# Lesson-40

**TRAINING ON LEADERSHIP**

**LEADERSHIP AND MANAGEMENT TRAINING AND DEVELOPMENT**

Here's a simple process for training and developing management and leadership skills, and any other skills and abilities besides. Use your own tools and processes where they exist and are effective. Various tools are available on the underlined free resources section to help with this process, or from the links below. If you want working files instead of the pdf's on the site please ask.
Refer also to the coaching and development process diagram.

1. Obtain commitment from trainees for development process. Commitment is essential for the development. If possible link this with appraisals and career development systems.
2. Involve trainees in identifying leadership qualities and create 'skill/behaviour-set' that you seek to develop. Training and development workshops are ideal for this activity.
3. Assess, prioritise and agree trainee capabilities, gaps, needs against the skill/behaviour-set; individually and as a group, so as to be able to plan group training and individual training according to needs and efficiency of provision. Use the skill/behaviour-set tool for this activity. Use the training needs analysis tool for assessing training needs priorities for a group or whole organization.
4. Design and/or source and agree with trainees the activities, exercises, learning, experiences to achieve required training and development in digestible achievable elements - ie break it down. Use the training planner to plan the development and training activities and programmes. Record training objectives and link to appraisals.
5. Establish and agree measures, outputs, tasks, standards, milestones, etc. Use the SMART task model and tool.

Training and development can be achieved through very many different methods - use as many as you need to and which suit the individuals and the group. Refer to the Kolb learning styles ideas - different people are suited to different forms of training and learning.
Exercises that involve managing project teams towards agreed specific outcomes are ideal for developing management and leadership ability. Start with small projects, then increase project size, complexity and timescales as the traininee's abilities grow. Here are examples of other types of training and development. Training need not be expensive, although some obviously is; much of this training and development is free; the only requirements are imagination, commitment and a solid process to manage and acknowledge the development. The list is not exhaustive; the trainer and trainees will have lots more ideas:

- on the job coaching
- mentoring
- delegated tasks and projects
- reading assignments
- presentation assignments
- job deputisation or secondment
- external training courses and seminars
- distance learning
- evening classes
- hobbies - eg voluntary club/committee positions, sports, outdoor activities, and virtually anything outside work that provides a useful personal development challenge
- internal training courses
- attending internal briefings and presentations, eg 'lunch and learn' format
- special responsibilities which require obtaining new skills or knowledge or exposure
- video
- internet and e-learning
- customer and supplier visits
- attachment to project or other teams
- job-swap
- accredited outside courses based on new qualifications, eg NVQ's, MBA's, etc.

Simply put, leadership development is an effort (hopefully, planned in nature) that enhances the learner's capacity to lead people. Very simply put, leading is setting direction and guiding others to follow that direction. A critical skill for leaders is the ability to manage their own learning. The highly motivated, self-directed reader can gain a great deal of learning and other results from using the guidelines and materials in this library topic.

(Some of the following information was extracted from the Field Guide to Leadership and Supervision.)
(Note that there are separate topics about Management Development Planning and Supervisory Development Planning.)

Categories of information include:

Preparation for Learning

Before Leadership Development, .
Get an Impression of What "Leadership" Is What Does Leadership Development Look Like?
Strong Value of Self-Directed Learning
Informal Activities to Learn About Leadership in Organizations
Attempt to Go Beyond Reading Books ...

## PREPARATION FOR LEARNING

To gain broad perspective on leadership development, the reader would benefit most from first reading the following information.

Introduction to Organizations (read documents referenced from the section titled "Basics")

Basic Definitions and Roles in Management

Training Basics -- Ways to View Training and Development

Training Basics -- Getting Most from Training and Development

Before Leadership Development, Get Sense of What "Leadership" Is

The first place to start learning about leadership is to get some sense of what leadership is -- in particular, understand get an impression of the areas of knowledge and skills recommended for effective leadership in organizations.


## INFORMAL ACTIVITIES TO LEARN ABOUT LEADERSHIP

Informal Activities to Learn About Leadership Attempt to Go Beyond Reading Books ...

The activity of leading is a very human activity. Therefore, there are a wide range of everyday and on-the-job activities from which you can learn about leadership and even enhance your leadership skills. Informal methods can include, for example, reading books, having discussions with friends, on-the-job training, keeping a diary with thoughts about leadership, etc. Note that you're not likely to develop much for leadership skills merely by reading, talking or attending a course unless you actually apply new materials and methods, and continue to reflect on what you're learning along the way.

Ideas for Activities to Learn About Leadership

One of the most effective and reliable ways to learn is to do so consciously, in a planned fashion. Therefore, be sure to consider customizing your own leadership training plan. Complete guidelines are provided in the next section, Customizing Your Own Leadership Development Plan.

The following table includes numerous ideas for activities from which to learn about setting direction and influencing others to follow the direction.

(Get guidance and assistance:)
· Seek to find a mentor
· Hire a personal/professional coach
(Readings to consider:)

· Read general advice (articles on leadership)
· Read leading yourself
· Read core competencies to lead others
· Read leading individuals
· Read leading groups
· Read leading organization-wide efforts
· Review the basics of organizational change
· Review the self-management for new managers and supervisors
· Read books on leadership
· Read self-assessments about leadership
· Read suggested competencies in leadership
(Skills to practice:)
· In your next assignment or in a personal plan, design and word goals to
be SMARTER
· Learn to be a mentor
· Learn to coach others
· Give a presentation
· Practice basic skills in delegation
· Practice basic skills in listening and sharing feedback
· Customize personal guidelines for some basics in leading, for example,
problem solving, decision making, planning and managing your power and
influence
· Plan a meeting and facilitate a meeting
· Clarify your personal values and how you live them out -- develop your
codes of ethics and codes of conduct(Some workplace activities for
learning:)
· Start (and stick to) a new project at work or in your life, ideally a
projec that includes your setting direction and influencing others to
follow the direction
· Ask your supervisor, peers and subordinates for ideas to develop your
leadership skills
· Ask to be assigned to a leadership position
· Regularly solicit feedback from others about your leadership skills
(Other sources for learning:)
· Identify traits and behaviors of your favorite leaders
· Design a personal development plan
· Take strong participation in a course, apprenticeship or internship that
involves persistence, risk and initiative
· Take a leadership role in a management association
· Volunteer to lead a work or community project, or join a board of
directors
(Capturing your learning:)
· Schedule (and stick to) ongoing periods for private reflection; record
them in a journal
· Consider designing a formal training plan

CUSTOMIZING YOUR OWN LEADERSHIP DEVELOPMENT PLAN

Your are much more likely to learn useful skills in leadership if you develop and implement a training plan. The following sections will guide you to develop your own complete, highly integrated (and performance-oriented) leadership development plan. Each section includes reference to particular sections in the Complete Guidelines to Design Your Training and Development Plan (hereafter called the "Guidelines"). That document includes guidelines for you to identify your overall training goals and the learning objectives and activities to achieve the goals. Guidelines are also provided for carrying out the learning activities and evaluating your entire learning experience.

Preparation for Designing Your Leadership Training Plan
Read the following two initial sections of the Guidelines (up to "Determining Your Overall Goals in Training") and then return to the next section below.
Directions to Use "Complete Guideline ..."
Preparation for Designing Your Training Plan
Identifying Your Overall Goals in Leadership Training
Purpose of this Section
This section helps you identify what you want to be able to do as a result of implementing your training plan, for example, qualify for a certain job, overcome a performance problem, meet a goal in your career development plan, etc. Learners are often better off to work towards at most two to four goals at a time. There are a variety of ways to identify your training goals, depending on what you want to be able to accomplish as a result of implementing your

TRAINING PLAN.

Begin Identifying Your Training Goals Consider Performance Gaps, Growth Gaps or Opportunities Gaps Performance gaps are areas of knowledge and skills need to improve performance and are usually indicated during performance reviews with your supervisor. Growth gaps are areas of knowledge and skills need to reach a career goal.
Opportunity gaps are areas of knowledge and skills needed to take advantage of an upcoming opportunity.
Conduct Self-Assessments
The following on-line, self-assessments may help, as well, by helping you assess certain areas of your own leadership abilities.
Various Needs Assessments to Help Identify Leadership Development Goals
Collect Input From Others
Ask others for ideas to improve your leadership skills. Try get their input in terms of behaviors you can show. Consider input from performance reviews.

Performance Reviews: 360-Degree
Reference Lists of Areas of Knowledge and Skills Needed in Variety of Roles and Function

Competencies are lists of the general abilities needed to perform a role.
Consider the following lists for leading yourself, other individuals, groups and organization-wide efforts.
Suggested Competencies for Effective Leadership in Organizations
Reference Books and Other Materials About Leadership
There is a vast amount of information available regarding leadership and leadership skills. However, much of it is in regard to character traits that leadership should have. When determining your training goals, translate these character traits to behaviors that you and others can recognize.
General Advice About Traits and Characteristics That Leaders Should Have

Look at Goals and Objectives of Leadership Development Programs
These programs can offer good ideas about traits and characteristics needed by leaders, and methods to achieve those traits and characteristics. Be careful not to simply adopt suggestions and methods without first considering if they'd really be useful to you.
Samples of Leadership Development Programs

Don't Forget to Lead Yourself!
Developing skills in leadership involves changing yourself, stretching yourself.
Therefore, you may want to include developing skills in Self-Confidence Assertiveness

On to Refining and Writing Your Training Goals in Your Plan ...
The Guidelines provides additional advice for identifying your training goals.
Follow the steps in the following section of the Guidelines until you come to
its section titled "Determining Your Learning Objectives and Activities " and
then return to the next section below.
Determining Your Overall Goals in Training
Determining Your Learning Objectives and Activities
Purpose of this Section
The purpose of this section is to identify the various learning objectives you
should achieve and learning activities you should undertake in order to achieve
the overall training goals in your plan.
Identifying Your Learning Objectives
Carefully consider each of your training goals. What specifically must be
accomplished (that is, what objectives must be reached) in order for you to
reach those goals? Which of these objectives require learning new areas of
knowledge or skills? These objectives are likely to become learning objectives
in your training plan. To get a stronger sense for learning objectives, see
Basic Guidelines and Examples for Writing Learning Objectives.
Identifying Your Learning Activities
Learning activities are the activities you will conduct in order to reach the
learning objectives. The activities should help you work toward your training
goal, accommodate your particular learning styles, be accessible to you and be
enjoyable as well. The following link might help you.
Ideas for Activities to Learn About Leadership
On to Refining and Writing Your Learning Objectives and Activities in Your Plan

...
The Guidelines provide additional advice for identifying your learning objectives and activities. Follow the steps in the following section of the Guidelines until you come to its section titled "Developing Any Materials You May Need" and then return to the next section below.

Determining Your Learning Objectives and Activities

Developing Any Materials You May Need

Developing materials might include, for example, getting books, signing up for courses, reserving rooms, getting coaches, etc. The Guidelines provides additional guidance to develop any materials you may need. Follow the steps in the following section of the Guidelines until you come to its section titled "Planning Implementation of Your Training Plan" and then return to the next section below.

Developing Any Materials You May Need

Planning Implementation of Your Leadership Training Plan

During implementation, you should think about whether you're really understanding the materials or not, need additional support, etc. The Guidelines provides additional guidance to you during implementation of your plan. Follow the steps in the following section of the Guidelines until you come to its section titled "Planning Quality Control and Evaluation of Your Training Plan and Experiences" and then return to the next section below.

Planning Implementation of Your Training Plan

Evaluating Your Leadership Training Plan and Experiences

Evaluation includes assessing and making value judgments on whether you achieved your training goals or not, and on the quality of the process to reach those goals. Follow the steps in the following section of the Guidelines until you come to its section titled "Follow-Up After Completion of Your Plan" and then return to the next section below.

Planning Quality Control and Evaluation of Your Training Plan and Experiences

Follow-Up After Completion of Your Plan

Follow the steps in the following section of the Guidelines until you come to its section titled "Related Library Links".

Follow-Up After Completion of Your Plan

## *Leadership Styles*

Which leadership strategies will give you the results you want? The answer has become a lot clearer following new research recently published in the Harvard Business Review [HBR]. From a random sample of 3,871 executives, it was found that the most effective leaders choose from six distinctive leadership styles.

The research investigated how each of the six leadership styles correlated with the specific components of the organization's culture. These cultural components are: flexibility – employees' ability to innovate without excessive rules and regulations; responsibility - how responsible employees feel towards the organization; standards - the level of standards expected in the organization; rewards - the accuracy of performance feedback and rewards; clarity - how clear employees are about the mission, vision and core values; and commitment – employees' commitment to a common purpose.

*The six leadership styles identified by the HBR, in order of their impact on an organisational culture, are as follows:*

**1. Coercive.** This is a leader who demands immediate compliance. The phrase most descriptive of this leader is: "Do what I tell you!" This style can destroy your organisational culture. Because the downside is far greater than the upside, it should only be used with extreme caution. It is useful in an emergency, and may work in a crisis, a "turnaround" situation or as a last resort with a problem employee. This leadership style has the most negative impact (-.26) on the overall organisational culture.

**2. Pacesetting.** This is a leader who sets extremely high standards for performance. The phrase most descriptive of this leader is: "Do as I do, now!" This style can destroy a good culture. It only works with a highly motivated and competent team who are able to "read the leader's mind." Others will feel overwhelmed and give up, because they cannot see themselves reach unrealistic standards. This style has virtually the same negative impact (-.25) on the overall organisational culture, especially on rewards and commitment.

**3. Coaching.** This is a leader who is focused on developing people for the future. The phrase most descriptive of this leader is: "Try this." Coaching leaders are great delegators, and are willing to put up with short-term failures, provided they lead to long-term development. This style works best when you want to help employees improve their performance or develop their long-term strengths. This style has a positive impact (.42) on the overall organisational culture.

**4. Democratic**. This is a leader who achieves consensus thorough participation. The phrase most descriptive of this leader is: "What do you think?" This style builds trust, respect and commitment, and works best when you want to receive input or get

employees to "buy-in" or achieve consensus. It doesn't work under severe time constrains or if employees are confused or uninformed. If handled correctly, this style has a positive impact (.43) on the overall organisational culture.

**5. *Affiliative.*** This is a leader who is interested in creating harmony and building emotional bonds with employees. The phrase most descriptive of this leader is: "People come first." This style works best when you want to motivate employees, especially when they face stressful situations, when you want build team harmony, improve communication, increase morale or repair broken trust. This style has a positive impact (.46) on the overall organisational culture. Because this style has virtually no downside, it is often describer as the best overall approach.

**6. *Authoritative.*** This is a leader who mobilises people with enthusiasm and a clear vision. This is a visionary leader, who gives people lots of leeway to innovate and take calculated risks, provided that they move in the direction of the stated vision. The phrase most descriptive of this leader is: "Come with me." This style works best when change requires a new vision or when employees are looking for a new direction. This style fails when employees are more knowledgeable or experienced than the leader, or if the authoritative style becomes overbearing. Provided that it is used with finesse, this style has the most positive impact (.54) on the overall organisational culture.

*Most importantly, the HBR research shows that leaders who have mastered four or more styles, especially the authoritative, affiliative, democratic and coaching styles, and who can move seamlessly from one to the other, depending on the situation, produce the most positive organisational cultures and enjoy the greatest business successes.*

 *Forget your images of paintballs at dawn or of getting lost but finding each other in a forest in Wicklow. Teambuilding can be anything that helps employees work together, in a caring, sharing Seventh Heaven type of way.*

So why is team building important? Isn't it better to leave Grumpy Nigel to his own devices and won't you be encouraging the very fun and frivolity will lead to decreased productivity? The answer is no, you scary autocrat, you. Teambuilding improves support and trust levels in the workplace, increases efficiency and reduces employee stress

**Team building devices - if you teach them, they will get on.**

Teams produce results when everyone knows what goal they are aiming towards. Winning teams win from the ground up - everyone should know about details such as deadlines but they should also hear any praise or new information received. The team should also have a strong leader to go with this frank flow of information. He or she should make sure that everyone is aware of the role that they play in the team and what is expected of them. Communication between team members should be open, informal and ongoing and everyone should have a genuine interest in their own and others' performances.

So how can you produce this utopia? First off all, you should assess your existing teams to identify existing problems and potential. You can do this in a number of ways. One of the most effective is known as the 360-degree analysis. This sees each team member being assessed individually and by his or her peers, superiors and subordinates. This enables members to review their own strengths and weaknesses as well as those of their fellow team members.

You can ensure that weaknesses are improved upon by organising workshops on key skills such as decision-making, problem solving and time management. You should also capitalise on the information you have amassed on employee strengths. For example, you could consider picking up on John's aptitude for programming, even if this is not an area that he currently works in. HR surveys have demonstrated that employee satisfaction increases significantly if they have a chance to branch out into other areas.

It is important that team members like and respect each other. If your analysis has revealed serious conflicts between existing team members, then perhaps you should consider separating them. However, make sure that each team has a good mix of personalities - if everyone in the team is deferential and timid, then nothing will get done.

Your company's general communication structures can also have an effect on team dynamics. You should have in place systems that reinforce collaboration and communication, such as suggestion boxes with feedback, and ensure that conflict management procedures are clearly laid down and accessible to all. By doing this, you create a generally more productive environment and avoid destructive 'in-team' fighting.

If all else fails and your teams are still the corporate equivalent of Sheffield Wednesday, then it's time for a survival course. You may be pleasantly surprised. Many a HR manager has been delighted at the sight of former sworn enemies, working together to trap the managing director in a cave with just two goats to rub together for warmth. When you are called into her office on Monday, just be sure to tell her what a good sport she was. Before you clear your desk, look around at the little Borussia Dortmunds that you have created and smile.

**Leadership Development**

Developing leaders is much like building muscles. It takes a varied series of activities, spread over time, to create any noticeable improvement in strength. And, once muscles are developed, they need to be continuously exercised or they quickly atrophy.

Developing leaders is not just about training programs. It is putting in place a series of activities and learning events that, over time, build capability. These should be varied in method and time. A few can be short and serve as a catalyst for future action. Others may be longer and provide a more intensive mental workout. But the key to a successful leadership development program is to stage events over time and never go for the single event approach. Events that last for a day or two and then are not supplemented or connected to future activities are as useful as a single day of working out.

Here are some examples of activities that Global Learning Resources can provide or facilitate:

- Bringing key people together to constructively analyze a new strategy.
- Hosting a day of scenario planning.
- Providing a manager with performance feedback and putting together a development plan.
- Supplying a coach to either help employees overcome a skill gap or to provide some expert advice and assistance on a new project.
- Developing and delivering a formal training sequence or curriculum.
- Helping to design and implement a learning project or action learning program.
- Developing a rotation program within your organization.
- Designing an academic partnership.
- Facilitating a brainstorming or strategic planning offsite.

IS LEADING DIFFERENT THAN MANAGING? (PROS AND CONS)

Traditional views of management associate it with four major functions:
planning, organizing, leading and controlling/coordinating. However, many educators,
practitioners and writers disagree with this traditional view.
Views that Leading is Different Than Managing
The following articles offer views different from the traditional view that leading is a
major function of management
Management Styles (says they're different and compares different traits)
Leadership (includes good overview of styles, and differences of manager and
leader)
Leading vs Managing -- Two Different Animals (claims they have different
personalities)
View That Separating "Leading" from "Managing" Can Be Destructive
Another view is that to be a very effective member of an organization (whether
executive, middle manager, or entry-level worker), you need skills in the functions of
planning, organizing, leading and coordinating activities -- the key is you need to be able
to emphasize different skills at different times.
Yes, leading is different than planning, organizing and coordinating because leading is
focused on influencing people, while the other functions are focused on "resources" in
addition to people. But that difference is not enough to claim that "leading is different
than managing" any more than one can claim that "planning is different than managing"
or "organizing is different than managing".
The assertion that "leading is different than managing" -- and the ways that these
assertions are made -- can cultivate the view that the activities of planning, organizing
and coordinating are somehow less important than leading. The assertion can also
convince others that they are grand and gifted leaders
who can ignore the mere activities of planning, organizing and coordinating -- they can
leave these lesser activities to others with less important things to do in the organization.
This view can leave carnage in organizations. Read:Founder's Syndrome (when leading is
separated from planning, organizing and coordinating)
Backlash Against the "New Paradigm"? (we have unrealistic expectations on
today's organizations?)


HOW DO LEADERS LEAD?
Is a Challenge to Suggest Which Methods to Use
The particular competencies (knowledge, skills and abilities) that a person needs in order
to lead at a particular time in an organization depend on a variety of factors, including:
1) Whether that person is leading one other individual, a group or a large
organization;
2) The extent of leadership skills that person already has;
3) That person's basic nature and values (competencies should be chosen that are
in accordance with that nature and those values)
4) Whether the group or organization is for-profit or nonprofit, new or

long-established, and large or small;
5) The particular culture (or values and associated behaviors) of whomever is being led.

The above considerations can make it very challenging when trying to determine what competencies someone should have in order to be a better leader. Perhaps that's why leadership training programs in institutions typically assert a set of standard competencies, for example, decision making, problem solving, managing power and influence, and building trust. The following lists of competencies was derived by examining a variety of leadership development programs.
Suggested Competencies for Effective Leadership in Organizations
- - - How to Use the Following List
- - - Leading Yourself
- - - Core Competencies to Lead Others
- - - Leading People -- Other Individuals
- - - Leading People -- In Groups
- - - Leading People -- Organization-Wide


GENERAL ADVICE (TIPS, ETC.)
Leading is Human Activity -- Everyone's Human -- Everyone's Got Advice About Leading
There are numerous -- often contradictory -- views on the traits and characteristics that leaders should have. The concept of leadership is like a big "elephant" and each person standing around the elephant has their own unique view -- and each person feels very strongly about their own view. Descriptions of leadership include concepts such as the "New Paradigm", "New Millennium". Descriptions can sound very passionate, even evangelical! It can be difficult to grasp consistent messages from articles about leadership. Many writers use different terms for the same concepts. Some interchange use of roles in the organization (executive managers) with competencies in leading (leadership).Guidelines to Reading Literature About LeadershipTherefore, before you begin reading the following articles, it might help you to glean some guidelines about understanding articles about leadership.