

# **Leadership Lab Book**

**A Discovery Guide for  
Developing and Motivating Others**

## How do we motivate others?

Leadership means accomplishing work through others. It can be done in a slavish commanding manner that draws on coercion or force or it can elevate others to a higher calling, inspiring them to accept the goals as their own and achieve more than they would have on their own. Most leaders aspire for the latter style, but many stumble and perform more like the former.

Let's start with you. What motivates you to perform at peak level?

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Now take a few minutes to share your motivational profile with a neighbor. How are your profiles similar? Different?

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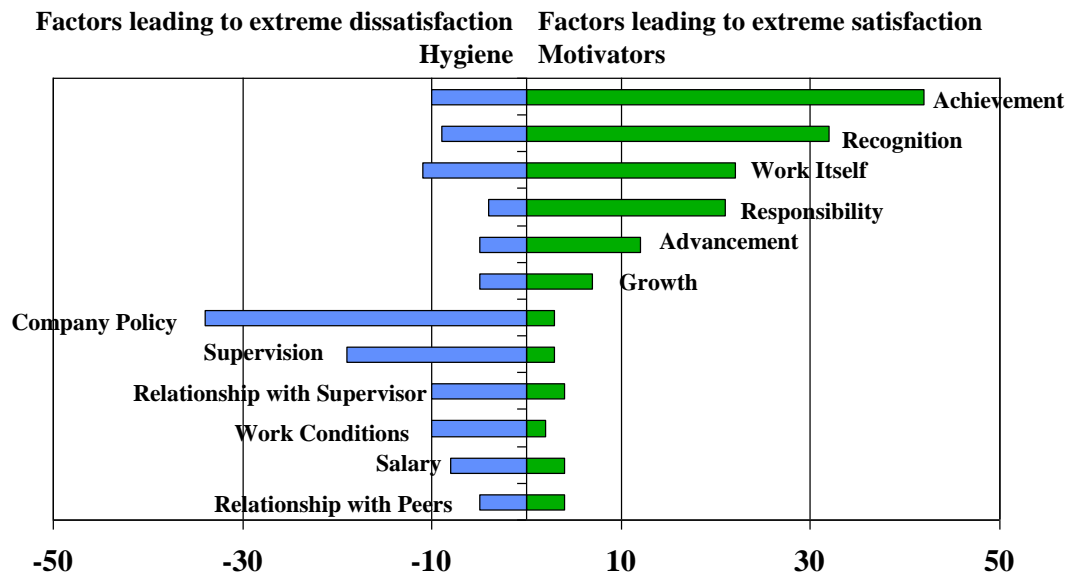
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As the graph below demonstrates there are typically things that are necessary to prevent job dissatisfaction, but actually do little to motivate once a threshold has been met. Salary, supervision and work conditions all fall here. Frederick Herzberg called these elements Hygiene Factors in his classic work "The Motivation to Work" written in the late 1950s. But there are other factors that contribute relatively little on the hygiene side of the coin such as achievement, recognition, and responsibility, but give an enormous lift to motivation.



Source: Herzberg, F, One More Time: How do you motivate employees, HBR 1990. A meta analysis of 12 studies of critical incidents.

Most of these factors come down to four crucial elements for motivation:

**Competence** - Do I have the capacities or skills to do this job or the chance to gain them?

**Choice** - Have I had some say in choosing this as my work and in directing how it is to be carried out?

**Meaningfulness** - Do I understand the full significance of this work and does it have intrinsic value to me?

**Progress** - Do I have clear goals and do I receive regular reports on progress and are rewards tied to achieving the goals?

These elements were characterized by Douglas McGregor in 1960 in "The Human Side of Enterprise" as Theory X and Y. Theory X aligns itself with an older traditional idea that people need work best in a highly structured setting and a "command and control" line of authority. Theory Y is built on a world which values participation and self directed work. The approach here is more consistent with the second theory and had led to a school of thought that asks the leader to respond to the needs of the task and the people he is leading in the current situation.

## Situational Leadership

Paul Hersey and Ken Blanchard of the "One Minute Manager" fame developed a grid to assist leaders in analyzing the situation and choosing the right leadership style for the person and the moment. This model frames tasks and relationships in the context of the skills and motivations of the followers. This provides insight into the leadership style and decision making approaches that leaders should consider. It is a developmental model meaning that individuals typically move from the bottom right hand box in a counter clockwise manner as they learn the skills and develop commitment to the work.

<p style="text-align: center;"><b><u>Empowering</u></b></p> <p><b>Follower</b> is capable and experienced, but may lack motivation or confidence for independent action. <b>Leader</b> steps back from operational details and joins decisions as needed.</p>	<p style="text-align: center;"><b><u>Coaching</u></b></p> <p><b>Follower</b> has improved competence and skills and is applying them in new situations; is beginning to see context. <b>Leader</b> defines roles and tasks and asks for input.</p>
<p style="text-align: center;"><b><u>Delegating</u></b></p> <p><b>Follower</b> is experienced and accomplished; acts independently. <b>Leader</b> is involved with strategic direction, problem solving but control with follower.</p>	<p style="text-align: center;"><b><u>Directing</u></b></p> <p><b>Follower</b> is new to position or work; may lack skills needed and emotional connection to work. <b>Leader</b> defines work, teaches skills, make decisions</p>

## Situational Leadership & MBTI Type

You can use situational leadership as a tool to quickly determine how to manage a direct report in a specific situation. Matching your leadership behavior to your direct report's current needs will help develop that person and lead to the best results. Your Myers-Briggs type provides information about which leadership behaviors are naturally easier for you and which ones you may need to develop. This page guides you through a real-life application of situational leadership and prepares you to use your type to lead better.

1. Choose one of your direct reports: \_\_\_\_\_
2. Write one task this person is working on: \_\_\_\_\_
3. Consider this person's skills, motivation and dependability regarding this particular task. In the grid below, *circle* the situational leadership behavior you think this person requires from you at this point?

4. Put a box around the leadership behavior you think you are currently providing to this person on this task?
5. Make a few notes about how your leadership behavior in this situation matches or does not match the current needs of your direct report. If they do not match, how might you change your leadership behavior to match your direct report's needs?

High ↑ Relationship	<b>EMPOWER</b> Share ideas and facilitate in making decisions	<b>COACH</b> Explain your decisions and provide opportunity for clarification
	<b>DELEGATE</b> Turn over responsibility for decisions and implementation	<b>Direct</b> Provide specific instructions and closely supervise performance
Low	← Task → High	

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6. In general, which leadership behaviors are you most comfortable with? How does your Myers-Briggs type contribute to those being easier for you?

\_\_\_\_\_

7. Which leadership behaviors are most challenging for you? How does your Myers-Briggs type contribute to those being more challenging for you?

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## Guiding the behavior of others

This topic could suffice for the entirety of a leadership text, but there are six general rules to remember when shaping and guiding the work and behavior of others.

### Common Context

It is essential for the leader to create a common text for the work of everyone she needs to influence. Certainly this is essential for those that report to the leader, but influence *out* to peers and *up* to superiors is just as crucial, if not more so today.

Common Context provides a

- similar view of the end game and success
- shared set of values, culture, and expectations
- comprehensive view
- chance to both give and receive feedback



#### How I Provide a Common Context

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#### Areas I Might Improve On

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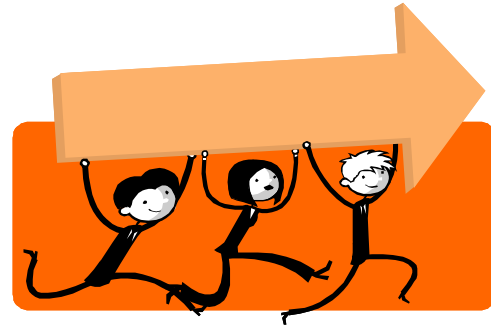
## Guiding the behavior of others

### Clear Goals and Process

The general direction is one thing, but an effective leader must also translate these into clear goals and a process to achieve them. Obviously some will derive more motivation from the general direction and others will find more energy in knowing what is to be done. The effective leader offers both.

Clear Goals and Process are

- linked to the common context
- understood by all
- often specific if not written
- shared and of interest to all who need to be engaged
- systematic and tied to highly reliable mechanisms for implementation



Are you better at context or goals?

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What is the cost of overemphasizing  
one over the other?

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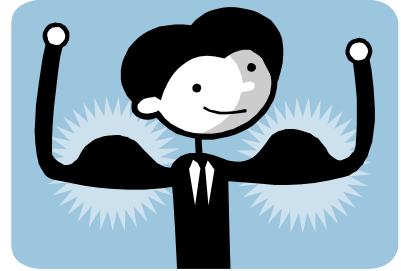
# Guiding the behavior of others

## Capability

Too many leadership problems arise out of inadequate assessment of the basic skills of those doing the work. It may be a high order task, but if the skill set is not in everyone is set up for failure.

Capability is ensured when

- Skills are in place
- Attitudes are aligned
- Those participating are willing to make the effort



How does your organization stumble around capability?

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Who assess your capability and gives you feedback?

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## Guiding the behavior of others

### Coaching

The people you are working through will need ongoing development and growth. This will take your time as you are the coach they need and the one that will inspire them to even greater success.

Coaching is successful when it

- Recognizes gain
- Focuses on improvement
- Is instructive
- Balances reason and emotion
- Is informal and frequent



What attributes do you have that  
make you a good coach?

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Where have you stumbled as a  
coach in the past?

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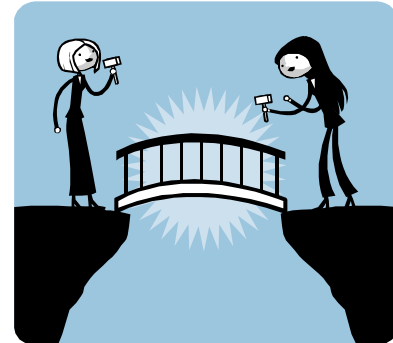
# Guiding the behavior of others

## Confrontation

A number of problems that might be addressed simply and directly are left to grow into major issues. Confronting development needs positive and negative as they arise moves the leader in to a much more powerful position. But people need room to grow so being too aggressive can alter development in a negative way. A fine balance is needed.

### When confronting

- Tie it to a specific, agreed upon, work related goal or activity
- Use real data on performance or behavior and its impact on you or others
- Don't speculate as to their motivation



What are your strengths around confronting others?

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What are your weaknesses around confronting others?

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## Guiding the behavior of others

### Consequences

If the rewards don't follow those who actually change, then the change will disappear.

When dealing with consequences remember:

- Rewards vary in their effectiveness from individual to individual
- Sanctions are sometimes necessary and should always be clear and direct
- Consistency is of consequences is essential, nothing is worse than mixed messages and uneven and unfair application



What are your favorite ways of rewarding?

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How do you remain objective when you use consequences?

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## Getting It Done

Leaders and managers that do not adequately motivate and develop those around them may simply not see this as an important undertaking. They may prefer to recruit those already fully skilled and developed. Others understand that this is an ongoing task requiring the following:

1. Knowledge of each person's past experiences, current competencies and aspirations for professional growth.
2. Goals that are agreed upon to achieve these aspirations.
3. A plan to address the goals which uses various approaches and learning styles.
4. Stretch experiences that are a part of the work setting.
5. Time allocated to coach, review and redirect.
6. Willingness to raise and address hard issues.

## **Bibliography**

Patterson, Kerry, et. al. Crucial Conversations. New York: McGraw Hill, 2002.

Stone, Douglas, Bruce Patton, Shelia Heen. Difficult Conversations. New York: Penguin, 1999.

