



# Module 3 Leadership



Nombre:

*“To succeed, all of us in the organization must anticipate and meet changing market demands. Leaders within Smurfit Kappa must be able to align, empower and inspire”.*

*Open Leadership Framework*





## BE AUTHENTIC

True leaders inspire confidence. They are followed by their work teams, not only because of their position, but because they are who they are as human beings. Genuine, accessible and enjoyable, they are confident and courageous in decision-making. In their work they demonstrate integrity and a series of positive personal values, they assume responsibility for the health, the safety of the employees in their care.



## EMPOWER AND DEVELOP PEOPLE

Great leaders guide performance effectively. They see people management and development and team leadership as core roles in their role. The key to this capability is a commitment to allow others to perform to the fullest and enable them to realize their potential.

“A true leader has the head to think deeply, the courage to make difficult decisions, and the heart to listen to the needs of others. He does not intend to be a leader, but becomes one because of his actions and his integrity”.

## Objectives

- Identify and value the characteristics that define an authentic leader.
- Deepen self-knowledge of your personal preferences and leadership style.
- Learn the competencies of extraordinary leadership as a transforming and facilitating element in the achievement of objectives.
- Improve leadership competencies to effectively inspire, direct, and empower employees to achieve superior performance.
- Identify and value interpersonal diversity as a key factor that builds cohesive and committed teams.
- Know and apply learning and development tools, motivation and recognition to realize the potential of their work teams and build the future of the organization.

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*“A leader takes people where they would have never gone alone”*

*- Hans Finzel -*

## 1. Introduction to Leadership

Leaders don't lead without the commitment of those who follow them, and uncommitted followers can destroy any leader no matter how talented and sincere. Leadership can be the solution to many problems, but it is only so if we commit to a different future, take charge as leaders, and learn to empower those who follow us.

Responsibility is the way we deal with circumstances and not a judgment about who is at fault for them. Responsibility has to do with a way of standing in the world. It can be taught and be the basis for building a culture of leadership shared by all to create the future. From the point of view of “leadership based on ontological thinking”, responsibility is a statement by a person of “who he is” in a given situation. The word means: “Respon” - “ability”: ability and freedom to respond, to act. When we make a commitment, we commit ourselves in a way that is not subordinate to the circumstances or what is or is not possible.

Every situation is a consequence of action. Our actions are normally responses to our explanations and justifications about what happened to us in the past. We assume that it is a “fixed” reality so we are committed to what we think is reasonable or feasible. With this, we get more of the same.

*“If your actions inspire others to dream more, learn more,  
do more and be better, you are a leader. “*

*- Jack Welch –*

If we accept that our actions are correlated with the past, and if we want a different future, we will need an action correlated with the future that we are committed to creating. As leaders we need to live this possibility.

The way of a leader inspires action. You can do it only when the people who follow you are open to being inspired to create the future. The best leaders inspire unprecedented action, the kind of action that produces unprecedented, unreasonable, courageous results, and that goes beyond our daily expectations.



## 1.1. Power, Authority and Leadership



### What is power?

Ability to make things happen.

Ability to get others to do things we want them to do.

### What is authority?

Formal power of attorney conferred by an organization.

### Notions of Power and Authority:

Formal power is neither positive nor negative. It is neutral.

We all have some formal power or authority.

It is renewable; it can develop and grow.

Formal power travels down and sideways.

Can be used in all directions.

## 1.2. Sources and Types of Power

- Coercive:** Uses the threat of force to attain personal goals. Force can include physical, social, emotional, political, or economic means. Coercion is not always recognized by the target of influence. The main idea behind this concept is that someone is forced to do something that he does not want to do. The main goal of coercion is compliance. It is divided into Personal and Impersonal. It is impersonal when there is a belief that the person has the real power to physically threaten, impose a monetary fine, or fire an employee. It is Personal when it relates to a threat of rejection or the possibility of disapproval of a person who is highly valued.
- Reward:** This power is derived from one person's ability to reward another for compliance. It is based on someone's right to offer or deny tangible, social, emotional or spiritual rewards to others for doing what is desired or expected of them.
- Legitimate:** This comes from the belief that a person has the formal right to make demands, and to expect others to be compliant and obedient. Legitimate power comes from an elected, selected or appointed position of authority and may be supported by social norms. This type of power implies the ability to administer to others certain feelings of obligation or the notion of responsibility. Rewarding and punishing subordinates is generally considered a legitimate part of the formal or designated leadership role, and most managerial positions in work organizations carry some degree of expected reward and punishment. This type of formal power depends on position in a hierarchy of authority.
- Referent:** This power type is the result of a person's perceived attractiveness, worthiness and right to others' respect. It is rooted in the affiliations, groups and organizations to which we belong. From affiliation with a group, beliefs are shared to some extent. It emphasizes the similarity between affiliates. The use of this power base and its results can be negative or positive. A motivated change agent with a strong need for affiliation and a concern for likability will prefer this power base. Gratitude or flattery and a sense of community can be used by an influencer to increase her influence.

- e) **Expert Power:** This type of power comes from a person's mastery in a particular skill or knowledge. Experts are based on what they know, their experience and special skills or talents. Experience can be demonstrated through reputation, credentials that certify experience, and actions. There will be more use of expert power if the motive is a need for achievement. The ability to manage information, knowledge or experience should also be considered. As a consequence of power or expert knowledge, a leader can convince his subordinates to trust him. The experience doesn't have to be genuine; it is the perception of experience that provides the power base. When people perceive or assume that a person possesses superior abilities or abilities, they empower that person.
- f) **Informational:** This type of power is derived from someone's ability to limit or give access to relevant information. It is the ability of an agent to have influence to generate changes through the resource of possessing knowledge or information that others need or want. It is the most transitory type of power. If one gives you information, then you are given power. It differs from other forms of power because it is based on what is known about the content of a specific situation, whereas other forms of power are independent of content. In the age of information technology, the power of information is increasingly relevant, as there is abundant information available.

**Characteristics of power: Reflect and define below what is for you the Formal Power and Personal Power**

Formal Power	Personal Power

### 1.3. Influence and spheres of influence

**Definition of Influence:** Desire and intention to persuade, convince or impact others, in order to make them follow a plan or a line of action, so that they contribute to achieving their objectives.

Influence is exercised by evoking images and expectations, and by establishing specific desires and purposes that determine the direction and focus where you want to go. The net result is to bring about changes in how people think about what is desirable, possible, and necessary.

We can enhance our influence in the achievement of results if we take into account a series of variables, which are under our control and that provoke in the people around us the commitment to comply with the proposed results:

- Use strategies to gather consensus and support from others, relying on data and facts.
- Properly coordinate the most relevant facts to present opinions effectively.
- Strengthen the ability to appeal to reason and tangible representative facts, establishing reasoning and actions in a forceful way.
- Establish coalitions and supports.
- Emphasize the most relevant information at all times, in each objective and for each person.
- Respect other's possible problems or difficulties.
- Enhance the ability to locate benefits and improve the well-being of others.
- Develop an appropriate rapport (relationship).
- Seek consensus in the achievement of these objectives, and in the path to reach them.
- Involve people in the process.

The key is to develop in the individual the awareness of belonging to a team, the attitude of solidarity and the availability to participate in the achievement of the organizational strategic objectives or to solve a situation, beyond their specific radius of action or assignment.

A sphere of influence or zone of influence is an area in which a person or organization exercises some kind of indirect domination.

When we cannot control the environment to adapt it to others' attitudes, the only element we can work with are their attitudes; therefore, knowledge about the change of attitudes becomes fundamental to be able to influence others, since it will be in these that we must articulate our most optimal influence capacity.

The basic principles of attitudes tell us that each of us is responsible for our own attitudes. If my attitudes are my creation, the only person who can change them is myself. However, none of us are a closed system. We create our attitudes to understand the world around us and, therefore, our attitudes are permanently open to the influence from the environment. Other members of my environment influence my attitudes and I influence theirs.

This means that attitudes are in continuous transformation. Therefore, the problem is not only to get the other to change his attitude, but to get him to change them in the desired direction.

Our capacity for motivation is directly related to our influence on the other party. Our influence increases when others listen to us. One of the great paradoxes of human communication is that, if we want others to stop being deaf and have an interest in listening to us, then we must first listen to them. Empathy and the ability to understand others are the foundations on which our ability to motivate others rests.

Which means that the first step in being able to influence others is to observe them and try to know as much as possible about their way of thinking. When we understand the other and get their attention and trust, we can present them with new ideas, new attitudes. Naturally that does not guarantee that they will accept them, but we have already taken the first of the steps that must be taken.

If we start from the premise that motivating others involves influencing them to change their attitudes, we have to act with respect for the other's ability to make their own decisions based on his interests. In practice, this implies giving up the idea that "I am the expert who knows what is good for the other person" and accepting the other's decisions when they do not agree with ours or with what we consider "correct." Motivating the other does not mean choosing for the other, but offering them viable alternatives, so that they can choose the one that suits them best.

**A Definition of Leadership:**

Ability to influence and guide the group towards the achievement of common objectives, by encouraging participation and involvement of all, providing clear guidelines and promoting commitment and development.

**1.4. Being a Leader or being «The Boss»?**

There are significant differences between the identity of being a leader and the old and outdated notion of being the boss. According to the "Great Place To Work" organization, which recognizes and rewards organizations that represent the best places to work, the differences are shown below:



The leader who wants others to follow him simply because he is the boss soon loses the respect of the people.

**1.5. The 5 Levels of Leadership (John C. Maxwell)**

When a group of people meet for the first time, observe what happens. As soon as they begin to interact, the group leaders take charge of the situation. They think in terms of the direction they want to go and who they want to take with them. Dr. JC Maxwell, an expert in leadership, for years, has used and taught a leadership instrument that puts into perspective the respect that the leader projects in his role as such and has called it: "The Five Levels of Leadership". The most important components of each level are described below:



## Description of the 5 Levels



**5th Level: Personhood.** Respect: people follow him for who he is and what he stands for.

The fifth and highest level of leadership is personality. It is the true level of respect. The leader who dedicates his life to the development of people and organizations makes such an incredible impact for so long that people follow him for who he is and what he stands for. He is the best of the best.

As a leader, the best you can try is to work your way through the first four levels with as many people as you can, with the purpose of adding value to their lives. Make that the whole of your life as a leader, and the rest will come alone.



**4th Level: People Development.** Reproduction: People follow you for what you have done for them.

The leader who moves to the level of empowering people changes his focus. From inspiring and directing followers, he goes on to develop and direct leaders. When he becomes a leader who develops people, he strives to reproduce his leadership in others and help people reach their potential. They respect him for what he has done for them as people.



**3rd Level: Production.** Results: people follow him for what he has done for the organization. Here, influence is supported and respect grows for what the leader and his followers accomplish together. People follow by what the leader has done for the team or organization. The leader and his followers enjoy success together. If the leader reaches this level, supported by the followers, many proposed goals are achieved. To achieve life-changing impact and lasting success, you must take the leap to the next level.



**2nd. Level: Permission.** Relationships: people follow the leader because they want to.

This level is based on the relationship of a leader with his followers. When the latter begin to trust a leader, they begin to follow him because they want to. Followers highly respect and admire the leader and the leader gains the power to influence them. When the leader has the approval of the people to lead, the leadership process becomes more enjoyable. But only positive relationships are not strong enough to create lasting leadership, which requires going to the next level.



**1st Level: Position.** Level of Rights: people follow because they have to. You have positional leadership. You are the boss. They don't have a choice. It is the lowest level of leadership; it is based on a title or job description. This is a leader by position. People only follow - or think they follow - because they have to. The best test to know if you are a leader of position is to ask people to follow you beyond the limit of established authority. If they don't want to, you are at level 1.

## 2. The Open Leader: The Whole Leader

### 2.1. Towards a definition of the Open and Authentic Leader at Smurfit Kappa.



Reflect and write down:

a. What does it mean to you to be an open and authentic leader?

b. Do you consider yourself to be an authentic leader according to your own definition?

c. What do you have to think, feel, say and do to be an authentic leader?

*“Reasonable people adapt to circumstances; unreasonable people adapt circumstances to themselves. Progress depends on unreasonable people”.*

*- George Bernard Shaw-*

What allows us to be leaders is to design actions that are “out of the box”, that are the expression of our commitment and being responsible.

To be a leader and to be responsible we need to challenge some assumptions about the nature of “reality” and “our identity.” We could accept that what we consider “real” is only an interpretation. So being able to change reality depends largely on the way we interpret our reality.

A leadership myth is to think that we require a formal position of authority to have power and make a difference. There are many examples in history of leaders who have challenged their conditions without having such authority. The actions of these people are unreasonable, they go against prevailing wishes and common sense. But they are the most powerful acts of leadership imaginable, they are the acts of human beings who take charge, who are responsible for their situation with a deep sense of trust in their vision and their desire to risk what it takes to make a difference.

Another point to examine is that leaders are thought to be special people with innate abilities. A more powerful idea is that leaders are ordinary people who declare extraordinary commitments. Leadership does not occur within the individual, but in the context of relationships, of the coordination of actions and practices in the community. Leadership is a social and linguistic phenomenon; it is more a product of the people who follow the leader than of those who are recognized as leaders.

Finally, we should remember that the future does not happen “out there” and that it is not a problem to be solved or a “fixed” reality. The future is always a possibility, when it arrives it will be based on our collective and individual actions. Today we have the possibility to stay and wait for a great leader, aspire to be leaders, or simply see that leadership is lacking in our current circumstances. We can choose to participate and be responsible by shedding light on leadership, or we can wait and watch, assuming someone can be responsible for us. If we chose the last interpretation, we would remain trapped in the past and we could end up observing what we are most afraid of. Instead, we could be responsible and participate to create the future. We are responsible for leadership and we are working together to transform our circumstances.

**“Be the change you want to see in the world.”**

-Mahatma Gandhi-



## 2.2. Character and trust in the leader.

*“Everything about great leadership radiates from character.”*

- Dave Ulrich

Character is essential and the leader must show a high degree of honesty and integrity in the performance of his duties. In this sense, the behaviors demonstrated by the leader are, among others:

- Act consistently with our words.
- Keep your commitments and promises.
- Lead by example.
- Obtain the trust and respect of employees.
- Show honest and ethical behavior in relationships with colleagues and in adverse circumstances.
- Be a model of core values.

How to improve your character

- Be authentic. Look in the mirror: increase your level of consciousness.
- Strengthen your TRUST equation. Always comply or negotiate agreements and commitments.
- Be congruent and practice what you preach, people will follow your example (behaviors) not your words.
- Recognize your cognitive biases.

Trust relationships are vital to the way we do business today. In fact, the level of trust in business relationships, whether internal with employees or colleagues or external with clients and partners, is the greatest determinant of success.

To have and generate trust, it is important to take into account the elements that make it up, since it is through our daily and consistent actions that we achieve it.

**Reliability + Credibility + Intimacy**

**TRUSTWORTHINESS =**

**Self-Orientation**

- **Reliability:** Reliability is about delivering on their promises. Does this person deliver on their commitments or do they consistently fail in this regard? Repeated failures to do what you say you are going to do undermine trust.
- **Credibility:** is simply related to ‘do they know what they are talking about?’ It suggests that they have a level of knowledge which allows them to advise people. We trust them as experts in their field.
- **Intimacy:** refers to the safety or security that we feel when entrusting someone with something. It is also the ability of an individual to be open and honest on a more emotional level, particularly when discussing more difficult topics.

- **Self-Orientation:** refers to the person's focus. In particular, whether the person's focus is primarily on him or herself, or on the other person. Do they have my best interests at heart or are they doing this for themselves? Are they really helping me or are they simply doing this to get something out of it? If people sense that you don't care about them or their needs, they will not trust you.

The equation tries to explain why we have a feeling of trust with some people and not with others. The three numerators in the equation are Credibility, Reliability, and Intimacy. We want to increase these to increase confidence. The denominator is Self-Orientation, which we want to reduce to increase confidence, since when the motives and the focus of a person are focused on themselves instead of on the other person, or on a joint objective, confidence decreases

### 2.3. Whole Leadership Model: Head - Heart - Guts

*"A true leader has head to think deeply,  
the courage to make tough decisions,  
and the heart to listen to the needs of others.  
He doesn't set out to be a leader  
rather, he becomes one because of his actions and his integrity. "*

Historically, business leaders have led with their heads. The notion is that if you analyze a situation, absorb the data, and decide between rational alternatives, you can be a strong leader. This perhaps worked in the past; however, with the complexity of the current environment, even though the head is as important as it is for the exercise of leadership, it is insufficient to deal with the current demands of leadership. The inability to show compassion and character alienates many employees. A lack of guts can mean that a leader cannot make the tough, but necessary decisions, from people-related issues to product lines, inadvertently creating a culture that is riddled with indecision and lacks passion.

Effective leaders need more than a quick, strong, and analytical mind; They must also learn to build trust, work with different types of people, and act with integrity. Leading in today's business environment requires you to use your head, show heart, and act with guts. This is not an unrealistic goal, as most people are capable of displaying all three qualities in certain situations.

Unfortunately, most leaders have come to depend on a single capacity, or live in organizational systems that do not reward or strive to develop them, so they remain partial leaders, even when their organizations require whole ones.

Among the qualities that distinguish the best leaders from others are emotional maturity, the capacity to create trust, and the flexibility to work with a range of different types of people. In other words, the best leaders have heart, in addition to their other strengths. Effective leaders also show tenacity, persistence, and the ability to overcome obstacles that get in their way—what we would refer to as guts.

A whole Leader has the ability to influence and guide teams towards the achievement of common objectives, by encouraging the participation and involvement of all, providing clear guidelines and promoting commitment and development.



This leadership model seeks that the leader is whole, that is, that he develops his capabilities focused on the three aspects. If you are missing any of these aspects, it can cause a decrease in the effectiveness of your team.

*It's less important to be the cleverest person in the room than to connect with other people effectively".*

*"Perhaps for the first time in history, humanity has been able to create much more information than it can absorb, foster more interdependence than anyone can manage, and accelerate change at a rate that we can hardly keep up. "*

- Peter Senge

### 3. Inspire and engage people in change.

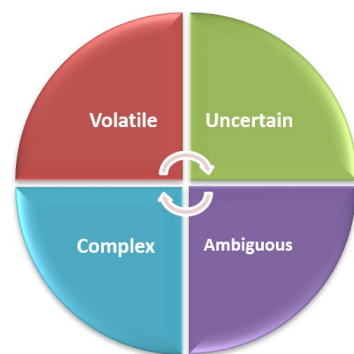
Change Leadership is the ability to produce changes within the organization.

#### 3.1. Navigating the business environment.

The concept of the VUCA world emerged in the North American military sphere to define the context of geopolitical uncertainty generated by the end of the Cold War and was consolidated after the attack on the Twin Towers on September 11 (9/11). It is currently used to define the contemporary business environment. Never before has humanity experienced such a rapid rate of change.

The acronym VUCA represents the following four (4) adjectives: volatile, uncertain, complex, and ambiguous. In summary, each word in the acronym refers to the following:

- **Volatility:** Volatility refers to the speed of change in an industry, market or the world in general. It is associated with fluctuations in demand, turbulence and short time to markets and it is well-documented in the literature on industry dynamism. The more volatile the world is, the more and faster things change
- **Uncertainty:** refers to the extent to which we can confidently predict the future. Part of uncertainty is perceived and associated with people's inability to understand what is going on. Uncertainty, though, is also a more objective characteristic of an environment. Truly uncertain environments are those that don't allow any prediction, also not on a statistical basis. The more uncertain the world is, the harder it is to predict.
- **Complexity:** refers to the number of factors that we need to take into account, their variety and the relationships between them. The more factors, the greater their variety and the more they are interconnected, the more complex an environment is. Under high complexity, it is impossible to fully analyze the environment and come to rational conclusions. The more complex the world is, the harder it is to analyze.
- **Ambiguity:** refers to a lack of clarity about how to interpret something. A situation is ambiguous, for example, when information is incomplete, contradicting or too inaccurate to draw clear conclusions. More generally it refers to fuzziness and vagueness in ideas and terminology. The more ambiguous the world is, the harder it is to interpret.



In practice, the four terms are related. The more complex and volatile an industry is, for example, the harder to predict and therefore more uncertain it will be. Yet, all four represent distinct elements that make our environment - the world, a market, an industry - harder to grasp and control.

Faced with this reality, as Peter Drucker said, the contemporary leader cannot act with the logic of yesterday: "The danger of turbulent times is not turbulence. It is acting with the logic of yesterday".la turbulencia.

Characteristic	Challenge	Skills to Develop
Volatility	Speed at which changes occur	<ul style="list-style-type: none"> <li>Preparation</li> <li>Irresistible vision</li> <li>Back to heart and purpose</li> <li>Values</li> </ul>
Uncertainty	Lack of predictability	<ul style="list-style-type: none"> <li>Read trends and opportunities</li> <li>Ability to anticipate</li> </ul>
Complexity	Increase in the number of agents involved. Rupture of clear cause-effect relationships	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Listen deep</li> <li>Involve others</li> </ul>
Ambiguity	Lack of clear meaning, even if a lot of information is available	<ul style="list-style-type: none"> <li>Respond with agility.</li> <li>It refers to plasticity rather than speed.</li> </ul>



**Reflect and write down:**

- a. How are you relating to the VUCA world in the present? How is it present in your role as a leader?

- b. What are the skills that you have developed as a leader to address the dynamic of the VUCA world? How do they show in the present moment through your actions and behaviors?

- c. What are the opportunities emerging in the exercise of your leadership to navigate this VUCA context?

### 3.2. Adaptive Challenges and Adaptive Capacity of Leadership.

For almost four million years, our first ancestors lived in small tribes that hunted and gathered food. Progressively, they were sophisticating the design of the tools and the hunting and transport techniques. Their physical capacity increased as they developed systems, through evolutionary change, to expand its scope.

The process of adapting to new possibilities and challenges for our earliest ancestors continued throughout the course of written history, with growth and variation in the scope, structure, governance, strategy, and coordination of the political and commercial enterprise. The way we understand and manage these processes has followed a similar evolution, up to present times and what is called “adaptive leadership”.

“Adaptive Leadership is the act of mobilizing a group of individuals to handle difficult, challenging environments, adapt and thrive ...”

Understanding the concept of adapting and thriving under the same approach that evolutionary theory proposes, and that we can understand in an organizational context as:

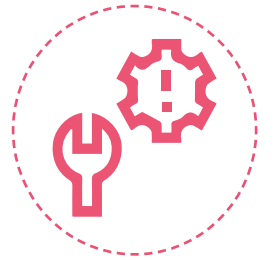
- Preserve those qualities and capabilities that guarantee the survival of the organization. Select what we want to keep, what is expendable and must be discarded, and the new capabilities we must create to face the future successfully.
- Recognize and discard ways of thinking and behaving that are no longer relevant to the moment of challenge the organization is facing.
- Keeping the organization in a productive zone of imbalance by asking necessary but uncomfortable questions and making the tough decisions that need to be made.
- Manage unavoidable conflicts, losses, and change confusion so that disruptions are productive rather than destructive, both to people and the organization.
- Create structures, competencies, skills, understandings and practices to prepare the organization with the ability to develop in new ways and in more challenging environments.

New environments and dreams require new strategies and capabilities, as well as the necessary leadership style to mobilize them. As in evolution, these new combinations and variations help organizations thrive in challenging circumstances, rather than perish, regress, or contract. Therefore, leadership must necessarily grapple with the issues of value, purpose, and process.

In biology, thriving means spreading. However, in an organization, signs of prosperity include short- and long-term growth in shareholder value; exceptional customer service; a confident mood among employees; and a positive environmental and social impact. Thus, adaptive success in an organizational sense requires leadership that can orchestrate multiple stakeholder priorities, define prosperity, and then act.

#### Technical problems vs. Adaptive challenges:

Adaptive challenges are often treated as technical problems, and this is the reason why leadership most often fails. What is the difference between them? Technical problems can be very complex and of extraordinary importance (such as replacing a defective heart valve with surgery), but they have known solutions that can be applied with current experience. They can be solved through applying expert knowledge and through the current structures, processes and methods of the company. The only way to meet an adaptive challenge is to change people’s priorities, beliefs, habits, and loyalties. Advancing requires going beyond any expert knowledge, to promote discovery, abandon some rooted habits, tolerate losses and generate new capacity to continue prospering.



#### Technical problems:

- They are complex; however, they often have a clear solution when the appropriate expertise is applied to the particular problem.
- They can be solved by experts through current processes and structures.
- There is clarity on the definition of the problem and the forms of solution.

#### Adaptive challenges:

- They involve changing people’s priorities, beliefs, habits, and loyalties.
- They are beyond expert knowledge to promote discovery, abandon habits, tolerate losses and generate new capabilities.
- The definition of problem and the solution both require learning.

Adaptive leadership is being able, both individually and collectively, to take on the gradual but meaningful process of change. It is about diagnosing the essential from the expendable and bringing about a real challenge to the status quo.

Today we could say, based on the teachings of Ronald Heifetz in his Adaptive Leadership model, that the greatest learning challenge in the practice of leadership is not related to increasing technical skills, but in adaptive competencies.

We need to learn to be flexible by challenging the beliefs that we have or have learned from the “way things are”. Adapting to challenges does not only imply the purpose of surviving or not diminishing, but it inspires us to thrive, flourish and evolve, connecting our actions with the human capacity to design futures with purpose and meaning. Honoring our history, where we come from, the experiences that have brought us to this place and accepting that the future invites us to new ways of being and acting.

From this reflective space, we invite you to observe the learning opportunities that appear for you amidst current challenges in the external and internal environment.



**Self-Evaluation Activity:**

Below, you will find an easy way to evaluate how present in you are the required leadership skillset to manage challenging environments and thrive. Read each statement and rate yourself with a number from one (1) to ten (10), the number 1 being equivalent to “Low presence” and the number 10 equivalent to “High presence”.

Skills to cultivate	Scale (1-10)
When making decisions, you are aware and connected with what you value and care about as a leader. Your actions produce the purpose you seek to achieve.	
You are open to challenging your beliefs and ways of acting to listen and accept other points of view in the face of new challenges.	
You ask other team members for help and input to identify trends and opportunities that problems present.	
You are congruent with what you say and do, living the values that you promote within your team.	
You generate trust practices that inspire collaboration, more than micromanagement or excessive control in your team's execution.	
You are committed to trying new ways of doing things.	
You embrace mistakes as opportunities to change things with agility while seeking improvements.	



**Individual reflection after self-assessment:**

a. What do you think are your greatest strengths in terms of the skills required to encourage and lead change?

b. What do you think are your greatest development opportunities?

“If you’re want different results, do not do the same things”

- Albert Einstein

**3.3. Encouraging change.**

“To survive and thrive in the business world, one needs to be more than high performing. Leaders need to adopt new strategies and techniques to overcome any challenges that come in the way, which is where adaptive leadership comes in.”

To exercise adaptive leadership, you have to steer people through the disruptive period as they sort out what is essential and what is superfluous, and as they experience trying different ways to solve the adaptive challenge they face. The imbalance the temporarily feel can trigger several reactions - from conflict, frustration, and panic, - to confusion, disorientation, and fear of losing something they love. You are specifically paid for this and it certainly may not be as well received as when you mobilize your team to solve a technical problem that you already know how to solve or can easily learn to solve. Consequently, if you practice adaptive leadership you need specific skills and knowledge to be able to manage this combination of emotions.

You must be able to do two things: manage yourself in that environment and help other people to bear the discomfort they experience in the present. You will be living in imbalance. Accepting the reality that adaptive processes typically come with some level of discomfort, implies being able to show compassion for the pain that profound changes cause.

It is true that change creates discomfort, but, from a strategic perspective, discomfort is not a goal or a purpose, but a consequence. The purpose is to overcome a collective and tough challenge. Therefore, to lead change from its initial stage, you are required to:

- Establish credibility.
- Understand others.
- Connect emotionally.
- Develop win / win relationships.
- Persuade, influence, argue and convince.
- Act with self-confidence, passion and perseverance.

To improve your ability to lead change:

- Understand the VUCA environment and develop the skills required in each case.
- Know the global perspective, establishing the relation with local one and balancing both.
- Translate the vision into specific objectives associated with the purpose.
- Balance the need to lead with the need to involve others.
- Dare to face and be decisive with adaptive challenges.
- Explore the future, identify the gap between expectations and reality, separate adaptive challenges from technical problems, expose the challenges, and ask the right questions.

“Some people smile and resign themselves. Others, smile and change it. “

- Anonymous

## 4. Opening up and making the most of Diversity.

### 4.1. Diversity is the only thing we all have in common.

Diversity is the only thing we all have in common. Managing diversity is precisely about this, of being able to harmonize differences, take advantage of them, live with them, in a bidirectional way, without substantiating adjectives and making everyone row in the same direction, regardless of lifestyle habits, tastes or any subtle difference existing.

Diversity or Inclusion?

Both concepts are complementary: one is meaningless without the other. Diversity, by itself, has no value, but is accompanied by inclusion.

Diversity is the value that focuses on attracting different values, attitudes, skills and competencies. Inclusion, for its part, is the element that allows us to extract the best of this Diversity in the work teams, enabling each professional to feel identified with the business mission, but valued for the attributes that make them unique.

Thus, Inclusion gives meaning to Diversity. And Diversity is the prelude to full and true INCLUSION.

*“When everyone thinks the same, only one is thinking”*

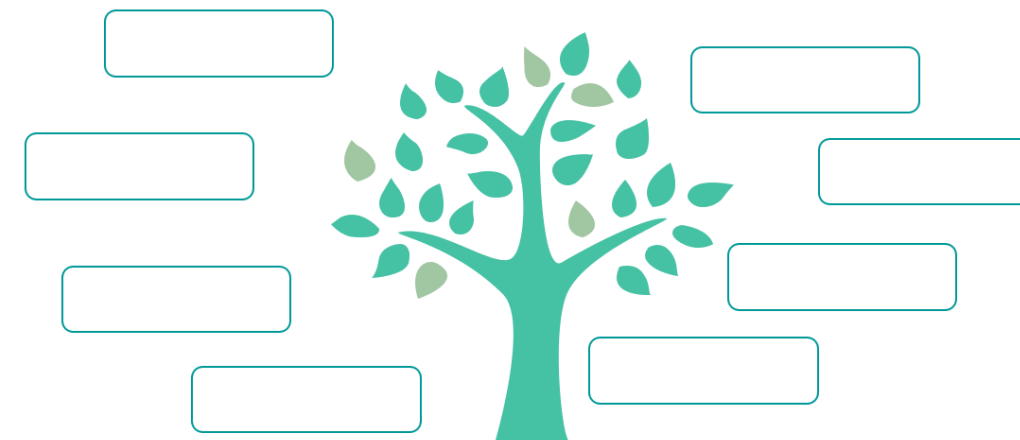
### 4.2. Types of Diversity

- Gender
- Age (Generation)
- Race
- Creed (Religion)
- Orientation and Sexual Identity
- Capabilities
- Personality Styles
- Tastes and preferences
- Nationality



Do you have more examples? Mention them in the tree below:

### Types of Diversity



### 4.3. Barriers to inclusion: Cognitive biases.

In your opinion and from your experience, what are the advantages and benefits of having a diverse team? Are there any disadvantages or obstacles?

*“We have a hard time embracing diversity because unconsciously we are prisoners of our paradigms, fears, prejudices, habits and biases, as well as our beliefs”.*

**Cognitive biases:** psychological effect that produces a deviation when processing information, which leads to a distortion, inaccurate judgment, illogical interpretation of facts and circumstances of reality.

- You are more likely to act on your cognitive biases when you are tired and under pressure. Be very careful on those days.
- Keep in mind that biases are natural in humans. This is common, normal behavior.
- Make a conscious effort to go beyond your first impression. Learn to be fair.
- Practice identifying and challenging stereotypical thinking in yourself.
- Make an effort to interact with people against whom you have been prejudiced.
- Focus on objective and verifiable criteria when making decisions.

**Six characteristic traits of leaders who promote diversity:**

- a) **Cognition:** because bias is the Achilles heel of a leader.
- b) **Commitment:** because staying the course is difficult.
- c) **Collaboration:** because a diverse thinking team is greater than the sum of its parts.
- d) **Curiosity:** because different ideas and experiences make growth possible.
- e) **Courage:** because talking about our imperfections implies taking personal risks.

**4.4. Generations and their traits.**

A leader achieves results through his team, which is why he requires knowing his people. An important element is to know the characteristics of the various generations, in order to understand them and generate closer and more effective communication.

Let's meet those generations:

Baby Boomers	Generation X	Generation Y/Millennials	
1943- 1960	1961- 1981	1982- 2001	
<b>Characteristics</b>			
<ul style="list-style-type: none"> <li>✓ They respect hier-archies</li> <li>✓ They are competitive</li> <li>✓ Tolerant, self-sufficient</li> <li>✓ Idealistic and ambitious</li> <li>✓ They don't consider life-work balance a must</li> <li>✓ They are conservative</li> <li>✓ They seek long-term relationships with companies</li> <li>✓ They work as a team</li> <li>✓ Self-sufficient</li> </ul>	<ul style="list-style-type: none"> <li>✓ Connected 24x7</li> <li>✓ They tend to be individualistic</li> <li>✓ They value informality</li> <li>✓ They look for challenges and feedback</li> <li>✓ Results oriented</li> <li>✓ They seek security and stability</li> <li>✓ Responsible</li> <li>✓ Multitaskers</li> <li>✓ They make things happen</li> <li>✓ They manage time effectively</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technological</li> <li>✓ They are optimistic and pragmatic</li> <li>✓ They seek well-being now</li> <li>✓ They seek pleasure and fun in the office</li> <li>✓ They are results oriented</li> <li>✓ They seek a balance between life and work</li> <li>✓ Creative</li> <li>✓ Independent</li> <li>✓ Quick</li> <li>✓ Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>✓ They have grown up in a hyper-connected world</li> <li>✓ Much more tolerant of others - different cultures, sexual orientations, races</li> <li>✓ More cautious, less risk taking.</li> <li>✓ Has adopted a more fiscally conservative approach.</li> <li>✓ Less drinking and drug taking in high school</li> <li>✓ Less likely to go to church</li> <li>✓ More likely to think for themselves and not believe authority figures in church or government.</li> </ul>
<b>Aspirations</b>			
Job security	Life-work Balance	Freedom and flexibility	Professional development and career growth
<b>Communication</b>			
Ideally face to face, but also by mail or phone if required	Face to face, but they already use text messages or email in an important way	Online or mobile communication, but they like to know the other party	Smartphone is their preferred method of communication

**Behavior trends at work:**

Baby Boomers	Gen X	Gen Y/ Millennials	Gen Z/iGen
<ul style="list-style-type: none"> <li>• They seek to be mentors.</li> <li>• They contribute their knowledge and experience.</li> <li>• They want to get involved in impact projects.</li> <li>• They confront negative behavior.</li> <li>• They want to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• They seek individual recognition.</li> <li>• They establish meritocracies.</li> <li>• They look for flexible hours.</li> <li>• They prepare for the next role.</li> <li>• They are interested in different experiences.</li> <li>• They question unnecessary rules.</li> <li>• They make things happen.</li> <li>• They look for environments where they can be themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• They seek to connect and create bonds.</li> <li>• Straightforward and direct.</li> <li>• They create fresh, new rules.</li> <li>• They are open to remote work and / or flex time.</li> <li>• Need to interact frequently.</li> <li>• They want fun while working.</li> <li>• They need to know the why.</li> <li>• They need coaching and guidance.</li> <li>• They ask for continuous feedback.</li> <li>• They seek recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Value an inclusive and collaborative environment.</li> <li>• Prefer upward mobility and mentorship over high compensation packages.</li> <li>• Being able to work on fulfilling projects and make an impact is more valuable than a high salary.</li> <li>• Is less trusting of big brands, instead choosing to research and form their own conclusions on what a brand stands for.</li> </ul>



**Your team**

Generation, characteristics and behaviors:

How will you connect with them?

*"To be like everybody is to be nobody"*

#### 4.5. Your commitment to inclusion and diversity



Reflect on the following aspects discussed during the session. Answer the following questions and make a commitment to embrace, practice, and promote diversity and inclusion:

1.- Am I aware of the degree of diversity in my team?

2.- What is the type of diversity that I would like to expand and promote in my team?

3.- The cognitive biases that I have identified are:

4.- The actions that I commit to initiate and sustain until I achieve my diversity goal are:

#### 5. Drive high performance: delivering operational excellence and results.

*“Leaders who are not getting results are not really leading”.*  
- Zenger y Folkman

According to Abraham Maslow’s theory of human motivation, all human beings have the need for esteem, referring to self-esteem, to be recognized and to have respect for others; By satisfying these needs, people tend to feel self-confident and valuable within a society; When these needs are not met, people feel inferior and worthless.

In this context, you can reflect on the following questions:

How do I feel and think when I am not performing as expected?

What happens when the one who does not perform as expected is a member of my direct or indirect work team?

*“Most organizations are using only a fraction of the potential of their employees. People can grow to much higher levels of performance if the organization creates the right environment”.*  
- John Zenger

Since the industrial revolution and the theories of Fredrick Taylor, employers have tried countless ways to improve employee performance and drive motivation and moral. No one can claim with total assurance that they’ve found a method for driving performance that works consistently. Company environments differ significantly.

Motivating your employees is a delicate and purposeful challenge that requires more than an annual review or jotting a few notes in someone’s personnel file.

##### Performance principles:

- All employees tend to take on new challenges and roles with high motivation, despite their insecurity, fear or low skill level.
- As they encounter difficulties in learning new functions and responsibilities, motivation tends to decrease as well as willingness, until they master the task.
- The same team member may have a different development levels for each of the tasks and functions that he performs.
- A team can have members at different development levels.

### 5.1. Development (maturity, readiness) Level:

Factors to assess Development Level of employees:

Factor	Meaning
1. Ability	
2. Willingness	
3. Self-confidence	
4. Results	
5. Dependency	
6. Flexibility	
7. Responsibility	
8. Self-awareness	

There are some types of “deviated” behaviors that are recognized in coworker and their possible meanings:

Low capacity and low willingness	
High capacity and low willingness	

Maturity is defined as the group member’s readiness level based on their knowledge of the role as well as their competence to perform a given task.

Maturity levels follow a sequence of events:

- Maturity or readiness level 1 (M1): At this level, members may be new to the role and have not yet gained the knowledge or skills to complete a task. Members at this level may need motivation and purpose to fulfill their role.
- Maturity or readiness level 2 (M2): A level two maturity indicates that employees are eager and willing to perform their role, but may require additional supervision.
- Maturity or readiness level 3 (M3): Group members in this category generally possess higher skill levels and competence. However, the responsibility for decision-making remains with the situational leader.
- Maturity or readiness level 4 (M4): In the highest maturity level, members are willing and able to complete tasks independently from the leader’s input.

Maturity level is affected by:

- Time on the job
- Work experience
- Enthusiasm
- Job confidence

### 5.2. Assessing development (maturity, readiness) level for a coworker

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Job Title \_\_\_\_\_ Area: \_\_\_\_\_

FACTOR	COMPETENCY / WILLINGNESS			
	1	2	3	4
<b>1. Ability</b> (Knowledge and Experience)	Beginner (New hire)	Low	Moderate	High (Knowledge and experience)
<b>2. Willingness</b> (Motivation)	High (new hire)	Low	Variable	High (high confidence due to experience)
<b>3. Self-Confidence</b>	Very Low	Low	Moderate	High
<b>4. Results</b>	Does not meet expectations	Below Expectations	Very Near Expectations	On or Above Expectations
<b>5. Dependency</b>	Highly dependent	Few times independent	Almost always independent	Fully independent
<b>6. Flexibility</b>	Rigid / Inflexible	Low	Moderate (inconsistent)	Highly flexible (according to situation)
<b>7. Accountability</b>	Non-Accountable (Victim behavior)	Partially accountable	Often accountable (able to reflect)	Highly Accountable (takes ownership)
<b>8. Self-awareness</b>	Unconscious (of mistakes and accomplishments)	Some awareness	Medium awareness	Full awareness (of mistakes and accomplishments, able to capitalize on them)
<b>Development Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

MAIN STRENGTHS:	ACTION PLAN TO REINFORCE STRENGTHS
DEVELOPMENT AREAS	ACTION PLAN TO IMPROVE

### 5.3. The Situational Leadership Model.

The Situational Leadership model suggests that no single leadership style is best. Instead, it depends on which type of leadership and strategies are best-suited to the task. According to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done.

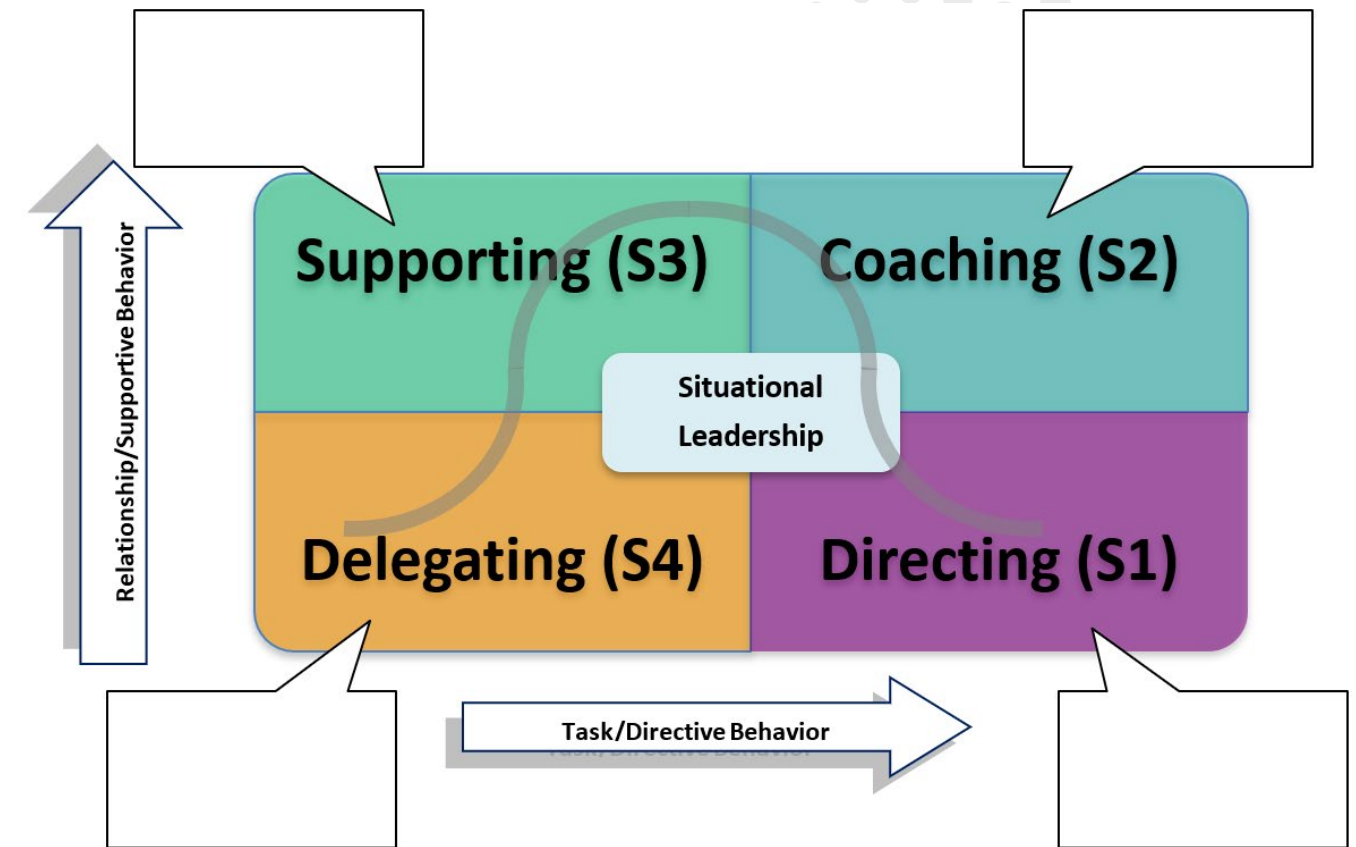
This Situational Leadership model focuses on flexibility so that leaders are able to adapt according to the needs of

their followers and the demands of the situation. The right style of leadership depends greatly on the maturity level (i.e., the level of knowledge and competence) of the individuals or group.

The situational approach to leadership also avoids the pitfalls of the single-style approach by recognizing that there are many different ways of dealing with a problem and that leaders need to be able to assess a situation and the maturity levels of subordinates in order to determine what approach will be the most effective at any given moment.

Situational theories, therefore, give greater consideration to the complexity of dynamic social situations and the many individuals acting in different roles who will ultimately contribute to the outcome.

Leadership styles may be matched with maturity levels:



In each of the 4 styles, the Leader will	Each style has a different combination of:
<ul style="list-style-type: none"> <li>Define and assign tasks and objectives.</li> <li>Supervise, monitor and follow up on performance, execution, delivery.</li> <li>Give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>“Telling” (directive behavior).</li> <li>Support and guidance.</li> <li>Participation from team member.</li> </ul>

La clave está en elegir el adecuado para cada situación.

## 5.4. Leadership Styles

The Situational Leadership model suggested that there are four primary leadership styles:

### STYLE 1 – DIRECTING, TELLING or GUIDING

- One-way communication between leader and coworker.
- Guiding questions to check the task by the coworker.
- The leader plans, supervises and evaluates employee's work.

Leadership Skills Required Style 1	Actions of the Leader who tells:
<ul style="list-style-type: none"> <li>• Lead.</li> <li>• Organize.</li> <li>• Explain.</li> <li>• Supervise.</li> <li>• To establish objectives.</li> <li>• Establish functions.</li> <li>• Evaluate, verify tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify problems and propose solutions.</li> <li>• Set goals, define roles, and set time limits.</li> <li>• Develop action plans to solve problems.</li> <li>• Controls decision-making about what, how, when and with whom to solve the problem or complete the task.</li> <li>• Provide specific directions.</li> <li>• Inform solutions and decisions.</li> <li>• Supervise and evaluate work.</li> </ul>

### STYLE 2 – COACHING, SELLING or EXPLAINING

- Two-way communication between the leader and the employee.
- Guiding questions, clarified and summarized to ensure comprehension of the task.
- The leader involves employee in planning and evaluating her work.
- The leader seeks to awaken the interest and enthusiasm in team member.
- The leader praises the employee's results.

Leadership Skills Required Style 2	Actions of the Leader who sells:
<ul style="list-style-type: none"> <li>• Train.</li> <li>• Persuade.</li> <li>• Communicate.</li> <li>• Lead.</li> <li>• Organize.</li> <li>• Inspire.</li> <li>• Establish objectives and functions.</li> <li>• Evaluate tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify problems and propose solutions, ask employees for input.</li> <li>• Establish goals, define roles and set deadlines limits, after checking with team members.</li> <li>• Make decisions and explain them to the team, request feedback.</li> <li>• Increase two-way communication, listen to ideas and feelings.</li> <li>• Continue to direct the employee's tasks.</li> </ul>

### STYLE 3 – SUPPORTING, PARTICIPATING, FACILITATING or COLLABORATING

- Two-way communication between the leader and the employee, questions are asked, clarified, summarized, feelings are taken into account.
- The leader involves team members in planning and evaluating the work, shares information about the organization, delegates.
- Team building skills are built around goals, decision making, and problem solving.
- The leader seeks to maintain the interest and enthusiasm of the team, builds trust, makes people do things because they believe in the leader.
- The leader praises the coworker's results.

Leadership Skills Required Style 3	Actions of the Leader who participates
<ul style="list-style-type: none"> <li>• Train, facilitate.</li> <li>• Listen actively.</li> <li>• Guide.</li> <li>• Inspire, energize, motivate.</li> <li>• Praise, recognize.</li> <li>• Build trust.</li> <li>• Evaluate results.</li> </ul>	<ul style="list-style-type: none"> <li>• It includes collaborators in identifying the problem and setting goals.</li> <li>• Provide reassurance and support, resources and ideas if required.</li> <li>• Share responsibility with the collaborator.</li> <li>• Actively listens and facilitates problem solving and decision making by employees.</li> <li>• Leader and collaborator, evaluate the work of the latter.</li> </ul>

### STYLE 4 – DELEGATING, EMPOWERING or MONITORING

- Set goals for the employee to make decisions and solve problems.
- Delegate the task, empower team and share the responsibility.
- Develop good information, performance evaluation and reward systems compatible with work.
- Develop network, alliances, manage stakeholders and massive collaboration.
- It focuses on more strategic planning and contingency management.
- Provides opportunities for development.

Leadership Skills Required Style 4	Actions of the Leader who delegates:
<ul style="list-style-type: none"> <li>• Delegate.</li> <li>• Share credit.</li> <li>• Have a strategic vision.</li> <li>• Evaluate results.</li> <li>• Establish strategic criteria.</li> <li>• Stay informed.</li> <li>• Recognize results.</li> </ul>	<ul style="list-style-type: none"> <li>• Define problems together with collaborators.</li> <li>• Goals are set collaboratively.</li> <li>• Employees develop action plans; they control decision-making about how, when and with whom to solve the problem or perform the task.</li> <li>• The leader accepts the collaborator's decisions and only verifies the results.</li> <li>• Employees take responsibility and share the credit.</li> </ul>

### 5.5. Reflection on how you apply Situational Leadership:

After knowing the four (4) leadership styles of the Situational Leadership model, answer the following questions:

- What do you think is your preferred leadership style? Why?

- What style do you use most often?

- What style are you most comfortable with? Why do you think you feel more comfortable using this style?

### 5.6 Motivation Factors:

- Autonomy
- 
- Competence and Expertise
- 
- 
- 
- 
- Power and Influence
- Recognition

### 5.7. Career Anchors

- Success
- \_\_\_\_\_
- Growth
- \_\_\_\_\_
- Balance

A performance energizer is: \_\_\_\_\_

Un drenador del desempeño es: \_\_\_\_\_



#### REFLECTION:

- What are my energy activators and drainers in my current role?

- What can I do to better manage them?

### 5.8. Recognizing my team

To feel valuable, collaborators must receive some kind of recognition every 7 days.

- “Small and often” is the key.
- Simple but sincere gestures make a difference!
- Make sure it is:
  - Positive and authentic.
  - Timely.
  - Specific, personalized and intimate.
  - Public / shared with relevant tribe.
  - Fair and even among all team members.

There are no unique, one-size \_\_\_\_\_ formulas, you must develop a tailor-made \_\_\_\_\_.



### Designing tailor-made plans

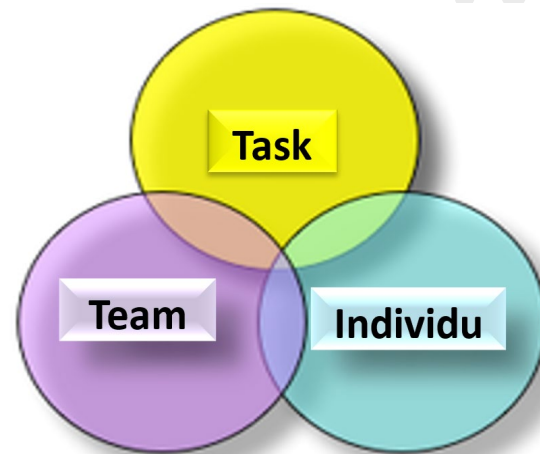
	Employee:	Employee:	Employee:	Employee:	Employee:
Motivators					
Activators					
Drainers					
Strengths to recognize					
Recognition and rewards they prefer and value the most					
Relevant considerations					

## 5.9. Action Centred Leadership TM.

The Action Centred Leadership TM model identifies three generic areas of leadership responsibility:

- Achieving the Task
- Building and Maintaining the Team
- Developing the Individual

These are represented as three inter-locking circles, as follows:



These three areas of leadership responsibility interact. For example, if the group fails to achieve the task, the team spirit will be low and individuals in the team may become dissatisfied or de-motivated.

In another case, if an individual feels incapable of contributing to the task due to a lack of experience or knowledge, the team cohesion may suffer and the task will become more difficult to accomplish. Alternatively, if the group are not given the opportunity to bond as a team, the individuals will not get the opportunity to develop themselves within the team and again, the task will become more difficult to accomplish.

The Action-Centred Leadership TM model helps us understand what great leaders focus on. They devote the same degree of attention to each part of the three areas: Task, Team and Individual.

**Task** related responsibilities are:

- Identify goals and vision for the group, purpose and direction.
- Identify resources, people, processes, systems and tools.
- Create the plan to accomplish the task - deliverables, measures, deadlines, strategy and tactics.
- Establish responsibilities, objectives, and measures, through agreement and delegation.
- Establish standards, quality, time and KPI's.
- Control and sustain activities.
- Monitor and maintain overall performance.
- Report on the progress towards the group's objective.
- Review, reevaluate, adjust the plan, methods and goals as necessary.

**Team** related responsibilities are:

- Establish, agree and communicate standards of performance and behavior.
- Establish style, culture, group focus.
- Monitor and maintain discipline, ethics, integrity, and focus on goals.
- Anticipate and resolve group conflicts, fights or disagreements.
- Evaluate and modify as necessary the balance and composition of the group.
- Develop teamwork, cooperation, morale, and team spirit.
- Develop collective maturity and group capacity - progressively increase group freedom and authority.
- Encourage the team toward goals - motivate the group and provide a collective sense of purpose.
- Identify, develop and agree on team and project leadership roles within the group.
- Enable, facilitate and ensure effective communications from internal and external groups.
- Identify and satisfy the training needs of the group.
- Give group feedback on overall progress.
- Consult and seek feedback and information from the group.

**Individual (people)** related responsibilities are:

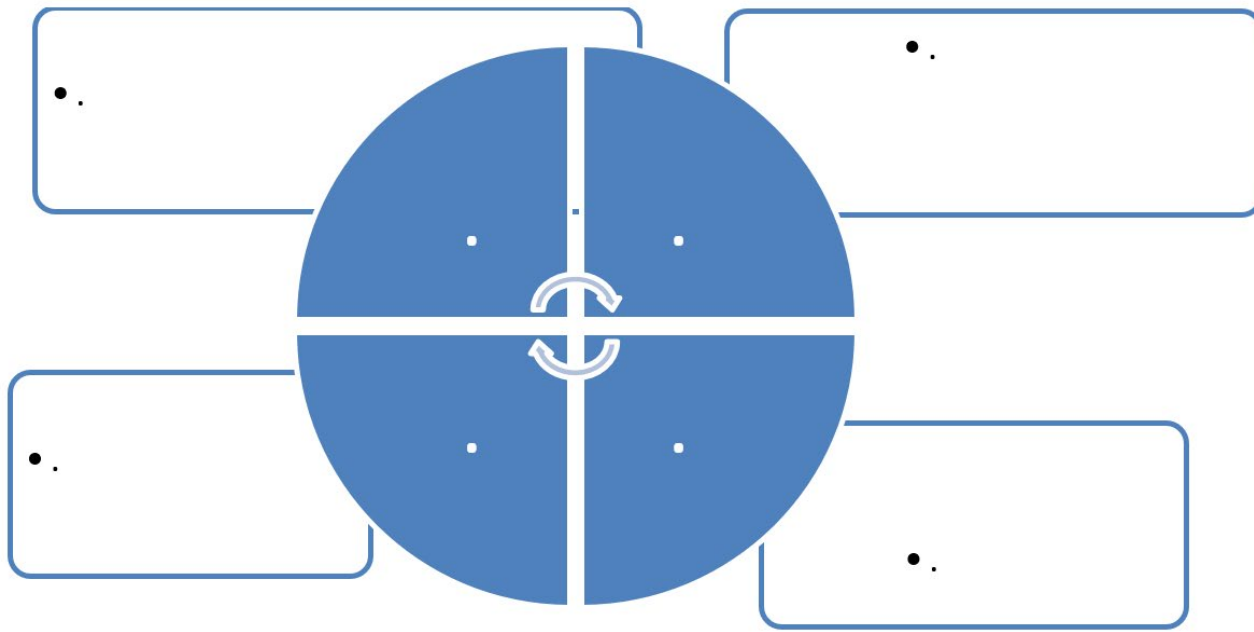
- Understand team members as individuals - personality, abilities, strengths, needs, goals, and fears.
- Help and support people - plans, problems, challenges, ups and downs.
- Identify and agree on appropriate individual goals and responsibilities.
- Give recognition to people - recognize effort and good work.
- Where appropriate, reward individuals with greater responsibility, and status.
- Identify, develop and use the capacities and strengths of each individual.
- Train and develop each of the team members.
- Develop individual freedom and authority.



## 6. Building the future

“The most strategic function of leadership is to produce more leaders, not more followers.”

### 6.1. Learning Styles.



“Great leaders are not defined by the absence of weaknesses, but by the presence of clear strengths.”

The key to developing great leadership is building strengths”

- Zenger and Folkman

### 6.2. Team assessment:

DEVELOPMENT (MATURITY) LEVEL									
ACHIEVEMENT LEVEL (%)									
TIME ON THE ROLE									
JOB TITLE									
EMPLOYEE NAME									



### 70% Of Learning Is Experiential

Experiential learning happens through completing daily tasks, resolving issues, and regular practice. This learning is informal, typically self-directed, and enables employees to learn through on-the-job experiences. It's beneficial for employees as it allows them to explore and refine their job-based skills. It also enables them to make their own decisions in order to complete assigned tasks. Employees are encouraged to address challenges, ask questions, learn from their mistakes, and be open to feedback on their performance.

By completing a task, your employees are more likely to pick it up more easily and quickly than they would if they were just instructed on how to do it. And they're more likely to retain that learning as they've experienced it firsthand.

Ultimately, this part of the model is about autonomy. Your employees are learning through doing. And in the process, they're becoming more knowledgeable and prepared for future challenges.

### 20% Of Learning Is Social

Social learning happens by interacting with and observing other people. In the workplace, this occurs through coworkers and managers. By completing tasks or projects and overcoming challenges together, your employees learn from their peers while working towards a common goal.

Learning from others can also be achieved through mentoring and coaching. For example, if a given role requires strong negotiation skills, the best way for an employee to learn this skill is by being guided through a negotiating scenario by a peer or manager who's adept at this skill. The employee could first observe a mock negotiating scenario and then be coached through one. It's trial by fire, without the real-world danger of course! The employee learns through observing and interacting under the guidance of others, an opportunity that may not be possible to achieve through a more formal type of training.

The effectiveness of social learning heavily depends on the culture within your organization. It's important to look at how you can support and facilitate social learning. Embracing it can lead to a more productive work environment and stronger culture through building teams who are willing to support and learn from each other.

### 10% Of Learning Is Formal

Formal learning, the most well-known aspect of the model, is learning that's delivered in a structured way. Used to improve employee performance through goal-orientated and Instructor-Led Training, it complements the experiential and social learning methods. It's also great for establishing baseline knowledge for a given topic.

Formal learning falls into two buckets, face-to-face and online. Face-to-face takes the form of training sessions, tutorials, seminars, workshops, and group presentations delivered in one place, that's typically a classroom-like setting.

*"Be the leader you wish you could have"*

### 6.4 Development Plan Template

DATES						
EXPECTED OUTCOMES						
ACTIONS						
KEY AREAS TO REINFORCE OR DEVELOP	70	20	10	70	20	10

