
Handout 11-1**The 10 Leadership Competencies****SELF-UNDERSTANDING: Self-Assessment**

- ◆ Develop clarity of personal values, purpose, and vision
- ◆ Develop and execute a personal strategy
- ◆ Demonstrate authenticity through behavioral alignment with values and vision
- ◆ Take accountability for personal and leadership actions

SELF-UNDERSTANDING: Resiliency

- ◆ Be willing to jump in and get things started
- ◆ Seek opportunities for performance improvement and development
- ◆ Build on others' ideas for the benefit of the decision
- ◆ Maintain an appropriate, empowered attitude
- ◆ Persist in managing and overcoming adversity
- ◆ Act proactively in seeking new opportunities
- ◆ Prioritize tasks and manage time effectively

WORKING WITH OTHERS: Interpersonal and Relationship Skills

- ◆ Understand and appreciate diversity of perspective and style
- ◆ Participate and contribute fully as a team member
- ◆ Demonstrate empathy and understanding
- ◆ Build trust and demonstrate trustworthiness

WORKING WITH OTHERS: Communication Skills

- ◆ Understand and adapt to your audience to help others learn
- ◆ Express intention clearly and concisely in written communications
- ◆ Build collaboration and clearly articulate intention in verbal communications
- ◆ Have formal presentation skills
- ◆ Listen for understanding
- ◆ Manage flow of communication and information

WORKING WITH OTHERS: Employee Development (Coach and Motivate)

- ◆ Motivate employees to high performance.
- ◆ Coach for development and improved performance.
- ◆ Manage with appreciation and respect for diversity of individual values and needs.
- ◆ Delegate tasks as needed and with awareness of employee development opportunities.
- ◆ Select appropriate staff to fulfill specific project needs and responsibilities.

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Handout 11-1, continued

The 10 Leadership Competencies

ALIGNMENT: Customer Orientation

- ◆ Understand and apply customer needs and expectations
- ◆ Gather customer requirements and input
- ◆ Partner with customers in gathering requirements, maintaining communication flow, and managing work
- ◆ Set and monitor performance standards

ALIGNMENT: Strategic Business Acumen

- ◆ Demonstrate ability to ethically build support for a perspective about which you feel strongly
- ◆ Think holistically in terms of the entire system and the effects and consequences of actions and decisions
- ◆ Operate with an awareness of marketplace competition and general landscape of related business arenas
- ◆ Have general business acumen in such functions as strategic planning, finance, marketing, manufacturing, and research and development

ALIGNMENT: Project Leadership

- ◆ Set, communicate, and monitor milestones and objectives
- ◆ Gain and maintain buy-in from sponsors and customers
- ◆ Prioritize and allocate resources
- ◆ Manage multiple, potentially conflicting priorities across various or diverse disciplines
- ◆ Maintain an effective, interactive, and productive team culture
- ◆ Manage budget and project progress
- ◆ Manage risk versus reward and ROI equations
- ◆ Balance established standards with need for exceptions in decision making
- ◆ Make timely decisions in alignment with customer and business pace

WORKING WITH OTHERS: Creating and Actualizing Vision

- ◆ Create a clear and inspirational vision of the desired outcome
- ◆ Align the vision with broader organizational strategies
- ◆ Translate the vision into manageable action steps
- ◆ Communicate vision to enroll or enlist staff, sponsors, and customers
- ◆ Influence and evangelize (sales, negotiation)
- ◆ Gather appropriate input
- ◆ Understand individual motivators and decision-making styles and use them to enroll others
- ◆ Facilitate win/win solutions

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Handout 11-1, continued

The 10 Leadership Competencies

ALIGNMENT: Create, Support, and Manage Change

- ◆ Understand improvement Initiatives (three levels: managing your own transition and transformation, managing a corporate [external] change initiative, coaching others through transition)
 - ◆ Identify and implement appropriate change initiatives and efforts
 - ◆ Promote and build support for change initiatives
 - ◆ Understand cost/benefit and return-on-investment of change initiatives
 - ◆ Manage transition with employees. guiding and supporting the change process
 - ◆ Support staff in navigating the transitional process and challenges through organizational change
 - ◆ Demonstrate and build resilience in the face of change
-

Handout 11-2**Chuck's Role**

You are **Chuck** and this is your story:

"I always try to finish my work on time, but last week I had flu and was worried it could be that anthrax thing because I opened a junk mail envelope from Florida. With all this terrorist business, I could not focus on my work and had to get some counseling. And all Angela did was yell at me for not finishing the tables for the monthly report. That woman is obsessed with trivial details. Nobody reads those reports anyhow and who cares if it is late by a couple of days?"

Handout 11-3**Angela's Role**

You are **Angela** and this is your story:

"Chuck never finishes anything before the deadline. We both agree when his part of the task is to be completed but he is always late and always with a handy excuse. Last month his kid was sick. This month he had flu. He has my sympathy but I expect my coworkers to behave in a professional manner. He also complains that nobody reads the monthly reports anyhow, but it's not our job to make policy, is it?"

Handout 11-4**Observation Checklist**

Instructions: From your perspective, what was the crux of this conflict? Write your observations in the spaces below.

1. Did Chuck and Angela seem more eager to talk or to listen?
 2. What types of active listening behaviors did you notice?
 3. What are some examples of negative behaviors and emotions (such as accusations, betrayal, domination, hostility, anger, frustration, and sarcasm) that you observed in the conversation between Chuck and Angela?
 4. What are some examples of positive behaviors and emotions (such as understanding, apologizing, empathy, support, and hope) that you observed in the conversation between Chuck and Angela?
 5. How did Chuck and Angela demonstrate their ability to use self-mediation techniques related to the following checklist items?
 - ◆ Frame the session
 - ◆ Gather information and analyze the conflict
 - ◆ Establish mutual goals
 - ◆ Brainstorm strategies for achieving the goals
 - ◆ Select the best strategy
 - ◆ Debrief
-

Handout 11-5**A Difficult Conversations Checklist** **What Happened?**

- ◆ Where does your story come from? Facts? Past Experience? Rules? Theirs?
- ◆ What impact has this had on you?
- ◆ What might their objectives have been and how have you contributed to the problem?

 Emotions

- ◆ What are you really feeling? Why?

 Identify

- ◆ What's at stake for you about you?

 Purposes

- ◆ What do you hope to accomplish? Shift to support learning, sharing, problem solving.
- ◆ Is this the best way to address this issue?

 Differences

- ◆ Describe the problem in terms of the differences between your stories, and share the purpose.
- ◆ Invite them to join as a partner to solve the problem.

 Explore the Stories

- ◆ Listen to understand their viewpoint.
- ◆ Share your viewpoint.
- ◆ Reframe, reframe, reframe to keep on track.

 Problem Solving

- ◆ Invent options that meet each side's concerns.
- ◆ Look to standards for what should happen.
- ◆ Talk about how to keep communication open going forward.

Handout 11-6**Adapting Your Style: Working with Core Style D**

BODY LANGUAGE:

- ◆ Keep your distance
- ◆ Strong handshake
- ◆ Lean forward
- ◆ Direct eye contact

TOPE OF VOICE:

- ◆ Strong, clear, confident
- ◆ Direct
- ◆ Fast pace

ENERGIZERS:

- ◆ Challenges
- ◆ Opportunities to lead
- ◆ Tough assignments

DISSATISFIERS:

- ◆ Routine, mundane
- ◆ Lack of authority
- ◆ Lack of respect

WORDS/CONTENT:

- ◆ Win
- ◆ Lead the field
- ◆ Results
- ◆ Now, immediate
- ◆ Bottom line
- ◆ Challenge

DO'S AND DON'TS:

- | | |
|---|---|
| ◆ Be clear, specific, and to the point | ◆ Don't waste time |
| ◆ Stick to business | ◆ Present facts logically |
| ◆ Be prepared and packaged | ◆ Ask specific "what" questions |
| ◆ Provide alternative choices | ◆ Don't offer guarantees you can't keep |
| ◆ Take issue with the facts, not the person | ◆ Provide a win/win opportunity |
| ◆ Let it be their idea | |



Handout 11-7**Adapting Your Style: Working with Core Style I**

BODY LANGUAGE:

- ◆ Get close
- ◆ Sit next to
- ◆ Smile, relax, have fun
- ◆ Friendly eye contact
- ◆ Expressive gestures

tone of voice:

- ◆ Enthusiastic
- ◆ Modulations
- ◆ Persuasive, colorful
- ◆ Fast pace

ENERGIZERS:

- ◆ People interactions
- ◆ Social recognition
- ◆ Inspiration

DISSATISFIERS:

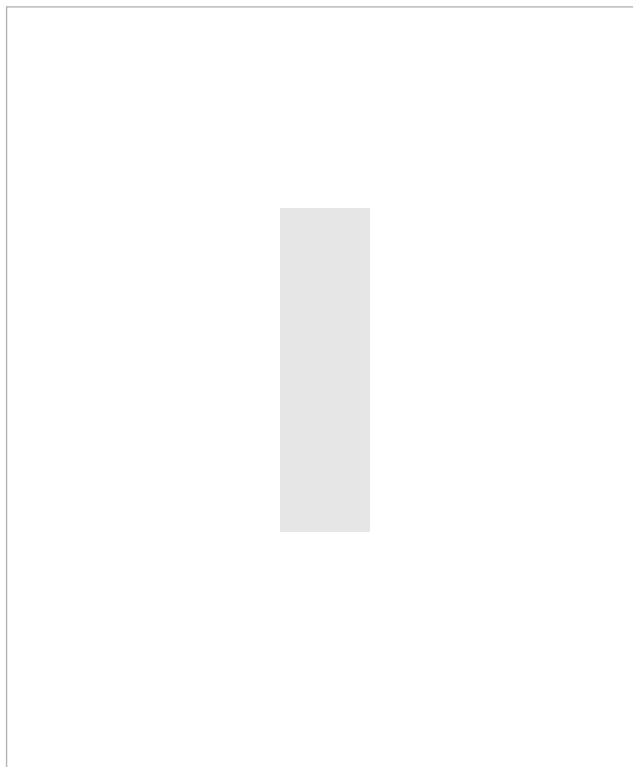
- ◆ Social rejection
- ◆ Skepticism
- ◆ Negativity

WORDS/CONTENT:

- ◆ Fun
- ◆ I feel
- ◆ Socialize, recognition
- ◆ Exciting
- ◆ Picture this
- ◆ People

DO'S AND DON'TS

- | | |
|--|---|
| ◆ Support their dreams | ◆ Don't drive for facts, figures |
| ◆ Talk about people and their goals | ◆ Put details in writing |
| ◆ Ask for opinion | ◆ Provide testimonials—
"important" people |
| ◆ Provide ideas for implementing actions | ◆ Offer incentives for risks |
| ◆ Don't talk down | ◆ Make them feel special |
| ◆ Allow time for socializing | |



Handout 11-8**Adapting Your Style: Working with Core Style S**

BODY LANGUAGE:

- ◆ Relaxed, calm
- ◆ Methodical
- ◆ Lean back, don't rush
- ◆ Friendly eye contact
- ◆ Small gestures

tone of voice:

- ◆ Warm, soft, calm
- ◆ Steady
- ◆ Low tone, volume
- ◆ Slow pace

ENERGIZERS:

- ◆ Defined territory, security
- ◆ Closure
- ◆ Team Harmony
- ◆ Opportunity to serve

DISSATISFIERS:

- ◆ Loss of security
- ◆ Lack of closure
- ◆ Surprises
- ◆ No "home" base

WORDS/CONTENT:

- ◆ Step-by-step
- ◆ Help me out
- ◆ Guarantee, promise
- ◆ Think about it, take your time

DO'S AND DON'TS:

- | | |
|--|---|
| ◆ Start with personal connection | ◆ Don't force a quick response—patience |
| ◆ Listen! | ◆ Don't interrupt |
| ◆ Present your point logically, nonthreateningly | ◆ Provide personal assurances/guarantee |
| ◆ Look for hurt feelings | ◆ Allow time to think/make decisions |
| ◆ Don't mistake willingness for agreement | |
| ◆ Provide information | |
| ◆ Show interest in them as individuals | |



Handout 11-9**Adapting Your Style: Working with Core Style C**

BODY LANGUAGE:

- ◆ Keep your distance
- ◆ Sit across from
- ◆ Firm posture
- ◆ Direct eye contact
- ◆ Little/no hand gestures

tone of voice:

- ◆ Controlled, direct
- ◆ Thoughtful, precise
- ◆ Little modulations
- ◆ Slow pace

ENERGIZERS:

- ◆ Information
- ◆ Quality standards
- ◆ Compliance with rules
- ◆ Analysis, research

DISSATISFIERS:

- ◆ Personal criticism
- ◆ Moving too fast
- ◆ Decisions without data
- ◆ Irrational feelings/emotions

WORDS/CONTENT:

- ◆ Here are the facts
- ◆ The data show
- ◆ Proven
- ◆ Take your time, no risk
- ◆ Analyze
- ◆ Guarantees

DO'S AND DON'TS:

- ◆ Prepare your case
- ◆ Approach in straightforward way
- ◆ Provide policies/rules to follow
- ◆ Give time for decisions
- ◆ Be conservative, don't overpromise
- ◆ Prove with facts
- ◆ Loyalty
- ◆ Don't be disorganized
- ◆ Don't be casual, informal, or personal
- ◆ Build credibility—look at all sides
- ◆ Present specifics
- ◆ Take time, but be persistent
- ◆ Help them do things "right"
- ◆ Be fair and consistent



Handout 11-10

The Sabotage Exercise

Purpose: To explore how the lack of trust affects team productivity

Order: ♦ ♥ ♣ ♠

Two through Ace

Face up (two of diamonds on top of stack)

No jokers

Instructions: You will be divided into teams and each team will be given a shuffled deck of cards. Your job is to arrange the cards in the correct order and give the deck to the monitor on your team. If the arrangement is correct, your team will receive a point, and another shuffled deck for processing. The team with the highest number of points at the end of a five-minute period will win fabulous merchandise.

Prior to the production period, all teams will have a five-minute planning period.

Some teams will have a saboteur in their midst who will try to reduce team productivity. During the planning period, the saboteur may make inappropriate suggestions, ask irrelevant questions, and try to confuse and irritate others. During the production period, the saboteur may slow down the process, lose a card, or misplace a card.

If you are selected as a saboteur, it is important that you work in a sneaky fashion. If you are not caught, you will win fabulous merchandise!

Handout 11-11

Team Member Assignment Cards for the Sabotage Exercise

You belong to Team B.
Your team **does have**
a saboteur but you
don't know who it is.

You belong to Team D.
Your team **does not have**
any saboteurs.

You are a saboteur.
You belong to Team B.
Your teammates **know** they
have a saboteur in their midst
but they **do not know** it is you.

You are a saboteur.
You belong to Team D.
Your teammates **do not know**
they have a saboteur
in their midst.

You belong to Team A.
Your team **does not have**
any saboteurs.

You belong to Team C.
Your team **does have**
a saboteur but you
don't know who it is.

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Handout 11-11, continued

Team Member Assignment Cards for the Sabotage Exercise

D

B

D

B

C

A

Handout 11-12

Feedback

Instructions: Each of these is a sentence cut up into three-character chunks (including the spaces and punctuation marks). The team member has five minutes to solve these three puzzles with the leader's help. Hints are on the next page, but only the leader can look at them. Also, the solutions are on the following page. Again, only the leader can look at them.

Chunks 1

(DO) (FL) (JU) (DON) (EE,) (FIG) (FLO) (HT,) (N'T) (ST) ('T) (W!)

Chunks 2

(EV) (WI) (WI) (A C) (ERY) (ESS) (IN) (LIC) (NO) (NS) (NS!) (ONE) (ONE)
(ONF) (T,) (UNL)

Chunks 3

(AR) (EA) (PR) (TH) (. Y) (CAN) (CON) (CT) (CTS) (E L) (EDI) (EM.) (ENT)
(FLI) (IKE) (KES) (M O) (NOT) (OU) (QUA) (R P) (REV) (RTH) (THE)

Handout 11–13**Hints and Solutions for Feedback**

HINTS

- ◆ **Chunks 1:** The first word is “Don’t.”
- ◆ **Chunks 2:** One of the words is “unless.”
- ◆ **Chunks 3:** The last word is “them.”

SOLUTIONS

- ◆ **Chunks 1:** Don’t fight, don’t flee, just flow!
 - ◆ **Chunks 2:** In a conflict, no one wins unless everyone wins!
 - ◆ **Chunks 3:** Conflicts are like earthquakes. You cannot predict them or prevent them.
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Handout 11-14

The Hero's Journey



Handout 11–15**Delphi Technique Case Study**

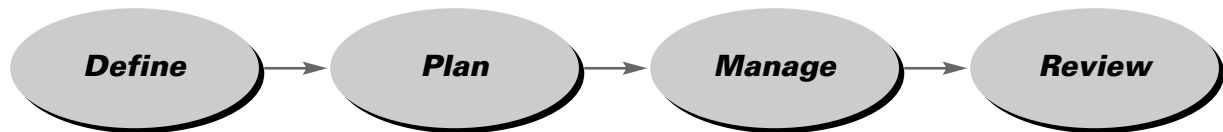
Instructions: In this case study we will practice implementing the Delphi Technique. Your instructor will show you a jar of candy. Please do the following things:

- ◆ Appoint a facilitator for your group.
 - ◆ Ask each person to guess how many pieces of candy are in the jar, to write down his or her guess, and to submit it to the facilitator. The facilitator should average the guesses and then communicate this (and the high and low) to the group. There should be NO discussion.
 - ◆ Repeat this process three times. At the end of three cycles, discuss what might have been the outcome if there had been more cycles of guessing.
-

Handout 11-16

Steps to Great Projects

*Dare to Properly **Manage Resources!***



1. Establish project scope
2. Set initial business and learning objectives
3. List risks and constraints
4. Evaluate alternatives
5. Choose a course of action

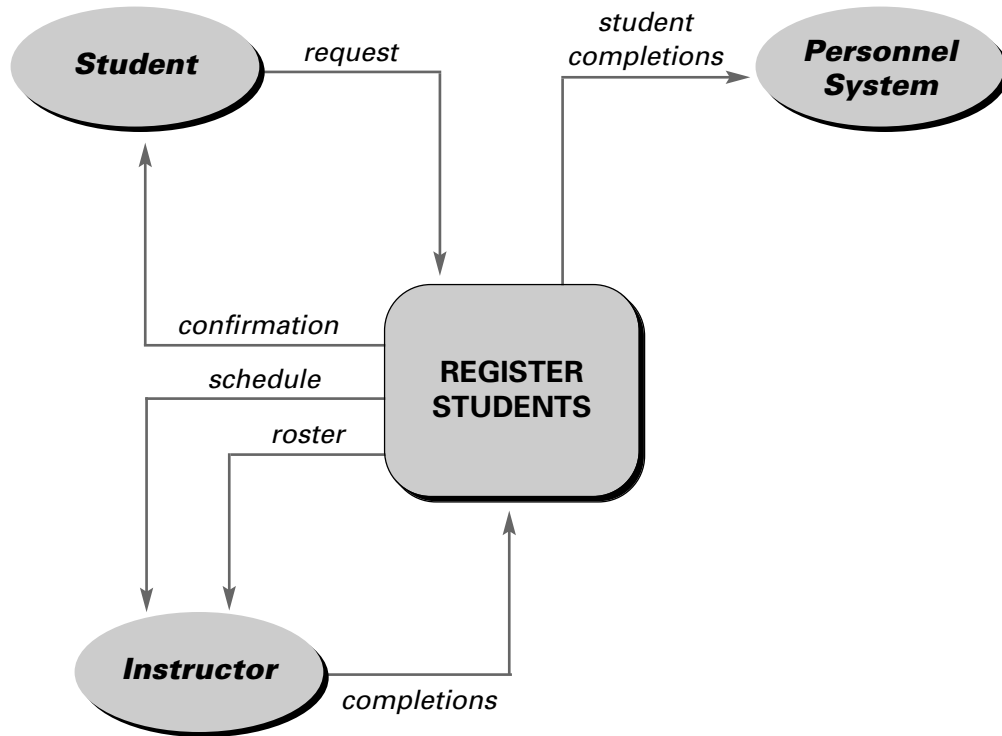
1. Finalize learning objectives
2. Create schedule
3. Assign resources
4. Create budget

1. Control work in progress
2. Provide feedback
3. Negotiate for resources
4. Resolve differences

1. Implement learning event
 2. Hold project review
 3. Release resources
-

Handout 11-18

Establish Project Scope



Handout 11–19

What to Do if You're Behind

Explanation of the table: The Xs in the Cost or Schedule columns denote that taking that particular action will affect the project's budget, timeline, or both.

ACTION	COST	SCHEDULE
1. Renegotiate: Discuss with your client the prospect of increasing the budget for the project or extending the deadline for completion.	X	X
2. Recover During Later Steps: If you begin to fall behind in early steps of a project, re-examine budgets and schedules for later steps. Perhaps you can save on later steps so the overall budget and/or schedule is met.	X	X
3. Narrow Project Scope: Perhaps nonessential elements of the project can be eliminated, thereby reducing costs and/or saving time.	X	X
4. Deploy More Resources: You may need to put more people or machines on the project to meet a critical schedule. Increased costs must be weighed against the importance of the deadline.		X
5. Accept Substitution: When something is not available or is more expensive than budgeted, substituting a comparable item may solve your problem.	X	X
6. Seek Alternative Sources: When a supplier can't deliver within budget or schedule, look for others who can. (You may choose to accept a substitute rather than seek other sources.)	X	X
7. Accept Partial Delivery: Sometimes a supplier can deliver a partial order to keep your project on schedule and complete the delivery later.		X
8. Offer Incentives: Go beyond the scope of the original contract and offer a bonus or other incentive for on-time delivery.		X
9. Demand Compliance: Sometimes demanding that people do what they agreed to do gets the desired results. You may have to appeal to higher management for backing and support.	X	X
