

# KEY LEADERSHIP LESSONS

A Leadership Development Experience

# WELCOME!



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## Five Minute Meet & Greet!

**(Please meet at least 5 People)**



# KEY LEADERSHIP LESSONS

A Leadership Development Experience



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# The University of Toledo's College of Business and Innovation

**Top 100 Business Schools in America**



# **OUR SESSION' S BIG LEARNING OBJECTIVES:**

- 1. To foster your THINKING about leadership;**
- 2. To identify and discuss why leaders FAIL and SUCCEED; and**
- 3. To identify the specific things that can be done to ELEVATE your leadership skills and thinking to the next level.**

# THINK!

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**Our Superordinate Learning Objective**



# My Career Question:

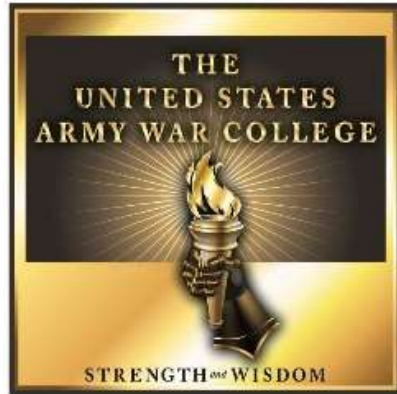
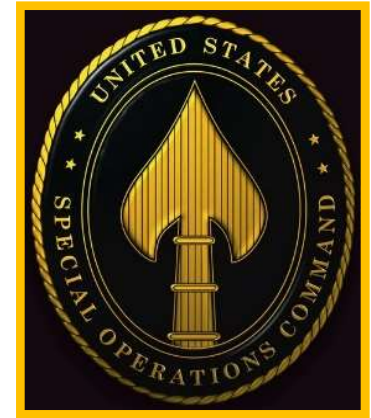
HOW CAN LEADERS GET  
BETTER RESULTS MORE  
QUICKLY FOR THEIR  
ORGANIZATIONS?











# FACT:

**All of these organizations share the REALITY that they are working hard to get their leaders to do more of the things that cause higher levels of performance!**

**LEADERS need to LEARN FASTER!**

# SPEED INTERVIEWS

(60 Seconds)

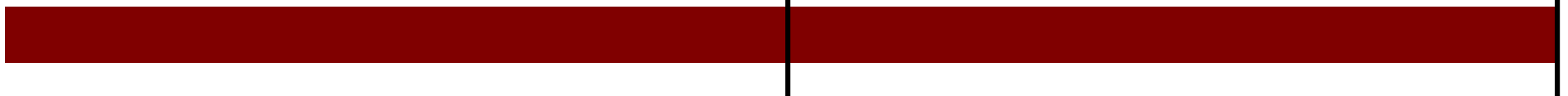
(p.3)

## ***Key Questions:***

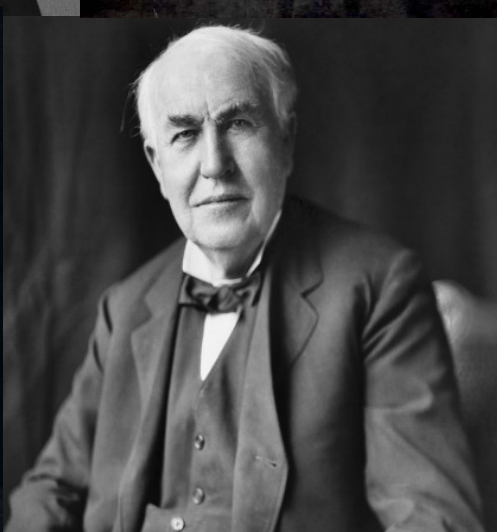
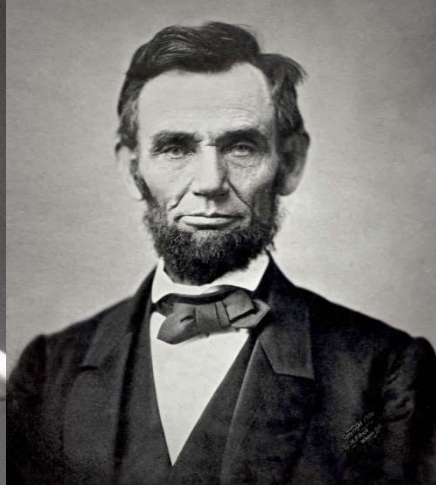
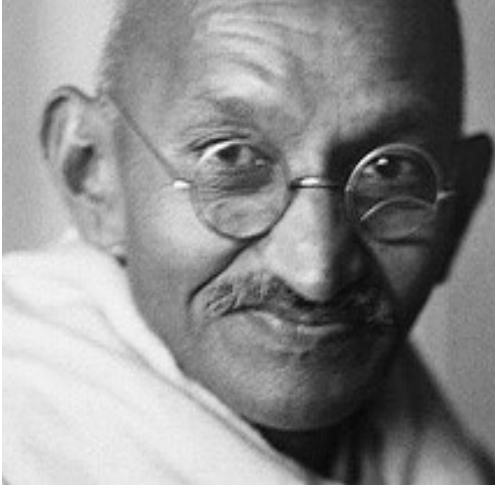
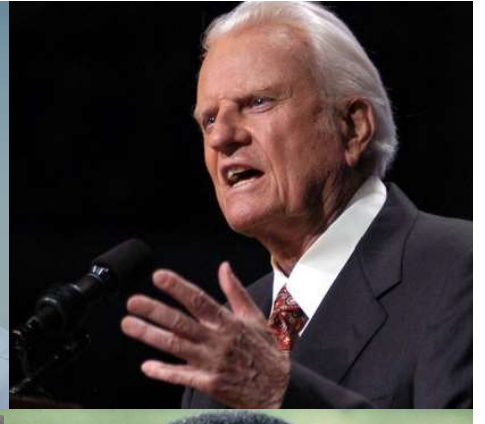
- 1. Name one leader from history that you would like to meet.***
- 2. Who is the best leader you know?***
- 3. Name two things great leaders do?***
- 4. Name one skill you need to improve upon to be more effective and successful in life?***
- 5. Personal favorite movie of all time.***

30

60







# YOUR DEFINITION OF THE KEY WORD **LEADERSHIP**:

**Instructions:** In the space provided below, please write out your definition of the word **LEADERSHIP**. Try to be as specific as possible!

Now, name a **GREAT** leader and explain what made them **GREAT**!



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# LEADERSHIP DEFINED\*

- Someone who influences others toward the achievement of goals and desired outcomes;
- An individual who causes others to do things they might not otherwise do;
- A person who demonstrates prowess in a given endeavor; and/or
- Someone who makes things happen and gets results with and through people the right way and at the right time!

***\*Key Point?***

**(p. 5)**





# WHAT ARE LEADERS PAID TO DO?



**DELIVER RESULTS!**

# Result (re zalt) n:

Defined:

“Something that comes about as a consequence, effect, or conclusion of activity or action.”

“Something obtained, achieved, or brought about by calculation, investigation, and/or systematic activity.”



**Instructions:** Circle two (2) words that are most important in your understanding of this important word!

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# KEY SCHOOLS OF LEADERSHIP THEORY

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- 1. The Trait School** – Early efforts to understand leadership success focused on the leader's personal traits. Traits are the distinguishing personal characteristics of a leader such as intelligence, honesty, self-confidence, and appearance, among others. This theory was based on the idea that some people are born with the traits that make them natural leaders (aka. The Great Man Theory of Leadership).
- 2. The Behavioral School** – The behavioral approach to leadership is based on the supposition that individuals who adopts the appropriate behaviors of a leader can be effective in such a role. By observing and studying leadership behaviors and individual can learn to be an effective leader based on this theory. The research and theories in this school typically focus on task-oriented and people-oriented behaviors.
- 3. The Contingency/Situational School** – The basic tenet of this focus is that leader behavior that is effective in some situations maybe ineffective in other situations. Thus, contingency or situational leadership takes the position that the leader's behavior can and must be driven by the circumstances of each individual leadership role. Factors that influence each situation can include the leaders position power, the employees maturity, leader member relations and task structure, among others.



#### **4. The Psychological/Emotional Intelligence School –**

Researchers have long agreed upon the importance of cognitive intelligence (IQ) as being critical to a leader's success. Increasingly, leaders and researchers have come to the conclusion that emotional intelligence (EQ) is equally important to a leader's success. Emotional intelligence refers to an individual's ability to perceive, identify, understand, and successfully manage emotions in themselves and in their relationship with others.

**5. The Results-Based School –** This school works in reverse identifying first the desired goals and outcomes that leaders are seeking, and then identify the specific behaviors and practices that will enable them to move their groups forward to that end. It combines the behavior and contingency schools.

**THINK:** What contributions do each of these schools make to our understanding of how to best lead others?



**WHY  
WOULD I  
WANT TO  
FOLLOW  
YOU?**



**(p.8)**

**WHY WOULD I WANT TO  
FOLLOW YOU DEBRIEF?**

**What Are Your  
Observations from this  
Exercise**

**(Leadership is all about INFLUENCE)**





**A Huge Question:**

**ARE YOU**

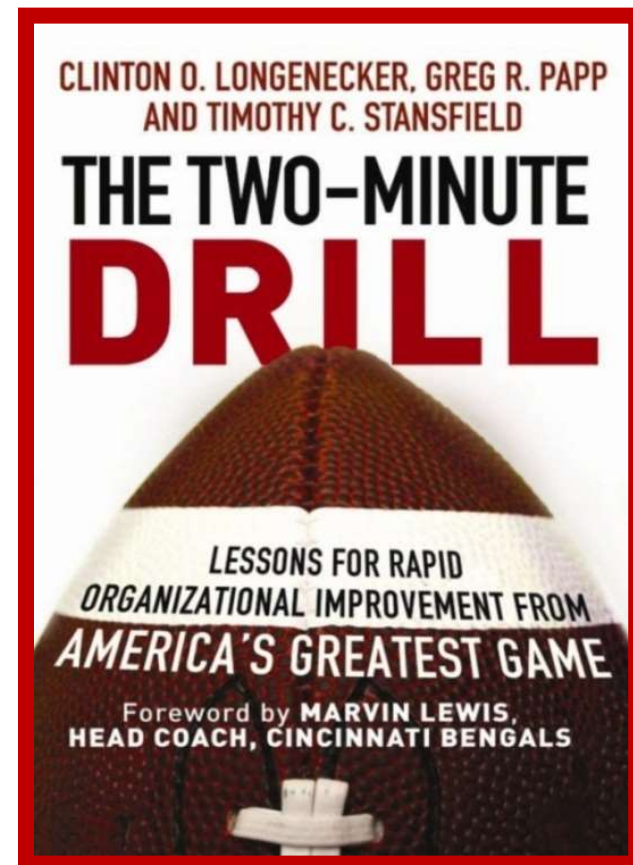
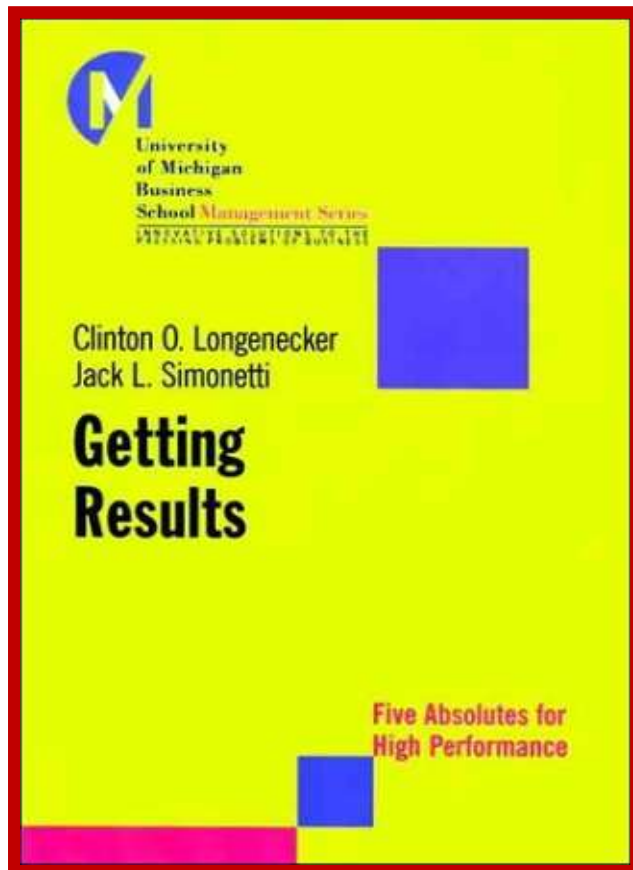
**TRUSTWORTHY?**



**Leader**  
**Trustworthiness:**  
**COMPETENCY**  
**X**  
**CHARACTER**



# THE POWER OF “TRUSTWORTHY” LEADERSHIP (n=3,000)



# ARE YOU A TRUSTWORTHY LEADER?

## AN EMPLOYEE RESPONSE TO A LEADER'S TRUSTWORTHINESS



A Leader's Competency	High	<b>Employee Response:</b> <ul style="list-style-type: none"> <li>▪ <i>Uncertainty</i></li> <li>▪ <i>Fear</i></li> <li>▪ <i>Lingering Doubt</i></li> </ul>	<b>Employee Response</b> <ul style="list-style-type: none"> <li>▪ <i>Support</i></li> <li>▪ <i>Followership</i></li> <li>▪ <i>Loyalty</i></li> </ul>
	Low	<b>Employee Response:</b> <ul style="list-style-type: none"> <li>▪ <i>Frustration</i></li> <li>▪ <i>Anger</i></li> <li>▪ <i>Disdain</i></li> </ul>	<b>Employee Response:</b> <ul style="list-style-type: none"> <li>▪ <i>Patience</i></li> <li>▪ <i>Concern</i></li> <li>▪ <i>Loss of Confidence</i></li> </ul>
		Weak	Strong
<b>A Leader's Moral Character</b>			

### Key Definitions:

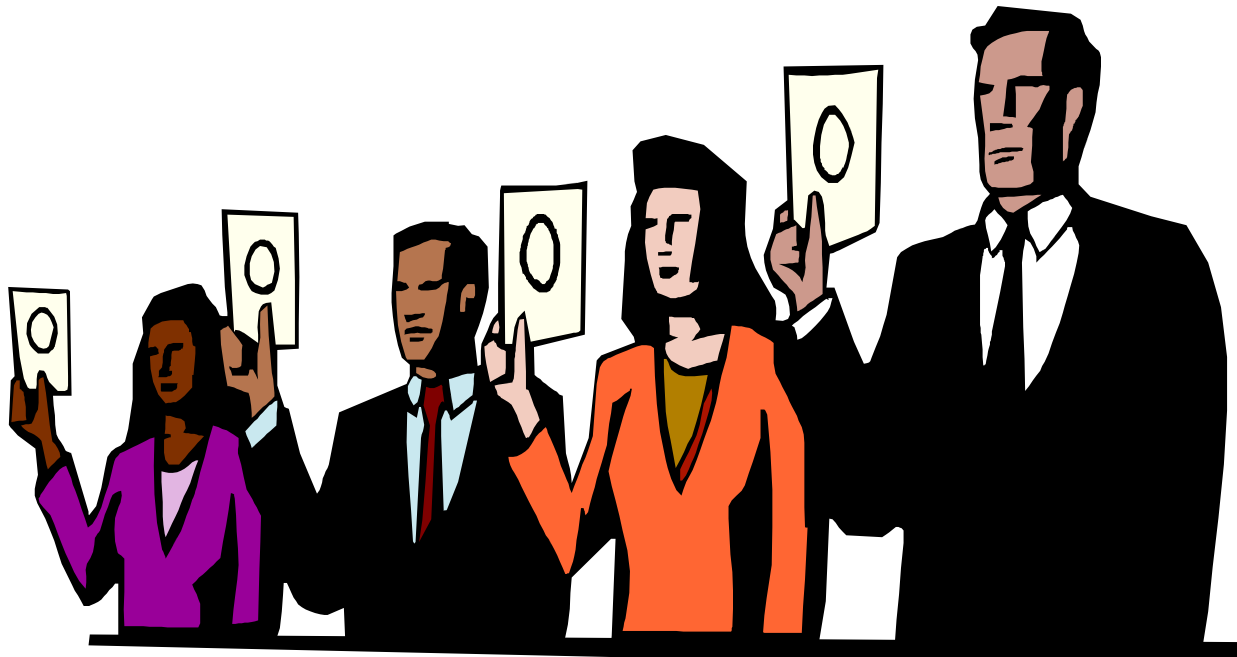
1. **Competency:** Possessing the requisite skills and talents necessary to successfully lead people and get desired results.

2. **Character:** Possessing the moral and ethical underpinnings necessary to do the right thing and lead in a principled fashion.

# WHY LEADERS

# FAIL?

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# WHY MANAGERS FAIL - TOP 10 CAUSES

(n = 1040 managers/204 focus groups)

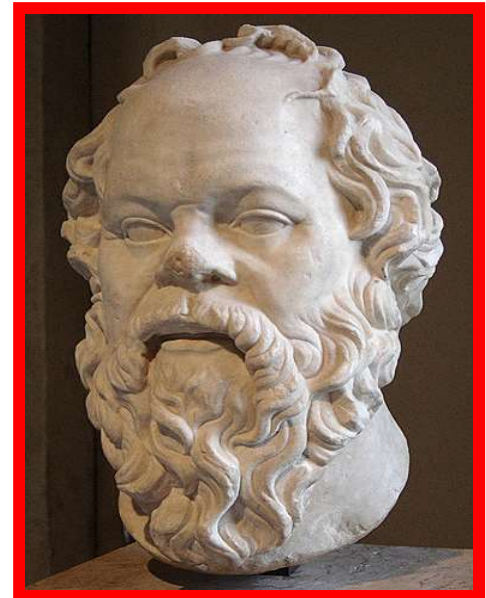
CAUSES of FAILURE	%	CONSEQUENCES
1) Ineffective communication skills/practices	81%	Poor communication leaves employees in a cloud of uncertainty and stress that makes it difficult to make informed business decisions for managers and employees alike.
2) Poor work relationships and interpersonal skills	78%	The inability to foster effective working relationships isolates managers from the informal network of knowledge and resources that are necessary to cope with change.
3) Person-job mismatch	69%	Changing roles and job descriptions put managers in the challenging positions they are ill-equipped to fulfill resulting in poor performance for the managers and those who depend on their performance to get results.
4) Fail to clarify direction and performance expectations	64%	Failing to provide a clear sense of direction and to clarify performance expectations hurts planning, motivation, resource allocation, and ultimately, the inability to navigate through uncertainty.
5) Failing to adapt and break old habits	57%	Ineffective delegation and empowerment practices contribute to confusion and immobilize staff and resources.
6) Delegation and empowerment breakdowns	56%	Failing to adapt and/or break old habits allows the continuance of behaviors and actions that are no longer value-added.
7) Unable to develop teamwork and cooperation	52%	Without teamwork and cooperation, conflict and agendas of self-preservation will destroy collective performance.
8) Lack of personal integrity, character and trust	50%	A lack of integrity and trust affects a manager's credibility with the people they desperately need to get results.
9) Unable to influence/motivate others	47%	Failing to gain the commitment of employees leads to an attitude of minimal performance at a time when change requires extra effort.
10) Poor planning practices and reactionary behavior	45%	Poor planning practices and reactionary behavior create disruptive crises that damage performance and morale.

(pp. 11-12)



***“The ongoing challenges of life mandates that we apply all our wisdom to daily situations lest we fall prey to our own folly.”***

**Socrates**





***“LIFE IS TOUGH,  
BUT IT’S  
TOUGHER  
IF YOU’RE  
STUPID!”***

.....John Wayne

# IGNORANT:

“When a person does not know what to do in a given situation.”

# STUPID:

“When a person knows  
what to do but for  
whatever reason  
does not do it!”

# Man shoots self in foot 1-2-3 times

Princeton, W.VA—(AP) – A man accidentally shot himself in the right foot while cleaning each of three handguns, police said. The 38-year-old man was drinking beer Wednesday morning when he decided to clean his guns, according to a report filed by Mercer county deputy L. R. Catron.

His 32 caliber handgun went off but it “didn’t hurt” so he finished the pistol, then he began cleaning his 380-caliber pistol, which

also, went off, said the report, which did not maim the man.

That bullet “stung a little, but not too bad,” deputy Catron quoted the man as saying. The man finished cleaning the 380 caliber pistol and then pulled out his 357 handgun, only to shoot himself a third time.

The man finally called an ambulance. Deputy Catron said the man told him the 357 bullet “really hurt because {it} was a hollow point.” A dispatcher at the sheriff’s office today confirmed the man had been taken to Princeton Community Hospital, but she didn’t know his name.

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# WISE:

“When a person knows what to do in a given situation and does it!”

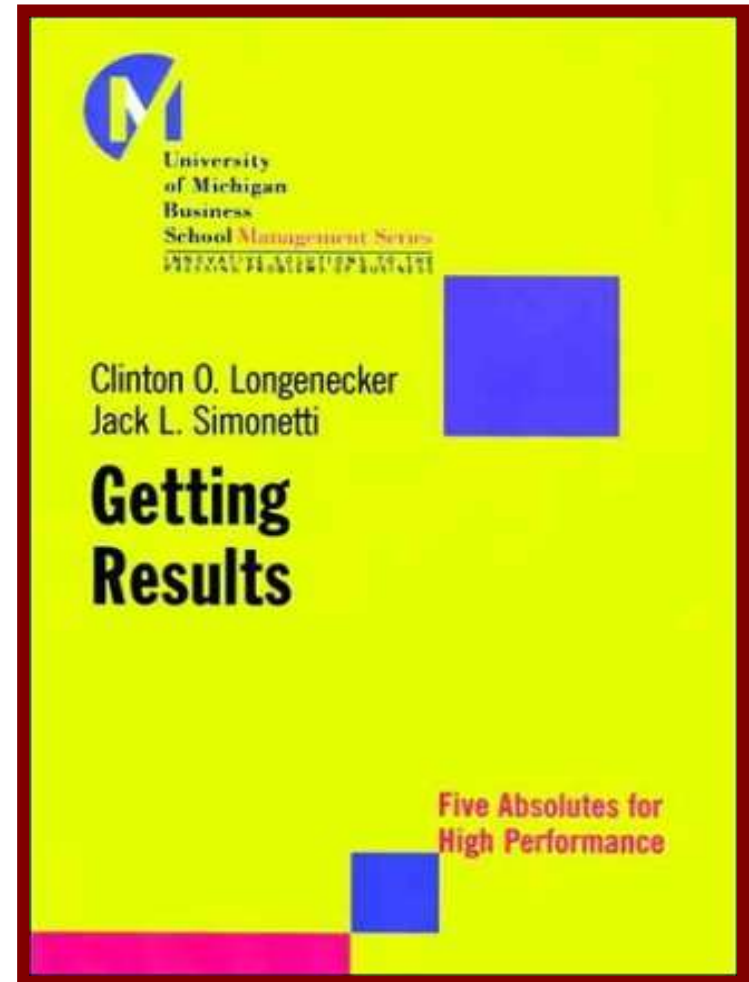
# THE ATTRIBUTES OF RESULTS-ORIENTED LEADERS



(p.13)



**THE GETTING  
RESULTS  
RESEARCH  
PROJECT:  
OUR 20 YEAR  
STUDY**



**THE QUESTION:  
WHAT DID WE LEARN  
ABOUT HIGH  
PERFORMING  
LEADERS?**

**Talent!**

**Lesson #1:**

**THEY CREATE FOCUS!**

**Lesson #2:**

**THEY PREPARE FOR  
BATTLE!**

## **Lesson #3:**

**THEY CREATE CLIMATE  
FOR RESULTS!**

## **Lesson #4:**

**THEY FOSTER  
PEOPLE POWER!**

**Lesson #5:**  
**THEY PRACTICE  
RENEWAL!**

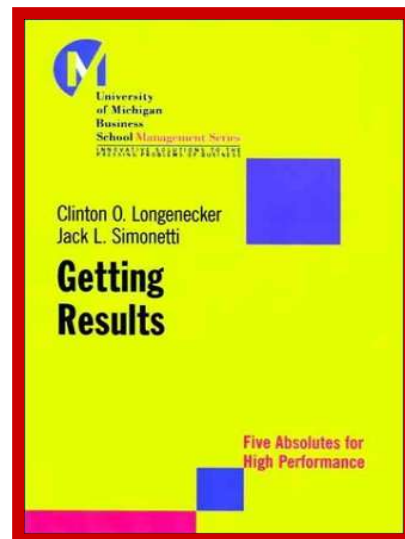
**Lesson #6:**  
**THEY TREASURE TIME!**

**GETTING  
RESULTS SELF-  
ASSESSMENT**

**(p. 14)**



**SELF-STUDY: PLEASE TAKE SEVERAL  
MINUTES AND REVIEW THE FIVE  
ABSOLUTES OF HIGH PERFORMANCE  
ON **PAGE 15-16** AND BE READY TO  
MAKE TWO OBSERVATIONS!**



# LEADERSHIP COACHING TIME!



# **HOMEWORK:**

**Conduct Career  
Success and  
Survival Imperatives  
Assessment**

**(pp.17-18)**

# LOOKING IN THE MIRROR AND COACHING YOURSELF!

**Instructions:** Given these research findings and our discussion, write out **specific coaching advice to yourself** that **you believe you need to hear** to that will have the biggest impact on your ability to deliver better performance!

***FOR ME TO GET BETTER RESULTS I NEED TO...***



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# A LEADER'S CREED

(Handout)



# WHAT IS YOUR “LEADER’S CREED?”

**Instructions:** In the space provided below, write out at least seven (7) specific things that that you *believe about great leadership* that need to be part of your **LEADER’S CREED**. This is just to get you thinking and give you something to build on as you develop and refine your personal creed!

