

LEADING TODAY'S WORKFORCE:

A STEP-BY-STEP GUIDE TO BUILDING LEADERSHIP SKILLS



INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ[®]

LEADING TODAY'S WORKFORCE

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Leadership vs. Management

Type of Activity	Segment	Time
	Leadership today	20
	The ideal leader	20
	Debunking the myths	10
	Defining managers and leaders	20
	Power and leadership	20
	Support system	20




Course timing

Chapter Two: Building Blocks of Leadership

	The building of a leader	10
	Factor one: Drive	20
	Factor two: Self-knowledge	30
	Factor three: Risk-taking	20
	Factor four: Vision	20
	Factor five: Change master	20
	Factor six: Relationship building	30
	Factor seven: Failure	20
	Factor eight: Competence	20

Course timing

Chapter 3: The Language of Influence

Type of Activity	Segment	Time
	Listen up	20
	Framing a message	20
	Language of influence	20



Reading



Written Exercise



Facilitate



Group Activity

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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Delineate between managers and leaders
- Transition successfully to a leadership role
- Identify and utilize the various types of power
- Adopt the competencies critical for effective leaders
- Further develop listening and communication abilities



Chapter One



LEADERSHIP VS. MANAGEMENT

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- Define the traits of an ideal leader
- Debunk the myths of leadership
- Represent the difference between leaders and managers
- Identify the different types of power
- Outline a personal and professional support system



Leadership today

Society today is more complex than ever before. Technology is evolving and people's expectations of leaders have shifted along with other societal changes.

The old school style of leadership was to tell people what to do and to have all the answers. It was a patriarchal approach that often included intimidation, control of information, and manipulation. People no longer respond to this outdated approach.

A leader's job is growth—to develop the company and develop the employees. Leaders must have an exact combination of knowledge and personality to be successful. True leadership is developed and refined over time; it does not come with a job title, family name, or appointment. Impactful leaders have a murky mix of skills—the key is that they can readily adapt to multiple situations.



Leadership is a dynamic relationship between the leader and the people being led. It is a unique and ever-changing mix of skills and requires knowledge, trustworthiness, integrity, curiosity, and caring.

Leadership is the ability to influence a group through communication and personal relationships to achieve a common goal.

Leaders inspire respect and confidence by using these personal relationships instead of formal authority to accomplish things.

Debunking the myths

1. Leaders are born.
2. Leadership is a rare skill.
3. Leaders are only found at the top of a company.
4. Leaders direct and manipulate people.

Review the four common myths about leaders. Then debunk them using the information below:

1. Leaders are born. Leaders are not born any more than architects or nurses are born. People learn leadership skills. It is true that some individuals have personality traits that make leading more natural for them, but even these people need to learn a great deal about leading.

2. Leadership is a rare skill. Many individuals have the potential to be great leaders. They simply need to commit to developing the needed skills.

3. Leaders are only found at the top of a company. Individuals with leadership skills will find opportunities to lead wherever they are.

4. Leaders direct and manipulate people. Leaders who direct and manipulate are short-lived leaders. True leaders inspire, empower, and motivate others to follow them. In other words, they pull, not push.

Being a good manager is often equated with leadership abilities, when in fact, they are very different skill sets.

Leadership is an ability, not a job title. It is a perspective that aligns groups of people.



Defining managers and leaders

Managers pay attention to how things get done and leaders focus on what the events and decisions mean.

Managers

- Maintain systems and processes
- Act to limit choice
- Are problem solvers
- Direct attention and energy toward goals and resources
- Want results
- View work as an enabling process using rewards, punishments, and other forms of coercion
- Focus on how to get things done
- Want employees to accept solutions
- Coordinate and balance opposite points of view
- Are unsettled by change and chaos

Leaders

- Are in high-risk positions
- Guide people to make changes dictated by reality
- Influence people to follow by inspiring and exciting them
- Develop creative approaches
- Generate change and chaos
- Shape ideas and are proactive, not reactive
- Concentrate on the meaning of events and decisions
- Encourage people to reach beyond their comfort zone
- Encourage self-awareness

Defining managers and leaders

The table below compares how a leader and a manager approach three key areas of business.

Function	Leader	Manager
Daily operations	Facilitates growth in self and others Develops vision Future-oriented	Develops and monitors budget Implements strategic plans Present-centered
Interpersonal	Motivates and inspires Facilitates and coaches Strong personal power Excellent listener	Focuses on results Directs employee work Strong positional power
Goals	Constant change	Maintain status quo

How to begin the transition to leadership

Managers need to translate personal values into deliberate actions. In other words, they must dedicate time to clarifying their personal values and how they mesh with organizational values.



Review the differences between managers and leaders in these three key business functions. Ask participants if they notice any similarities between managers and leaders.

Leadership requires the use of power to influence the beliefs and actions of individuals and groups. The level of effectiveness a leader has is proportional to the strength of their power.

Review the types of power and ask participants to name people with that type of power.



Personal power: Bill Gates is an example of someone who has been very successful, but lacks personal power. He has a reputation for being arrogant and difficult. People probably have followed him because he wields other types of power, but lacks the charisma of personal power.



Power and leadership

Power comes in many different shapes and sizes and from different sources. Regardless of the type or source, leaders must have legitimate power to be successful.

Types of power

Power can be categorized into four types: personal, positional, organizational, and political.

Personal power

Personal power is based on:

- Personality
- Intelligence
- Competence
- Experience
- Interaction style
- Likeability

Positional power

This type of power accompanies a position or job held.

The amount of influence a person has is directly attributable to the title and organizational position they hold.

For example, a CEO of a company has positional power. People will do as he or she says simply because of the CEO job title. Outside of this position, the person may or may not have the same number of followers.

Power and leadership

Types of power

Organizational power

Organizational power:

- Stems from industry knowledge
- Means extensive contacts within an organization and/or industry
- Maintains strong knowledge of business systems vocabulary
- Can accompany positional power, but often comes first before a person is formally promoted

Political power

Political power:

- Is the ability to acquire favors, make deals, and establish trade-offs
- Relies on a person's reputation to influence outcomes
- Requires high-level negotiation skills and savvy about the "undercurrents" and unspoken meanings of events
- Is very subtle
- Is played out at all levels of an organization



In other words, people with organizational power know how to get things done. They are "go-to" people.



Political power is the subtlest form of power. A person outside an organization would not be able to identify who (if anyone) held this type of power. However, once involved with an organization, it becomes apparent who the individuals are that have political clout. You may hear comments from other employees such as, "That's a great idea, but I don't know if Susan would ever get on board with it, which means it won't happen." Or, certain individuals with political power can have things happen faster-than-normal or be able to slow a process down.

Activity — Tell participants to consider situations where they have held power. Have them identify what type of power it was. Ask them to consider if that type of power was most appropriate to the situation. Ask, “Have you ever been in a situation where you held several types of power simultaneously? If so, what happened?” Facilitate a brief discussion about how it felt to have each of the different types of power. Tell participants to consider which type(s) of power they most enjoyed and felt suited them best.

Examples:

Personal power: Kelly has been working at the University for 12 years as a PC support technician. She is very charming and stays current with technical knowledge. The faculty and staff she supports adore her and she is often requested by other departments as well.

Positional power: President of a company, coach of a team, president of a professional association, vice president, etc. Any time a title carries clout. Note that it can also be a well-known organization that carries the clout, such as Oracle or IBM.

Organizational power: Mary is new to the accounting department, but learned her job quickly and has taken on new duties. Prior to joining the company, she worked in a similar role at a competitor. She has always been able to answer questions and fulfill requests for employees who need her help, including “rush jobs.”

Political power: A front-line employee has been trying for a month to get cooperation from the telecommunication department on a project. She has tried every angle she can think of. Two hours after talking to her boss, who is very connected, the telecommunications department was cooperating.

Power and leadership

Types of power

Consider each type of power and situations in which you have (or have had) each type of power.

Type of power	Situations in which I have this power
Personal	
Positional	
Organizational	
Political	

Power and leadership

Types of power

For each situation listed below, identify what type of power would be most advantageous. Write your answer in the right column (personal, positional, organizational, or political).

- Answers:
1. Political
 2. Organizational and/or personal
 3. Positional

Situation	Type of power
<p>1. Andrew is a sales representative and maintains a large account with ABC Corporation. They have been satisfied with both his product and service. Andrew found out through the grapevine that a competitor has been aggressively pursuing ABC's business; they even sent the company president on a trip to the Bahamas.</p>	
<p>2. Suzanne has been working nights and weekends ever since her co-worker quit a month ago. One of her weekly tasks is to ensure that change orders are in the computer system before the weekly executive reports run Saturday at noon. Despite all the overtime she has worked this week, she won't have this done until about 2:00 p.m. on Saturday.</p> <p>Suzanne walks at lunchtime with Tanya, the IT person who generates the reports.</p>	
<p>3. The quality control lab has three jobs open and has been very busy. The manager and the team recently interviewed five applicants. The team selected their top three choices. The manager agreed on two of the candidates, however, had a bad "feeling" about the other one. The manager wants to extend job offers to two and train the intern for the third position.</p>	

4. Personal

5. Organizational and/or personal

Power and leadership

Types of power

Situation	Type of power
<p>4. The four employees on the shipping & receiving team rotate working on Saturdays. Each person works one Saturday a month and earns overtime. The team works very well together and makes the Saturday schedule on their own. While the manager is Tess, Mario, who is very dynamic and fun, is the informal leader.</p> <p>The payroll department just gave Tess the overtime report. She noticed that Mario did not have any Saturday hours for the last quarter, even though he had been scheduled. After talking with a team member, Tess learned that Mario had convinced others to cover his Saturdays for him.</p>	
<p>5. Tanya worked for 12 years as an account representative for a sheet metal manufacturing company. She recently took a job with ABC Manufacturing, one of her long-time customers, as the commodities manager for sheet metal purchasing. The first week on the job, Tanya learned that ABC was three weeks behind a production deadline because her last employer wasn't meeting delivery deadlines for the sheet metal. Tanya quietly called her former boss and the next day the sheet metal arrived.</p>	

Power and leadership

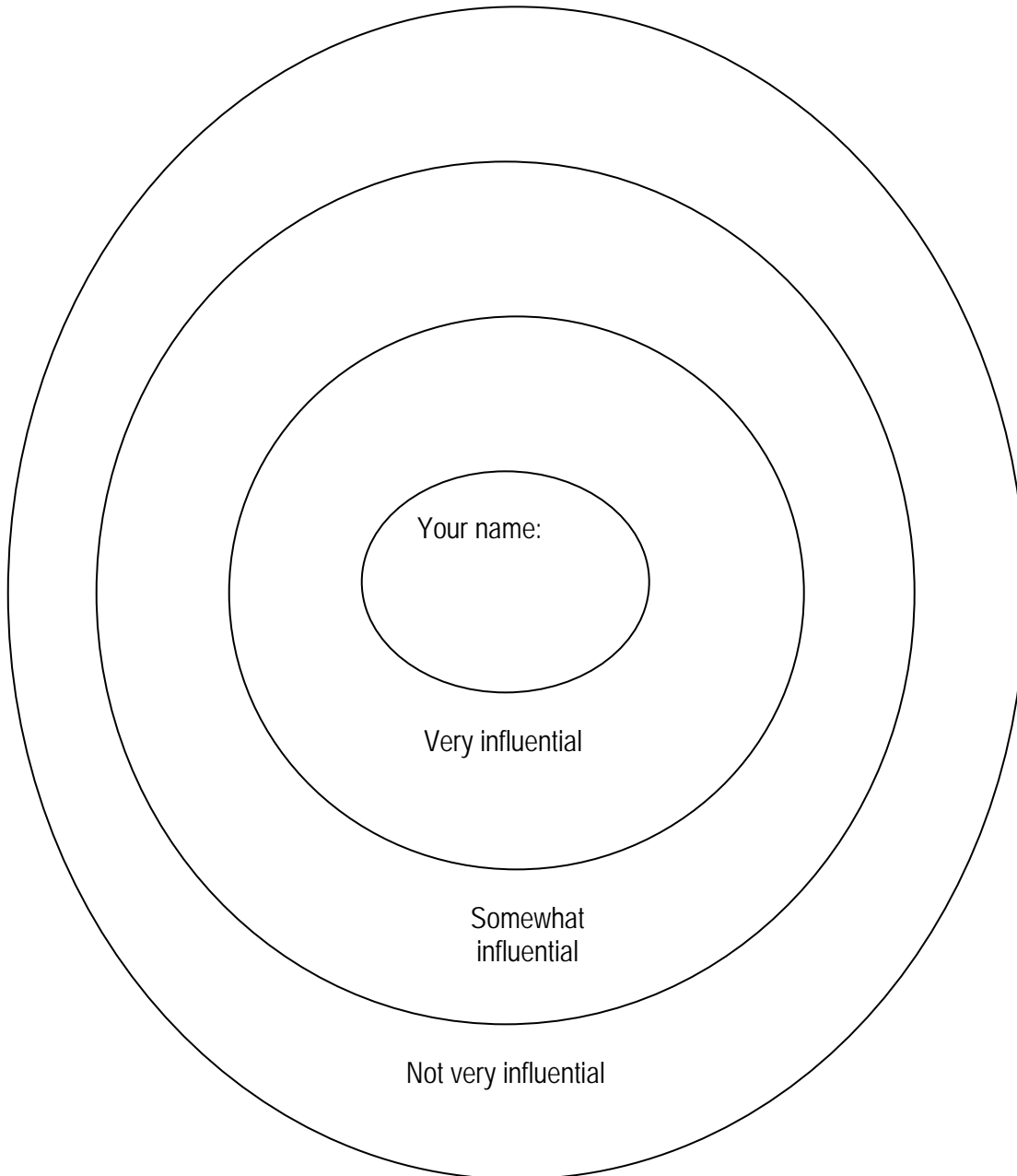
Types of power

6. Political

7. Positional

Situation	Type of power
<p>6. Vicky works in the diagnostic lab at Healthy Hospital. She has been there for 25 years and knows many employees very well. While she is an excellent technician, she isn't known for being very responsive to urgent needs.</p> <p>The manager of the emergency room (ER), Caitlan, is new to the job and very excited to make improvements in processes. In particular, she wants to speed up the turnaround time on test results for the ER.</p> <p>Caitlan met with Vicky to go over the changes she had in mind and was surprised to find Vicky very agreeable. Caitlan left the meeting feeling very optimistic and proud of herself for convincing Vicky of the need for improvement.</p> <p>Caitlan was shocked two days later, when her manager told her that no changes would be made to diagnostic lab processes and there was no room for discussion about this. Caitlan had never discussed this with her manager.</p>	
<p>7. Amy works in the back office of a pediatrician's office. She is responsible for accounts payable. She is planning a vacation with her family and has the leave time accrued to take a week off. Two months in advance, when Amy asked her supervisor for a week off, she was told no, "the bills still need to be paid every day of the week."</p>	

Support system



Tell participants to write their name in the center circle. Then write the names of people and groups (identified on the previous page as important) in the appropriate area of the bull's-eye based on how influential they are to the participant.

Next, draw a line from each person's name to the participant's name that represents how supportive each person is. Use a solid line for people who are very supportive, a dotted line for people who are somewhat supportive, and draw no line at all for people who are not supportive.

Debrief — Say, "It is important to know who to share your goals with and where to turn for support. Also, be aware of influential people who are not supportive."






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