LEADERSHIP (LEAD)

Leadership implies a desire to lead others including diverse teams. Leadership is generally, but certainly not always, shown from a position of formal authority. The "team" here should be understood broadly as any group with which the person interacts regularly.

This Means...	*This Doesn't Mean...*
• making tough decisions which support the team and the government direction, and which are in line with personal and governmental ethics	• bowing to internal or external pressures to act in a way which goes against the values and beliefs held by you, the team and the organization
• modeling good teamwork and holding people accountable for being good team players	• treating teamwork as a low priority item
• actively promoting the mission and goals of the group as it relates to the strategic direction of the government	• delegating tasks to others without providing them with an understanding of the ultimate goal
• "walking the talk" by demonstrating the actions you expect from other team members	• creating rules or policies for the team which you do not follow (i.e., "do what I say, not what I do" mentality)
• making sure your team has appropriate training and other resources to complete the assignments you give	• acting as an administrator passing along information on policies
• organizing special events with the express purpose of promoting a sense of "team"	• focusing on ensuring each individual does his/her own job and avoiding "time wasting" team meetings or "frivolous" get togethers
• actively working to make sure your team is well regarded by other business units	• missing opportunities to showcase your team members' unique strengths and accomplishments
• communicating a team vision and working with the team to develop shared goals to achieve the vision	• believing that if you want it done right you need to do it yourself

This Means...	This Doesn't Mean...
• painting an exciting picture for the team of its mandate and doing things that create some enthusiasm to achieve it	• focusing on strictly task-based activities to reach your goal
• managing team procedures and meetings through the efforts of team members	• believing that as you are finally accountable for the work, you must be deeply involved in every aspect of it

Developmental Activities

Level (1-2) Activities

Ask for regular feedback on your leadership style from your manager, your colleagues and your team members.

- Ask others to identify specific behaviours you need to start doing and stop doing to improve your leadership effectiveness.

- Focus on changing one of these behaviours for a period of time and observe your impact on others.

- Remember not to argue or defend your behaviour - it may make others reluctant to provide honest feedback in the future.

Increase your exposure to colleagues and other managers whose managerial style is significantly different from your own.

- Talk to them about their jobs and the behaviours they use to manage their people.

- Identify those techniques or behaviours you would like to integrate in your own managerial approach.

Ask your manager to identify some mentors who have high leadership skills.

- Arrange to have regular conversations with at least one of these mentors.

- Make a point of discussing specific issues in your department.

- Model your behaviour after your mentor's and use any suggestions he or she might have.

Set a good example for your team by developing your group facilitation skills.

- Facilitate rather than direct group discussions.

- Use active listening skills to draw out the ideas and creativity of others.

- Protect minority opinion by providing an environment in which those who propose minority solutions feel comfortable voicing their ideas.

- Remember that the most obvious or popular solutions are not always the best.

- Encourage meetings that are problem-oriented rather than solution-oriented (i.e., make sure the problem is fully defined before the group jumps in and generates solutions).

- Use a sequential structure to do this (e.g., spend the first 15 minutes on defining the problem, and the next 20 minutes generating solutions).

- Use brainstorming techniques to generate alternate solutions to problems.

- Strive for quality rather than quantity.

- Inform group members of the steps you will take in group facilitation of meetings and your reasons for taking these steps.

- Assess your facilitator skills by monitoring the effectiveness of your team and the extent to which they solve problems; you may also want to ask for direct feedback from your team members or your peers who have seen you facilitate.

Avoid destructive messages such as:

- *Communication Shut-down* - a statement or action that cuts off discussion with no plan to continue.

- *You Should Statements* - like "You should do this" which sounds parental and insinuates that I know better than you.

- *Discounting* - minimizing another person's comments by inappropriate reassuring, distracting or humouring.

- *Threatening* - expressing an intention to do harm.

- *Communicating Through Someone Else* - a statement that expresses dissatisfaction indirectly to the person but through someone else.

- *Mind Reading* - assuming that your perception of a confusing message is right without clarifying or assuming the other person can read your mind.

- *Silent Treatment* - feeling resentment or anger toward another, but not addressing it directly with that person.

- *Double Blind* - sending a message where the words say one thing but the body language or attitude convey a different meaning.

- *Judging/Blaming* - placing blame or making judgments about another person; often involves finger pointing.

- *Premature Advice* - offering immediate advice to someone without showing concern for their feelings, listening, or helping them problem-solve.

Reflection Tip:

＊ Dealing with others equally and effectively improves team relationships. Share this list with your team members and have them give you feedback on them.

Take specific steps to keep all team members focused on achieving the ultimate goals and objectives.

- Ensure that each person understands how his or her role contributes to the overall success of the project and of the group.

- Remember that the team must work cohesively to accomplish its goals.

- Help the group to stay focused on its common goal.

Reflection Tip:

＊ Keep track of methods that have worked particularly well, and apply them again when appropriate.

Clearly communicate the overall direction for your business unit to employees.

- Work with your staff to set both business unit and individual goals and objectives.

- Communicate priorities to individuals in your business unit.

- Hold periodic meetings to review the business unit's progress against other goals in the organization and to determine if a change in direction is required.

- Clarify responsibilities and expectations for the business unit as a whole, as well as for individuals.

Reflection Tip:

＊ What communication vehicles did you use? How effective were they? What could you use next time instead?

＊ What measures of performance are being used to monitor progress towards the goals of the business unit? Are these the most appropriate measures? Discuss them with the team.

Level (3-4) Activities

Schedule a special meeting (possibly an off-site meeting) for your business unit to address an important matter.

- Use these special meetings to develop and obtain agreement about a plan of action and to help build skills, trust, morale and commitment.

Set clear performance objectives for members as part of the performance management process.

- These objectives should be (SMART):

  ⇒ *Specific*: describes what the end result will look like

  ⇒ *Measurable*: expressed in quantifiable terms

  ⇒ *Attainable*: the goal is realistic

  ⇒ *Relevant:* linked to government or division goals

  ⇒ *Timeframed*: provide target completion dates

  ⇒ Communicate these objectives to your team members

- Ask for their input.

- Compare performance to the standards you have set in each area of accountability on a regular basis (e.g., quarterly, annually).

- Take action to meet with those people who have difficulty meeting the objective criteria and discuss ways of improving performance.

Solicit the opinions from all team members when making team decisions.

- Avoid making an important decision until the opinions of team members have been heard.

- Work with the team to gain support for the decision. Discuss clearly at the beginning whether you are after consensus or majority support, and the types of measures the team is prepared to take to get there.

- Ask team members to justify and defend their opinions if there is disagreement among team members.

- Suggest common ground solutions or compromises if differences of opinion remain.

- Be prepared to "step up to the plate" on key issues if there appears to be a deadlock. If you are uncomfortable being directive in this way, it is often helpful to discuss with the team the point at which you will intervene to ensure it meets its goals.

  ⇒ Remember that members of your team will be expecting you to take accountability for the final decision, and may become confused or frustrated if they don't see you actively committing yourself to a course of action.

Look for opportunities to visibly celebrate individual and team successes.

- Recognize the successes of individual contributors and teams in public forums (e.g., management team meetings) by providing the specifics of what was done well.

- Show your appreciation in direct reports or to individual team members through personal memos or face-to-face communication.

- Encourage and support team celebrations at the completion of project milestones.

Reflection Tip:

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* Speak with your peers to find out how they like to celebrate.

Ask team members to evaluate the effectiveness of the team. Ensure that they identify both strengths and weaknesses.

- Evaluation criteria may include the following:

  ⇒ Clarity of purpose

  ⇒ Problem solving

  ⇒ Decision making

  ⇒ Change

  ⇒ Customer focus

  ⇒ Quality of work

  ⇒ Conflict resolution

  ⇒ Work processes

  ⇒ Feedback.

- Rate your team using the following scale for each criterion:

  ⇒ 1 = Team is Not at all Effective

  ⇒ 2 = Team is Slightly Effective

  ⇒ 3 = Team is Effective in Some Situations but Not Others

  ⇒ 4 = Team is Effective Most of the Time

  ⇒ 5 = Team is Effective All of the Time

- Repeat the exercise every three months to see if perceived team effectiveness is improving.

Use regular team meetings as an opportunity to share information and ideas.

- Explore as a group, ideas about how to improve team results and how the team can contribute to company objectives.

- Positively reinforce members of the team who take risks in suggesting new ways of approaching tasks.

- Include information on the "big picture" - events in the organization that will help team members understand the goals of the organization.

- Keep brief notes on the ideas put forward.

- Determine, as a group, ways by which these ideas can be put into practice.

Give recognition its due.

- Make a practice of recognizing particular efforts made by others in department meetings, noting the contribution of the effort to the overall goals of your group. When selecting performance for recognition, be sure that you are including all individuals who participated in the success, such as peers, those who provided back up, etc.

Work on achieving true consensus by focusing on alternative plans of action which address both parties' issues.

- Begin by considering whether each side understands the position of the other? Are they using commonly understood terms and phrases? Do they appear to be deadlocked on certain fundamental issues?

- Have each side define their terms as precise as possible, so that definition misunderstandings can be eliminated early.

- When logical links (if a then b) are being made, question the speaker to help surface any causal assumptions which may be helping to drive the current line of debate.

- Help the opposing parties to define the nature and scope of the key differences in their perspectives.

- Work to define terms and be explicit about the practical, theoretical and philosophical implications of the differences in perspective.

- Approach the situation with a commitment to obtaining a win-win result.

- Aid the opposing parties in their understanding of the other's position and interests.

- Work with both groups to come up with potential solutions which meet the minimum criteria for acceptance by each of them.

- Review each solution with the groups to determine which would be the favoured approach for each, and how these can be combined or modified to satisfy both groups' requirements.

Reflection Tip:

✻ Have each side define their terms as precisely as possible, so that misunderstandings regarding
   definitions can be eliminated early.

Identify members of your team who need to cooperate with each other to achieve team objectives, but have trouble with their relationship to the extent that it impedes their joint progress.

- Meet individually with those involved and have them clearly state their understanding of the situation.

- Enforce the group code of conduct, which encourages colleagues to focus on the specific behaviours which interfere with progress, rather than directing personal criticism at the other party.

- Help each person define his or her biggest challenge in being successful as a team member.

- Facilitate a joint discussion with all the involved parties, restating and enforcing the code of conduct, as required.

- Present the similarities in perspective or desired outcomes you observed through your discussions with the individuals.

- Ask each individual to present the greatest challenge to his or her success and the 2 or 3 behaviours which he or she thought might improve the outcome.

- Illustrate the similarities in proposed solutions (e.g., cut down on unnecessary bureaucracy by eliminating certain sign-off requirements for common changes/requests).

- Ensure that all the parties involved have committed to a solution that has been proposed.

- Have each individual record the behavioural modifications, which are required of him or her.

- Monitor the individuals' performance against this behavioural contract.

- Be aware of the interpersonal progress of the group and reinforce positive behaviours/ behavioural changes whenever possible of the interpersonal progress of the group and reinforce

Level (5-6) Activities

Provide a strategic context to your direct reports and team members.

- Use regular meetings with team members to communicate the strategic direction of the organization and to keep people informed about activities in your area and the organization as a whole.

- Consider these suggestions to enhance your meetings:

  ⇒ include everyone who is going to be directly affected by a decision.

  ⇒ begin the meeting with information on the "big picture" events in the organization that will "bring to life" its goals.

  ⇒ ask for the opinions of all team members when making decisions.

  ⇒ avoid taking significant action or making an important decision until the opinions of all the team members have been heard.

  ⇒ provide information and explore ideas about how to improve team results and how the team contributes to company objectives.

  ⇒ positively reinforce members of the team who take risks in suggesting new ways of approaching tasks.

  ⇒ keep brief notes on the ideas put forward.

Clarify the team's mission.

- Initiate a process with your team to either develop or re-visit a mission statement for your division.

- Provide the framework and a draft of your initial thoughts, and use a group process to fine tune the mission statement.

- Include feedback, where appropriate, from the department's customers in the discussion to ensure that your mission meets their expectations of you.

- Post the final product prominently and refer to it regularly in group meetings when agreement has been reached.

Clarify acceptable team behaviour.

- Develop a short list (no more than six) of "norms" or "values" with your unit to guide decision making and interpersonal behaviour. These can be extremely valuable in encouraging a particular culture in your group. You may want to zero in on those criteria identified as weaknesses by the team.

- Use the norms as guidelines for giving performance feedback and to address interpersonal problems within the group.

- Inform group members of the steps you will take in group facilitation and your reasons for taking these steps.

- Make sure your rules apply to yourself as well.   For example, if you are promoting an environment which supports conflict resolution, then make yourself available to resolve any conflicts or difficulties your direct reports may be having with you.

Analyze your effectiveness in pushing decision-making to the lowest appropriate level and practice delegation.

- Review the activities on your tactical calendar that your team must accomplish in the next month.

- Identify the team members to whom you have assigned each responsibility.

- Indicate the degree of authority the person has in doing the work.

- Analyze your results by asking yourself the following questions:

  ⇒ Do I give primary authority to only one or two people?

  ⇒ Am I making all the decisions?

  ⇒ Can I assign some work to someone at a lower level?

  ⇒ Do I over manage by giving people who do not need help ideas about solutions or how to proceed?

- Adapt your leadership performance accordingly.

Conduct a self-audit.

- Monitor the way in which you speak about your clients and members of your unit (i.e., targeted public or private stakeholders, professional groups, other government jurisdictions, etc.).

- Check yourself to ensure that you speak positively about the strengths and capabilities of others and refrain, whenever possible, from criticizing others in your conversations.

- Strive to deal directly with others who do not follow these guidelines

  ⇒ be clear about the impact of negative talk on the overall performance and perception of the team

  ⇒ work with the individual to try to uncover the reason for his/her negative comments. There are many assumptions that can be made regarding the motivation for a particular action - which assumptions is the individual making? is there a good reason for making these assumptions? how could the individual check the assumptions for accuracy?

  ⇒ when necessary, simply state that the expression of negative expectations will not be tolerated, and indicate the implications for the individual of continuing

- Be open if your team members come to you with feedback regarding your performance - accept it and learn from it.

Identify a critical governmental issue(s) that impacts other divisions as well as your own.

- Take the lead in forming a cross-functional, multi-level task force or team to address and resolve the issue.

- Organize an appropriate communication plan to keep appropriate stakeholders apprised of progress.

Reflection Tip:

✱ What actions did you take to communicate your vision and then "walk the talk"?

Spend time developing and living up to a personal vision.

- Over the next several months, develop a personal vision of what you believe a manager/team leader should be.

- Test if the vision is realistic by practicing it in your daily work.

- As you develop confidence in your vision, communicate it to the team.

Develop your skills in preparing and delivering motivational and engaging speeches and presentations.

- Use the following guidelines in developing the speech or presentation.

  ⇒ Begin your speech or presentation with a strong and explicit statement of purpose. Answer the question "Why are we here?" "What do we need to achieve?"

  ⇒ Provide an overview of what you intend to address. Answer the question "What is it we are going to talk about?"

  ⇒ Give the appropriate background so that the audience understands the context. If necessary, explain any technical terms or concepts.

- Constantly monitor the audience's reaction to adjust your tempo and maximize the effect of points that seem to arouse interest.

- Where possible, personalize the information you are presenting in order to help convey your passion for the message.

Create a clear and effective team vision for change that captures the hearts and minds of employees.

- John Kotter identifies six characteristics of an effective vision. Review these characteristics and incorporate as many as you can as you draft your vision and strategy. Effective visions:

    ⇒ Convey an imaginable picture of what the future will be like.

    ⇒ Appeal to the long term interests of people.

    ⇒ Consist of realistic, attainable goals.

    ⇒ Are clear enough to guide decision making.

    ⇒ Are flexible enough to allow individual initiative as well as adjustments to changing circumstances.

    ⇒ Are easy to explain.

Reflection Tip:

✴ What defines an explicit vision or mission?

✴ What have you done to generate excitement and commitment among employees?

✴ What actions have you taken to convey a vision for change?