument and challenge it - perhaps successfully. The skilled negotiator chooses two or three of the best arguments and presents them strongly. This way there is no chance of argument dilution.

5.4.4 Resolving Conflict

Key skills for conflict resolution are active listening, assertiveness and negotiating. Derek Sheane identifies the following steps in the process:

MAPPING THE CONFLICT
What are the issues?
Who cares? Who are the stakeholders?
What are their and your views?
What are their power bases?

FRACTIONATING THE CONFLICT (Areas of Agreement, Disagreement and Irrelevancy)
Break it down into smaller areas
Agree what you agree on
Agree areas of disagreement
Negotiate on these

POWER ISSUES
Be aware of power constraints
Develop strategies for changing power bases for your advantage

DEVELOP NEGOTIATING SKILLS
Improve offers - when and how
Handling and making threats
Breaking deadlocks
Reaching agreement

Edward de Bone stresses the need for an exploration mode of conflict handling (like the Japanese) instead of the heavy investment in argument. He also suggests using a third party to design a solution for both sides. Design is about 'fit' and creative solutions.

Conflict Styles

There are two dimensions; concern for self and concern for others. This leads to five main styles. None of these is better than the others. They all have merits and demerits. Some will be more useful in certain situations than others. The main point is to be able to use them all. A list of common phrases used in each style is given overleaf to help you identify your strongest and weakest areas.

Modern managers spend a great deal of their time on conflict. Thomas and Schmidt found that middle level managers spent over 25% of their time on conflict and that at lower levels even more time was spent on this. Conflict is not therefore just a nuisance, it is a major part of a manager's job. They are there to use their skills to deal with Conflicts and style is an important part of this.

CONFLICT STYLES MAP

High

COMPETING (forcing)
I'm not prepared to
change my position.
I'm sure I'm right.
I know best.
Do as you're told.
If you don't do it, I'11. .

COLLABORATING (problem solving)
Lets work on this together.
What do we agree on.
Let's find some common ground.
How can we solve this.
Let's investigate the problem.
I think . . . What's your view.

C
o
n
c
e
r
n

COMPROMISING (sharing)
Let's find a quick solution.
Let's split the difference.
I suggest we meet halfway.
Let's be satisfied with ...
Let's both compromise a little.

f
o
r

AVOIDING (withdrawal)
I have no comment.
S Let's leave it for now.
E I don't want to discuss it.
L That is outside my brief.
F What problem!
I can't take responsibility

ACCOMMODATING (smoothing)
I concede that point.
I agree with you there.
I will do as you say.
I don't want to offend you.
What can I do for you.
I'm glad we agree.

Low   **High**
Concern for Others

My main style is …………………………..

I need to develop …………………………

5.4.5 Interviewing Skills

One of the best checklists is taken from some work done by Goode. He suggests you look at the following key points.

Focus	Question	Yes or No ?
Relationship	Helped the client to relax	
Purpose	Agreed the purpose of the meeting	
Information Seeking	Sought vital information (client's views etc.)	
Understanding	Tested their understanding regularly	
Information Giving	Gave information to the client as required	
Client Proposals	Invited the client to put forward solutions	
Development	Built on client's ideas when appropriate	
Consultant	Provided ideas when the meeting got stuck	
Process	Ensured the meeting stayed on course	
Action	Agreed detailed plan of action	
Summary	Summarised the agreements reached	

5.4.6 Meeting Skills

Considering the amount of time we spend in meetings it is essential to run them effectively. So..

Prior to the meeting

- Send clear agenda and pre-reading
- Inform appropriate people

During the Meeting

Interpersonal Relations
- Always respect and acknowledge emotions, don't condemn
- Return to task after acknowledgement
- Be aware of hidden agendas', power-plays

Conflicts
- Agree on agreements, clarify areas of disagreement
- Break conflicts down, aim for consensus, if not total agreement
- Use influencing/assertiveness/negotiating skills

Problem Behaviours - Rambling, dominating, shutting out, side conversations, arguing
- Use friendly but firm conversation to return meeting to agenda
- Use body language to shut people up
- Encourage group to share responsibility for handling members

Problem Solving Processes
- Share information (use visuals)
- Get information using questions
- Support/build on proposals
- Acknowledge others' ideas by summarising and reflecting
- Use problem-solving process/content
  - Objectives - what is the purpose ?Factors - Analysis
  - Options Planning and implementation Monitoring
- Use creativity and critical skills as appropriate
- Time awareness
- Take Notes
- Close by summarising

5.4.7 Developing Relationships

Essentially:
- clarify what you want from the relationship
- learn practical social skills
- understand rules and procedures especially in different cultures

Some guidelines:
- be interested in others, ask questions, listen, acknowledge
- use their first name
- give compliments, praise, show affection
- use positive body language, facial signals, voice, to show liking
- build self-esteem and mutual respect, concern for others, loyalty and commitment
- be open, use self-disclosure, trust and confide in others
- acknowledge birthdays and special events

In terms of face-to-face negotiating skills, some work from the Harvard Negotiation project suggests the following:

- be unconditionally constructive i.e. don't worry about reciprocity
- balance emotion with thought
- try and understand others' points of view
- always consult before deciding
- be trustworthy and reliable, but not wholly trusting

5.5. Relationship Patterns

Every person will have underlying needs which can be grouped into**:**

Inclusion Needs: The need to belong, to be in relationships and to be seen as significant and important to others.

Control Needs: The need to feel in control and able to cope, to be seen as competent.

Affection Needs: The need to be loved for oneself and to be open and intimate with others.

People will differ in the degree to which they want these needs but to some extent they will always be there. **We learn through life** the relationship patterns which we think will get our needs met. Sometimes when situations change our patterns of behaviour need to change too, but it can be difficult to let go of old habits.

People's needs in each of the areas will vary from low to high, producing unique patterns for each person. A guide to highs and lows follows.

INCLUSION

	Low	**High**
Expressed	Suggests that the individual is uneasy around people and will tend to move away from them	Means that the person is comfortable in social settings and will actively move towards them
Wanted	Suggests that the person will be selective in initiating associations with other people	Means that the person has a strong need to belong and to be accepted by others

CONTROL

	Low	**High**
Expressed	Suggests the person avoids taking on responsibilities and control of others	Means that the person can and actively seeks to take on responsibilities
Wanted	Suggests that the person does does not want to be controlled by others	Suggests that the person is happy following others and needs guidance and structure

AFFECTION

	Low	**High**
Expressed	Suggests a caution in initiating close personal relationships	Means that the person can readily become emotionally involved in close personal relationships
Wanted	Suggests this person is very selective about those with whom they want a close relationship	Suggests someone who wants others to initiate intimate relationships

The person's orientation and stability within each area (inclusion, control, affection) is determined by the interaction of the expressed and wanted behaviour. If the levels are approximately equal, the probability is that the person behaves in ways that do not lead to conflict. The greater the difference between the levels, the greater the probability of conflict, frustration and tension. A person may have strong leadership and control needs (CONTROL expressed HIGH), but is either unskilled, unwilling or unable enough to accept general direction towards the objective by his or her superior (CONTROL wanted LOW), so that his or her work may be counterproductive and lead to more specific controls imposed by the superior.

The relationship between the needs in each area can be interactive; the way a person behaves in one area may help to hinder his or her behaviour in other areas. No score should be interpreted in isolation. A person may have high leadership and control needs (CONTROL expressed HIGH) but may need the collaboration and co-operation of his or her peers to achieve his or her objectives. If he or she is uncomfortable or unskilled in initiating associations with other people (INCLUSION expressed LOW), he or she may find it difficult to succeed in getting the help he or she needs.

Tension between Individuals

Where tension exists, certain of these needs (inclusion, control, affection) are not being satisfied. This may occur in specific situations where the individual may <u>not</u> be able to cope, because of lack of knowledge or skills.

Looking at the levels of individual's interpersonal needs can be very useful when determining the compatibility of the members group. If at the beginning we can choose a group of people who can work together harmoniously, we are more likely to avoid situations where the group's efforts are wasted in interpersonal conflict.

FIRO B - Behaviour

These dimensions can be measured using the FIRO - B questionnaire. Scores can vary from O to 9 for each box. Strengths are:

Low scores	0 1 2 3
Moderate	4 5 6
High	7 8 9

	INCLUSION	CONTROL	AFFECTION
EXPRESSED Very High	Over Social	Autocratic	Over personal
Very Low	Under Social	Abdicator	Impersonal
WANTED Very High	Compliant to Social pressure	Submissive	Compliant to others' feelings
Very Low	Antisocial	Rebellious	Antagonistic

When examining the levels of your needs, note the dominant highs and lows. The closer the levels to the extremes, the more appropriate are the following comments. The extreme dimensions can be shown in the matrix below. Everyone fits somewhere between these two extremes, but exactly where depends on the individual.

Fulfilling Employees' Feeling Needs

The FIRO-B dimensions can be used to make certain that employees feel valued and are motivated. (See A. Garden *Reading the Mind of the Organisation*). The three FIRO-B areas of Inclusion, Control and Affection are seen in:

Job Terrority
Having clear terrority or job space that is yours; a sense of private boundaries, so that you have first rights over what goes on in that terrority and others have to respect those boundaries
Feel included, belonging; avoid rejection or being overwhelmed
Significance, recognition, existence

Immediate responsibility
Real responsibility which has the component of immediacy, the responsibility stays with the person and it can be shifted only as an exception, not an expectation.
Feel competent, in control and powerful
Able to achieve

Taking into Account the effects of what you do
Being aware of the long term effects and the impact on others and the organisation
Feel appreciated, trusted and valued for self

5.6. Power and Politics

One of the key aspects of any organisation is the management of the differences that exist and are necessary to exist for the organisation to be fully effective. Leadership's responsibility is to integrate these differences, not into a uniform whole but a constructive balance.

Political processes are an essential part of this task. Politics involves the managing of different viewpoints and power groups, the influencing and negotiating skills to bring people together in a common cause. Every effective leader needs to be a politician if she or he is to fulfil their job fully.

Politics are seen as negative when people are unskilled or where it is perceived to be in someone's self interest rather the interests of the organisation as a whole. Having said that what one group will see as negative, another will see as positive. ("Terrorist" or "Freedom Fighters"?) Organisations can try to eliminate "negative" politics by tying resource allocations and rewards to very clear defined organisational objectives.

Power is also linked to political processes. Power can be defined as "the ability to control or change the behaviour or views of others". Precisely of course what leaders want to accomplish. Some sources of power are:

- Controlling resources
- Controlling information
- Reviewing or vetoing others' plans
- Having access to powerful people

Political influence involves understanding who is concerned in an area and what their viewpoint and source of power is. If we return to the organisational preferences of people it can be seen that tactics and influencing styles will have to vary widely. Some people will be primarily interested in business expansion, more people focused individuals may be turned off by this approach. Lobbying is also an important technique. It involves understanding the patterns of organisational communication, and who is influential. It often relies on friendship or relationships rather than just competency.

- What are my views regarding politics?
- What are my sources of power?
- What are my influencing skills like?
- How do I get things done in my job?
- How should I tackle others in the organisation?

In terms of key change issues, Reg Revans proposes three questions:

Who knows?	Who has the hard facts?
Who cares?	Who has an emotional commitment to making change happen?
Who can do?	Who has the power to make things happen?

5.7. Emotionally Intelligent Organisations

TDIndustries, Dallas

This company was no 2 in the 100 best companies to work for in the USA in 1999 and has been consistently in the top ten. Its turnover is $140 million with 1500 employees. Its business is air-conditioning and plumbing. Its Mission Statement:

We are committed to providing outstanding Career Opportunities
by exceeding our Customers' Expectations
through Continuous Aggressive Improvement.

Our organisation is committed to the accomplishment of this mission over the long term. We do not believe in seizing short term benefits to the detriment of our long term mission. We believe in continuous, intense "people-development" efforts, including substantial training budgets. We believe in investing in tools, equipment and facilities that enable us to better accomplish our mission.

Basic Values

At TDIndustries, we try to follow these Basic Values in all of our relationships with customers, with suppliers, within our communities, and among ourselves:

1. Concern for and Belief in Individual Human Beings   The basic character of our group is, above all, a concern for individual human beings. We believe that the individual has dignity and importance, that people are basically honest, and that each person wants to do a good job. We believe that no one has ever really found the limits of human ability. If we draw our strength from the uniqueness of each individual, together we can become greater than the sum of our members. TDIndustries is best thought of as a group of individuals - not as an impersonal "company". We, as a group, own it and do its work.

2. Valuing Individual Differences   We will be an organisation in which the full range of individual differences exist and are valued among all our stakeholders.

3. Honesty

4. Building Trusting Relationships   We believe people react positively when trust and confidence are placed in them and when the best is expected of them. We try to reflect this belief in all our relationships.

5. Fairness Fairness includes equal treatment and equal opportunity for everyone.

6. Responsible Behaviour We have high expectations of each other. We expect people to act responsibly and to work for group goals. We expect them to be dependable and to work hard.

7. High Standards of Business Ethics

Leadership in TDIndustries

In his book The Servant as Leader, Robert Greenleaf successfully expressed our views of how people can and should work together to grow our company. If our organisation is to live up to its Basic Values and Mission, a key ingredient will be the Leadership provided by a very large number of us: Simply and plainly defined, Leaders are people who have followers. They have earned recognition and respect.

- Leaders are first a servant of those they lead. They are a teacher, a source of information and knowledge, and a standard setter, more than a giver of directions and a disciplinarian.

- Leaders see things through the eyes of their followers. They put themselves in others' shoes and help them make their dreams come true.

- Leaders do not say, "Get going." Instead, they say, "Let's go!" and lead the way. They do not walk behind with a whip; they are out in front with a banner. Leaders assume that their followers are working with them. They consider others partners in the work and see to it that they share in the rewards. They glorify the team spirit.

- Leaders are people builders. They help those around them to grow because the leader realises that the more strong people an organisation has, the stronger it will be.

- Leaders do not hold people down, they lift them up. They reach out their hand to help their followers scale the peaks.

- Leaders have faith in people. They believe in them. They have found that others rise to their high expectations.

- Leaders use their heart as well as their head. After they have looked at the facts with their head, they let their heart take a look, too.

- Leaders keep their eyes on high goals. They are self-starters. They create plans and set them in motion. They are persons of thought and persons of action - both dreamers and doers.

- Leaders are faced with many hard decisions, including balancing fairness to an individual with fairness to the group This sometimes requires "weeding out" those in the group who, over a period of time, do not measure up to the group needs of dependability, productivity and safety.

- Leaders have a sense of humour. They are not stuffed shirts. They can laugh at themselves. They have a humble spirit.

- Leaders can be led. They are not interested in having their own way, but in finding the best way. They have an open mind.

Synovus Financial

Synovus was voted the best company to work for in the USA in 1999. It has approximately 10,000 employees with a revenue of $902 million in 1999. It is distinguished by its "culture of the heart". Its decision making process starts with weighing up the **People** concerns **FIRST !!!**

SouthWest Airlines

The fourth best company to work for in the USA in 1999. 27,000 employees; revenue of $3,817 million - the most successful US Airline.

Southwest Airlines is dedicated to the highest quality of Customer Service delivered with a sense of warmth, friendliness, individual pride, and Company Spirit

We are committed to provide our Employees a stable work environment with equal opportunity for learning and personal growth Creativity and innovation are encouraged for improving the effectiveness of Southwest Airlines Above all, Employees will be provided with the same concern, respect, and caring attitude within the Organisation that they are expected to share externally with every Southwest Customer

Southwest Airlines top management team has several core values that it relies on to lead the organisation. One central value is **a belief in people.** Southwest is known to look for the "right kind of people" in its hiring processes. A second core value is **simplicity of Southwest's product and its delivery system.** A third core value is **building lasting relationships with employees and customers.** The fourth core value is **the importance of investment.** Southwest's investment is not just in machines or capital but in people. It invests time and effort in building relationships within Southwest and with external parties such as suppliers and air traffic controllers. It has more operations agents than other airlines and more supervisors enabling them to coach and work with front-line employees.

The management team also invests in communicating with one another enabling it to develop shared goals, shared knowledge and respect and co-ordination at the top which transfers all down the organisation. **The willingness to invest in relationships may well be the core value that sets Southwest Airlines apart.**

6. Leadership and Diversity

1. Why focus on diversity - the Law of Requisite Variety
2. Intercultural Differences
3. Succeeding cross-culturally
4. Organisations and International Culture
5. Action Points

6.1. Why focus on diversity ?

There is a tendency in individuals and organisations for like to select like. The number of differing views will therefore decrease - which makes life psychologically more comfortable and reduces conflict, but can lead to "group-think" - everyone making the same assumptions and errors. And the organisation fails as it cannot need the needs of its increasingly diverse marketplace. This applies to minorities, gender differences, psychological types, age, differences of views and different cultures. Variety is the spice of life.

The Law of Requisite Variety

"To adapt and learn, an organisation must contain within its boundaries at least as much variety as is evident in its external environment".

The focus here is on inter-cultural differences but all organisations should ask themselves....

- Are different views encouraged, sought after, welcomed?
- Is there always an attempt to look at things from different positions?
- Are gender differences welcomed, celebrated?
- Are minorities, racial, political, class part of the fabric of the organisation?
- Are trials, experiments, differences in process encouraged or is conformity required?

6.2. Inter-cultural Differences

There are two key reasons why everyone should be aware of intercultural differences, even if they do not work abroad. The first is that customers or clients and suppliers come from abroad and products and services have to be tailored for their views. Secondly, by understanding other cultures, our own assumptions about our way of working can be understood more clearly and we can be more effective within it.

'Culture' can be seen as the patterns of values and assumptions that drive our behaviours. If age is respected then politeness and a willingness to defer to those older will be the behaviours. Etiquette derives from this but is not always easy to deduce - what is right for one society - bringing gifts to a meal for example - will be seen as an insult to another. Likewise in business, what makes a good manager or supervisor in one will not be right in the other.

Also, within all societies will be a wide range of personalities and assumptions. At heart, individuals have to be treated as individuals whilst recognising the framework of culture from which they operate. The USA has the most profit-orientated approach to organisation of any society, seeing organisations as means to make money. But whilst the USA does have the highest percentage of people who believe this it is only 40%- leaving 60% who have different views (in the UK only 33% believe that organisations only exist for profit). To treat all USA citizens as if they were profit-oriented would be a great mistake (apart from the fact that there is an enormous diversity of cultures in the USA and other countries). **Culture is not a simple set of rules !**

6.3. Succeeding Cross-Culturally

One analysis on competencies expected from "Multi-country managers" (those who travel from country to country) suggests that there are a range of active or "doing" competencies which are underpinned with a less changing "philosophy of life". Multicultural managers are also great learners and focus on becoming more and more international.

Doing

The main competencies of international managers are around working and relating to other people. Their roles are as:

- *Champions of international strategy*
- *Cross-border coaches and co-ordinators*,
- *Intercultural mediators and change agents*

The international executive manages ***personal effectiveness for international business*** by managing their time, particularly with regard to decisions about the amount of time spent away from base on visits to operations abroad. Managers in the transnational matrix need in particular to balance the global and the local demands on their time. The job of the international manager is a demanding one that will often entail stress and will make impose costs on family life. Finding a satisfactory balance between work and family life is a major challenge for the international manager.

Being

The final and perhaps most important set of competencies are those to do with managers personal attributes such as curiosity to learn, a sense of humility, emotional resilience. Such attributes are part of a continuously growing philosophy of life which captures the essence of what it is to be an international manager. (from a report from Ashridge by Kevin Barham and Stefan Wills. (1998))

6.4. Organisations and International Culture

Countries differ in their approaches to organisations. The United States, for example, has the highest percentage of people in any society who believe that organisations exist solely to enable a set of tasks to be carried out without reference to people aspects. (Trompenaars).

Culture determines how we see the world, other people, relationships, tasks, profit focus etc. What will be the most appropriate way of doing things in one society will be wrong in another. There are few universal rules but one key dimension seems to be the "**head-heart" dimension or "principles-relationships**". As mentioned earlier the U S A is towards the head or task end of the continuum and it shares this orientation with much of the Anglo-Saxon world - Canada, Germany and the U K for example. Countries at the heart or people end would be much of Latin-America, Japan and France for example. The positioning of various countries can be shown (very approximately) below.

External focus of groups within society

USA

Ireland

Italy

UK

Task ──────────────────────────── **People**

Germany   Brazil

France

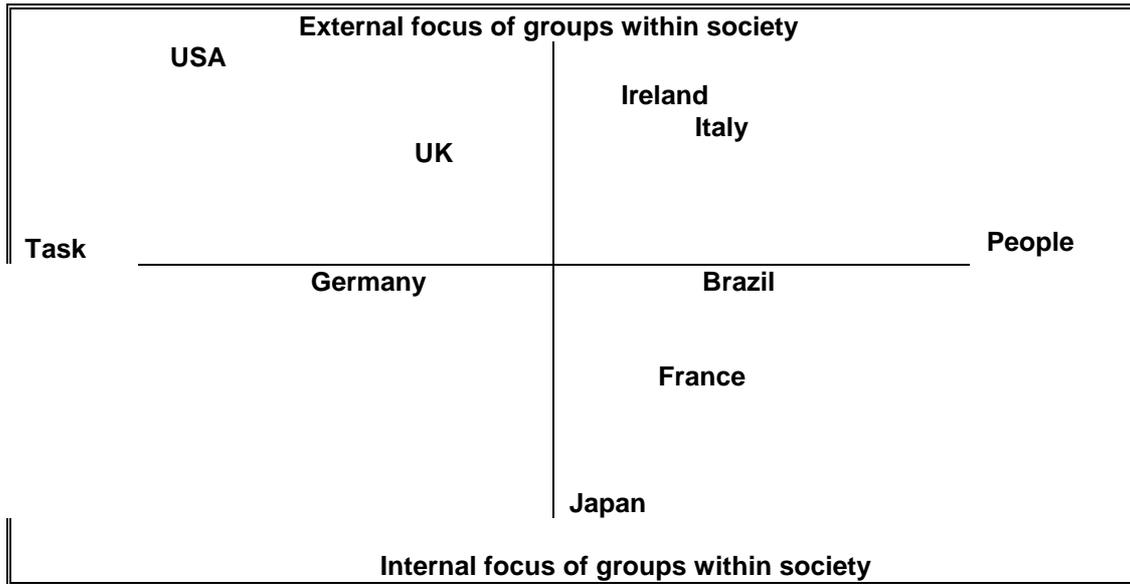Japan

Internal focus of groups within society

Figure 2: Societies and Culture

In a task oriented society the focus is on objectivity, equality and getting the task done. There often is less structure around people interactions and less status (which sometimes goes with less respect for leaders so less status can also be negative). The principles of law come first before loyalty to friends and family. This gives a society in which the focus is on what you do rather than who you are but the social support networks that exist in a people oriented society are often lacking. In a "heart" society respect for others, if they are in particular groupings and loyalty to those groupings, come first rather than emphasis on getting the task done. This can lead to inefficiency and favouring of one dominant group over the other but the advantages are a sense of community and belonging.

Trust is also a key dimension in analysing different societies. Francis Fukuyama has explored this aspect in depth, examining the economic implications of low and high trust societies. Paradoxically he sees countries such as the U S A being a high-trust society being based on principles rather than relationships whereas in countries such as France and China, where the focus is on inward looking family relationships, there is an unwillingness to trust those outside the family. Hence he suggests organisations in these societies will either be small family based entrepreneurial firms or large state run companies. In the U S A and Germany medium size and large private / public (non-state) organisations will thrive and grow. In his view trust needs to be enriched if economic life is to become meaningful for individuals.

7. Leading through Coaching

1. Introduction - why coach ?
2. Setting Clear Goals
3. Coaching
4. Coaching Skills
5. The GROW Framework

7.1. Introduction - Why coach ?

Coaching is the most effective way we have as leaders of improving the quality of our people's work, building relationships and motivating them. All it requires is skill, time and willingness to work with people.

7.2. Setting Clear Goals

Setting specific and clear targets (Yale study) leads to better performance. As the Gallup study showed people work better if they know what they are supposed to do ! . One of the key findings is that high Job Performance leads to high Job Satisfaction - not the other way around. This theory seems to be the most effective of all the motivation theories. In other words **if you want to motivate people start with clear targets.** Other findings:

- Higher goals lead to better task performance than easier goals
- Specific and more difficult goals are better than vague goals
- Feedback is essential if goals are to work
- Goal commitment is necessary for goals to work. This is affected not by participation in goal-setting but by expectancy of success
- Money may encourage spontaneous goal setting and commitment
- Individual differences are not related to goal-setting impact

7.3. Coaching

What is it ?

Coaching is a two-way process in which a person through direct discussion and guidance builds other's skills and competencies and also their motivation and confidence in order to improve or maintain performance.

It focuses on behaviours not results and is a continuous element in managing performance. Coaching uses everyday workplace tasks as starting points.

Coaching occurs whenever a person:
- gives positive feedback to reinforce effective behaviour
- provides corrective feedback to change ineffective behaviour
- listens to employees' concerns
- helps others to develop skills or improve confidence or solve problems

Benefits of coaching:
- Improves performance in a positive fashion
- Is continuous
- Develops employees
- Allows more delegation to more competent and confident employees
- Makes work more challenging and meaningful

Barriers to coaching:
- Lack of time - short term pressures
- Lack of skills - knowing how
- Fear of confronting poor performance
- Fear of loss of control of work

Ground rules in coaching:
- Focus on behaviour not the person
- Be descriptive not evaluate
- Be specific and concrete
- Be clear and direct
- Be timely - coach as soon as appropriate
- Focus on one issue at a time only - don't overload
- Be positive - emphasise strengths
- Ask for the employee's views and solutions
- Emphasise **mutual** responsibility

For each session:
- Set and agree specific realistic goals
- Use coaching skills to help the other person develop new behaviours and skills
- Set guidelines for new activities/behaviours
- Authorise and empower the employee
- Summarise and close with clear specific "next steps".

7.4. Coaching Skills

All coaching discussions should follow four stages.

Stage		Purpose	Process	
1	Opening	Putting other person at ease	1	Setting the Scene/Empathy
2	Discussion	**Goals -** Stating purpose **Reality Check** Giving/Receiving Information/Feeling	2 3 4	Listening Questioning Giving Feedback
3	Contracting	**Options** **Will Do** Getting agreement	5	Influencing
4	Closing	Summarising, Ending	6	Summarising and closing

Active Listening
Listening skills are important in all coaching, counselling or other discussion. Firstly in order to understand what the other person is saying, and secondly to make certain that what you have said has been received. Listening also includes non-verbal reception of course and feelings as well as verbal information

Questioning
Non-verbal questioning includes attentive silence or a questioning look. Verbal questions range from reflecting back to specific probing questions. All techniques are helped by interest and a non-judgmental approach.

Open-ended questions Open questions promote discovery and stimulate thinking. They are useful to help the other person start talking about a topic, outline a situation, give a broad description of what happened and how he or she reacted. They are ideal for coaching.

Follow up questions The purpose of follow up questions is to get information, broaden decisions and understand reasons and motivations. Do not over use "why". It causes people to become defensive.

Giving Feedback/Information
Feedback should be helpful to the person receiving it. The "giver" should be clear about the reasons for giving the feedback and what changes are wanted as a result. The receiver should be able to:

- understand the feedback
- accept it
- do something about it

Guidelines
- Give facts not opinions
- Make it specific
- Avoid "loaded" emotional terms
- Try to avoid judgements such as "good", "bad"
- Deal with defences and emotional reactions rather than trying to convince
- Talk about performance and behaviour rather than personality
- Use positive as well as negative feedback.
- Make certain the feedback can be used for improvement

Dealing with Objections/Contradictions
This can be difficult if it causes stress. You can stop this by **listening** and **acknowledging.** This gives you time to consider and because you have paused the other person knows that you have heard, and that you are preparing to deal with it. This calms things down, both you and them - you are not saying you agree just by acknowledging the state of affairs.

Now come back positively, not in a contradictory way but in an accepting and understanding way - "I understand you feel ... and would like you to consider ..."

A lot of criticism stems from seemingly irrational causes. Your role is like that of the lightning conductor, there to take the charge out of the situation. Allow the validity of the objector's perceptions and try to find out more to turn the objection into a positive and clear understanding. Try to end with a contract about future action or outcomes.

Suggestions/Influencing
In coaching discussions the objective is to get the other person to change and develop in certain areas of competency. A lot of people react negatively to advice or suggestions. Often advice and ideas are rejected because the recipient feels no ownership of them and sees this as a threat, or as imposed solutions. Being clear in your own mind exactly what it is you need to get across or how you want to influence the other person is the main guarantee of success. Then being receptive and using others' words and motivations to influence them.

7.5. The GROW Framework

The GROW framework is an excellent checklist for process in coaching.

1   **Goals**
        With the coach, the coached discusses the areas that they would like coaching help on. By questioning, reflecting and suggestions reach agreement on specific goals and the reasons why they are important and the impact reaching them will make.

2   **Reality** The coach helps to the coached to look at the reality of their situation, positive and negative factors and their behaviours.

3   **Options** What can the coached do and how can they do it ? The coach can offer advice   (sparingly) but should focus on getting the coached to find as many options as they can themselves.

4   **Will do's** Of all the options which is the one that the coached will actually do ! Get them to specify their next actions, milestones, etc.

GROW Questions

Goal
What is the goal of this discussion?
What do you want to achieve (short and long term?)
Is it an end goal or a performance goal?
If it is an end goal, what is a performance goal related to it?
When do you want to achieve it by?
How is that positive, challenging, attainable, measurable?

Reality
What is happening now? (WHAT, WHEN, WHERE, HOW MUCH?)
Who is involved?
What have you done about this so far?
What results did that produce?
What is happening both internally and externally?
What are the major constraints to finding a way forward?

Options
What options do you have?
What else could you do?
What if…?
Would you like another suggestion?
What are the benefits and costs of each?

Will
What are you going to do?
When are you going to do it?
Will this meet your goal?
What obstacles could you face?
How will you overcome them?
Who needs to know?
What support do you need?
How will you get that support?
Rate yourself on a one-to-ten scale on the likelihood of you carrying out this action?

Books

The Manager as Coach	Jim Durcan,	Pitman, 1994
The Skilled Helper	Gerard Egan,	Brooks/Cole, 1982
The Inner Game of Tennis	Tim Gallwey,	Jonathon Cape, 1975 and Pan
Coaching, Mentoring and Assessing		
	Eric Parsloe,	Kogan Page, 1992
Coaching for Performance	John Whitmore,	Nicholas Brealey,1992

8. Giving and Receiving Feedback

When you are giving feedback to someone, take responsibility for how you feel, what you think, know and imagine about the other person.

It is useful to think of feedback as a gift that you are giving to a person and of the spirit in which you give the feedback. Feedback which is given with care of and respect for the other person is likely to be well received by the person. Indeed, when you receive good quality feedback, whether positive or constructive, you are likely to feel respected and valued by the person for both who you are and what you do.

When giving and receiving feedback:

Take responsibility - "I"
When you are giving feedback to someone, take responsibility for how you feel, what you think, know and imagine about the other person. The person receiving the feedback is not only more likely to listen to it, but also to respect you for being open and honest when you take responsibility for the feedback, than when you apportion blame to her or him.

For example: "I feel very awkward with you when I am talking to you and you are looking the other way. I feel as if you are not interested in what I am saying even though you have asked me to report on progress to you."

Rather than: "You make me feel very uncomfortable when I am talking to you. You are obviously not interested in what I am saying since you never look at me when I am talking even though it is you who asked for the progress report."

Sometimes you may state that you know something to be true of someone when it is an assumption that you have made about the person. Indeed, it may be an intuition that you have had and that you would like to check out with the person. So it is useful to pay attention to what you "know" and what you "imagine". Again, it is the difference between taking responsibility for what you know and what you imagine or assume.

For example: "I have a hunch that you are finding it difficult to make the deadline at the end of this month and that all is not going well. I have noticed that you are working late and have been late into work recently on a few occasions".

Rather than: "I know you are having problems meeting the deadline at the end of this month and that you have problems not only getting into work on time, but also in getting your work done".

Checking out your intuition and assumptions with the person gives her or him an opportunity to respond to and be open with you.

Ask for feedback
If you are not receiving feedback then ask for it. Likewise, if the feedback you are receiving is of poor quality and doesn't meet the criteria of good quality feedback, ask questions which will enable the other person to give you more good quality feedback.

Open questions are particularly useful, for example:

- "What exactly do you mean when you say that...?"
- "When did you observe me doing that...have there been other occasions?"
- "How did you think I communicated at the meeting...?"
- "What do you think I could have done differently...?"

Address person directly - "You"
When you are giving feedback to someone, always look at the person and address her or him directly. Not only is the feedback more direct when you look at and address the person as "You", but also you are able to observe the impact of your feedback on the person. You yourself may feel discounted in a situation where someone is giving you feedback about your behaviour and is addressing the rest of the group and referring to you by name or as "she" or "he" and not looking at you.

Give person time for questions
When you have given the feedback, always give the person time to ask further questions. Feedback is an opportunity for the person to develop and improve her or his performance. She or he may need to explore and clarify the feedback with you in order to better understand what it is that has to be done.

Check feedback with others
Feedback can often say as much about the person who is giving it as the person who is receiving it. When you receive feedback it is useful to check it out with other people. It is important to remember that each person's perception of you in the same situation will be different. Some people may share similar perceptions of you, others may be very different and indeed, on occasions, contradictory.

Summary
The skills of giving, receiving and asking for good quality feedback are key to the successful managing of people. Good quality feedback is essential to:

- Developing relationships, be they on a one-to-one with colleagues, subordinates and bosses
- Dealing with customers
- Teamworking
- Networking throughout the organisation

Leading Organisations

9. Leading Organisations

9.1. Introduction

There are many ways to look at organisations - none of them right (or wrong) in themselves. These different ways should be used to get to the answers to the following questions.

Why does the organisation exist ?

What is our purpose ?

Who do we serve ?

*Where is our passion ?*

What do we do best ?

What drives our economic engine ?

9.1.1. Organisations as Systems

Systems are interconnected processes with inputs and outputs. This means that they have boundaries. For example a country can be thought of as a system, its boundaries being its borders. Or human beings can be seen as systems that interact with the environment - the boundaries being the skin. It is important to clarify what the boundaries of systems are; some guidelines for doing this are:

- Exclude anything that doesn't affect the main purpose of the system
- Items that can be controlled by the system put inside the boundary
- Items which cannot be controlled by the system but which influence it, put outside

Systems can be soft (organic, feelings, fuzzy) or hard (mechanical, analytic, numerical). They can also be seen as open to the environment or closed (self contained). People systems are purposeful. People can choose what goals they want and how they want to operate. If people are involved in a system then their roles should be included. e.g. Who owns the system or problem? By using systems maps the effects of change on the whole system can be gauged and controlled or allowed for instead of trusting to luck. The map of the system should therefore look like the following:

Boundary
System
Inputs _____ | Values, Structures, Processes
Relationships | _____ **Outputs**
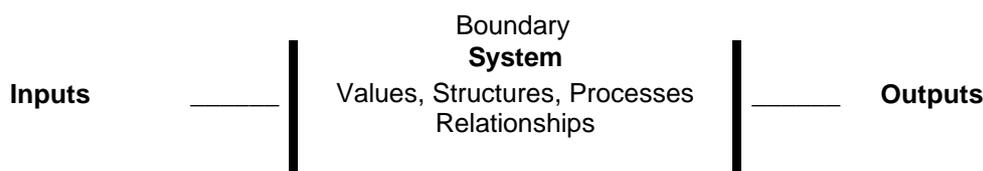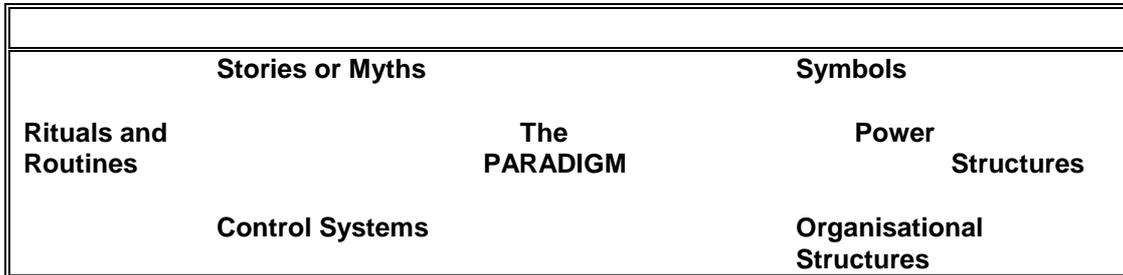
9.1.2. Organisations as Culture

"Organisation culture is the pattern of basic assumptions which a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, which have worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems. Culture is not the overt behaviour to visible artefacts that one might observe if one were to visit the company. It is not even the philosophy or value systems which the founder may articulate or write down in various "charters". Rather it is the assumptions which lie behind the values and which determine the behaviour patterns and the visible artefacts such as architecture office layout dress codes and so on" (E. Schein)

Culture can be extremely difficult to change (one of the problems of take-overs is trying to match different cultures). Furthermore when strategy changes the culture may not be in tune with that change. To then change culture requires much work on a number of "intangible" aspects of the organisation such as management style, communication channels, key "opinion formers", policies, structures etc.. It is also important to realise that culture in organisations is not monolithic - there are many subcultures in different departments, functions etc. and their importance should not be underestimated. In SAS for example it was recognised that the culture and values for pilots (emphasis on reliability) had to be different from flight attendants (sociable, caring).

The lists of values that are key will differ from organisation to organisation. The two major arenas where the impact of values can be seen are problem-solving and relations between people.

9.1.3. Organisations as Stories

The organisation paradigm is that set of hard assumptions about the organisation and its world that form the "cultural web" of an organisation. (Gerry Johnson)

Stories or Myths		**Symbols**
Rituals and Routines	**The PARADIGM**	**Power Structures**
	Control Systems	**Organisational Structures**

Using a sales and marketing organisation as an example**:**

PARADIGM	We follow the market - our products are safe. We sell good but not exceptional quality on margin discounts. It's a growth industry - our concern is product availability.
POWER	International Head Office as an administrative overhead. We do what we like as long as we succeed. Power is at the top but we should be reasonable in using it.
ORGANISATION	Sales as heroes/heroines - other departments are here to back them up. Different departments with very different status. Three/four levels - the doers and the thinkers (senior management)
CONTROL SYSTEMS	Good basic management information systems - use made varied enormously from manager to manager.
RITUALS & ROUTINES	Long working hours. Meetings over drinks/meals. Long planning discussions/forecasts - lack of action.
STORIES	The "social" (or antisocial) exploits of salespeople, macho personalities and behaviours. the "big sales".
SYMBOLS	Cars/dress indicating function more than level. Expensive clothes and accessories (Rolex watches).

Why is it vital to get to the paradigm? Simply because it provides the core beliefs which determine actions and meaning for people in the organisation. If it is not understood, change will not take place. Ultimately change has to involve both external and internal (to the individual) movement. In the case of the organisation cited previously the change in the industry from growth to stagnancy proved disastrous for many of the individuals in it and for the organisation itself.

9.1.4. Organisations as Social Arenas

The Company Savage: Life in the Corporate Jungle
Martin Page, Cassell, London, 1972

The first thing to say is that Martin Page is not using savage as a term of abuse - he is referring to all our instincts, wherever we are, whatever we do, to act as part of a tribe. He gives many examples of the parallels between tribal life and corporate life which we ignore at our peril. Those who think that organisational life is "rational" miss out on the essentials of organisational leadership. Take "tribal spirit" - it exists. The Ashanti of Ghana had a reputation for aggression as a tribe even though as individuals they were no different from others. This tribal spirit made them one of the most warlike and successful tribes in West Africa as happens with our more successful corporations. The "tribal spirit" or organisational culture shapes individuals and what they do. If you look at many modern corporations their structures are very similar to those of tribal village life - with the Chief Executive, as in the tribe, having the most prestigious accommodation. Planned obsolescence of products has been around in some tribes for thousands of years as has their own trading stock exchanges. The AGM is similar to the ritual of appeasing the elders or tribal spirits held once a year by the tribal chiefs to account for how they have managed the tribe (or company) and is just as meaningless with lip service being paid to shareholders as to the spirits. Succession planning in the old ICI was done by Sir Peter Allen in exactly the same way as with the Akwaaba, preliminary discussions with the tribal elders or Directors and a successor emerging out of discussions then being elected unanimously. Martin Page also draws lovely parallels between the role of the advertising agencies and the !Kuk with the Bushmen. The !Kuk don't do much but they wine and dine and give a sympathetic ear to the Bushmen chiefs whenever they feel isolated or are available for the Chief as a safety valve for them to let off steam.

Community

> *"So a company cannot be regarded merely as a production unit, any more than*
> *An African tribe can. Some are run exclusively for profit but an amazing number*
> *Are not. And these are indeed to be compared with an African tribe that produces*
> *In order to survive."*

Martin Page has a great deal to say about "contract teams" and "nomads". Contract teams are solely composed of mercenaries - people who do the work purely for money and nomads are those who wander around from organisation to organisation getting pay increases every time. His view is that neither are good for a successful organisation. It needs spirit and connection for success - for that extra ingredient of trust without which the tribe or company will not survive.

Leadership
There are many ways in which leaders strive for power and then strive to maintain it. On gaining power a leader will often use an "absence ritual" - i.e. Going away for a short period to get those left behind to adjust to the leader's new status. The ritual used nowadays is often a training or management development programme. On return there is always a dilemma for the new leader - how can they surround themselves with the most able subordinates but ensure that these subordinates do not usurp their power. In case this is seen as too cynical read the business pages about boardroom struggles etc. Many tribes have evolved ways of managing this dilemma. Musical chairs for example - you know you will get a chance at leaders as leadership is rotated - the Chief making promises to his or her most able subordinate that they are the chosen one.

Earnings, Wealth and Tax
This is a highly complicated area as our wealth and tax systems are inextricably interwoven with status and hierarchy, belong and comfort needs as well as the basic survival needs. Martin Page helps to explain what, on first sight, appears to be irrational behaviour. I.e. Throwing wealth away (potlach or philanthropy) and why no matter how much we earn our personal spending power seems to decrease. Income tax is a form of confiscation ritual which all societies have in one way or another. Once the social dimension is brought in then spending and wealth accumulation start to make sense.

9.1.5. Organisations as Complex Adaptive Systems
Weaving Complexity and Business   Roger Lewin and Birute Regine

The recognition that businesses are complex adaptive systems allows us to draw on what is known about such systems-in computer simulations and in nature-so that we can learn about the fundamental dynamics of businesses and the economic webs of which they are a part. Common to the dynamics within and among businesses is the emergence of (mostly) unpredictable patterns from the interactions that occur there, because of the connectedness of the systems. For those who have the courage-and it takes courage, complexity science offers a new way of doing and being in the workplace of the connected economy: in short, a new management theory.

In many ways the Information Age is also a world of paradox for business people, with unforeseen changes in the business environment putting many different demands on the organisation's ability to respond. The successful leaders of the future will be those who are sensitive to the fluctuations between states-static, chaotic, adaptive-and know which is pertinent, and then to operate appropriately.

- *When agents interact and mutually affect each other in a system, this is the source of emergence. In business this translates to the important and often denied need to attend to relationships characterised by mutuality among people, among teams, and among companies in order for novelty to emerge.*
- *Agents' behaviours in a system are governed by a few simple rules. In businesses, rules become practices because people aren't perfect. The practices that guided these organisations were shared values, and small in number.*
- *Small changes can lead to large effects, taking the system to a new attractor. Multiple experimentation on small scales is the most productive way to lead to change, rather than trying to leap too quickly to a perceived desired goal on a large scale.*
- *Emergence is certain, but there is no certainty as to what it will be. Create conditions for constructive emergence rather than trying to plan a strategic goal in detail. This includes nurturing the formation of teams and creativity within teams, and evolving solutions to problems, not designing them. Further, hierarchic, central control should give way to distributed influence, and a flat organisational structure.*
- *The greater the diversity of agents in a system, the richer the emergent patterns. Seek a diversity of people, their cultures, their expertise, their ages, their personalities, their gender, so that when people interact in teams, for example, creativity has the potential of being enhanced.*

The complexity-guided style of management is hard to do, very hard, especially for managers who seek safety in a command and control practice. It is hard even for those who embrace its principles, because the everyday urgency of business can make time spent interacting and nurturing relationships seem like a waste of time, a distraction from tough business realities. It is hard because it requires constant attention, constant vigilance of one's own behaviour and the behaviour of others.
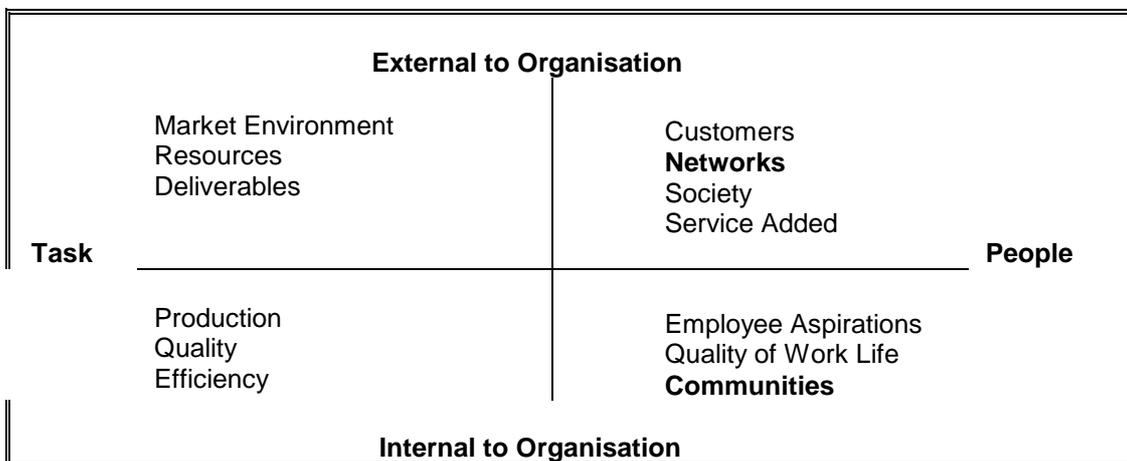
From *"Fast Company"* Magazine, February 2002   Bill Jensen presents his argument in the form of a new work contract: a number of ideas, assumptions, and guidelines about how work works best today. The argument We live in a world where much of the working capital that companies leverage to get stuff done belongs to the workers (their assets include time, attention, ideas, passion, and **networks**, which means that workers should increasingly get some of the returns and control that investors do. The game is no longer about getting productivity out of workers-it's about creating value for them. "Productivity is personal," he argues. Our individual effectiveness is based on a blend of customised control and good senior-leadership clarity. **The essence of value is "peer-to-peer" interactions. The game is not managing individuals but rather amplifying their interactions.** And the best form of leadership, Jensen says, is "extreme" leadership. Extreme leaders are always asking, Am I doing enough to demonstrate that I respect the people around me?

9.2. The Quadrant Model of Organisations

Whenever any group of people get together for a common purpose we can talk of an organisation. This is about the only definition of an organisation that is universally accepted-that of people united for a common purpose. Hence the family is an organisation, as are society, school systems, charitable foundations and, of course, commercial organisations. All these organisations, of whatever shape or size or form, industrial or social, have to carry out four functions if they are to achieve a common goal. These functions, in no priority order, are:

- Fitting in with others not in the organisation, i.e. following society's conventions, laws, satisfying external stakeholders
- Managing the environment, getting resources, trading outputs
- Doing practical tasks to accomplish their goal
- Keeping those in the organisation motivated and interacting effectively

The first and last functions can be classified as being concerned with "people" the middle two with the "task" aspects of the organisation. Similarly, the first two functions can be thought of as looking at aspects "external" to the organisation and the last two as looking at "internal" aspects. The four functions can be shown diagrammatically.

	External to Organisation	
	Market Environment Resources Deliverables	Customers **Networks** Society Service Added
Task		**People**
	Production Quality Efficiency	Employee Aspirations Quality of Work Life **Communities**
	Internal to Organisation	

Using this classification, the purpose, structure and effectiveness of different organisations can be examined. The first point to make is that all organisations need to ensure that all four quadrant functions are being carried out to certain minimum standards. If this is not done then the organisation will collapse. For example, taking quadrant I, that of external people, organisations of whatever kind if they do not adhere to the laws of their society will be stopped operating. This is as true of a commercial organisation as it is for a social club. In the case of commercial organisations it is debatable whether shareholders can be classified as external or internal to the organisation. However, for large commercial organisations, even though managers may mutter about them being run for the benefit of their shareholders, in practice shareholders are usually treated as outsiders who have to be mollified in order to let the managers continue to run the organisation. Hence the reaction of management teams to hostile take-overs, which, when looked at objectively, may in fact be beneficial to the shareholders but which the managers treat negatively because of their own needs. None the less, if shareholders are unhappy about the way they are being treated then they will sell, stocks will plummet and the organisation may well go out of business or be merged.

The same logic applies to quadrant 2, the external environment, or, in commercial terms, the market. Not being able to get resources, financial or material or, increasingly, information, will lead to the organisation not being able to function. This again is true for all organisations. The family cannot exist if there is no money or supplies coming in from the environment or if those in the Family have no skills or services that others in the marketplace wish to purchase. In commercial organisations the equivalent would be manufacturing goods that no-one wishes to

buy

In quadrant 3, internal task, the function is that of doing key tasks efficiently. Again these have to be done to a minimum standard. Obviously production in an efficient way is the raison d 'etre of many commercial organisations, but the same need for efficient production applies to all organisations. In the family, certain tasks like cooking and cleaning need to be done. If they are not. then the family will be split up by the state. Similarly, if Ford fails to be as efficient in its manufacture of mass-produced cars as the Japanese, then its prices will rise with negative consequences for its survival. The same reasoning applies, of course, to organisations in health care; they too need to be efficient and cost-effective, and here lie the seeds of the debate about emphasis on cost-saving being detrimental to the needs of the patient. This is an area to which we shall return.

Finally, the fourth quadrant is that of internal people, looking after employees Welfare, not-necessarily in monetary terms alone, and organising their interaction effectively through communication systems. Status and power differentiation. Again there are minimum standards required in all organisations. If there is ineffective communication between employees the organisation will not function effectively. If employees' needs are not being met they will go elsewhere and again the organisation will collapse.

If we split management into functional specialisms and general management, by which is meant those with the role of directing the whole of the organisation, it can be seen that the functional specialists will be oriented towards each quadrant. Production specialists fit into the internal task quadrant, marketing into he external task, personnel theoretically into the internal people quadrant and sales into the external people quadrant. Personnel is only put into the internal people quadrant theoretically because in practice many personnel managers tend to be task-oriented with the consequence that in commercial organisations there is no-one at management level representing the needs and priorities of the workforce. Finance as a function is slightly harder to define. It should, of course be a tool of general management in running a business; more often than not, however, if is a historic measure of efficiency rather than a proactive business tool, and as such fits into the internal task quadrant.

General managers, those concerned with directing and developing the strategy of an organisation, should be immune from bias towards any particular quadrant. They should sit squarely in the middle of the quadrants choosing between them as the situation dictates. In practice, of course, few mortals are capable of such even-handedness, hence the errors in directing organisations that creep in. A good general manager will be balancing the needs of the market with that of their capacity to produce goods or services, the needs of shareholders against those of the employees, changes in legal requirements and society's needs against efficiency, ecological requirements against costs in a competitive market, and the many other choices that have to be made. If this sounds familiar it should be, because by using the quadrant model of organisations as a basis the strategy making process can be thrown into sharp relief.

Strategic Thinking and the Quadrant Model

Strategic thinking is in essence very simple. If is the definition of the means by which the mission of an organisation is to be achieved. Strategy formulation is the primary responsibility of the senior managers. It involves matching the values, skills and resources that people within the organisation possess to the needs and expectations of people outside the organisation. It involves being aware of all that may affect the organisation both from external and internal sources and from technological advances and developments in people's thinking. Furthermore the multiple and sometimes conflicting objectives of all those involved have to be brought together. The factors analysed can be grouped very conveniently into the four quadrants outlined above.

	Quadrant 1 Sales/PR	Quadrant 2 Market	Quadrant 3 Production/R&D	Quadrant 4 People
Strengths				
Weaknesses				
Opportunities				
Threats				
Success Factor	Image	Market Share	Productivity New Products	Employer of Choice

Depending on the type of organisation, each of these quadrants will have different importance. In business emphasis is usually on the task, more especially on the marketing quadrant. This can lead to confusion if the strategy just concentrates on this aspect and ignores all the other factors. All quadrants have to be taken into account in formulating strategy. The four quadrants provide a useful framework for strengths, weaknesses, opportunities and threats analysis (SWOT). In deciding which strategic option to pursue, managers need to look at their organisation in the light of each quadrant's strengths and weaknesses and consider these factors before going for various options.

Organisational Values, Purposes, Structures and Processes

Underlying organisational values are a key determinant in any development of strategy - the key values, that is, of those with power in the organisation. Of course, if these are incongruent with the mass of values of those in the rest of the organisation, then any strategy developed by those in power will not be fully implemented. Hence the problems that senior management face in implementation - more often than not stemming from their inability to judge with accuracy the underlying values that shape the culture and behaviours of individuals in their organisation. Let us take each of the quadrants in rum and examine the characteristics that exemplify them. The resultant descriptions will have parallels to Handy and Harris's cultures of role, task, power and individualistic, but without the negative connotations (Harrison, 1987).

Quadrant 1 - Service Orientated, Clients as Individuals, Society's Concerns

The key values of those in an organisation which fits predominantly into this category are service and caring for others in their own rights as individuals. There are usually moral or ethical concerns guiding these values. The prime purpose of organisations in Quadrant 1 is thus to serve their clients in the way that the clients themselves find most helpful that recognises each client's individuality. Anything else is seen as a betrayal of moral positions. Subjective feelings are what count; therefore the key criterion for judging success in organisations of this type is the satisfaction of the client. The ideal structure for this type of organisation is loose and flexible with the very minimum of authority. It is only possible to respond to clients' individual needs if the responders have room for using their individual initiative rather than having to follow guidelines laid down by others in authority. Secondly, of course, by the very nature of their value systems, individuals working in organisations of this type will tend to be anti-authority.

Examples of these types of organisations would be the Health Service, the educational system, churches, charitable organisations, universities, etc. They all exist to provide a service as their prime purpose. They do not exist primarily to expand their market share, to be very efficient in

the way they carry out tasks or for the benefit of those in them, although, as discussed earlier, they have to do all these things to certain minimum standards. To return to health care as mentioned earlier, there is always a debate between those who see the need for more efficient means of operating services, presumably because they then see this as being of benefit to their clients, and on the other side those who see any emphasis on task efficiency as taking away concentration on the well-being of their patients.

There is no easy way out of this dilemma; all we can do is return to the balanced general manager who, in setting strategy and priorities for rather their unit within the health service, will take both positions into account and deliver health care that ensures that patients feel better without neglecting the task or cost side, and vice versa. It is difficult in industry to think of many examples where organisations exist with this orientation--perhaps PR agencies, where there may be a tendency to over-service clients and neglect costs. However, what is certain is that this type of organisation is being demanded more and more by consumers and this is one of the main trends that Tom Peters is promoting to his audiences.

Quadrant 2 - Marketing Orientation, Control of Environment, Interaction

The values of those in organisations with the external task marketing orientation of those in quadrant 2 are to do with growth and expansion, competitiveness within the marketplace, both for raw materials and resources and for customers and buyers of their products or services. Unlike those in quadrant 1, people here do not see the customer as an individual, rather as a consumer of whatever the organisation can sell to them. The prime purpose of the organisation is to manage its environment-external people, finance, competitors, government all counting as different factors to be taken into account in the ways of doing this, but people as no more important than any of the other factors. Hence the propensity of those with this orientation to develop elaborate means of classifying the market, socio-economic groups, etc. The key criteria for judging success is how well the external environment is being controlled by the organisation. The need for growth and expansion makes sense in this context because the more market share, for example, the more control the organisation has over the environment. Products or services are usually seen as a means to the end of attaining this goal rather than intrinsically of quality in themselves.

The ideal type of structure for this organisation is one that can react to the marketplace and deliver products/goods according to the generally identified trends that the particular market or environment has. Usually matrix organisational structures are found. The matrix has several benefits in helping the organisation attain its prime purpose of control--if provides a good means of collecting data from a variety of sources, usually geographical and product - differentiated, and collating the information in clearly defined ways. There is flexibility, but within these a defined modus operandi which allows the organisation to plan and co-ordinate its strategy most effectively. Strategies of these organisations are usually couched in terms of growth, of market share, of being better and bigger, for the reasons already stated. Examples of organisations such as these are Xerox, Unilever, General Electric now that Jack Welch has redefined its aims, and many other marketing organisations. A key indicator of their orientation is to look at their business decisions; if these seem mainly to do with growth for the sake of growth, than for clearly defined business reasons, then the organisation is probably operating within a quadrant 2 framework. Examples of such decisions abound (after mergers), with usually very negative consequences for those shareholders and employees of the original organisation, the advertising industry and the merger of so many accounting firms for example.

Again the suggestion is not that growth in itself is right or wrong - simply that the well-tempered strategist recognises this arena as one, just one, of the very many vital components that go towards a complete strategy. When this does not happen, the business plan ends up looking like a marketing plan and nothing else. There are many other examples of non-commercial organisations which fit into this quadrant. The armed services of whatever country have, as their prime purpose, the duty to control their country's external environment and make it safe. This then turns quite readily sometimes into a policy of expansion. It may be argued that the army, for example, has a very hierarchical organisation, but this is true only of the actual fighting elements. When staff advisors are brought in, intelligence-gathering arms, and the whole interrelationship of the different functions of the modern army is looked at, it becomes extremely complex and in fact very similar to a matrix organisation.

Quadrant 3 - Production, Quality, Efficiency

The values that people have in organisations with this orientation will be concerned with efficiency and quality of products in themselves. People with these values concentrate on and enjoy producing things that art well-made, according to their own internal standards. In other words, a better mousetrap will be made because ultimately the organisation wants to make better mousetraps, regardless of whether there is the market or individual customers to buy them. The prime purpose of organisations with this orientation is therefore efficient and better production. Success is judged on how well this is done. Within this there will usually be a dilemma between cost and quality considerations but these are usually seen within the context of internal clashes of values without reference to the external world.

The most appropriate type of structure for this organisation will be a clearly defined hierarchy. The reasons for this are that only with this clarity can people know exactly what needs to be done, continue doing it more and more efficiently, become more skilled at it, and be able to understand how the components of the organisation fit together in the most efficient manner. To have a matrix organisation such as those organisations in quadrant 2 would lead to duplication of effort, which is unthinkable, and much confusion as there would be no one boss. The total flexible organisation of quadrant 1 would be even further removed from this ideal. So control and definition are essential for efficient production. Typically this applies to most manufacturing organisations, but it also applies to some retailers whose aim is to standardise every store regardless of location or local customer wishes.

The usual strategy for these organisations is to be product-led rather than customer- or market-driven. As stated earlier, the product orientation can be quality-driven or that of cost and price. If it is the latter, then strategies will concentrate on economies of scale; if the former, then value-added premium features. In both cases, however, as already mentioned, strategy is seen in terms of the product.

Quadrant 4 - Organisational Members, Caring and Respect

The main values or people with this orientation are to do with the relationships between those in the organisation. The organisation is run for the benefit of those in it and it is their concerns that are paramount. Fairness and concern for each other are overriding concerns within a clear social set of behaviour codes. Conflict will be frowned upon, as harmony is the key measure of success. Outsiders may be dangerous, especially if they hold different sets of values which might threaten the well-being and consensus of the group. Work is seen as a shared experience.

The types of structures that are most suited for these organisations are ones where there are maximum opportunities for social interaction and communication. They are not necessarily democratic; often, in fact, status is seen as very important. What is also essential is that everyone understands and follows the social conventions, so the structure must emphasise this. There are certain elements of this in Japanese organisations, with loyalty to the firm i.e. other members, being absolutely key and above all this loyalty to the Japanese nation. The organisation then provides identity and meaning for those in it and often becomes the focus of their whole life. Decision-making is a function of discussion and emerges from the group (Waterman, 1987).

The type of strategies adopted by these organisations is based on the needs of its members and satisfying these. Usually once this is done the organisation can count upon the total commitment of its members. Those competing organisations will be seen as the enemy, whatever is done is done to defeat them as in a war.

The Process of Strategy and Organisation Development

The starting point of any strategy , to identify clearly the prime purpose of the organisation and how it is to achieve this purpose taking into account all necessary external and internal factors From the previous section it can be seen that a convenient classification for purposes is the quadrant model. Hence the purpose could be:
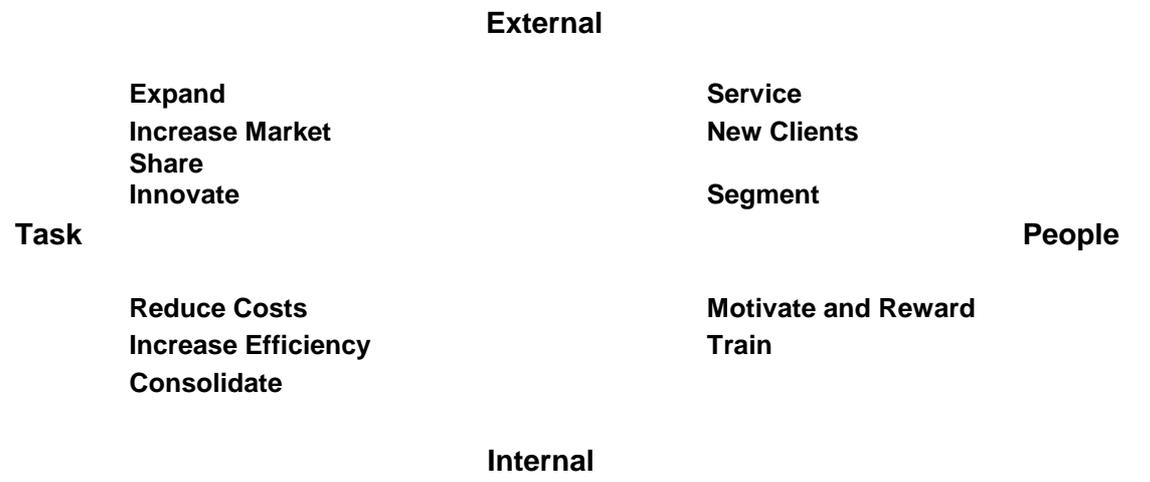
- To provide individual service to stakeholders (of whatever kind)
- To deal effectively with the environment (market, financial. physical, etc.)
- To produce goods efficiently in terms of either cost or quality
- To provide rewards to those in the organisation (in whatever term they desire)

Once the prime purpose is established there will then need to be certain minimum standards of performance laid down in the other quadrants if the organisation is to survive. But these are secondary to the one main purpose. Often profit-making organisations lose sight of this and start to define themselves in financial terms. This ignores the fact that profit or return on capital are measures of efficiency but not ends in themselves. Many managers, for example, talk about the main objective in a commercial organisation as being that of maximising returns to the shareholders They then by their actions negate this, by fighting hostile take-overs because they themselves may lose power instead of considering the best interests of their shareholders.

Having established the purpose then the next stage is to develop the most appropriate strategy for achieving this purpose. This must take into account a number of factors discussed earlier but essentially can also be related to the quadrants, i.e. if the organisation has as its prime purpose that of producing goods efficiently, then its strategy must as a necessity involve cost-reduction methods and focus on internal methods of production. This does not mean that the organisation will focus on this to the exclusion of the marketplace or employees, rather simply that this is its starting place. The different types strategy are shown in Figure 3.

The tactics for achieving these strategies can again be classified by the quadrants given earlier. Tactics could include price changes, sales mix changes, product pruning, investment in more efficient production systems, training of more skilled staff, promotion and change in the image of the organisation, lobbying for change in taxation, acquisitions, and whatever else seems appropriate.

The structure of the organisation then follows naturally on from the purpose and strategy, as it should do. Here is where the process of organisation development takes over in ensuring that the structure and processes that are happening within the organisation are in line with the purpose and strategy already decided. The tools of those involved in this next step need to be both analytical and people focused The analytical techniques involve working with strategic concepts and designing the structure of the organisation to fit the strategy as discussed above within the framework of the quadrants. The people side involves communication and building commitment. The last aspect is not easy as there will be political issues and different points of view to reconcile

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External

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Expand	**Service**
Increase Market Share	**New Clients**
Innovate	**Segment**

Task   **People**

Reduce Costs	**Motivate and Reward**
Increase Efficiency	**Train**
Consolidate	

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Internal

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Strategies classified per quadrant

One of the key ways in which people can be brought on board in terms of commitment is through training and development. This is also essential in developing the necessary competencies in individuals in order to meet the strategic purposes. It is absolutely vital as a tool in the armoury of the organisation development process. Unfortunately although the situation has much improved, a great deal of training is still based on the needs of the individual without reference to the strategic purpose (Hussey, 1990). This is not the case with Japanese management for example (Ellison. 1990), where strategy implementation is very much seen as resulting from the involvement and commitment of all employees. This is where the more traditional techniques of organisation development can come into their own, i.e. participation and team-building.

However, if it is remembered that different organisations have different value systems as discussed earlier and classified according to the quadrant model, then it can be seen that there are some strategies which will be doomed to failure without drastic bloodletting and Organisational change. The reasons for this are simple. People adopt the values of the organisations that they are in or are attracted to those organisations which already have values compatible with theirs. Attempts to implement strategies which require a shift from these values will meet with enormous resistance. Individuals. value orientations can be typed in the same way as that of organisations (Kilmann, Lyles and Mitroff, 1977). Sometimes it may be easier to replace key people in order to implement a new strategy than attempt to retrain them or change their values.

Examples where failure to recognise the essential nature of the organisation and its values and those of the individuals in it has led to failure of implementation of desired strategy are numerous. One of the main issues of chief executives in the 1990s is their failure to implement change as they wish it to occur. But this has always been the case. It is just that now the problem is thrown into sharp relief because of the more turbulent requirements of the environment, which keep demanding radical new strategies. Rolls-Royce, for example, had been very much oriented to excellence of product and high quality - a trait that is admirable but which led to ifs downfall because it lost sight of the need to deliver these products to a market in cost-effective ways.

Rolls-Royce changed, but only after the trauma of bankruptcy. Similarly, many new privatised companies have to change their business strategies to compete commercially. This involves having to change the whole structure of their organisation and, even more importantly, the values of their employees. Usually this shift of values involves moving from a bureaucratic internal orientation of quadrants 4 (and possibly 3) to a more externally focused set of values, i.e. quadrants 1 and 2, marketing and customer-focused. Here is where organisation development in its fullest - sense can build and help implementation of strategy by understanding all the types of values as defined by the quadrants and developing appropriate structures and training in line with the strategy.

By using the classification of organisations into four quadrants, each representing a particular function that all organisations have to carry out, it was shown that organisational values, purposes and structures formed a natural link. These characteristics were discussed. It was suggested that the task of the general manager or strategist was to allocate resources and priorities between these four quadrants. Organisation development in its truest sense is about orienting the organisation to deliver in terms of this strategy. However, in the cases of fundamental shifts of purpose or of strategy. the task of orienting individuals, i.e. changing their value systems, may prove too difficult- and necessitate replacement or traumatic change. Fundamentally, however, values, purposes, strategy and organisation development should flow from one another in any organisation if that organisation is to be fully effective.

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10. Leading Change

Lord give me the tolerance to accept what I cannot change
The courage to change what I can change
The wisdom to know the difference. (St. Augustine)

10.1. Introduction

To change or not to change !!   Leadership is sometimes about change and sometimes about maintaining the status quo; the wisdom as St. Augustine notes is knowing when to do what. Also what is positive change for one person may be a source of pain for another. And of course change costs !!

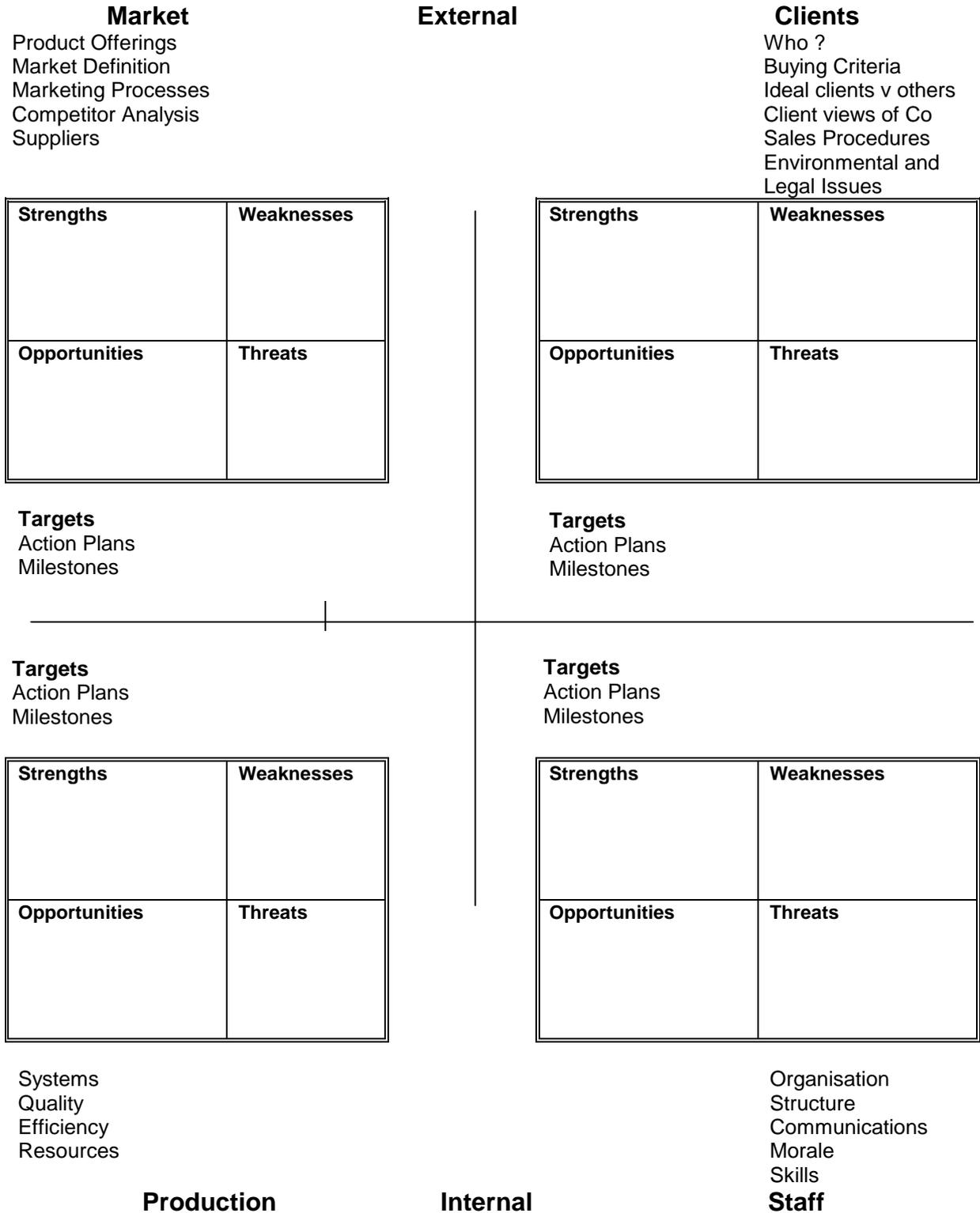The dilemma of knowing when or when not to change is constantly with leaders. They need to track a zigzag path between the two axis as shown below.

Constant change

Leading !

Acceptance of the present situation

Critical in change is understanding that we are not in control ! It never goes the way we think. Especially in the world today with increased complexity (not to mention chaos).

10. 2. Starting from now...

Failure to understand the present position and whether change is really needed leads to failure. Using the pro forma where does your organisation or team need to focus ?

| **Market** | **External** | **Clients** |

Market
Product Offerings
Market Definition
Marketing Processes
Competitor Analysis
Suppliers

Clients
Who ?
Buying Criteria
Ideal clients v others
Client views of Co
Sales Procedures
Environmental and
Legal Issues

Strengths	**Weaknesses**
Opportunities	**Threats**

Strengths	**Weaknesses**
Opportunities	**Threats**

Targets
Action Plans
Milestones

Targets
Action Plans
Milestones

Targets
Action Plans
Milestones

Targets
Action Plans
Milestones

Strengths	**Weaknesses**
Opportunities	**Threats**

Strengths	**Weaknesses**
Opportunities	**Threats**

Systems
Quality
Efficiency
Resources

Organisation
Structure
Communications
Morale
Skills

Production   **Internal**   **Staff**

10.3. Leading Change

The fear and anxiety associated with change is not so much to do with whether the change is viewed as positive or negative, nor even when we instigate the change, or have it forced on us. The natural anxiety occurs when our expectations of life are not met. If we expect a particular outcome be it good or bad and the actuality is radically different we will experience anxiety. Often logically our "head" may be ready for and accept the change, but our "hearts" take longer to come to terms with the change and its implications

We each have our own pace of change at which we are able to absorb efficiently the many changes life throws at us. Think of individuals as a sponges, absorbing the change. Sooner or later as with a normal sponge it will be totally full, with water or with change. Then when more change happens it cannot be absorbed! If we are asked to absorb change quicker than our natural pace then dysfunctional behaviour will result. Dysfunctional behaviour is defined as that which diverts energy and resources away from the overall purpose to which we are working. i.e. being negative, feeling anger, frustration, hopeless, despair, attacking others, blaming, running away, denial.

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The Change Equation

Pressure for Change + Clear Shared Vision + Knowledge of Practical Steps + Capacity for Change

must be greater than

The Cost of Change

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If the first four aspects of change are less than the considerable costs of change, change will be resisted or be ineffective. All those first factors must be present. If not then:

Missing	Result
Pressure for Change	Low Priority (Bottom of the In-Basket)
A Clear Shared Vision	Fast Start that fades out
Knowledge of Practical Steps	False Starts, Ineffectiveness
Capacity for Change	Stress, frustration, anxiety

10.4. The Nature of Change - the Transition Curve

Resistance to change is a natural reaction to anything causing disruption and loss of equilibrium. People can only change when they are able and willing to. That is they are capable and are motivated. Deficiency in skills should be addressed with training and coaching. A lack of willingness should be addressed first by understanding the reasons and then by dealing with them. Resistance can be covert or overt. Where it is covert it is very difficult to overcome. If resistance is treated as normal and individual patterns of resistance are respected, then resistance is much more likely to be open. If it is open it can be resolved. Resilient Individuals and organisations avoid wasting the energy and potential learning opportunities which occur when resistance is expressed covertly. Winners use Judo mentality - use the other's energy to succeed.

When faced with change - any change, positive or negative, we go through the transition curve. In any change people appear to follow a curve such as the one below. The process is not as smooth and there will be many variations but the curve acts as a good guide.
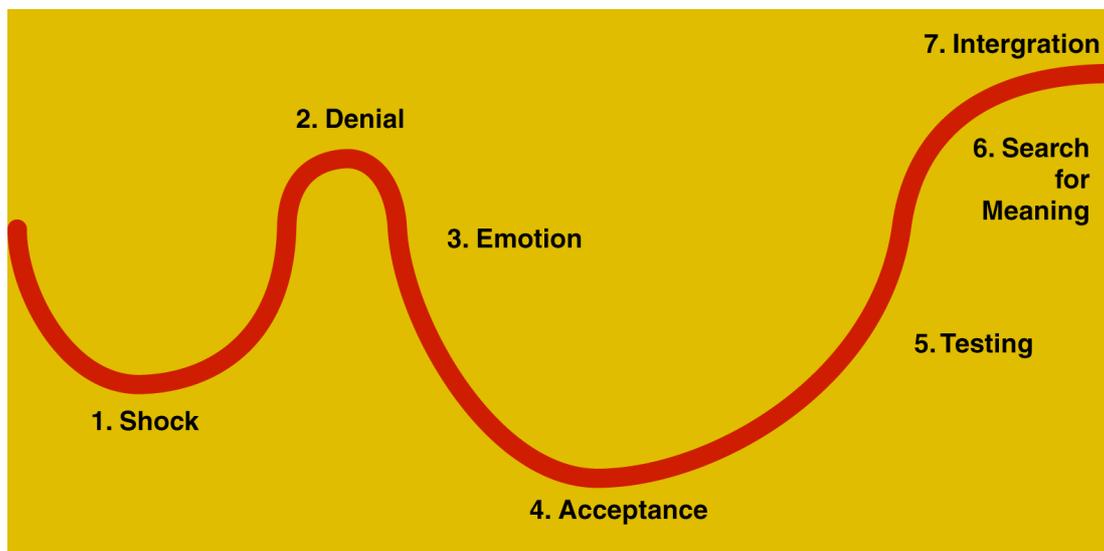
The curve applies to any kind of change, positive or negative, wanted or unwanted. e.g. marriage. divorce, promotion, redundancy, retirement. One explanation for it is that in all these cases we ourselves have to change the way we view the world and ourselves and that causes stress, hence the dip. The curve applies to grief as well as other emotions. Elizabeth Kubler-Ross used it originally to describe the stages that those who knew they were dying went through.

Stage 1 is shock, temporary paralysis, disbelief. Positive changes bring this state as well. e.g. when you are unable to believe your good luck.

Stage 2 represents an attempt to return to pre-stage 1. In other words you deny that anything has happened and continue as before. Some people get stuck at this stage. For example so called 'whizz-kids' who change jobs every couple of years so that they can escape the consequences of their mistakes and not have to admit that they need to learn. (Everyone makes mistakes, the wise person learns from theirs by going through Stage 2 into Stage 3 etc.). Other people find it difficult to accept that a loved one has died and so hold back their grief and freeze at Stage 2.

Stage 3 is the downward slope. It is the stage of emotionality, of fear, of grief, of anger and blame. There is no point being logical here, of reasoning. To help someone in this stage just support and accept their emotionality. Eventually they come to a point of acceptance.

Stage 4, where they are drained and empty, ready to rebuild. Stage 4 is the bottom of the curve. . Sometimes it is necessary when people are capable of it to help them go through Stage 3. It could be thought that people or companies which make people redundant or cause other changes without offering emotional as well as other support are acting unethically.

Stage 5 is one of trying new ways of doing things, of experimenting and learning and then in

Stage 6 trying to understand what lies at the basis of the new behaviours.

Stage 7 is the coming together of new behaviours and meanings and a return to effectiveness.

The curve is, of course, very similar to a *learning curve*. It entails risk. We do not know what is going to happen; we may fail and have to revert back. It involves cost and stress. But it is what people mean by 'experience', by 'wisdom'. Having got used to change we can do it again. The curve also helps to make change exciting and fun -- once we are aware of it.

10.5. Enhancing Resilience

Successful people aim to increase their pool of available assimilation points by helping themselves and those around them to understand the mechanisms of change processes better for each change, by anticipating and planning for changes and by communicating better. The way people tend to react to change can be pictured on a continuum, from Danger Oriented to Opportunity oriented. Those who are more opportunity oriented have a higher resilience in change.

Although we may have our "natural" resilience level, it is possible to increase our own and others' levels of resilience. This involves unlearning some bad habits which hinder resilience and learning to do more of what naturally resilient people do.

Be Positive (Optimistic) about yourself and your capacities and the world

Be Focused   Have a sense of direction, a personal vision

Be Flexible   Adapt both your thinking and your ways of dealing with people

Be Proactive   Don't sit around waiting, act

Be Resourceful   Use your resources wisely don't squander them

10.6. Key Roles in Change

There are 4 distinct roles in a change process:

Sponsors They have the power to sanction or legitimise change. Sponsors consider the potential changes facing an organisation and assess the dangers and opportunities these changes reflect. They decide which changes will happen, communicate new priorities to the organisation, and provide the proper reinforcement to assure success. Sponsors are responsible for creating an environment which enables these changes to be made on time and within budget. A good sponsor must have:

- Power: the organisational power to legitimise and sanction the change and the targets.
- Pain: a level of discomfort with the status quo that makes change attractive.
- Vision: a clear definition of what changes must occur.
- Resources: a thorough understanding of the time, money and people necessary for successful implementation and the willingness and ability to commit them.
- The Long View: understanding of the effect the change will have on the organisation.
- Sensitivity: the capacity to empathise with the personal issues changes raise.

For change to be successful the sponsor must be seen to act. Actions do speak louder than words. If the sponsor is very senior in the organisation then there needs to be a chain of sustaining sponsors reinforcing the change. The words at the top are consistent with the words and actions down through the organisation.

Agents An agent is an individual or group who is responsible for actually making the change. Agent success depends on the ability to diagnose potential problems, develop a plan to deal with these issues and execute the change effectively.

Targets The individual or group which must actually change is the target. They are the focus of the change effort. To improve the chance of success they must be helped to understand the changes they are expected to accommodate and they must be appropriately involved in the process.

Advocates They want to achieve change but lack the power to sanction it. They can be useful in helping persuade sponsors and targets of the need to and the benefits from change.

All the roles are important but the Sponsorship role is the most significant. Real commitment and power are essential from the Sponsor. There are some basic principles which people in each role should follow:

Sponsors: **Don't start more change than you can effectively sponsor.**
Agents: **Don't take bad business - that which is not sanctioned and sustained by the sponsor.**
Don't work harder than your sponsor at the change.
Targets: **Don't participate without knowing what is expected of you, the consequences and the sponsor's commitment.**
Advocates: **Don't confuse your enthusiasm for the change with the power to sponsor.**

10.7. Culture and Change

If a change is to succeed it must be in line with the organisational culture. If it isn't the change will fail. Cultural management is essential and must never be underestimated. ***Whenever a discrepancy exists between the current culture and the objectives of the change, the culture always wins!*** If the change is not in line with the culture there are 3 options:

1. Modify the change to be more in line with the current culture
2. Modify the beliefs, behaviours and assumptions of the culture
3. Prepare to fail

10.8. Organisational Change

Try to gauge where your organisation is now, and where you would like it to be on its readiness to change. Mark the "**now**" with a * and the "**would like**" with an "**o**".

Characteristics	Low		Medium			High	
Top level commitment to importance of organisational change	1	2	3	4	5	6	7
High value placed on change throughout the organisation	1	2	3	4	5	6	7
Climate encourages change and development	1	2	3	4	5	6	7
Responsibility for change is shared with individuals	1	2	3	4	5	6	7
Change management is viewed as a skill in its own right	1	2	3	4	5	6	7
Learning to change is important for the organisation as a whole	1	2	3	4	5	6	7
Customers and suppliers are involved in a continuous improvement process	1	2	3	4	5	6	7
Temporary structures are used to enable change to take place	1	2	3	4	5	6	7
Work is done on minimising resistances to change within the organisation	1	2	3	4	5	6	7
Creativity, flexibility, adaptability are seen as indispensable to change	1	2	3	4	5	6	7
Overall totals Average	**Now**				**Would like**		

Summary

My views on where my organisation is in terms of change are:

Leading by Thinking

11. Strategic Thinking

11.1 Introduction

All leaders need to be able to think strategically. It is simply looking at the future and answering the questions:

- Where do we want to go ?
- How will we get there ?

It answers these questions in the form of another:

What must we build to deliver our organisational purpose ?

Specific actions resulting from this are:

- Develop key capabilities (people capabilities always take longer)
- Assess the risks and gaps linked with key capabilities
- Translate key capabilities into action Plans
- Understand the linkages and levers between actions and outcomes
- Identify priorities and resources
- Build broad action plans in three time frames - immediate, distant, planning
- Build commitment to action

11.2. General Electric

When Welch came from within G.E. he had build a two billion dollar business in plastics, and then moved into the medical diagnosis field. He established GE as a leader in medical imaging. Then as vice chairman he established GE as a financial services high performer. All this in spite of the over-controlled organisational environment at GE. When he was made CEO, he was regarded as a maverick. His first step was to run GE as a whole round in terms of its declining earnings. He eliminated 25% of GE jobs i.e. over 100,000. Welch met many of his employees. His messages:

1. **Competitiveness -** "Be number one or a strong number two in your business or get out"
2. **Realism** - "Don't finesse the numbers, tell it like it is, address the harsh realities of your situation"
3. **Excellence** - "We must be the best at what we do"; and
4. **Entrepreneurship**s - "Take a swing, take risks, we will not punish a well-reasoned and well-executed failure."

His five questions:

1. **What are your market dynamics globally today, and where are they going over the next several years?**
2. **What actions have your competitors taken in the last three years to upset those global dynamics?**
3. **What have you done in the last three years to affect those dynamics?**
4. **What are the most dangerous things your competitors could do in the next three years to upset those dynamics?**
5. **What are the most effective things you could do to bring your desired impact on these dynamics?**

11.3 Strategy under Uncertainty
Hugh Courtney, Jane Kirkland, Patrick Viguerie   HBR Nov - Dec 1997

The changes in values, motives, perspective, communications, and lifestyle causing our current anxieties reflect the simultaneous collapse of the logical, social, and economic assumptions we have lived by. The belief that reason guides our professional and personal activities has lost its potency as the number of incompatible variables affecting decisions increases and the compression of time narrows the period in which to make them. The reality of business today belies a host of myths: power no longer belongs to the person on top, but to the person who controls the most variables; loyalty to employers-and employees-has given way to a deal-based world which puts both at risk; and managers, no longer able in this fast-changing world to reason sequentially and draw on past experiences, make arbitrary choices, relying heavily on "what feels right." In the marketplace, the assumption that consumers will buy what manufacturers have to sell is vanishing as choices burgeon and consumers exercise the power to command the production of goods by delaying their purchases until the solution they seek is available. Governments and national identity have lost their significance, and their influence decreases as the impact of multinational corporations and the immediacy of instant world-wide communications erases historical borders.

Traditional approaches to strategic planning can be dangerous as people either assume the world is certain and become to rigid in planning or give up at the "total unpredictability". Four levels of uncertainty can be defined. Trends and other factors can be used to reduce the level of uncertainty. The uncertainty that is left determines the level of the future. i.e.

Level 1: A clear enough future - forecasts will be point to a single strategic direction
Level 2: Alternate futures - a few alternate outcomes or discrete scenarios. it is impossible to identify which outcome will occur
Level 3: A range of futures - there are no discrete scenarios, outcomes may lie anywhere within a wide range of variables
Level 4: True ambiguity - the range of potential scenarios cannot be identified - let alone scenarios within that range

Postures and Moves

Before identifying the most appropriate techniques for formulating strategy at each level the ***strategic posture*** and the ***portfolios of actions*** used to implement that strategy must be identified. Posture defines the intent of a strategy relative to the current or future state of an industry. The three strategic postures are: ***shaping, adapting*** or ***reserving the right to play.*** The portfolio of actions could be: ***big bets*** (large commitments such as capital investment), ***options*** (modest initial investments) and ***no-regret moves*** (reducing costs, building up core competencies)
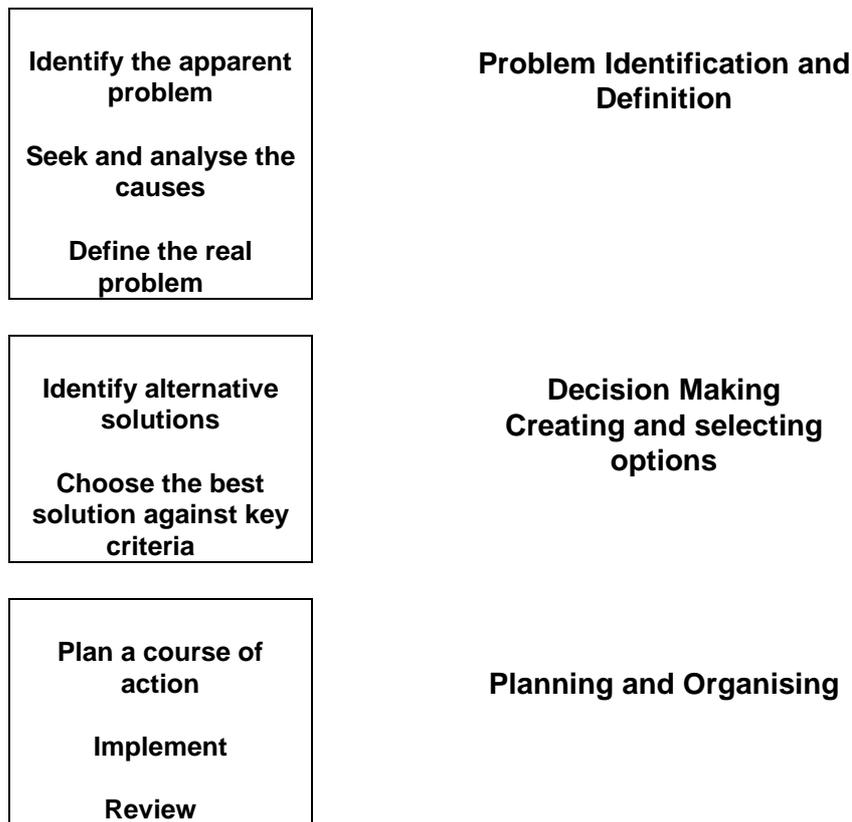
In **Level 1** adaptor strategies are probably the most appropriate; shaping often raises levels of uncertainty since this increases changes in the structure and market of industries. In **Level 2** a shaping strategy is designed to increase the probability that a favoured industry option will result. However it can also be as easy to adapt or reserve the right to play. **Level 3** strategies are variable. Shaping can only try to move the market in a general direction. Adapting and reserving the right to play are common. In **Level 4** the shaping strategy has the aim of providing a vision that will coordinate strategies of other players and move the market towards a more stable and favourable outcome. Reserving the right to play is common but potentially dangerous as the market may change so rapidly that options may become redundant. Adaptive postures such as maintaining organisational capabilities may be the best as truly keeping options open. So how do you survive and prosper in a world in which the underpinnings of life have become entirely unfamiliar?

- Start planning around the certainty of uncertainty-beginning
- Gather information constantly to prepare for decision-making at a moment's notice.

12. Problem Solving Processes

12.1 Introduction

In focusing on delivery it is critical that analysis and problem solving is of the highest standards to ensure that what is needed by the market is delivered. The process of applying critical analysis to issues is as follows:

Identify the apparent problem **Seek and analyse the causes** **Define the real problem**	**Problem Identification and Definition**

Identify alternative solutions **Choose the best solution against key criteria**	**Decision Making Creating and selecting options**

Plan a course of action **Implement** **Review**	**Planning and Organising**

12.2 Problem Identification and Definition

The first stage in the effective management of tasks is problem identification and definition. Before a manager can do anything he or she must first consider what it is that needs to be done. Problem identification and definition can be divided into three steps:

- Identify the apparent problem
- Seek and analyse the cause
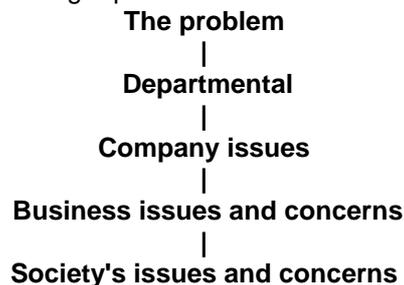- Define the real problem

12.2.1. Identify the Apparent Problem

Very often there is no clearly defined problem to which the manager can come up with solutions. Most problems are messy, ill-defined and hard to spot with no one willing to take responsibility for them. The task of identification and definition is a key skill for any manager but one that is often seen as an impediment to the real business of solutions - taking action and doing things, instead of thinking. There are of course problems that do present themselves as clear cut - but often this means that the implications beyond the immediate situation have not been thought through. Identifying and defining problems uses two key skills: **creativity** and **critical thinking**. These two skills are used to transform a messy, ambiguous, vague problem into a more clear-cut analytical framework.

12.2.2 Values and Context

Fuzzy problems involve looking at values and context. 'Values are about all the biases, viewpoints and frames of reference that we, as individuals, bring to a particular issue. It is fairly obvious to any good manager that different individuals will tend to look upon a whole range of problems from a consistent standpoint which, for ease, can be labeled their values. Some people will have values which in management terms orient them towards the task, others towards people. It would also be surprising if the roles and functions of people did not have a large influence-sales being biased towards expansion and growth regardless of the issue, for example. In more general terms a number of psychological tests will pick up and help individuals understand their own biases.

Context is the whole range of background variables which again influence the problem although they may only do this very indirectly. Here are all the many assumptions and company parameters. For example, a key contextual factor which most managers would take into account, even if not clarified, would be the overall company purpose and objectives. Linking into this would be the type of people in the organisation, the role of the department, the environment both internally and externally. Most problems can be seen as subsets of larger problems:

<div align="center">

The problem
|
Departmental
|
Company issues
|
Business issues and concerns
|
Society's issues and concerns

</div>

Of course, it would be extremely time wasting to re-examine all these deep contextual issues every time a decision is needed on whether to have a cup of tea or coffee, so usually the context is taken for granted in the form of assumptions. However the more senior managers become, the more important the context becomes. Directors, for example, need to be far more aware of the role of their company in relation to society's issues and concerns than, say, a production manager. Sometimes in problem identification there is a need to re-examine basic issues (growth, company purpose etc..) and this possibility should be allowed for.

12.2.3 Creativity

There are generally seen to be two forms of creativity. These have been defined as Adaptive and Innovative. Adaptors are those who use their creativity to come up with multiple options and factors working within a given framework. For example, given a limited set of resources within a clear overall framework, how many potential ways of reaching a particular goal are there? The Adaptive form of creativity then comes into its own.

The Innovative form of creativity on the other hand consists of taking a radical look at the framework itself and modifying this. An example of this would be asking the question What is employment?' and redefining employment as being engaged in any work activity, not just paid; in other words looking at and re-examining basic assumptions. A useful alternative phrase for this process is 'reframing' - that is, changing the framework of our thoughts in the way we look at things.

Neither form of creativity is superior to the other but, again, individuals have a bias towards one or other of these forms. It has been suggested that everyone is creative but that numerous barriers prevent these skills being fully used: being scared of making mistakes, trying to conform, trying to be right, being too serious or pompous, trying too hard, not playing enough. By using creativity appropriately, when some of the above barriers have been overcome, then the problem-solving cycle can be fully effective.

Innovative creativity can be used in problem identification to re-examine assumptions, values and context. The problem can be looked at from different angles. It can be redefined in new and radical ways. One useful aid to this process is the Why-Why? diagram.

"Sales are down"
Why?
"Products aren't good"
Why?
"Poor design"
Why?
"Poor design skills"
Why ? etc.

This also brings in the point that in any problem there are different levels at which it can be defined and tackled. The level at which this is taken should be one at which the problem is clearly stated in such a way that the cause and effect chain is obvious to all, and that it comes to a focus.

Adaptive creativity is used most positively in problem definition by generating a list of possible factors that may affect the problem. Brainstorming is probably the most widely known technique for generating ideas. The key rule for the creative part is to use absolutely no evaluation, judgment or criticism. People bounce ideas off each other, throw them all up on a chart, using each other's ideas to lead on to new chains of thought. At this stage the focus would be causes of the problem. After this part, critical thinking is used to identify the key causes of the problem.

12.2.4. Critical Thinking

Critical thinking is used to judge what the key decisive factors are that affect a problem and to see whether it needs to be redefined. Data and facts need to be collected, if not done so already, to help in this clarification. There are several techniques that are used at this stage to help organise data and ideas so that critical judgements can be made more easily. The techniques are used to organise data visually to help assimilation and any visual presentations such as pie charts, histograms, graphs or flow charts should be used wherever possible. Key techniques are:

> Fish bone diagrams (Ishikawa)
> Forcefield analysis
> Affinity Diagram

Fish Bone Diagram

After collection of factors and data, three or four key areas into which they can be placed are identified. These will vary but often key groupings used are: **People · Processes · Materials · Money**
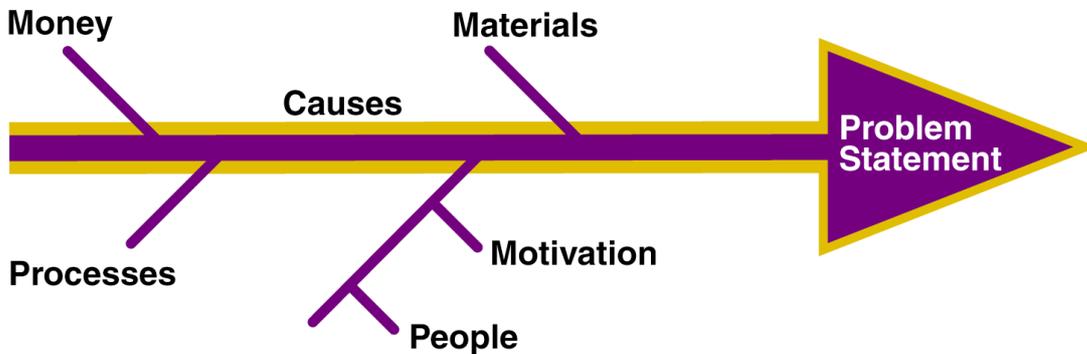
Force Field Analysis

Force field analysis, developed by Kurt Lewin, is used to describe a situation in terms of a balance between two sets of forces - helping and hindering. For example: helping forces for low morale could be pay and conditions, hindering forces could be poor supervision etc.. Situations can be represented graphically as shown below.
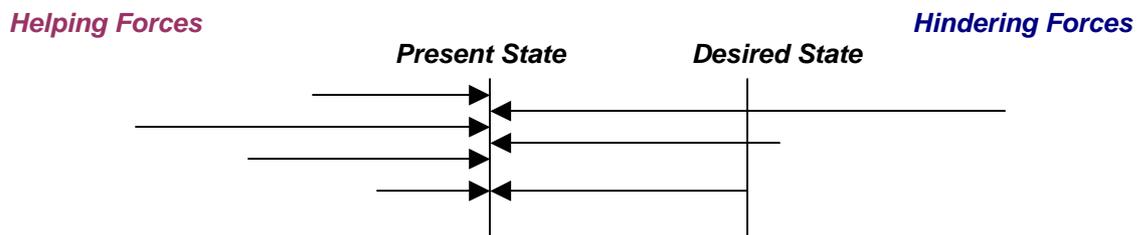
First, the forces on both sides must be identified. Then they must be weighted in terms of the amount of force they exert. You can bring about change in two ways: by increasing the forces helping change or by reducing the forces resisting change. The most effective way is to weaken the resisting forces. The procedure is as follows:

- Choose a particular problem that you feel is worthwhile working on. .
- Define in terms of (a) the present situation and (b) the situation you would like to see when it is solved.
- Make a list of forces impacting on the situation. These can be people, money, time, external factors - anything that could hinder or help you to make a change. When identifying forces, it is helpful to be specific and to draw a force field diagram.
- On a force field diagram draw the forces with the arrow signifying its strength of each (the longer, the stronger).
- For each hindering force list the actions you could take that could possibly reduce or eliminate the force.
- For each helping force, list the actions you could take that could possibly increase the force.
- Determine the most promising steps you could take towards solving the problem and identify the resources available to help you.

Affinity Diagram

An affinity diagram can be used to uncover the various aspects of a particular issue. It is particularly useful when issues are large and complex or when a significant breakthrough is needed. Examples might include the need to identify expectations of specific customers and customer segments, or to isolate the issues involved ion implementing a new IT system. The steps involved are:

- Generate - using brainstorming techniques - a full list of all the issues involved in the situation selected (e.g. all issues relating to closer collaboration between a company's sales branches).
- Write each issue on a card, Post-It or even magnetic hexagon. Each issue should have a noun and a verb (e.g. 'documentation gets lost').
- Place all cards, Post-Its etc.. on a flat surface so each member of the group can see easily.
- Move the cards around until there is agreement about the clusters. Each cluster forms a grouping with similarity of meaning.
- Label the clusters by giving each a header note that captures the central theme in no more than five words (e.g. lost documentation').
- Consolidate the result onto a flip chart or large sheet of paper so the overall problem can be seen.

12.2.5. Problem Definition

Clear problem definitions are brief and to the point. They are specific and concrete. They say what the problem is without implying a particular solution in the definition. They are also understandable to all those involved.

Linked to the one-line problem definition should be a list of criteria which give guidelines and parameters defining acceptable ranges of solutions. These will emerge from the analysis. E.g.

Problem Definition		Fall in sales in last period
Criteria	Must	Sales up to budget targets by next period
	Would be nice:	Recover lost sales from this period

Finally the whole question of problem ownership emerges. There needs to be a clear definition of the boundaries of ownership. It is all too easy to get drawn into solving other people's problems and neglecting the ones which are your own. This is where the area of prioritising and delegation comes in. Once the problem is identified and defined - who owns it and needs to take responsibility for it?

12.3 Decision Making - Identifying Options and Selecting

Problem identification and definition, together with prioritising, delegating and participation, can be regarded as the analysis stage of task management. It is only after the analysis has been completed that decisions can be made.

The decision-making process itself involves creating and selecting options. It is about identifying alternative solutions to the problems and then selecting the best solution against desired objectives or key criteria. How a manager manages the decision-making process has a significant influence on the climate of his or her work unit.

12.3.1. Identify Alternative Solutions

Creating a range of options is the first step in decision making and here the creativity techniques already described can be used effectively. Ideas can be combined, refined and played with. The more possibilities the better. A good option to consider is doing nothing or going with the flow'. Certainly it is more economical to incorporate existing factors than to change things completely. Other methods include the use of dictionaries or books (opening them at random and building on words or phrases that appear) also using lists of adjectives or adverbs together with different objects: round, soft, yellow, with windows, doors etc.. This uses the technique known as morphological analysis

	Windows	**Doors**	**Tables**	**Chairs**
Round	Portholes			
Soft	Soft glass ?	Rubber	Blow-up	Beanbags
Red	Tinted glass			

By taking some of the above ideas it is possible to brainstorm them further. Some rules of brainstorming are:

- Absolutely no criticism (in phase 1).
- Encourage ideas (the more the better).
- Have lots of people, non-experts.
- Have lots of space to put up ideas.
- Build and add to ideas

In the above example, brainstorming could produce a list of ideas for uses of round soft tables, for example: Round soft tables could be used:

· On ships · On picnics To hold cutlery · In tents· On aeroplanes · In tanks
· In nursery schools · In cars · At the bottom of the sea

Phase 2 is to use critical analysis to see what is feasible. For example small round soft rubber tables might be of benefit in nursery schools. The point initially is to encourage speculation and fresh thinking.

12.3.2. Choose "best" option against key Criteria

In deciding which of the options to implement reference has to be made back to the must and desirable objectives. The option selected has to meet all the must objectives and as many of the desirable as possible. Effective decisions in managerial terms are a function of Quality (how right technically the decision has to be) and Acceptance (how willing people are to go along with the option). From these considerations a list of Criteria can be developed and each option evaluated against all the criteria. For example suppose you wanted to get from Birmingham to Edinburgh: a list of options and criteria could be developed and then entered on a matrix such as that below.

Options	Car	Coach	Rail	Plane	Horse
Criteria					
Speed					
Cost					
Ease					
Convenience					
Timing					
Risk					

Other aspects to consider in decision making are the effects of the option on other people, departments etc.. The selected option may well cause problems for others which will then have to be dealt with. Splitting complex decisions down into a set of very small, simple yes/no decisions can help to reduce the expertise needed - hence the use of flow charts and decision trees.