

Management
ESSENTIALS

**WORKBOOK AND
RESOURCE GUIDE FOR
DEVELOPING MANAGERS**

Presented for: Pineapple Street Studios

2021 All Rights Reserved

The Pace Institute, LLC
P.O. Box 821
Morrow, Georgia 30260
thepaceinstitute.com
888.306.7223



A NOTE FROM THE TRAINER

WELCOME, MANAGERS

It is my honor to serve as your partner in learning along your management development journey. This workbook and resource guide is a supplement to the 8-hour Management Essentials Training program. The training program and this document was created with the understanding that learning and growing as a manager is an ongoing journey and there is so much more to learn outside of a one day equivalent training. Therefore, this document and the training is not intended to be exhaustive of all of the essentials of what a manager needs to succeed. Yet, it covers some basics that can serve as a significant starting and continuing point of awareness and growth. My hope for you is that it will spark a level of curiosity and commitment within you that will inspire you toward learning more.

Angela Dash

Angela Dash, PhD, PCC
Founder and President
thepaceinstitute.com

TABLE OF CONTENTS

Module 1 | Introduction

- Leader vs Manager
- Common Roadblocks to Success
- Inclusive Leadership
- Emotional Intelligence
- Personal Reflection and Development Planning

Module 2 | Self-Awareness

- Johari Window
- Emotional Self-Awareness
- Personal Reflection and Development Planning

Module 3 | Self-Management

- Managing Emotions
- Personal Reflection and Development Planning

Lesson 4 | Social Awareness

- Systems Thinking
- Understanding Needs
- Personal Reflection and Development Planning

Lesson 5 | Relationship Management

- Giving Coach-Like Feedback
- Fostering Open Dialogue
- Building Trust
- Personal Reflection and Development Planning

MODULE ONE

INTRODUCTION

- LEADER VS MANAGER
- COMMON ROADBLOCKS TO SUCCESS
- INCLUSIVE LEADERSHIP
- EMOTIONAL INTELLIGENCE
- PERSONAL REFLECTION
- DEVELOPMENT PLANNING



LEADER VS MANAGER

What is the difference?

Much of the literature highlights the difference between leadership skills and management skills. For example, in his 2017 journal article titled "The Differences between Management and Leadership," Nizarudin Wajdi defined a manager as someone who uses their skills to "plan, build, and direct organizational systems to accomplish missions and goals" and a leader as someone who uses their skills to "focus on a potential change by establishing direction, aligning people, and motivating and inspiring" (p. 75).

However, throughout this workbook and resource guide, the terms "leader" and "manager" are used interchangeably. A distinction is not made between the two roles. As argued by Azad, Anderson and others (2017), discussing the differences between being a leader and being a manager "makes for a great ontological discussion, but if we are striving for highly effective organizations, this distinction is meaningless. The reality is that leading and managing are one and the same within the spectrum of organizational effectiveness" (p.4).

The roles of both a leader and a manager are intertwined and both require the core attributes of decisiveness, optimism, integrity, and open communication.

The infographic is a vertical list of four items, each with an icon, a title, and a description. The items are: 1. Decisiveness: icon of a green checkmark in a square, title 'DECISIVENESS', description 'Ability to make decisions that positively impact self, employees, customers and stakeholders, and the organization, even under conditions of uncertainty and ambiguity.' 2. Optimism: icon of a sun rising over clouds, title 'OPTIMISM', description 'See obstacles and bad events as temporary, surmountable, and challenges to overcome. A perspective of hope and possibility.' 3. Integrity: icon of a white balance scale, title 'INTEGRITY', description 'Credible to self and others by demonstrating high standards of honesty and congruency.' 4. Open Communication: icon of a green circle with four white arrows pointing outwards, title 'OPEN COMMUNICATION', description 'Listen deeply and openly. Foster a culture where there is engagement around the sharing of ideas and where employees understand decisions and the big picture.'

DECISIVENESS
Ability to make decisions that positively impact self, employees, customers and stakeholders, and the organization, even under conditions of uncertainty and ambiguity.

OPTIMISM
See obstacles and bad events as temporary, surmountable, and challenges to overcome. A perspective of hope and possibility.

INTEGRITY
Credible to self and others by demonstrating high standards of honesty and congruency.

OPEN COMMUNICATION
Listen deeply and openly. Foster a culture where there is engagement around the sharing of ideas and where employees understand decisions and the big picture.

Azad, N., Anderson, H. G., Jr, Brooks, A., Garza, O., O'Neil, C., Stutz, M. M., & Sobotka, J. L. (2017). Leadership and Management Are One and the Same. American journal of pharmaceutical education, 81(6), 102. <https://doi.org/10.5688/ajpe816102>

Nizarudin Wajdi, M. (2017). The Differences Between Management and Leadership. Sinergi : Jurnal Ilmiah Ilmu Manajemen, 7. 10.25139/sng.v7i1.31

ROADBLOCKS TO SUCCESS

1

Forgetting about the people

People know they will not be successful as a manager unless they get results. An emphasis on results may cause managers to lose sight of the importance of open communication and treating everyone with respect and appreciation, especially if business is not going well.

2

Putting off key responsibilities

A manager has so many responsibilities; it is often tempting to put off key responsibilities while trying to manage competing demands and fight fires. For example, managers sometimes neglect their responsibility to support employee development, which is also a key responsibility.

3

Previous Success as Individual Contributor

Often, the skills that lead to promotion to management are not the skills that make an effective manager. Skills such as fine attention to detail or the ability to work independently can become detriments if managers use them in excess.

4

Lack of training

Being a manager requires a specific skill set that most people do not possess without training and/or experience. Changes in culture, society, and specific industries demand that managers continue their professional growth in order to maintain their effectiveness.

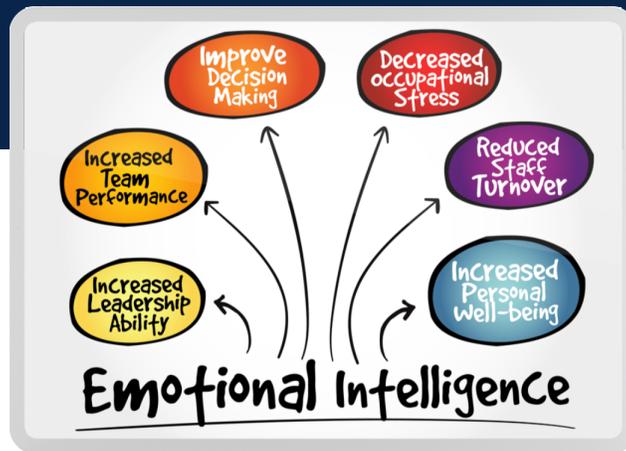
5

Being a perfectionist

When a manager is committed to being perfect, it can create an avalanche of problems. It can keep the manager from being transparent about what they don't know, and therefore, from collaborating to get the necessary support. It can cause the manager to be risk adverse, thus leading to paralysis of important decisions being made. It can also create a culture where employees are afraid to make or reveal mistakes.

9 Ways To Foster Innovation Through Inclusive Leadership

<p>1 Be conscious of the way you communicate with others.</p> 	<p>2 Be informed about employee performance while fostering self-efficacy.</p> 	<p>3 Be aware and acknowledge even employees' small wins.</p> 
<p>4 Be introspective and get real about your biases and assumptions.</p> 	<p>5 Identify the different ways people contribute to the organization.</p> 	<p>6 Be Curious about and open to other's expertise, needs, and views.</p> 
<p>7 Have Courage to let go of old parameters, limits and processes for innovation.</p> 	<p>8 Create opportunities for employees of different levels of experience to work together.</p> 	<p>9 Encourage the excitement that comes from the synergy of ideas.</p> 



EMOTIONAL INTELLIGENCE

THE SMART THAT SETS US APART

Since 1990, psychologists Peter Salovey and John D. Mayer have led the research on emotional intelligence, beginning with their article "Emotional Intelligence" (1990), in which they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

The concept of emotional intelligence was later popularized by Daniel Goleman in his 1995 book, *Emotional Intelligence: Why It Can Matter More than IQ*, which was based primarily on the work of Salovey and Mayer.

Over the past two decades, many books, articles, and studies have emerged and much research has been done on the topic, resulting in many different definitions and descriptions of emotional intelligence.

One book that has emerged on the topic of emotional intelligence, is "Becoming a Resonant Leader" (McKee, Boyatzis and Johnson, 2008). The authors eloquently describe emotional and social intelligence as follows:

Emotional intelligence enables leaders to deal with their own internal responses, moods, and states of mind. Social intelligence informs how we understand and interact with others. Leaders who have developed emotional and social intelligence are effective because they act in ways that leave the people around them feeling stronger and more capable. These leaders manage themselves effectively under stress and ambiguous circumstances. Intensely in touch with what their people are thinking and feeling, emotionally intelligent leaders motivate and inspire through sharing hope and an optimistic view of the future. At best, they create an environment that is exciting, challenging and supportive - one that can sustain collective success over the long run. (pp. 25-26)

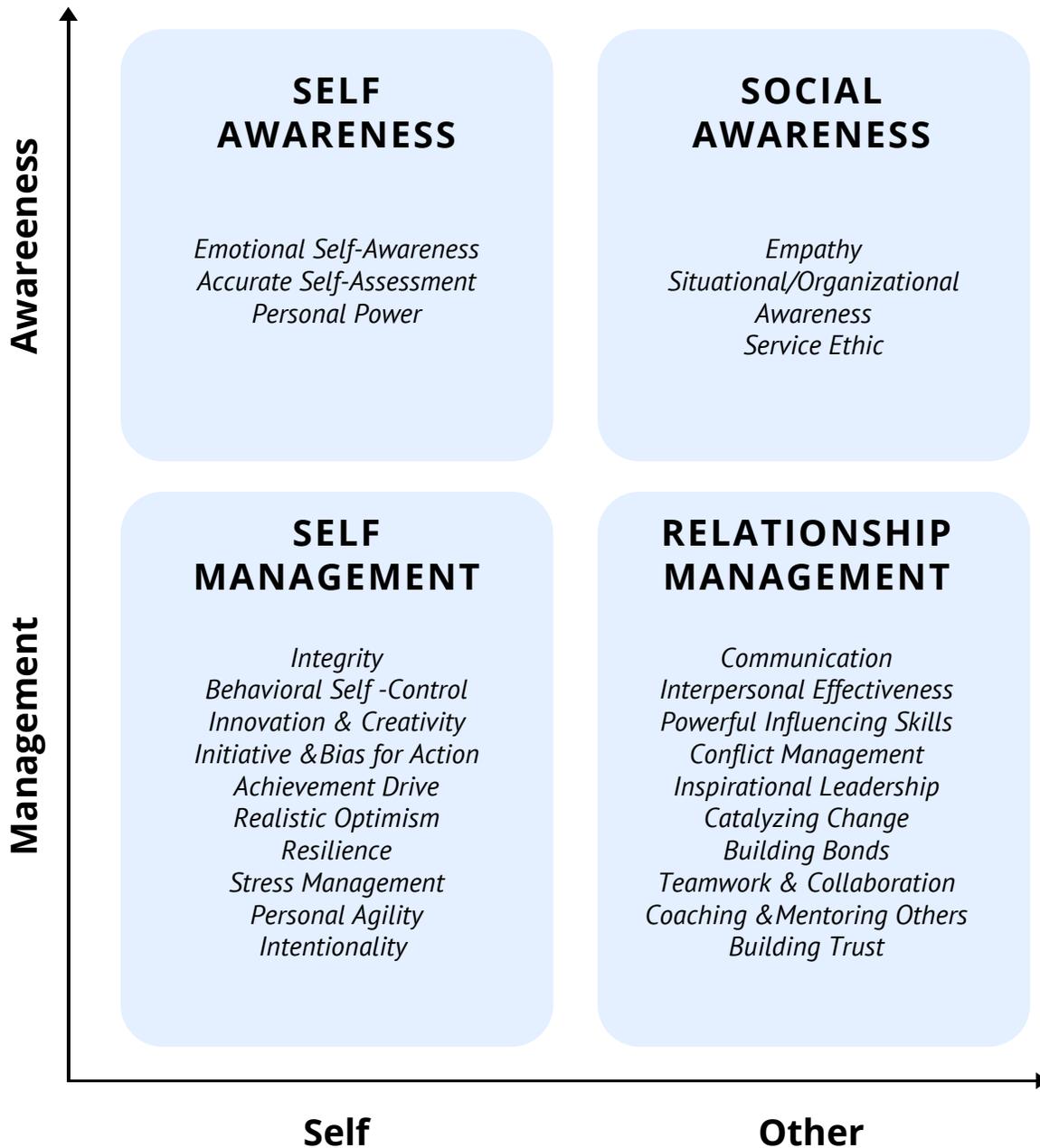
What's encouraging about emotional intelligence, is that it can be learned. Therefore, a leader can set intentions and a commitment to become a more effective leader, by developing their emotional intelligence competencies over time.

McKee, A., Boyatzis, R. E., & Johnston, F. (2008). *Becoming a resonant leader: Develop your emotional intelligence: Renew your relationship: Sustain your effectiveness*. Boston, MA: Harvard Business School Press.

Salovey P, Mayer JD. Emotional Intelligence. *Imagination, Cognition and Personality*. 1990;9(3):185-211. doi:10.2190/DUGG-P24E-52WK-6CDG

Four Quadrant *model of*

SOCIAL AND EMOTIONAL INTELLIGENCE



Source: Institute for Social and Emotional Intelligence



Emotional Intelligence



Daniel Goleman

AUTHOR AND
PSYCHOLOGIST

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy or effective relationships, then no matter how smart you are, you are not going to go very far.



Jack Welsh

FORMER CEO OF
GENERAL ELECTRIC

No doubt emotional intelligence is more rare than book smarts, but my experience says it is actually more important in the making of a leader. You just can't ignore it.



Center for Creative Leadership

75% of careers are derailed for reasons related to emotional competencies, including inability to handle interpersonal problems; unsatisfactory team leadership during times of difficulty or conflict; or inability to adapt to change or elicit trust.



MODULE ONE

Which of the five "roadblocks to a manager's success" do you need to remove from your practice?

Which of the "9 ways of fostering innovation through inclusive leadership," do you currently effectively practice?

Which of the "9 ways of fostering innovation through inclusive leadership," do you need to develop?

On a scale of 1-10, how confident are you that you exhibit a high level of emotional intelligence as a leader?

What new insights do you have about yourself as a result of this module?

Module One

Development Planning

Based on what you learned in this module, identify one new behavior goal that you are willing to try, that will contribute to your development as a manager.



SPECIFIC

What new behavior are you willing to try and with whom?



MEASURABLE

How will you know when you have successfully experimented with this new behavior?



ACHIEVABLE

What resources, tools or other support do you need to experiment with this new behavior?



RELEVANT

How is this new behavior important to your development and organization success?



TIME-BOUND

By when, is it important for you to experiment with this new behavior?

MODULE TWO

SELF-AWARENESS

JOHARI WINDOW

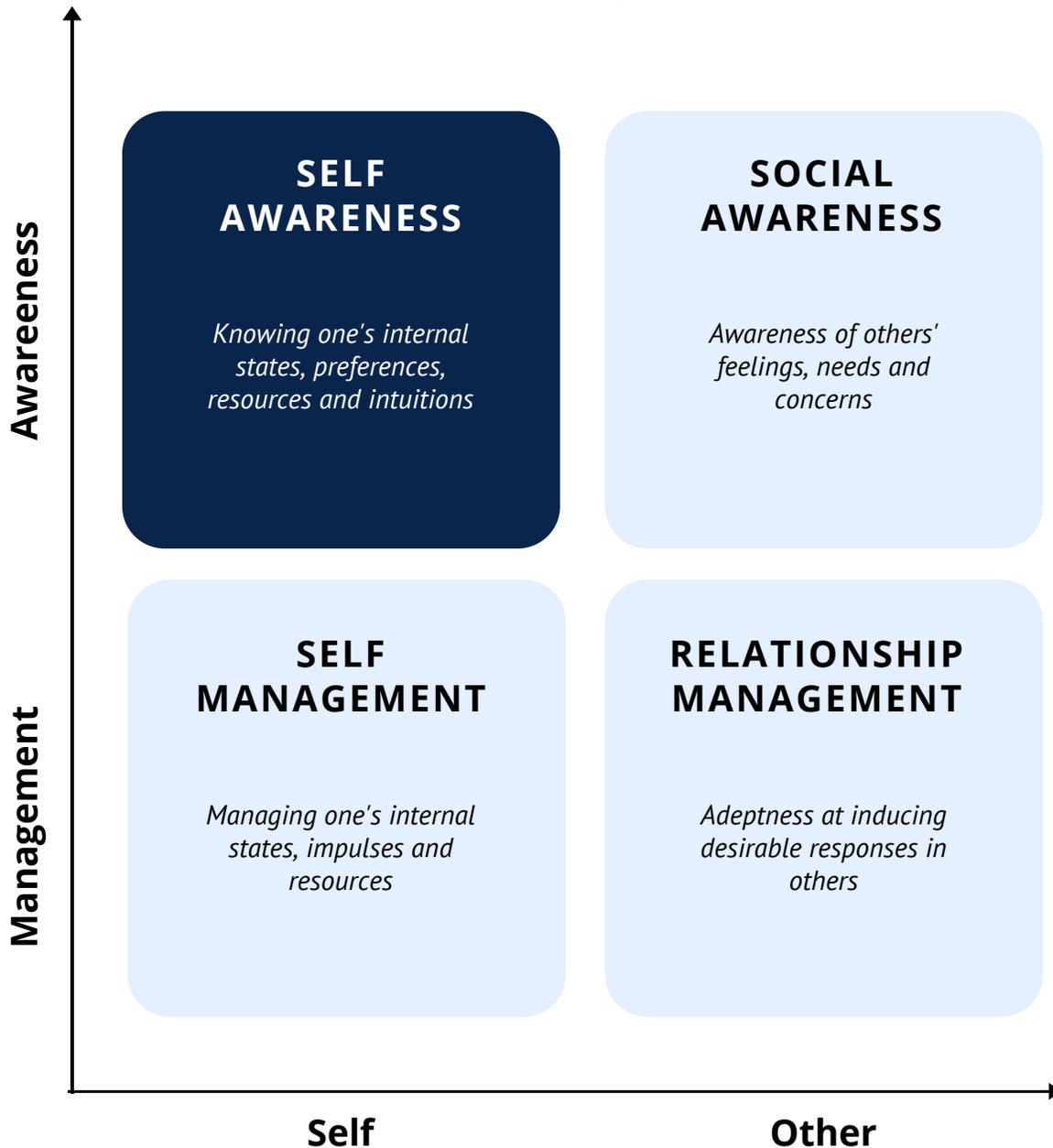
EMOTIONAL SELF-AWARENESS

PERSONAL REFLECTION

DEVELOPMENT PLANNING

Four Quadrant *model of*

SOCIAL AND EMOTIONAL INTELLIGENCE



Source: Institute for Social and Emotional Intelligence

Johari Window

Supporting an accurate self-assessment

The Johari Window, named after the first names of its inventors, Joseph Luft and Harry Ingham, is a model that is not only useful for describing the process of human interaction, but it also supports having an accurate self-assessment. It includes a four paned "window," as illustrated below, which divides self-awareness into four different types, as represented by its four quadrants: open self, hidden self, blind self, and unknown self.



Soni, D. (2019). An Introduction to Johari Window. Kindle Edition.

Leaders can help employees expand their "Open Self"

The "Open Self" region of the Johari Window is what is known by the person ("self") as well as by the team ("others"). This includes information about the person's behavior, attitude, feelings, emotions, wants, needs, desires, knowledge, experience, skills and views as it relates to the work and performance.

The aim with any team is always to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive and the team is at its most productive too. The open self area can be seen as the space where communication and cooperation occur, conflict is managed effectively, trust is strengthened, and where there is enhanced understanding. It is supported by a culture of inclusion and belonging.



Show a genuine interest in knowing employees. For example, you can ask: "What do you like most about your role?" "How do you feel about the changes?" "How can I better support you?" "Where do you want to be in your career ten years from now - ideally?."



Encourage an environment that allows for self-discovery of everyone's abilities and developmental opportunities, that encourages constructive observation, and that promotes feedback giving and receiving.



Model being open and honest about yourself, including how you feel, your wants, desires, views and your own learning opportunities and soliciting and welcoming feedback that gives you a more accurate self-assessment as a leader.

Soni, D. (2019). An Introduction to Johari Window. Kindle Edition.

55 Adjectives: Johari Window Exercise

Able	Accepting	Adaptable	Bold	Brave
Calm	Caring	Cheerful	Clever	Complex
Confident	Dependable	Dignified	Energetic	Extroverted
Friendly	Giving	Happy	Helpful	Idealistic
Independent	Ingenious	Intelligent	Introverted	Kind
Knowledgeable	Logical	Loving	Mature	Modest
Nervous	Observant	Organized	Patient	Powerful
Proud	Quiet	Reflective	Relaxed	Religious
Responsive	Searching	Self-Assertive	Self-conscious	Sensible
Sentimental	Shy	Silly	Spontaneous	Sympathetic
Tense	Trustworthy	Warm	Wise	Witty

Step 1: Pick five or six adjectives that you feel describe yourself.

Step 2: Show your peers the same list of adjectives and ask them to pick five or six adjectives that they feel describe you.

Step 3: Identify the adjectives that both you and your peers selected. These go in the "**Open Self**" quadrant.

Adapted from: Soni, D. (2019). An Introduction to Johari Window. Kindle Edition.

55 Adjectives: Johari Window Exercise - *cont'd*

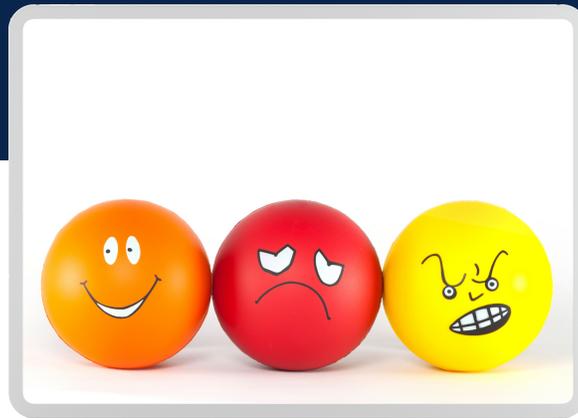
Able	Accepting	Adaptable	Bold	Brave
Calm	Caring	Cheerful	Clever	Complex
Confident	Dependable	Dignified	Energetic	Extroverted
Friendly	Giving	Happy	Helpful	Idealistic
Independent	Ingenious	Intelligent	Introverted	Kind
Knowledgeable	Logical	Loving	Mature	Modest
Nervous	Observant	Organized	Patient	Powerful
Proud	Quiet	Reflective	Relaxed	Religious
Responsive	Searching	Self-Assertive	Self-conscious	Sensible
Sentimental	Shy	Silly	Spontaneous	Sympathetic
Tense	Trustworthy	Warm	Wise	Witty

Step 4: Identify the adjectives that you selected, that your peers didn't select. These go in the "Hidden Self" quadrant. Decide whether or not it's useful to disclose to others.

Step 5: Identify the adjectives that your peers selected, that you didn't select. These go in the "Blind Self" quadrant. Decide which possible blind spots that you want to be curious about.

Step 6: Identify the adjectives that neither you or your peers selected. These go in the "Unknown Self" quadrant. Decide whether the unselected adjectives are relevant and worth exploring. For example, maybe there's an ability that you have that you and others have underestimated or that you haven't had an opportunity to try,

Adapted from: Soni, D. (2019). An Introduction to Johari Window. Kindle Edition.



EMOTIONAL SELF-AWARENESS

Emotional intelligence begins with self-awareness - not only recognizing what you are feeling, but why you are feeling it. The aim is to do this in the moment - not afterwards. If you can identify what you are feeling and why - in the moment, you can better manage your emotions, thus aiding you in thoughtfully responding to stressful situations rather than reacting impulsively. When people react impulsively based on unmanaged emotions, it is likely that the result will be more problems. As a leader, practicing emotional self-awareness is a huge benefit to your team and to the overall support of strategic business objectives. It will allow you to better manage stress, be resilient during setbacks, enhance your ability to receive and respond to feedback, support your positive self-development, and help you to build strong working relationships.

Tips for being more emotionally self-aware

- Pay attention to the physical cues that warn you that you are in a triggering situation (i.e. rapid heartbeat, sweaty palms, flushed)
- Ask yourself what happened that caused the physical feelings
- Name the emotions that you are experiencing
- Identify the thoughts that you are having about the situation while paying close attention to those that are contributing to the intense feelings

Feelings when our needs are not met

Afraid

- apprehensive
- dread
- foreboding
- frightened
- mistrustful
- panicked
- petrified
- scared
- suspicious
- terrified
- wary
- worried

Annoyed

- aggravated
- dismayed
- disgruntled
- displeased
- exasperated
- frustrated
- impatient
- irritated
- irked

Angry

- enraged
- furious
- incensed
- indignant
- irate
- livid
- outraged
- resentful

Aversion

- animosity
- appalled
- contempt
- disgusted
- dislike
- hate
- horrified
- hostile
- repulsed

Confused

- ambivalent
- baffled
- bewildered
- dazed
- hesitant
- lost
- mystified
- perplexed
- puzzled
- torn

Disconnected

- alienated
- aloof
- apathetic
- bored
- cold
- detached
- distant
- distracted
- indifferent
- numb
- removed
- uninterested
- withdrawn

Embarrassed

- ashamed
- chagrined
- flustered
- guilty
- mortified
- self-conscious

Fatigue

- beat
- burnt out
- depleted
- exhausted
- lethargic
- listless
- sleepy
- tired
- weary
- worn out

Vulnerable

- fragile
- guarded
- helpless
- insecure
- leery
- reserved
- sensitive
- shaky

Source:
(c) 2005 by Center for Nonviolent
Communication
Website: www.cnvc.org
Email: cnvc@cnvc.org
Phone: +1.505-244-4041

What is a recent work-related problem situation that resulted in you experiencing intense feelings?

What do you remember feeling in your body during that moment and what emotional feelings did you have?

What thoughts do you remember having about the situation that were associated with the feelings identified?

On a scale of 1-10, how confident are you that you have an accurate awareness about yourself?

What new insights do you have about yourself as a result of this module?

Module Two

Development Planning

Based on what you learned in this module, identify one new behavior goal that you are willing to try, that will contribute to your development as a manager.



SPECIFIC

What new behavior are you willing to try and with whom?



MEASURABLE

How will you know when you have successfully experimented with this new behavior?



ACHIEVABLE

What resources, tools or other support do you need to experiment with this new behavior?



RELEVANT

How is this new behavior important to your development and organization success?



TIME-BOUND

By when, is it important for you to experiment with this new behavior?

MODULE THREE

SELF-MANAGEMENT

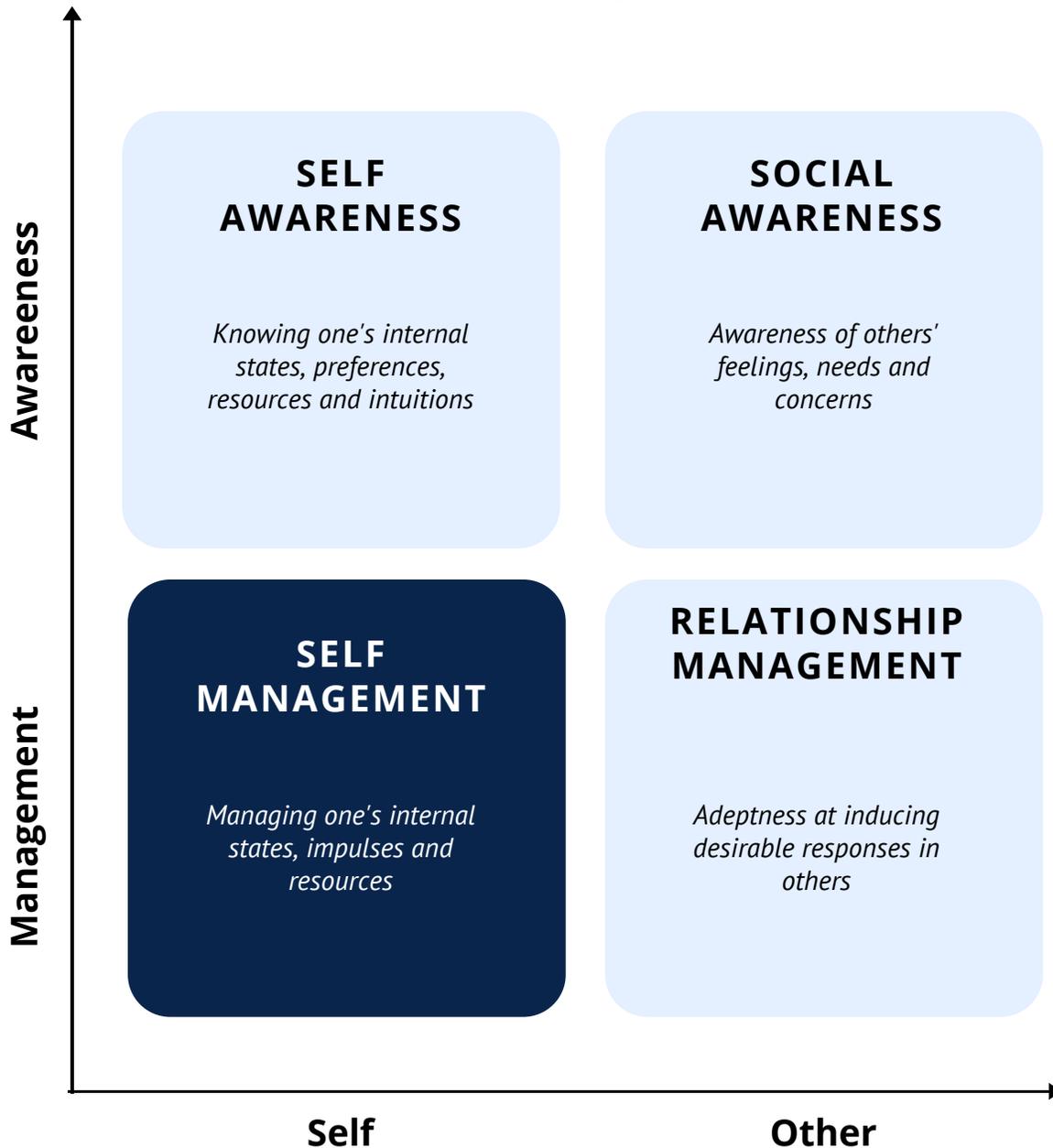
MANAGING EMOTIONS

PERSONAL REFLECTION

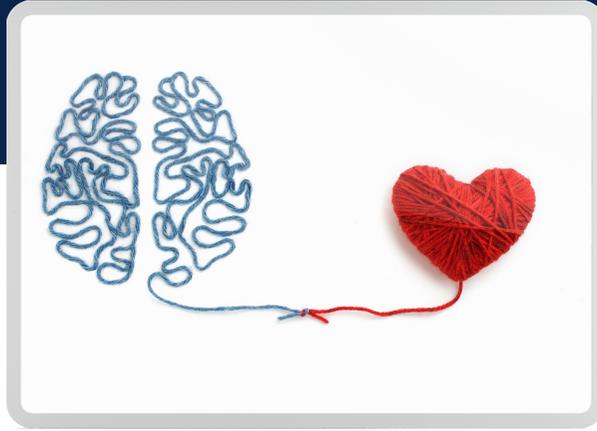
DEVELOPMENT PLANNING

Four Quadrant *model of*

SOCIAL AND EMOTIONAL INTELLIGENCE



Source: Institute for Social and Emotional Intelligence



MANAGING EMOTIONS

Avoiding disruptive emotional impulses

In his book *Mindsight* (2010), neuroscientist Daniel Siegel, M.D. emphasizes that being able to pause before responding when faced with challenging situations, is a form of social and emotional intelligence. He goes on to say that this competency "enables us to become fully aware of what is happening - and to restrain our impulses long enough to consider various options for response" (p. 58).

If a leader does not keep their disruptive emotions and impulses in check, the well-being of self, others, and the organization is put at risk. The cost is high, and includes the following consequences:

- Increased stress and decreased performance of leader
- Increased stress and decreased performance of employees
- Increased turnover and grievances
- Poor reputation of leader and organization
- Decline in open communication

Source: Siegel, D.J. (2010). *Mindsight: The New Science of Personal Transformation*. Random House Publishing Group. Kindle Edition.

Advantages of Managing Emotions

- Ability to think before acting
- Not making hasty decisions that you may later regret
- Not panicking easily
- Ability to take responsibility for actions
- Openness to change
- Ability to suspend judgement
- Ability to channel difficult emotions into positive outcomes

Improving the Management of Emotions

- Give yourself and others space to think before responding
- Control self-talk - our thoughts control our feelings and behavior
- Suspend judgment of self and others
- Think about the learning opportunity
- Practice calming techniques (visualization, taking a walk, body practices)
- Think about the situation objectively and separate the person from the problem
- Accept that emotions are human and that you have the power to choose how you respond
- Remember who you are and how you want to show up
- Write out a strategy to deal with hot button issues in the future so that you can be prepared to manage your emotions
- Forgive yourself
- Forgive others
- Focus on the the ongoing maintenance of your well-being

6 Steps

to managing emotions in the moment

01

Stop and Pay Attention

When you are in a challenging situation and you notice your emotions are intensifying, stop and pay attention to your thoughts, feelings and physical cues. These are warning signs.

02

Don't Respond Quickly

If it's a situation that requires an immediate response, take a few seconds or minutes to think about how you want to respond. If you have more time to think, take it. However, don't wait too long - whereas you lose the opportunity to respond.

03

Get Space to Think

You may find it helpful to call the person back, reschedule a time to continue talking about it, come back to the email, or at the very least - don't move closer to the situation while you're still heated.

04

Do Something that Calms You

It's important to know what helps you to calm down when you are experiencing intense emotions. It could be as simple, but meaningful, as taking deep breaths or counting to 10.

05

Come up with Calming Thoughts

Because your thinking controls your feelings and your behavior, coming up with new self-talk in the moment can reduce your intense feelings, and therefore, keep things from escalating.

06

Think about the Situation Objectively

Think about the challenging situation objectively, by taking out your judgments and emotionally charged language. It will better position you to think of more constructive choices for responses.

Calming Thoughts

What is some calming self-talk that you can say to yourself when you face challenging situations that you commonly experience at work?

Resulting Feelings

If you were to have those calming thoughts, how do you think you would feel?

Calming Actions

What are some things that you can do to help yourself to calm down when you face challenging situations that you commonly experience at work?

Who do you want to be?

How do you want to show up for yourself and with others, when you experience challenging situations at work?

MODULE THREE

Which of the "6 steps to managing emotions in the moment" are you currently practicing well?

Which of the "6 steps to managing emotions in the moment" do you need to develop?

How do you want to feel in your leadership role, even when you face challenging situations?

On a scale of 1-10, how confident are you that you currently avoid disruptive emotional impulses at work?

What new insights do you have about yourself as a result of this module?

Module Three

Development Planning

Based on what you learned in this module, identify one new behavior goal that you are willing to try, that will contribute to your development as a manager.



SPECIFIC

What new behavior are you willing to try and with whom?



MEASURABLE

How will you know when you have successfully experimented with this new behavior?



ACHIEVABLE

What resources, tools or other support do you need to experiment with this new behavior?



RELEVANT

How is this new behavior important to your development and organization success?



TIME-BOUND

By when, is it important for you to experiment with this new behavior?

MODULE FOUR

SOCIAL AWARENESS

SYSTEMS THINKING

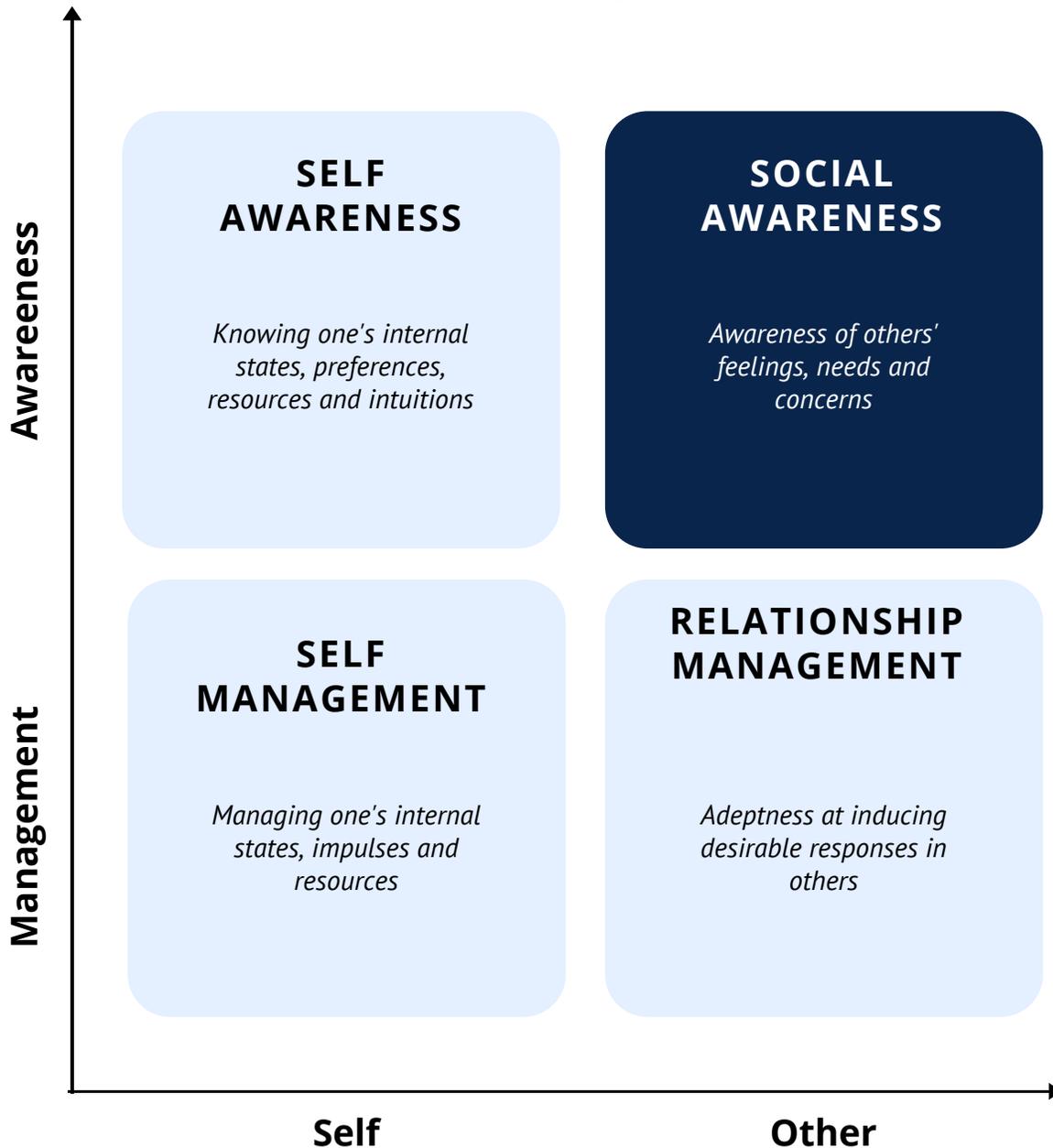
UNDERSTANDING NEEDS

PERSONAL REFLECTION

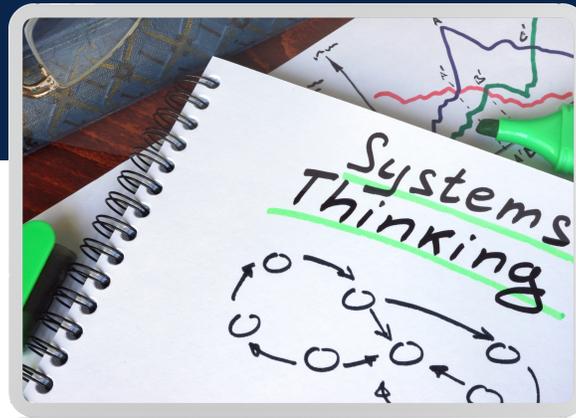
DEVELOPMENT PLANNING

Four Quadrant *model of*

SOCIAL AND EMOTIONAL INTELLIGENCE



Source: Institute for Social and Emotional Intelligence



SYSTEMS THINKING

Proactive Problem Solving

Systems thinking is a proactive problem-solving approach that examines the relationships between various organizational functions and how they impact each other. What makes systems thinking so powerful is that it enables leaders to predict the consequences - intended and unintended - of a potential change, eliminates silo thinking, adjusts perspectives to see different viewpoints, and remains focused on the big picture.

Adopting systems thinking empowers leaders to solve problems so that they stay solved. Instead of working on quick-fix solutions that work only in the short term, systems thinking gives the insight and the foresight - to make decisions and take actions that benefit the organization in the long run.

A leader's role is to pay attention to the system forces within the organization. This includes paying attention to how their own behavior influences the organizational system and how the organizational system influences them.

Attributes of Systems Thinking

- Recognizes the sub-systems of the whole organizational system
- Sees the big picture, is always concerned with the whole, and avoids silo mentality
- Adjusts perspective to see new viewpoints
- Observes patterns and trends over time
- Looks for connections and interdependencies within the organizational system
- Realizes there may be a delay between some cause-and-effect relationships
- Looks at long-term consequences of short-term actions
- Seeks out unanticipated consequences
- Lives with ambiguity and inconsistencies until they are resolved
- Strives to uncover assumptions
- Avoids assigning blame
- Requires curiosity, openness, empathy, and persistence

Benefits of Systems Thinking

- Helps you see the consequences (intended and unintended) of a potential change
- Enables you to minimize silo thinking
- Helps you avoid making quick-fix decisions that you might regret later
- Makes your organization more competitive and cost-effective
- Provides a common language for examining and solving problems across an organization
- Helps solve problems once and for all and helps prevent future problems

Questions that Support Systems Thinking

1. What is the ultimate outcome you and your organization are seeking?
2. What is the problem or issue standing in the way of this outcome?
3. What patterns do you notice about it?
 - a. Under what conditions does it occur?
 - b. How frequently does it occur?
 - c. How severe is it?
 - d. What variables affect it?
4. What happens to the problem when each one of the variables change?
5. Expand your view of the problem by considering the timeline.
 - a. When did you first notice this problem?
 - b. What is likely to happen if the problem isn't resolved?
 - c. What attempts have been made to solve the problem?
6. Expand your view of the problem by considering other stakeholders.
 - a. How do customers or clients view the problem? What aspects are most important to them?
 - b. How do vendors or suppliers view the problem? What aspects are most important to them?
 - c. How do employees or other departments view the problem? What aspects are most important to them?
7. Expand your view of the problem by considering yourself.
 - a. How are you or your group contributing to the problem? Consider actions you are taking and actions you are not taking.
8. How can you identify and investigate other variables that may be affecting the problem?

Problem Area

What is a current problem that you are facing in your department that would benefit from a systems thinking approach?

Conditions

Under what conditions does the problem occur?

Variables

What variables affect it?

What Happens

What might happen to the problem when each one of the variables changes?

UNDERSTANDING NEEDS

BEING AN EMPATHETIC LEADER

Leaders who are able to build rapport and demonstrate empathy, are interested in understanding the needs of employees, other leaders, customers, vendors and other stakeholders. Understanding both the needs and feelings of others, which builds on one's awareness of self, is a fundamental people skill that supports the management of relationships and the successful management of organizational change.

The following list of needs, which is expanded on the next page, is neither exhaustive nor definitive. It is meant as a starting place to support you in engaging in a process of deepening self-discovery and facilitating greater understanding and connection between people. When organizational members show a genuine interest in and curiosity about each other's core basic needs (including one's own), people problems and organizational problems are able to be solved in a more collaborative, meaningful, and impactful way.

BASIC NEEDS WE ALL HAVE

- Autonomy
- Connection
- Honesty
- Meaning
- Peace
- Physical well-being
- Play



Basic Needs We All Have

Connection

- acceptance
- affection
- appreciation
- belonging
- cooperation
- communication
- closeness
- community
- companionship
- compassion
- consideration
- consistency
- empathy
- inclusion
- intimacy
- love
- mutuality
- nurturing
- respect/self-respect
- safety
- security
- stability
- support
- to know and be known
- to see and be seen
- to understand and be understood
- trust
- warmth

Physical Well-Being

- air
- food
- movement/exercise
- rest/sleep
- sexual expression
- safety
- shelter
- touch
- water

Meaning

- awareness
- celebration of life
- challenge
- clarity
- competence
- consciousness
- contribution
- creativity
- discovery
- efficacy
- effectiveness
- growth
- hope
- learning
- mourning
- participation
- purpose
- self-expression
- stimulation
- to matter
- understanding

Peace

- beauty
- communion
- ease
- equality
- harmony
- inspiration
- order

Honesty

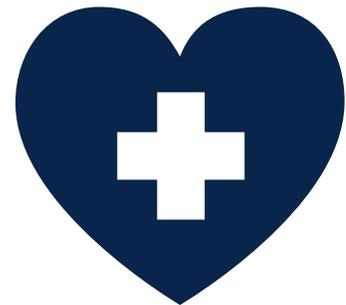
- authenticity
- integrity
- presence

Autonomy

- choice
- freedom
- independence
- space
- spontaneity

Play

- joy
- humor



Source:
(c) 2005 by Center for Nonviolent
Communication
Website: www.cnvc.org
Email: cnvc@cnvc.org
Phone: +1.505-244-4041

ACTIVITY: ASSESS THE NEED

YOUR SELF-JUDGMENTS	YOUR NEEDS
YOUR JUDGMENTS OF OTHERS	YOUR NEEDS
OTHER'S JUDGMENTS OF YOU	THEIR NEEDS

ACTIVITY: ASSESS THE NEED

YOUR WORK COMPLAINTS	YOUR NEEDS
EMPLOYEES' WORK COMPLAINTS	THEIR NEEDS
CLIENTS' WORK COMPLAINTS	THEIR NEEDS

**Personal
Reflection**

MODULE FOUR

What is a current area of decision making and problem solving within the company that is impacted by silo thinking?

What current problem are you facing in which it will be important to apply systems thinking?

What are two basic needs in which employees might feel are currently being unmet?

On a scale of 1-10, how confident are you that you understand the needs of others in the company?

What new insights do you have about yourself as a result of this module?

Module Four

Development Planning

Based on what you learned in this module, identify one new behavior goal that you are willing to try, that will contribute to your development as a manager.



SPECIFIC

What new behavior are you willing to try and with whom?



MEASURABLE

How will you know when you have successfully experimented with this new behavior?



ACHIEVABLE

What resources, tools or other support do you need to experiment with this new behavior?



RELEVANT

How is this new behavior important to your development and organization success?



TIME-BOUND

By when, is it important for you to experiment with this new behavior?

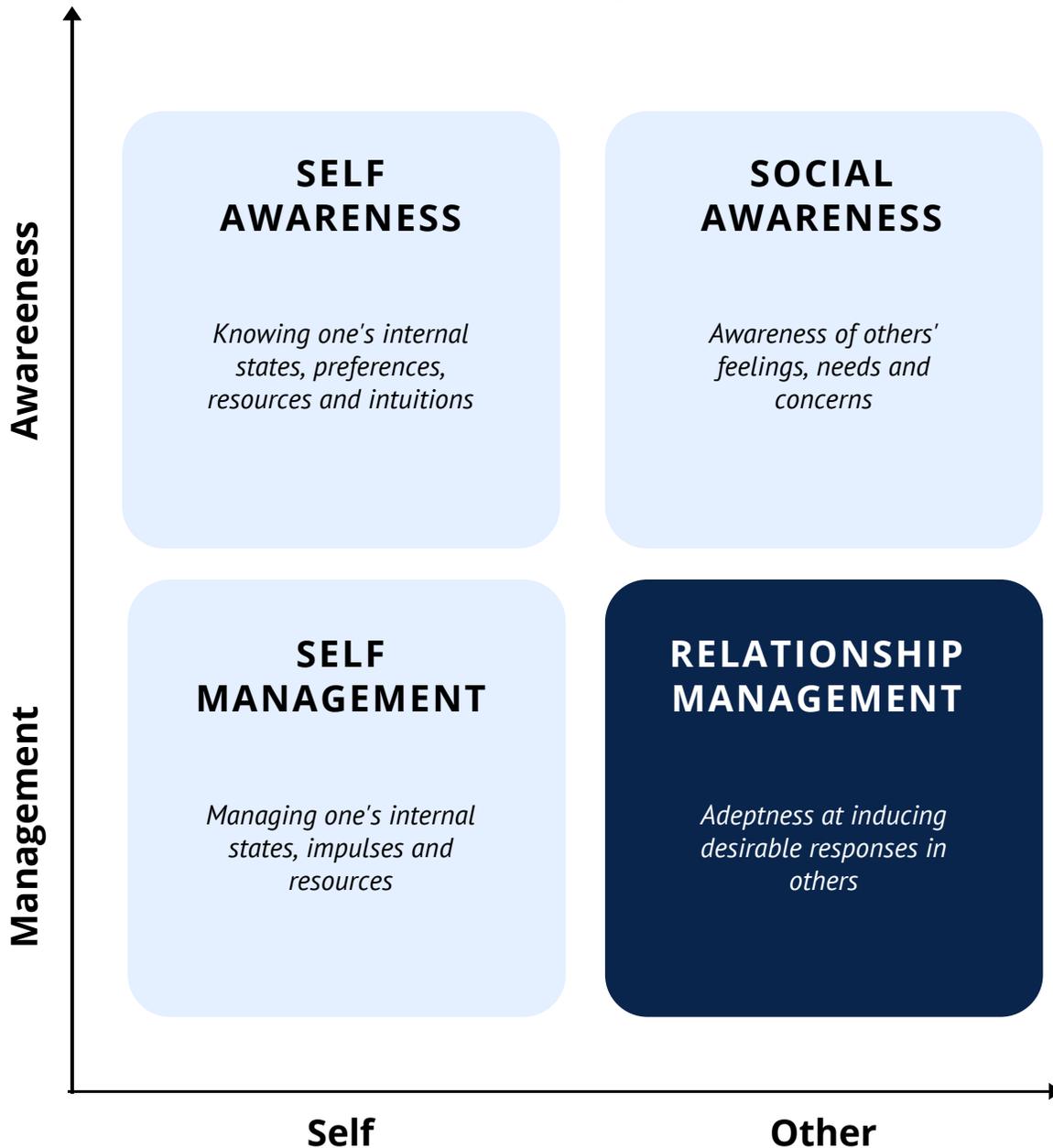
MODULE FIVE

RELATIONSHIP MANAGEMENT

- GIVING COACH-LIKE FEEDBACK
- FOSTERING OPEN DIALOGUE
- BUILDING TRUST
- PERSONAL REFLECTION
- DEVELOPMENT PLANNING

Four Quadrant *model of*

SOCIAL AND EMOTIONAL INTELLIGENCE



Source: Institute for Social and Emotional Intelligence



GIVING FEEDBACK

In a coach-like manner

As a manager, you have a unique opportunity to facilitate employees' growth by recognizing the critical moments in which you can evoke their awareness about themselves, their situations, and the outcomes in which they are seeking to achieve.

Organizational leaders are continuously facing situations in which they need to support employees in becoming more aware of their thinking and behaviors so that they can professionally develop and contribute to their organization's objectives in a meaningful way. This involves a leader learning how to give feedback in a coach-like manner. Adopting a coach-like mindset helps leaders to be able to successfully do this.

As Dr. Richard F. Hicks (2014) emphasizes in his book *Coaching as a Leadership Style*, "Leadership and coaching go hand-in-hand" and leaders who are also able to lead with a coaching mindset, are able to successfully engage with others in a manner that will support them in solving problems and pursuing their goals.

A coaching mindset is one that is “open, curious, flexible and client-centered” (International Coaching Federation). For a leader, this means showing a genuine interest in each employee's abilities, inherent worth, interests, thoughts, feelings, situation, desires, and how they see and experience the world. It also means demonstrating curiosity to learn more about each employee, including how to best support their growth. Not only does this require having a genuine interest in each employee, but it requires prioritizing taking the time to observe, to listen to, and to dialogue with - making sure that each employee's growth has the benefit of being centered by you as a leader, regardless of their background, identity, interest or talent.

Many leaders experience feelings of awkwardness and discomfort when it comes to giving feedback. However, what does it mean for the employee when you don't give them feedback? What does it mean to other team members? What does it mean to clients and vendors when you don't give employees feedback? What does it mean to the strategic objectives?

When leaders create a feedback culture that is in the spirit of centering employees' growth and celebrating their learning and progress, feedback begins to feel differently by both those providing feedback and receiving feedback.

Hicks, R.F. (2014). *Coaching as a Leadership Style: The Art and Science of Coaching Conversations for Healthcare Professionals*. New York and London: Routledge, Taylor and Francis Group.

FACILITATING GROWTH THROUGH FEEDBACK



**Comment on behavior
and not intentions**



**Be specific in
describing behaviors**



**Make it relevant
to the person**



**Ensure
credibility**

Source: Robert F. Hicks, PhD, Coaching as a Leadership Style

Comment on Behavior, Not Intentions

- Focus on the behavior that you've noticed in a neutral and objective tone
- Avoid treating your interpretation as fact, even in your thinking
- Remain open and curious

Be Behaviorally Specific

- Avoid vague descriptions of behaviors
- Be specific so that it can be accurately perceived
- Avoid labeling behaviors and the person (wonderful, great, lazy, rude, loud, uncaring, abrasive...). For example, ask yourself, "What are the specific behaviors that I'm judging to be 'wonderful' that I can describe specifically?"

Make it Relevant

- Link feedback to what's important to the person - personally or professionally - this means also getting to know what's important to them
- The more the person values the importance of the feedback, the more likely they will act on it

Ensure Credibility

- Consider the source of the feedback:
 - Is the source someone who is competent to provide feedback?
 - Is the source someone who the receiver is familiar with?
 - Is the source someone who the receiver trusts?

Hicks, R.F. (2014). *Coaching as a Leadership Style: The Art and Science of Coaching Conversations for Healthcare Professionals*. New York and London: Routledge, Taylor and Francis Group.

FEEDBACK IS NOT THE SAME AS GIVING ADVICE

"Helpful outcomes are the result of a person gaining insight and being challenged to think about what they want and how to get it rather than the leader fixing something or solving the problem for them."

- Richard F. Hicks, PhD

Feedback = I observe something you might not be aware of + I bring it to your awareness + I clarify why it matters + you decide what to do.

I noticed you didn't talk much in that meeting while others were sharing their ideas about the project. We might be missing some important perspectives that you have to offer. What do you think?

Advice = I observe something I think you can do better + I tell you what to do instead.

I noticed that you didn't speak up enough in the meeting as we were discussing ideas for the project. I suggest you speak up more.

Source: Cultureamp.com

Key Behaviors for Fostering Open Dialogue

-
-
-
-
-
-
-
-
-
-
- Create open channels of communication.
 - Be proactive in keeping others informed.
 - Express ideas clearly and concisely.
 - Promote candid discussions around tough issues.
 - Express opinions in a non-threatening manner.
 - Listen actively to the input and feedback of others.
 - Ask questions to clarify ambiguous messages.
 - Encourage others to express views that are different.
 - Exhibit nonverbal behaviors that show openness.



Building Trust Dos & Don'ts



Dos Checklist

-  Share information freely and encourage transparency
-  Understand and respond to the individual needs of employees
-  View mistakes as opportunities to learn
-  Promote creativity and innovation through openness
-  Show respect and consideration for others even in their absence
-  Have real conversations and confront real issues
-  Promote collaboration, ownership and accountability
-  Share credit abundantly, considering all contributors



Don'ts Checklist

-  Cover up mistakes
-  Hoard or withhold information
-  Overpromise or underdeliver
-  Avoid managing conflict and other problem situations
-  Minimize the needs and experiences of others
-  Humiliate employees, including attacking their ideas
-  Have numerous "meetings after the meetings"
-  Jump to conclusions without understanding the facts

Adapted from Stephen Covey - The Speed of Trust: The One Thing that Changes Everything.

Positive Workplace Experience

Think of a positive workplace experience that you've had. What were the qualities of the leaders?

Decision Making

How were decisions made?

Needs Met

Which of your core needs were met in this positive workplace experience?

Learning

What did you learn from this experience that you can apply in your current leadership?

Which of the tips for building trust is important for you to enhance in your practice?

Which of the tips for building trust are you currently practicing well?

Which of the elements of giving feedback are you not currently considering when you give feedback?

On a scale of 1-10, how confident are you that employees would describe their current work experience as positive?

What new insights do you have about yourself as a result of this module?

Module Five

Development Planning

Based on what you learned in this module, identify one new behavior goal that you are willing to try, that will contribute to your development as a manager.



SPECIFIC

What new behavior are you willing to try and with whom?



MEASURABLE

How will you know when you have successfully experimented with this new behavior?



ACHIEVABLE

What resources, tools or other support do you need to experiment with this new behavior?



RELEVANT

How is this new behavior important to your development and organization success?



TIME-BOUND

By when, is it important for you to experiment with this new behavior?

A leader must first be clear about what they stand for, before they are able to stand with.

DR. ANGELA DASH

What will be your personal leadership philosophy?

Consistent leadership behavior and actions require a clear personal leadership philosophy. Creating a leadership philosophy is a thoughtful exercise. It is an opportunity for you to examine your values and beliefs and commit to how you can use them to guide how you will stand as a leader - or in other words - how you will work with and be with employees, other members of the leadership team, customers, vendors, and all stakeholders. What will be your personal leadership philosophy?

Recommended Reading



Helping People Change

by **Richard Boyatzis, Melvin L. Smith, Ellen Van Oosten**

This book provides guidance, based on evidence based neuroscience research, on how to help people change by coaching with compassion rather than coaching for compliance.

[Amazon link](#)



Belonging at Work

by **Rhodes Perry, MPA**

This book explores everyday actions that leaders can take to cultivate an inclusive organization.

[Amazon link](#)



Change Your Questions, Change Your Life

by **Marilee G. Adams Ph.D.**

This book shows how the kinds of questions we ask (learner vs judge) shape our thinking and can be the root cause of many personal and organizational problems.

[Amazon link](#)



The Lean StartUp

by **Eric Reis**

This is a book about how today's entrepreneurs use continuous innovation to create radically successful businesses.

[Amazon link](#)