Leadership Through People Skills®
Workshop Overview

What You'll Learn

LTPS focuses on developing people skills that help you attain leadership success and improve team success.
You'll learn to:

- Communicate more effectively; motivate people better; and plan, organize, and conduct interactions so they're more productive
- Size-up other people's behavior more accurately and understand them better so you can respond appropriately
- Use skills to become more effective by increasing the productivity of your direct reports, gaining the cooperation of your peers, and working more collaboratively with your managers.

Hands-On Learning

The workshop is interactive and lively. Early on, you'll discuss and explore the skills and concepts presented in Prework. This will be supported by video demonstrations. As the workshop progresses, you'll spend more time with your team in "hands on" learning, practicing the application of what you've learned. You'll even work through a role-play based on a situation from your own job. Finally, your team will discuss recommendations that you can apply immediately to improve your leadership skills.

Importance of Prework

Before attending the workshop, it's critical that you complete the **My Behavior Footprint** Survey, read the Prework articles, and complete the **Real-Life Case Worksheet**. We think you'll find the workshop Prework interesting and engaging enough that it won't seem like "work" at all.

Prework Articles

You'll find articles on leadership, communication, motivation, and structuring a conversation. Read the one on leadership first because it introduces you to the Dimensional® Model of Behavior™, a management tool designed to increase the productivity of every interaction you have with the people around you. This article introduces you to ideas and some terms that are referred to in the other articles.

Real-Life Case

What has made this workshop unique and so helpful for the many who have attended is that it offers you an opportunity to practice a real-life interaction that you would like to have with someone where you work. By working out a strategy and practicing a role-play with your team in the workshop, you will gain tremendous insight for conducting the meeting successfully when you return to your job. Many past participants have considered working on their real-life case to be their favorite and the most valuable part of the workshop. It makes the workshop relevant and customized to your needs.

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LEADERSHIP THROUGH PEOPLE SKILLS®

WORKSHOP AGENDA

Day One
• The Dimensional® Model of Behavior™
• The Five-Step Format™
• Behavior Analysis
• Real-Life Case Role-Play
Day Two
• Influencing Without Authority
• Behavioral Strageties
• Video Demonstrations
• Real-Life Case Role-Play
Day Three
• Real-Life Case Role-Play
• Developing Action Plan for the Workplace
• Graduation

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PREWORK

Your Prework consists of completing a survey, reading four short articles, and completing a brief worksheet. The links below will take you to the individual tasks. Links at the end of each article also take you to the next step of your assignment.

Survey

A large part of the LTPS workshop experience is devoted to your better understanding your own behavior. Before you dive into the articles and worksheet, complete ***My Behavior Footprint****. Bring a copy of the completed survey to the workshop with you.*

Articles

Read the following articles in the order shown (click a link or scroll down):

• Article 1: Leadership	*"A Model For Leadership Behavior"*
• Article 2: Communication	*"Nobody Cares What You Have to Say . . . Until You Give Them a Reason"*
• Article 3: Motivation	*"Maximizing People's Strengths"*
• Article 4: Structuring a Conversation	*"Try Discussing It One Step at a Time"*

Worksheet

It's critically important that you complete the ***Real-Life Case Worksheet*** *before attending the workshop — and that you bring a copy of the completed form with you to the workshop.*

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Survey

My Behavior Footprint

One of the proven ways to better your communication with colleagues is to assess your own behavior during interactions.

*Before reading the Prework articles, distribute 100 points among the four descriptions to represent the percentage of your behavior in workplace interactions. (**Note:** You do not have to put points next to every description, only those that apply to your behavior at work.)*

***Complete only this side of the worksheet**, but bring a copy of both sides to the workshop.*

Behavior With Peers
A leader can either lead or be led, You make every effort to lead your peers.
Behavior With Direct Reports
You push, demand, drive, ("Most people want a strong leader to tell them what to do. My direct reports know who's boss.")

_____ %

Behavior With Peers
You're better off staying on the sidelines, while a peer takes the pressure.
Behavior With Direct Reports
You downplay your role as an influence on others. ("Don't kid yourself. No matter how hard you try to lead people, they're going to end up doing pretty much as they please.")

_____ %

Behavior With Peers
You feel that it doesn't matter who leads. The important thing is that both peers pull together
Behavior With Direct Reports
You believe that optimism and encouragement get results. ("Being a leader is something like being a cheerleader. You can't let your people get discouraged.")

_____ %

Behavior With Peers
You believe that results, not glory, are what counts. Leadership on a project may fall to one peer with superior expertise.
Behavior With Direct Reports
You try to guide direct reports to awareness and use of their leadership potential. ("Leadership is helping direct reports do what they've got it in them to do. A leader is a developer of people.")

_____ %

After completing this form, please print a copy and bring it with you to the workshop.

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_____ %

Article 1: Leadership

"A Model For Leadership Behavior"

Jonathan's Morning

9:00

Jonathan arrives at his office on the 26th floor headquarters of the multinational corporation where he works. He is a Director of Marketing. As he looks out his window, the morning is as foggy outside as it will seem inside to Jonathan as he goes about his day.

9:10

Jonathan reads a terse e-mail that says, "Come see me. Ray." That sends him down the hall to the Senior Marketing Vice President, his boss. Jonathan is a little puzzled since he already has a meeting scheduled with Ray in a few minutes to discuss Jonathan's proposal that their company become more involved in sports marketing, an area in which he feels they are missing out.

When he walks through the doorway, Ray holds up a piece of paper and booms, "What the hell is this?" As he recovers from this greeting, Jonathan realizes the document is a cost projection for a client's marketing campaign. Ray wants an explanation for several items and drills Jonathan with pointed questions. Jonathan decides to do what he often does when Ray starts fuming about something: He tries to calm down Ray by being friendly and downplaying the problem. It seems to work, although Ray doesn't express any regret for his initial, abrupt manner.

Ray is a marketing giant — smart, capable, hard-working, and successful. As a boss, Ray is also brash, egotistical, demanding, stubborn, and often sarcastic as well. Jonathan knows that Ray approves of the work he has been doing. However, Ray rarely compliments him for it.

That's what it has been like working with Ray for the past three years. Since Jonathan feels that life is about trade-offs, the price for having the job of his career is accommodating Ray's leadership style. Jonathan doesn't mind hiding his true feelings at times, but it does bother him that he seems to have so little influence with Ray. His ideas never get the hearing they deserve, and he's not sure how to improve the situation.

This morning is a good example. As they move to the scheduled topic of sports marketing, Ray still seems agitated. As Jonathan starts to outline his ideas, Ray reacts to a point and starts giving his own, negative views on the subject. As Jonathan tries to wrestle the conversation back, he gets the helpless feeling that his opportunity to be persuasive is passing. Ray's sweeping statements are sweeping Jonathan aside. Ray's aggressive behavior makes Jonathan feel as though he's a mere bystander. When he finally gets a chance to speak, Jonathan blurts out in frustration, "Do you really believe that we can hold our edge with the 18- to 29-year-old market segment when our competitors spend twice as much on sports?

This only serves to anger Ray, who feels he's just been asked, in effect, "Are you really that stupid?" Ray launches into a tirade. Completely befuddled now, Jonathan can only wonder how his best intentions to get Ray at least to consider his ideas have turned into a complete rejection of his viewpoint. And he didn't even get to develop one point in his favor. What happened?

Before he knows it, Jonathan is retreating from his boss's office filled with negative emotions. It will be months before Jonathan can broach this topic again. He feels his company will, likewise, be months behind in a vital marketing area.

10:10

Jonathan sits down at his desk, still bewildered by his inability to have much, if any, influence with his stubborn boss. He checks his desk calendar and is reminded of a meeting he has with Mary, his research assistant. Ah, yes, he is anxious to talk with her about implementing a new data-retrieval method he wants to test as a possibility for use in his department.

10:30

Mary arrives with media and marketing reports. After being greeted, she takes a seat opposite Jonathan and waits for him to speak. Mary has been with the firm longer than Jonathan, and he has never felt really comfortable interacting with her. She goes about her work methodically, but seems remote and uncommunicative. Jonathan doesn't know what she's thinking. He does know she tends to shy away from getting deeply involved in a project. Jonathan hasn't figured out how to ignite her enthusiasm.

Today is no different. As Jonathan presents his ideas for analyzing data in a new way, Mary seems to sink into her chair. She doesn't ask any questions. In fact, she doesn't say anything. Jonathan finds himself talking to fill the spaces, repeating his reasoning. She finally mentions that his approach has never been tried before in this company. Jonathan becomes annoyed and asks her, "What's wrong with that?" She turns silent again. Jonathan finds this exasperating, and he begins complaining that she is not helping him get this project rolling. He needs her cooperation. She becomes sullen and says in a low voice that she'll do whatever he wants.

Actually, what Jonathan wanted was for Mary to run with this project. He was hoping he could motivate her to apply her experience to make it thrive. Instead, it's like pulling teeth just to engage her in conversation. Jonathan finds himself raising his voice and lecturing her about how she needs to change her attitude and get on the team. In his heart, though, he knows that nothing he is saying right now will improve her contribution. She'll do enough to get by. Jonathan realizes that if he doesn't end this meeting, he'll just become louder and say something he'll regret. So, he quickly finishes up outlining the assignment. Mary slinks out of the room. What happened?

11:15

Jonathan heads for the coffee machine to clear his mind. Along the way, he looks around at people interacting. He wonders if they have the same problems he seems to have dealing with people.

It turns out that Adam is in the coffee area in an animated conversation with several others gathered there. Adam is a division sales V.P. who is working with Jonathan on a joint marketing/sales project for a client. He's a nice guy, but Adam has a hard time staying on track when the two of them are working together.

Right now, Jonathan wants to pull Adam aside and ask about progress on the project. After their last meeting, Adam had several tasks his department was going to complete related to the project. Jonathan broaches the subject, but Adam steers the conversation to a somewhat vague comparison of this project to similar ones he's worked on in the past. All well and good, but the morning is slipping away, and Jonathan feels nothing has been accomplished so far. Finally, he simply cuts off Adam to ask a pointed question about the project. Adam looks somewhat hurt. He recovers his amiable manner and talks about the project but still doesn't quite answer Jonathan's question.

As they continue talking, Jonathan gets the sense that the tasks they agreed to have not been completed. Yet, Adam's behavior doesn't show much concern or urgency about it. Adam seems more interested in having a pleasant conversation than dealing with the issues. After Adam once again strays from the topic, Jonathan loses his patience. He demands to know the status of the project. Adam's demeanor changes. He tells Jonathan to take it easy as his smile fades. His face turning red, he explains to Jonathan that his department is very busy and hasn't had time to complete the tasks. As quickly as that, Jonathan feels he has raised a barrier between them. Adam's smile slowly returns, but he begs off further discussion by saying he has to get back to his office. Jonathan is frustrated that he spoiled their conversation but wonders what he was supposed to do. Adam wasn't being responsive. What happened?

11:45

Back inside his office, Jonathan tries to understand his morning. His intentions had been good, but his attempts to have productive interactions with the people around him have failed. Jonathan hasn't accomplished much and can't understand why not. It's ironic because Jonathan not only sees himself as getting along with people, he aspires to be an active leader in his company. On a day like today, his goals seem unattainable if they depend on this kind of performance.

Leading by Understanding Behavior

While the description of Jonathan's morning may be a concentrated version of reality, anyone can identify with his frustration. Often, as leaders, we are not able to marshal the efforts of the people around us as effectively as we would like. Yet, like Jonathan, we can't complete most of the assignments and projects we have all by ourselves. We must enlist the help of others to accomplish the goals of our company. So, it's a given that we will be called on frequently to manage, direct, motivate, and even inspire others in order to succeed. In a practical sense, that's what leadership is about.

However, what if Jonathan spent more time observing and understanding the *behaviors* of the people with whom he interacts? And thinking more about his own behavior in response? If he knew that the effort would bring better results than he's been having, it would be well worth it. Best of all, he could draw on his own common sense and experience to understand his observations.

For instance, Jonathan can see that Ray's behavior is intimidating. Mary's is passive and appears distrustful. Adam's behavior is outgoing and friendly, but seems too eager to please and drifts from the task at hand. Yet, people aren't one-dimensional cartoon characters. Their behavior can change, and we can facilitate that change under the right circumstances. Jonathan focused on task but did little to respond effectively to people's behaviors to help achieve his goals. Is there a practical and efficient way he could have done this?

A Beneficial Tool

A helpful tool that is very useful for analyzing the behaviors around us is the Dimensional® Model of Behavior™. A model is simply a convenient way to categorize certain aspects of behavior into logical categories. The better we understand behavior, the better we can respond to it in an effective way. This model is "dimensional" because it is made up of two intersecting lines, or dimensions. The vertical line in Figure 1 represents a task continuum from Initiates to Avoids. The horizontal dimension describes relationships from Low Regard to High Regard. Together, these four dimensions are a foundation for sizing up the behavior of people we encounter:

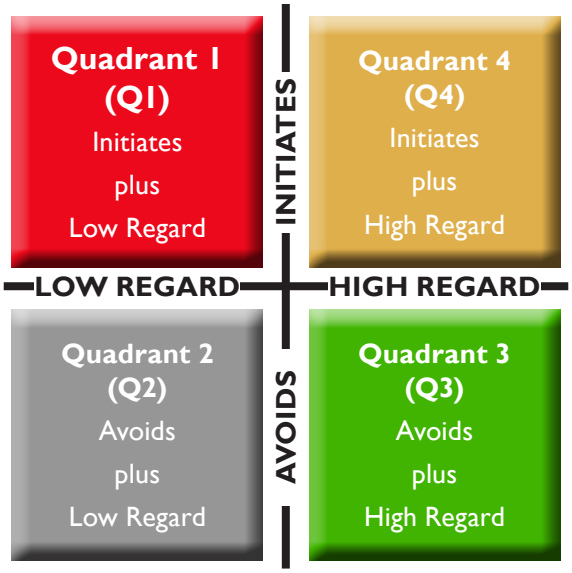


Figure 1

Initiates. Assertive: Making things happen by exercising control, taking charge.

Avoids. Passive: Letting things happen by giving in to people and not attempting to influence.

Low Regard. Unresponsive: Being insensitive to other people and their needs, feelings, and ideas.

High Regard. Responsive: Being sensitive to others and their needs, characterized by openness and a high regard for others' feelings and ideas.

Jonathan could certainly recognize elements of these basic behaviors in the people he worked with that morning. Of course, we can observe and evaluate anyone's behavior along these two dimensions. However, people are more complex than that. So, we combine the two dimensions into a matrix, as shown in Figure 2.

At any given time, we can view behavior as falling within one of the four quadrants. We give each quadrant (Q) a number to indicate four basic behavior patterns: Q1 — Initiates-Low Regard, Q2 — Avoids-Low Regard, Q3 — Avoids-High Regard, Q4 — Initiates-High Regard. Based on these categories, how were Ray, Mary, and Adam behaving while meeting with Jonathan? What about Jonathan?

Before you answer, here is more detail about the characteristics of the Dimensional behaviors:

Q1 Initiates-Low Regard

Typical Q1 behavior is domineering and insensitive to others. Getting results comes first. Intimidation and pressure are used to win out. This behavior makes decisions with little regard for what others think or want to do. Communication is one-way, and Q1 typically likes going it alone. This behavior blames but seldom praises others.

Q2 Avoids-Low Regard

This behavior pattern is typically reluctant and unresponsive, opting for the predictable way to do things over the untried. Q2 postpones risky decisions, stays out of the spotlight, and resists change. The philosopher Jean Paul Sartre wrote, "Hell is other people." Q2 behavior seems to reflect this idea, being pessimistic about human nature and reluctant to deal with others.

Q3 Avoids-High Regard

Passive, easygoing Q3 behavior makes few demands. Expecting too much of others can lead to stress in relationships, something to be avoided. A person displaying Q3 behavior wants to be friends and will often be overly sociable. Praise and compliments are much more likely than criticism or disapproval. Q3 behavior also tends to be loose and unstructured.

Q4 Initiates-High Regard

Q4 behavior is self-assured and gets results while being responsive to others. This behavior is energized to make things happen. It involves others, tries to enable and even challenges people to be their best and fulfill their potential. Q4 motivates by showing benefits and giving honest feedback. Someone with Q4 behavior is open to disagreement as a way of finding a better solution.

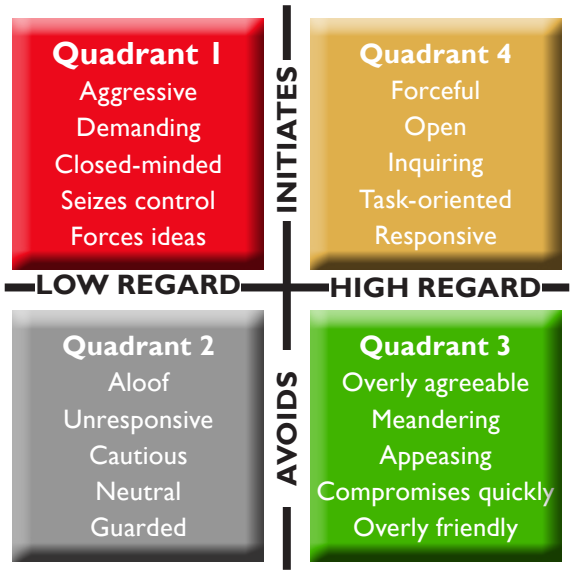


Figure 2

Sizing Up the Behaviors Around You

From these descriptions, we can say that Ray was exhibiting almost all Q1 behavior. You undoubtedly have witnessed this behavior, since it is often demonstrated by people in authority. By contrast, Mary showed basically Q2 behavior in our example. She is unresponsive and doesn't commit to Jonathan's plan. In fact, her Q2 behavior becomes more extreme as the conversation goes on. What is it about the meeting that might account for this?

Adam's behavior is mostly Q3. He is outgoing, expansive, and finds it difficult to stay on task. However, when pushed by Jonathan, he loses some of his Q3 qualities, exhibiting more of a Q1 response when pinned down about his department's results. His Q3 demeanor returns before their conversation is ended.

What about Jonathan? If the description of Jonathan's morning were more extensive, we could analyze everyone's behavior more accurately. Let's assume, though, that Jonathan starts off with a basic Q4 outlook. He is naturally open and wants to take a positive approach with people. He's also intent on asserting himself to get things done. However, he could be much more responsive to the behavior of others, which is a trait of Q4 behavior at its best.



Primary, Secondary, and Mask Behavior

When Jonathan is first exposed to his boss's dominant behavior, Jonathan responds in a Q3 manner, trying to smooth things over. Then, he flashes a Q1 reaction and withdraws from the discussion in a passive, Q2 way. He certainly behaves that way more with his boss than he does later with others. This is a common and often common-sense change we all frequently make under similar circumstances. Why?

> **Caution: Behavior Is Not Personality**
>
> It's important to remember that the Model describes behavior, not personality. Your personality is who you are — that unique mixture of heredity, environment, experiences, values, and so forth. Your behavior is simply what you do — what people can see and hear. A person's behavior can shift from one quadrant to another very quickly even though no personality change takes place. An individual might display all four behaviors in a single meeting but is still the same person.

Each of us has a way we behave most of the time. This is called our *primary* behavior. It's habitual and the kind people expect to see in us most of the time. However, situations may arise for which we purposely choose to alter how we act. This is called *mask* behavior because we decide to hide our primary behavior in order to cope better with a specific circumstance. At first, Jonathan acted in a Q3 way to Ray's onslaught when he entered Ray's office. He wasn't really feeling all that friendly, but he masked his true feelings, calculating that at that moment changing his behavior would serve him better.

As they discuss the topic in which Jonathan has a lot invested, he becomes frustrated and then even angered by his boss's harangue. When his emotions overtake him, Jonathan has a Q1 outburst that only serves to ratchet up Ray's Q1 behavior. This is a shift to what is called *secondary* behavior. It's how we act when we become sufficiently frustrated. Since it is a reaction to a temporary situation, most of us shift back to our "normal" or primary behavior quickly when the special circumstances end. Were there any other examples of secondary behavior that morning?

Since the meeting deteriorates, Jonathan's behavior has not served him well. He has neither managed his boss's behavior nor his own. More important, he has not accomplished his goal.

Mary's primary behavior at work appears to be Q2. She does her job, but doesn't take any risks. A risk for Q2 behavior would be to embrace change when predictability is a much safer alternative. Consequently, Mary does not respond well to Jonathan's enthusiasm about a new way of retrieving data. Perhaps, if Jonathan were better at assessing behavior, he would see that Mary is not the best candidate for this project. However, if she is the most qualified to take it on, how might he have changed his approach to make the project more inviting and less threatening?

We can say for certain that Jonathan's behavior only serves to make Mary behave in a more Q2 manner. Also, rather than changing Mary's behavior in the way he wanted, her behavior changes Jonathan's. He becomes frustrated. He reverts to a Q1 secondary behavior that threatens her. No wonder she seems to shrink. Her own worst Q2 fears seem to be playing out right before her eyes. Whatever opportunity Jonathan had for gaining her support will probably not be realized.

In a similar fashion, Jonathan's handling of Adam's Q3 behavior serves to push Adam into a momentary Q1 response. While it's true Adam's behavior wasn't productive and frustrated Jonathan into his own Q1 response, it won't help further Jonathan's goals to push Adam into behaving in a Q1 or even Q2 manner.

Behavior Changes Behavior

Jonathan's experience is an example of a well-established principle that you can corroborate: Our own behavior has an effect on the people around us and often changes theirs. What you may not realize is that the change takes place in fairly predictable ways. In terms of Dimensional behavior, let's examine how behaving a certain way affects the people around us:

Q1 Behavior. Jonathan could probably threaten and bully Mary, or even Adam, into getting things done. They would give in, retreating into Q2 or Q3 behavior. But what would the cost be over time? Compliance is not commitment. Jonathan wouldn't be leading them to do great things. He would be dragging them to some mandatory level of performance. Of course, with Ray, his own boss, Jonathan tries to respond in an equally Q1 manner. The two simply lock horns, and the Q1 hostility spirals upward while the productivity of their encounter plummets.

Q2 Behavior. Jonathan could expect one of two reactions if his behavior were primarily Q2:

1. If other people tend toward Q1 behavior, they may test the situation and start taking control. Just imagine if Jonathan's boss, Ray, were working for Mary.
2. Some people may withdraw, mirroring the Q2 behavior. Thus, a lack of assertive leadership triggers similar behavior — not a crucible for productivity or growth for either the individuals or the organization.

Q3 Behavior. We don't know enough to be sure, but Adam's type of undemanding Q3 behavior could affect the people in his own department, who would then mirror the same undemanding behavior. This can create congenial but unproductive relationships. There's also the chance that another person will respond in a Q1 manner and try to take advantage of Q3 submission.

Q4 Behavior. Finally, Q4 behavior that is responsive, involves people, and encourages self-development — by being open, direct, analytical, and candid — can inspire the same kind of behavior in others. Over time, Q4 can bring out the best in others, who themselves become more Q4 in their style.

The Rewards of Q4 Leadership

It should be obvious by now that we advocate behaving in a Q4 manner as your best opportunity to accomplish the business goals of your organization because you are enlisting the energy and enthusiasm of your greatest resource — your people. Once you begin thinking about the behavior of others and your own in terms of the Dimensional Model, you begin to realize just how much power you have to influence others. This is not speculation. We have monitored and tested it in countless business situations.

How could Jonathan have gotten much better results by considering the *people* he was dealing with as much as the agenda he was pursuing? As you become more familiar with Dimensional behavior, you will learn the tools and strategies that make Q4 people skills effective in virtually any situation.

In this space, we can only scratch the surface. Let's look briefly, though, at how Jonathan could have gotten off to a better start:

Meeting with Ray: Jonathan recognizes that Ray has a lot of negative feelings about sports marketing. He must deal with that first. So, Jonathan first tries to give vent to these emotions — letting Ray express his feelings in order to make him more receptive to giving Jonathan's views a fair hearing. In addition, this acknowledgment will cater to Ray's Q1 need to be center stage. Also, right up front Jonathan states a benefit to Ray for discussing the topic. He portrays sports marketing as a possible marketing coup for Ray and his division, both within the company and in the business community. Thus, Jonathan will show Ray what *Ray* will gain from considering Jonathan's ideas. Jonathan now has a much better opportunity for his views to be considered.

Meeting with Mary: If Jonathan has determined Mary is the most qualified person for implementing a new procedure, he realizes he must try to gain her commitment to it. He decides to be patient with her Q2 reluctance. Perhaps, he will meet with her several times just to get started. In their first meeting, he acknowledges fully her misgivings. He listens carefully and is respectful of her concerns and fears. This in itself makes her more receptive to changing. Jonathan also gives prior thought to other ways he might gain her trust. He explains the benefits *to her* of adopting the new procedure in order to counterbalance her uncertainties. Since this new system may eventually become the standard for the company, getting in on the ground floor and learning it well could actually be a form of job security for Mary. He will also explain the task carefully and provide her with the information she needs to get started, simply as a way for her to begin successfully. In responding to her concerns, he assures her that the responsibility for the new plan is his. This all takes more time at first, but the advantage of having Mary committed to the project is a real plus and will give it a much better chance for success.

How Behavior Can Change Behavior

Your Behavior		Other's Behavior
Q1	◀◀◀◀•▶▶▶▶	Q2 or Q3
Q2	◀◀◀◀•▶▶▶▶	Q1 or Q2
Q3	◀◀◀◀•▶▶▶▶	Q3 or Q1
Q4	◀◀◀◀•▶▶▶▶	Q4 or shift in that direction

Figure 3

Meeting with Adam: Jonathan realizes that the coffee machine area is not a good environment for conducting a business meeting, given Adam's Q3 tendencies to socialize. So, at the coffee machine, Jonathan arranges a meeting time with Adam and tells him specifically the purpose of getting together — to check the progress of their joint project. While he will be willing to socialize up front at the meeting to make Adam feel comfortable, Jonathan will also structure it carefully to stay on track.

Ultimately, Adam must take responsibility for his lack of progress on the project. However, rather than dwelling on blame or reacting in a Q1 manner, Jonathan offers to help Adam overcome any impediments to accomplishing the tasks. He will appeal to Adam's desire to be accepted and avoid confrontation. He points out how pleased others will be by Adam's contributions to the project. He finds another benefit by reminding Adam that embracing this project means Adam will be working with a research team, several of whose members Adam knows quite well. He will check to be sure that Adam understands for himself the benefits and consequences of whichever way he decides to perform.

These people-oriented measures are a start. They are more likely to get the results Jonathan desires. However, as you can see, behaving in a Q4 manner takes effort and can be challenging. But Q4 need not be accomplished all at once to get results. After all, we do not maintain the same, unswerving behavior all the time.

'. . . resolving to be more Q4 can reap enormous benefits.'

However, resolving to be *more* Q4 can reap enormous benefits. It puts you in the game and on top of it at the same time. Q4 not only offers insight into dealing with day-to-day interactions that are troublesome or frustrating, but being more Q4 also brings out the best in others and you as well. It's actually possible to develop and sharpen that supposedly indefinable "something" that we think of as effective leadership. Perhaps, that quality is not so indefinable after all.

Written by Ann Buzzotta, Larry Gross, and Les Muckerman, the research and development team of Psychological Associates. For more information about programs and services, call (800) 345-6525.

Q4 Style in the Real World: A Study

The Dimensional Model is a scientifically verified means of categorizing behavior, based on original research conducted in the 1940s and 1950s. Its validity has been reinforced ever since in the business community, and it meets the test of common sense as well.

When Q4 leadership is practiced in the real world, it is valued for its ability to obtain commitment and maintain it over an extended period of time. An in-depth study we conducted of business executives supports this.

The data used to make this assessment came from numerous feedback documents of the people who interacted with each executive the most. They rated specific behaviors that make up leadership style: delegating, decision making, communicating, and feedback. The executives were also rated on their proficiency in management practices: controlling, leading, organizing, and planning.

The study found that a major factor for the executives' success was their leadership style of behavior. The people these executives answered to made it clear that they preferred that the executives emphasize productivity, either Q1 or Q4 (above the horizontal line of the Model). However, when indicating the type of leader they found most effective, they and the other participants giving feedback chose the Q4 collaborative style of leadership overwhelmingly over the Q1 style.

Significantly, despite having a bias toward productivity, the majority of the executives in the study — all of whose careers had stalled due to subpar performance — practiced Q1 autocratic leadership behavior instead of Q4. This indicates that many people fail to understand that truly effective leadership depends on the ability to foster collaboration and to influence others to cooperate and participate..

Questions to Ponder

1. From a purely business viewpoint, there's no reason to be concerned about behavior unless it improves results. Considering what you are trying to achieve in business, what downside consequences do you see if leadership behavior is predominantly Q1? What about Q2 and Q3?
2. By contrast, how can Q4 leadership help you achieve better results?
3. Sometimes, we mask our behavior depending on the circumstances. In terms of leading effectively, can you think of circumstances where adopting a mask would be helpful and appropriate? In what situations could mask behavior work against your leadership efforts?

Article 2: Communication

"Nobody Cares What You Have to Say . . . Until You Give Them a Reason"

Too often, we make the assumption that when we communicate, the other person is listening. Yet, we know the competition for people's attention is intense. We are all bombarded by messages from every direction: Managers, peers, direct reports, customers, vendors, and staff — each with something to say in the form of meetings, reports, e-mail, snail mail, discussions, presentations, speeches, and on one day a year, a birthday card.

The information overload serves notice: If you're trying to communicate, you will have to cut through the interference — not just from competing sources, but from people's built-in resistance as well.

Applying What You Already Know

Your own experience tells you that you are not always ready to listen. How attentive are you to another person speaking if you are angry — especially if you are angry with *that person*? How much of a conversation really registers right after a phone call about your child being sick?

Do you keep listening when someone's conversation is all over the map? (Oh, no, here comes that story again about his first job!) How often do you stay focused if you feel a meeting you're in is pointless or unnecessary?

If we keep in mind how we react to others — our disengagement when we aren't ready to listen — we should know better than to expect others to be riveted to *our* every word. However, one way people will be more attentive and think about a discussion — processing it, carefully considering our ideas, reacting mentally — is if they have a stake in the communication.

'What will they gain from engaging in dialogue with you?'

You may say the "stake" is that you're the boss, and if they don't listen, they will eventually be putting their jobs in jeopardy. Granted, you buy some automatic attention when you're in charge. But it doesn't buy much, and it may actually get in the way. Just as important, you probably talk with many people who aren't required to listen to you at all. You must earn all of their interest.

Are They Ready to Participate?

To earn that interest in communicating, we try to raise and maintain people's **receptivity**. Receptivity is the willingness to listen to and work with someone else to make an interaction productive. Think of receptivity as a line on a graph. As we engage in conversation, the other person's line may move above or dip below a minimal level of receptivity. Sometimes, he is highly involved; sometimes, not at all. It can change from moment to moment.

Effective communication depends on raising receptivity as high as possible. If we do nothing to budge low receptivity, we lose the lively interplay of ideas, insights, debate, and the weighing of options that characterize quality discussion.

If we can't get that synergy going, we will be far less successful as leaders engaging in activities that depend on good communication, such as motivating, coaching, or training. So, it's worthwhile to work on raising receptivity.

Give Them a Reason to Participate

One way is to plead, badger, and threaten to gain a certain momentary level of receptivity. "Now listen carefully. I mean it. This is really important!" How frequently can we say this to people and remain effective? We end up paying for their interest with our credibility.

A better way to create interest is to appeal to people's self-interest. What will they gain from engaging in dialogue with you? And the answer can't simply be that they get to hear your pleasant voice and brilliant ideas.

A good technique for creating interest is to actually answer their question, "What's in it for me?" by making a **benefit statement**. Take the time at the beginning of a discussion and at other appropriate moments to state what the benefit will be for them to participate.

"Karen, I'm glad I caught you. I did an inventory check at the warehouse. I want to talk about it because I think we can solve your shortage problem." The other person's ears perk up. Something to solve *my* problem? I'm listening!

That's fine if it's good news. What if the topic is unpleasant? Keep finding the benefit. Suppose you are a team leader and must talk to a member who monopolizes discussions, and runs roughshod over the views of others? You might say, "John, I'm concerned about the way you approach our team discussions. If everyone were allowed more of a chance to contribute, your ideas would be better received and have a greater chance of being adopted." A positive outcome is stated up front as a reward for John's willingness to work out the problem. That makes more sense than, "John, you're being a loudmouth, and people are complaining about it. So, knock it off." Receptivity will be a lot higher in the first conversation, even though the statement in the second may be just as accurate.

Interfering Emotions

Even if we can show what's in it for them, interfering emotions can be a barrier to raising receptivity. For instance, if the other person is angry, depressed, or agitated, it is probably pointless to try to engage in meaningful dialogue because receptivity will be low. Even positive feelings of elation and excitement can be roadblocks to receptivity. Whatever the circumstance, too often, we simply ignore the other person's emotional state, or we press on, hoping receptivity will improve.



Two kinds of interfering emotions can occur. In one, personal circumstances outside of work generate the emotions. Financial difficulties, troubled relationships, or health problems can cause interfering emotions that are difficult to manage but can't be ignored.

The other interfering emotions are created at the workplace itself. We may be able to intervene and change a situation that creates turmoil. Be aware, though, that we may be the source of the interfering emotions! Our own behavior could be causing anxiety, anger, or frustration.

Fortunately, we can work to reduce tension by venting the other person's emotions. **Venting** means letting the person express aloud a strong feeling. The very act of doing it serves as a safety valve. Reducing interfering emotions allows receptivity to go up. The person can once again concentrate and engage.

Putting It Into Practice — Or Not: A Study

While it has been proven that raising receptivity, stating benefits, and venting interfering emotions will greatly improve our ability to communicate effectively, these tools won't work if they are not put to use. We conducted a statistical study recently among upper-management executives based on their performance in a simulated meeting. Results indicate that when engaged in a difficult, one-to-one communication of high importance, most of them failed to use these techniques, and their performance suffered for it.

Eighty-four participants took part in a role-play simulation knowing that their leadership style and communication skills would be evaluated. Their task was to tell a talented direct report that he had been passed over for a promotion because his people skills were deficient.

They were also told that they should try to gain the commitment of the direct report to continue in his position. The direct report was coached to exhibit Q1 assertiveness and negative emotions.

We purposely made this scenario challenging in order to observe how well the executives would utilize their communication skills. They were free to structure the meeting any way they wished, to move the direct report from understanding his deficiency to gaining his commitment to a positive plan for the future. Realizing this, a majority of the executives still did little to raise receptivity and get the direct report's active involvement in the meeting. They seemed to sacrifice participation and the involvement of the direct report in order to control the meeting and keep it from deviating from their own planned strategy.

For example, a reasonable tactic after delivering bad news would be to vent emotions because they would normally interfere with further discussion. Although those portraying the direct reports acted out being visibly upset, only 20 percent of the executives tried to vent these intense emotions before moving on. How engaged would a real direct report be while remaining in a highly agitated state?

Further, if one important purpose of the meeting was to arrive at an understanding about the future and to gain a commitment from the direct report, you would expect the executive to draw out the direct report's thoughts and views. That would also be an excellent way to raise receptivity.

Again, it appears that to preserve one-way-only communication, the participants used a number of tactics that discouraged feedback. Only 16 percent checked for understanding of what was said along the way. Less than a third developed any give-and-take at all during the meeting. As for determining a plan of action, far fewer than that asked for the other's input first before determining that plan. In effect, the direct reports were handed a plan.

We hesitate to draw universal conclusions from one study, although 20 companies were represented from a wide spectrum of businesses, some *Fortune* 500 companies. We do think it's a reasonable conclusion that when important information must be delivered and meaningful dialogue should take place in a meeting, very little attention is paid to choosing the communication techniques and strategies that would boost success.

It also appears that in an effort to make a potentially contentious meeting run smoothly, the person in charge will be tempted to take control and sacrifice collaboration that could actually help both sides.

Rating the Factors for Improving Communication

Skilled behavioral analysts reviewed the videotaped role-play simulations of 84 upper-management executives to evaluate, among other leadership indicators, their communication skills. Their behavior in a meeting with a "direct report" was uniformly scored. These figures were tabulated in a variety of categories, including:

Executive	Yes (%)	No (%)
Makes benefit statements	45	55
Checks readiness to proceed	12	88
Gets details before presenting	22	78
Reflects DR's feelings	23	77
Vents emotions before dealing with issues	20	80
Checks for understanding	16	84
Questions to understand DR	28	72
Develops constructive give-and-take	28	72
Asks for other's input first in determining an action plan	17	83

Probing — A Powerful Technique

There's one other area in which many participants of this study came up short — probing. Probing is a verbal technique for finding out what another person knows, thinks, or feels. It's similar to questioning, but probing is much more than asking questions. It also raises receptivity and increases involvement.

No doubt you are familiar with a number of probes. They are employed for a variety of purposes in conversation. Being skilled in knowing how to probe and applying a probing strategy can improve greatly the encounters you have, from dealing with the worst problems to engaging in the most stimulating dialogue.

How does probing work? When using probes to give the other person a chance to speak, get things off his mind, and be involved, you are acknowledging his worth. He feels included and even appreciated. There is something in it for the other person when we probe.

'The most underused [probes] . . . are the open-end probe, reflective statement, summary statement,and pausing.'

Another reason probes are effective is that they force us to put ourselves in the other person's place. Probes work to ensure that she not only is heard, but her point of view is truly represented. Probes are grouped by what they are designed to accomplish:

- Encourage the other person to open up (start the flow of conversation)
- Encourage the other person to keep talking (continue the flow)
- Confirm or check understanding.

Effective But Underused

When used in combination, probing is very effective. Yet, when the videotapes of the 84 role-play meetings were analyzed, we learned that an average of only about eight probes of any kind were used per executive for their entire meeting. Remember, the role-play scenario virtually required that the direct report participate and become involved. Probing is the only way to make sure that happens when the subject of the meeting doesn't have the power to demand it.

Only 10 of the 84 executives seemed to understand that. Of the total number of probes used by everyone participating in the study, these 10 individuals used the great majority of them, averaging 27 per person. They made use of a wealth of probes to gain receptivity and seek out a commitment to action.

Unfortunately, if you remove these top communication achievers from the group, the remaining 74 executives averaged a little less than six probes each in the entire time they spent with the direct reports. It's hard to believe, but a handful used no probes at all in their meeting.

We aren't trying to belittle any of the efforts of the executives who participated in the study. They are successful businesspeople. They show a healthy bias for getting things done that is probably a big part of their success. However, it is because they are capable people that it is unfortunate they don't apply their skills to be more effective communicators.

Most of them missed an opportunity to reclaim an employee. They could have encouraged the direct report's participation and involved him in planning his future.

In real life, which employee would be more likely to try solving his people skills problems and work toward a brighter future at his company — the one who is acknowledged and invited to share in mapping out his strategy for success, or the one who isn't?

The Most Underused Probes

Of the little probing that was done, perhaps the most underused ones that are so important to raising receptivity and soliciting participation are the open-end probe, reflective statement, summary statement, and pausing.

Open-End Probes. Most people already understand the concepts of open- and closed-end questioning, which are quite intuitive. If we want to draw someone out, we ask open-end probes that get people talking, such as, "How would you go about solving this problem?" or "What is your reaction to the plan?" If we want to pin down someone to specific facts or to contract the conversation, we ask closed-end questions that require few words to answer. "What day do you want to start?" "Do you prefer plan A or plan B?"

While our executives used open-end probes more than others (30 percent of the total), they should have used them even more. Once they disclosed the bad news, most of the meeting could have been devoted to open probing to elicit the direct report's feelings and thoughts about making changes and to seek out his ideas for a planned course of action. The opportunity to raise receptivity and involvement would have been tremendous.

Percentage of Types of Probes Used By All Participating Executives	
Open-End Probes	30%
Closed-End Questions	26
Brief Assertions	20
Summary Statements	10
Reflective Statements	6
Leading Questions	5
Neutral Phrases	2
Pauses	2

The other three underused probes are not intuitive, and we have to train ourselves to use them:

Reflective Statements. These allow the other person to vent emotions. Examples are:

- *"It's obvious you are concerned about this."*
- *"You find the new rule a real burden; I can tell."*
- *"The more we talk about the budget, the more frustrated you're getting."*

Our natural inclination is not to speak about someone else's emotional state during a business conversation. So, a reflective statement may seem awkward. However, as we have said, if you don't allow people to "let off steam," receptivity for whatever comes next in the conversation will be low.

By the way, this process doesn't mean the other person will join your side if you've been having a strong disagreement. The purpose is to be sure the emotions aren't getting in the way of the give-and-take of ideas. That's why the people in our simulations would have been more effective had they vented anger and disappointment before proceeding.

Summary Statements are a brief rephrasing or summing up of what the other person has told you. It is a check to be certain you have understood clearly and correctly what was said. For example:

"You're saying we should not back this merger — that the timing is wrong and the conditions are not favorable."

As with reflective statements, it may not feel natural to make summary statements along the way during a conversation. It is well worth it, though, because they do more than verify that the other person has been correctly understood. They acknowledge the other person, saying in effect, "I'm paying attention to you whether I agree with you or not. Your thoughts and feelings count." Therefore, summary statements work to raise receptivity.

Summary statements are also useful during an impassioned discussion when it is helpful to sort out the points made and consider them one at a time. They can help crystallize the thoughts of someone who rambles and get the discussion back on track. However, even during the smoothest conversation, it is good to check to be sure you understand what you've heard. Just be sure that in summarizing someone else in discussion, you don't simply play back his exact words. You should actually rephrase what you've heard and not just parrot it, which can be annoying.

Pausing. We may pause at times in normal conversation, but a pause used as a probe is a planned silence. It can be used to allow the other person to collect her thoughts or think over what has been said.

The purposeful pause is also used effectively to slow down an interaction so the other person doesn't feel pressured. At the same time, if someone is reluctant to speak, a long pause creates an awkward silence that often compels the other person to say something to break the silence. That's why it is considered a probe. It actually promotes dialogue when used this way. It can be very effective if you have the discipline to wait long enough for the other person to respond.

Probing Strategies

As effective as probes can be, the real power of probing comes from using them in combination to form a **probing strategy**. Probing frequently during conversation is not a strategy. Strategy comes from giving thought ahead of time to both the other person and the purpose of the communication, and, then, picking appropriate probes to use.

A probing strategy would have been an effective way for our executives to create high receptivity and a commitment to action. Open-end probes could have been used to get an accurate picture of the direct report's reaction and thoughts. Reflective statements would have vented the anger and

Probes That Encourage the Other Person to Open Up

Probe	Definition	Objectives	Characteristics	Examples
Open-End Probe	A question or statement that invites a wide-ranging response; often asks for ideas, opinions, or views.	• Opens up discussion • Invites broad response • Gives the other person freedom to talk • Gets involvement	• Can't be answered "yes" or "no" • Gets at feelings, opinions, thoughts	• "What do you think about . . . ?" • "Tell me about . . . ." • "Why do you feel . . . ?" • "What's your opinion?"

Probes That Encourage the Other Person to Keep Talking

Probe	Definition	Objectives	Characteristics	Examples
Pause	An intentional, purposeful period of silence	• Gives the other person a chance to think and respond • Slows down pace • Draws out the other person	• Usually follows open-end probe • Deliberate	• "Why do you say that?" (silence) • "Tell me more." (silence)
Reflective Statement	A statement that describes and reflects a feeling or emotion (without implying agreement or disagreement)	• Identifies emotions • Shows you understand • Vents interfering emotions	• Names a feeling or emotion • Generally uses the word "you" or "you're" • May state cause of the emotion	• "You're pretty mad about it." • "You seem reluctant to talk about it." • "Sounds like you're excited."
Neutral Phrase or Question	A question or statement that encourages the other person to elaborate	Gets the other person to tell more about a subject	• Uses few words • Pertains to the subject under discussion	• "Tell me more." • "Please elaborate." • "Explain that." • "Amplify on that."
Brief Assertion	A short statement, sound, or gesture that shows involvement	• Encourages the other person to continue • Increases receptivity	• Elicits additional information • Occurs automatically	• "Oh, okay." • "I see." • Nodding your head

Probes That Help Confirm Your Understanding

Probe	Definition	Objectives	Characteristics	Examples
Closed-End Question	A question that limits the answer by requesting specific facts — or a "yes" or "no" answer	• Finds out details, specifics • Checks understanding • Directs the discussion • Gets the other person to take a stand	• Often starts with "Who," "Which," "When," "Where," "How many," etc. • Sometimes answered with a "yes" or "no"	• "Who is . . . ?" • "Which order . . . ?" • "When will you . . . ?" • "Do you think . . . ?"
Leading Question	A question that implies only one answer — or a rhetorical question to which no answer is needed	• Pins down positions or agreements • Verifies assumptions	• Is a question that gives the answer • No answer is required • Can be threatening	• "Shouldn't we discuss . . . ?" • "This is the best way to go, isn't it?"
Summary Statement	A brief statement, in your own words, of what was said	• Checks understanding • Proves you're listening • Gives structure and direction • Helps the other person clarify thinking • Invites the other person to comment or expand	• Summarizes content, not feelings • Restates essential ideas • Uses your own words	• "So you disagree about . . . ." • "The way you see it is . . . ." • "You prefer working overtime . . . ." • "Let me summarize how I . . . ."

frustration. Additional open-end probes could have gained his participation in developing a plan for the future. Summary statements along the way would not only have maintained receptivity, they may have brought on a lively or even impassioned discussion of the pertinent issues.

Strategy With Q1 Behavior

Since the role-players were instructed to behave in a Q1 manner, we can derive a probing strategy that's useful when encountering Q1 behavior. The highest receptivity and commitment to the interaction itself will come from being open. Let someone with dominant Q1 behavior talk and express himself fully. This supports his ego, as do reflective and summary statements. They also serve to keep the spotlight on him. Probes to avoid are closed-end or leading questions. These might signal to him that you are trying to box him in or manipulate his thinking.

Remember, also, people with Q1 behavior may have equal or more power than you. Developing a probing strategy makes sense because you can't resort to making them participate. Your probing strategy is part of giving them a reason to.



Strategy With Q2 Behavior

What would be a sensible probing strategy for Q2 behavior? Typically, this person is quiet, doesn't take chances, and prefers to stay in the background. Remember, though, Q2 behavior has nothing to do with intelligence, creativity, or knowledge. If you don't think ahead of how to probe effectively, you may consistently miss the benefit of this person's thinking and ideas because she's not likely to bring them to your attention.

Maintain a low-key, low-risk environment for your conversations. Slow down the probing to a comfortable pace. To draw out this person, use the open-end probe to invite a response. Downplay closed-end questions. Avoid the temptation to do all the talking when there is a silence. If you get no response from an open-end probe, try purposeful pausing that should make the other person want to say something to break the awkward silence. Reflective and summary statements also help by appealing to the security needs of Q2 behavior.

Strategy With Q3 Behavior

A contrasting strategy makes sense for Q3 behavior. Because of a strong need to be accepted and liked, those with a Q3 behavior pattern tend to talk a lot, although not always on topic. While your manner should be cordial to make the other person comfortable, probes should be used that channel discussion so this person doesn't drift from the topic. Closed-end probes and summary statements serve to keep the conversation on course and productive. Open-end probes usually aren't needed and tend to exacerbate meandering.

Strategy With Q4 Behavior

While it's true that Q4 behavior is already collaborative and participative, you can employ skillful probing to elicit quality thinking and creative problem solving. Q4 likes a challenge, and effective probes can get the most out of the communication and lead to productive results. That means using lots of open-end probes and summary statements to promote the free flow of ideas. Avoid closed-end and leading questions, which may be perceived as restrictive or manipulative.

In general, a probing strategy also means varying the types of probes used in conversation. An open probing strategy does not mean asking an endless number of open-end probes. After awhile, the other person may feel the conversation is not leading anywhere and will lose interest or question your motives. A string of closed-end questions will start sounding like a police interrogation. Summarizing too frequently will seem manipulative, as if you are repeating the other person's words to trip him up. Instead, a varied combination of probes appropriate to the other person's behavior can tap into the best people have to offer.

Stop Talking and Start Communicating

It's perplexing that highly capable people are losing out on the benefits of valuable, two-way communication. Something vital is missing when it turns out that a face-to-face meeting could just as well have been handled with a memo or e-mail. Everything we've discussed takes some practice; but, with time, these skills can become almost second nature. By having in mind a probing strategy and the overriding idea that you have to give people a reason to stay involved, you can produce a tremendous return for your effort. A rise in receptivity doesn't have to be dramatic to start paying off. And when you achieve higher receptivity, the quality of your communication will also rise and benefit from open-minded listening, careful consideration of ideas, and strategic questioning that is constructive and clarifies.

Sound too idealistic? We might agree, except that we have positive feedback from so many who have applied these sound communication principles and probing techniques to great advantage. The fact is, these methods work.

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Questions to Ponder

1. Imagine if people simply stated aloud their interest in listening to what we have to say — letting us know if their receptivity is high or low. Since they don't, we must observe carefully. What outward signs tell us where their receptivity is? What signals do you send out that tell people your level of interest?
2. Receptivity can drop if someone is experiencing a strong emotion. Not only Q1 anger, but Q2 fears, frustration — even Q3 delight can be obstacles to listening and giving full attention to what you say. What is the value of using a Reflective Statement to help overcome these obstacles? Why do you think people are reluctant to use it in conversation?
3. While any one probe may be a useful communication tool, the real power of probing is putting together an effective combination to deal with specific behaviors. What combination of probes would be effective for: Working with Q1 dominance? Handling Q2 reluctance to engage or state views? Focusing Q3 on the issues and stating disagreements?

Article 3: Motivation

"Maximizing People's Strengths"

Do you recognize any of these or similar problems in motivating people?

- The person who was the brightest star of your organization now appears to be just marking time, not living up to his promise. Even a sizeable raise hasn't made a difference.
- You work with the head of a company that is a strategic partner of your firm. This person is likeable and gets along with everyone. She is also bright and seems to understand your agreed-upon deliverables. But when the deadline arrives, you often get an excuse rather than results. You don't know how to get her to come through.
- You're not sure how to motivate a direct report because he doesn't seem to be the same person from one day to the next. If you could understand better where he's coming from at any given time, you would know better how to motivate him.
- Lately, a colleague with whom you've had good rapport seems to have a chip on her shoulder when working with you. This has had a negative effect on her productivity. You're not sure how to handle this development to improve your working relationship on projects.

Perhaps you can relate to some of these situations in your own position. They remind us that motivating people can be difficult. At best, motivation is an elusive quality. Psychologists don't even agree on exactly what it is. And you can't just *give* motivation to people. Even a raise or promotion is no guarantee that the recipient will be motivated by it. Yet, motivating is one of the most valuable skills to have as an effective leader.

You may be frustrated in your own efforts because you feel you have an understanding of the basics of motivation. For instance, salary and benefits are the most obvious tools that come to mind for motivating employees. So, you may be doing your best within your budget to motivate, using pay increases and other perks.

You know that challenging and enjoyable work is also a strong motivator, and the degree of effort and enthusiasm people put into each task will come partly from job satisfaction. You also realize that your feedback in the form of praise and positive reinforcement will enhance someone's desire to perform well.

All of these motivators are fairly typical and can be applied routinely to the people you work with. But what about people you are having problems motivating, like the ones mentioned at the beginning of this article? And what about people you work with who aren't your direct reports?

Maybe by thinking only of what the typical or average person needs in order to be motivated, you will only come up with typical or average answers.

Where can you turn for more insight into motivating people? Among your other roles, are you expected to be a trained psychologist? A large part of the answer is suggested by this anecdote, which you may be familiar with:

> *A border guard, who was stationed along a road between two countries, wanted to do his job well. So, every morning when the same little old man showed up on his bicycle to cross into the other country to go to work, the guard insisted on searching him.*
>
> *He would frisk the man and check his saddlebag. Sometimes, he would take the tires off the bicycle, checking to see if contraband was hidden inside.*
>
> *Although the guard never found anything, this routine went on for years. What the guard never realized was that the man was smuggling bicycles!*

Are you not seeing the bicycle? The answer for how to motivate may be right in front of you — in the very people you want to motivate. By carefully observing their specific behavior and engaging in probing conversation, you will see them as unique individuals. Then, you can go beyond typical rewards and begin thinking of more specific and effective ways to motivate each person. You will be treating different people differently.

What's In It for Me?

Why is approaching each person individually the best strategy? All motivation is essentially *self*-motivation. Your role in today's business environment isn't to make people do things. For one thing, that's often not even an option since you don't always have the power to do so. Successful motivating means influencing people to commit to a decision they make for themselves. So, keep one overriding idea in mind when thinking about motivation:

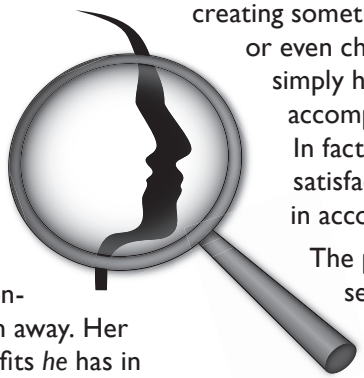
> *Because people commit for their own reasons, they ask the question, "What's in it for me?" before deciding to act.*

Since people do things for their own reasons — not yours — it's to your benefit to help them find a good reason to perform well. You can learn the answer to "What's in it for me?" by careful observation and quality discussion.

It could be that what you thought was an important motivator for a particular person is not actually one that makes a difference. For instance, many studies show that a higher

salary or other material incentives are not ranked first by employees as the most important component of job satisfaction.

So, consider the head of a marketing unit who has an attractive salary and benefits. She does a lot of in-depth market research, interviewing consumers and conducting focus groups. She may not consciously realize it, but *working with people* is what actually motivates her the most.



If her boss has observed her behavior carefully, he could easily infer what she needs from her job to be motivated. Because he doesn't do this, he decides to reward her good work with a promotion that actually takes away her primary motivation! Her new title, higher salary, and bigger office will not mean much since her new position removes her from all consumer contact. A big "What's in it for me?" has been taken away. Her boss expects her to embrace the standard benefits *he* has in mind for her. Both will be disappointed, and *his* motivators will probably not be successful with her.

Why would he make such a move? He assumed she would be motivated the way *he* would be if he were in her position. However, he's not much of a people person. For him, the prestige and status of the new position would be the important motivation.

This example points out the need to broaden our definition of benefits beyond the standard rewards by simply observing what is right in front of us. For this individual, restructuring her job by combining new duties with even more "people" activity would have served as a motivator far more effectively than a new title or fancier desk. And, frankly, it's the kind of motivation that wouldn't put a drain on resources.

Benefits That Motivate People Are Always Personal

People determine for themselves what a job benefit or reward is. Sure, we can't overlook the importance of salary bumps and bonuses. However, those benefits are not strong motivators on a day-to-day or project-by-project basis. When we spend 40 or more hours a week working, we look for satisfactions that are more specific to what we are doing than reminding ourselves that we get paid to be there — even if well compensated.

So, you observe that one of your direct reports is highly motivated by working with people. Your own boss enjoys representing your firm to the community and analyzing corporate data to get the big picture. Meanwhile, a colleague of yours likes working on projects with a lot of structure and thrives on detail work organized within well-defined parameters.

We could give many other examples where the reward of working is not tied strictly to what are called tangible benefits. It's a good thing, too, because it's not feasible to hand out raises and bonuses right and left in order to keep people enthusiastic about their work.

These other kinds of rewards are *intangible* benefits. A job may be rewarding, for instance, because it allows someone to be part of a team or to show off a talent in a very public way. The reward may be helping people solve problems, creating something that didn't exist before, leaving a legacy or even changing the world. For someone else, though, simply having a friendly place to go every day and accomplishing something is plenty of motivation. In fact, many people are motivated by the intrinsic satisfaction of doing something well. They feel pride in accomplishment.

The point is that since people choose for themselves the reasons they commit to a task, we must tap into those intangible benefits that serve as motivation for *each* of the people we work with.

The Benefits We Offer Serve to Meet Individual Needs

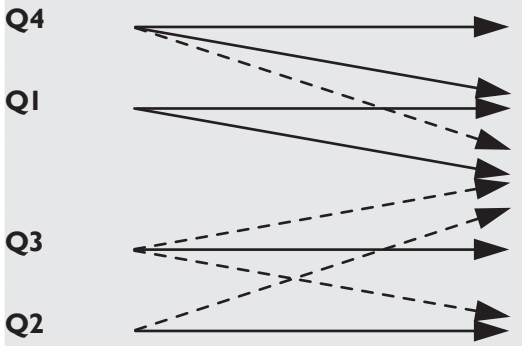
When you look around your organization and notice the wide range of benefits that people derive from their jobs, what accounts for so much variation? Most motivation theories identify people's individual needs as the answer. Discover what people need, and you will understand the benefits they seek.

Like benefits, our needs also vary greatly from person to person. Among your staff, some will have strong social needs, as we've described. Others will have a need for security. The need to achieve, to be recognized, to feel useful, or to be independent may also be fulfilled or stifled by what happens at work. A job not only can be a means to fulfill certain needs, working itself may awaken other needs as well.

By understanding that needs are the key, we can round out a description of the motivation process. We motivate successfully when we:

1. *Influence people to behave in a way that they choose . . .*
2. *by making benefits available . . .*
3. *that meet their unique and individual needs.*

Keep in mind that this formula works even if people aren't consciously aware of their needs. You may infer that a direct report has a strong need to elevate her self-esteem. You can see that she likes to take on high-profile or even risky assignments. Yet, you would never call her into your office to say, "I have a new project for you that's sure to give your ego a boost." And neither of you will discuss it as the inspiration for working hard. Your overall motivational strategy will be to make sure this competent self-starter is assigned her fair share of important projects that allow her to distinguish herself.

I Hear and See . . .	Intangible Needs	Benefits Around . . . .
	Self-Realization	Opportunity for challenge, growth, contribution, collaboration
	Independence	Opportunity for power, control, autonomy, influence
	Esteem	Opportunity for respect, status, recognition, approval, and credit
	Social	Opportunity for friendship, belonging, interaction with others, harmony
	Security	Opportunity for predictability, stability, low risk, and reassurance

In contrast, another employee may have completely opposite needs, for instance, a strong desire for security. You will get many years of rock-solid performance if his job is structured so he feels safe and his work is predictable. That employee may be as important as the high-flyer, but his/her needs are much different.

Sizing Up Behavior With the Help of the Dimensional Model

If the key to successful motivation is to meet the individual needs of the people around you from observing their behavior, then one of the most valuable tools to have as a leader is the Dimensional® Model of Behavior™.

Since employees seldom state their needs directly, you aren't likely to hear them say, "I need a lot of acceptance in my job," or "Recognition will be important to me on this project." You must discover these needs from behavior you observe and, then, design unique rewards along with the more traditional ones.

The Dimensional Model helps you sort out the data of what you see and hear. It will aid you in sizing up your people as unique individuals. It allows you to "see" the bicycle more readily. Once you have an organized profile of behavior, you can identify individual needs more easily and craft the rewards that apply specifically to that particular person.

A Caution

In the Prework article, "A Model for Leadership Behavior," we mentioned that behavior can change quickly. One reason is that people's needs may change, depending on influential factors, such as what is at stake at the moment, who they are with, their life circumstances, and so forth.

For example, your boss may display a lot of authoritarian Q1 behavior around you and others because of a need to show his independence and to bolster his self-image as someone in charge. However, in a meeting with you and *his own* boss, he may be very deferential, exhibiting a strong Q2 need at the moment to feel secure. You observe that he waits for his boss to express an opinion first; whereas, half an hour earlier alone with you, he expressed his own opinion very strongly on the same subject. Perhaps, he sees his relationship with his boss as shaky, and he doesn't want to go out on a limb in the discussion and look foolish. It's not necessary to interpret the reason. Just understand that you can't pigeonhole people's needs and assume they are set in concrete. You have to make ongoing observations to assess people.

Fortunately, the Dimensional Model helps you analyze behavior so that you can even anticipate needs changes. The same person who has a Q1 need to assert himself much of the time may behave in a Q2 or Q3 manner in situations where competing safety or social needs prevail.

Motivating Upward and Outward

At this point, you may question how much you can motivate someone if you don't have the power in the relationship. In fact, from what we've said about intangible benefits, your strategy would be the same for those with more power than you, although your tactics would be different.

To illustrate, suppose you have a pet project for your department. It is understood that as their boss, you can make your direct reports participate. Of course, to get them fired up about the project, you would be wise to think of intangible benefits to serve as extra motivation. The bottom line, though, is that you're the boss. They are going to work on the project one way or another.

Now, let's go back to when you first had to sell this project to your boss (or even a board or committee). You can't make him go along. You don't have a tangible reward to offer, either. But you can show how the project will enhance his image when the project succeeds. Maybe you can explain how it will make his life easier. Or point out that there is little risk in trying it, and if it succeeds, he will solidify his own position with the firm. In other words, depending on the type of behavior you observe, you can tailor your proposal to meet his needs by thinking of ways your project will benefit him.

Then, suppose you need the help and support of another division to make your project fly. You approach the head of that unit, who is your peer. She may or may not have more power than you do. Since you don't know, you must motivate her to cooperate by using the same strategy you would with your boss — appealing to her needs and outlining benefits for full participation.

So, the principles of motivation are similar no matter who has the power, but you must think carefully about the tactics and techniques you apply since the other person isn't obliged to engage or participate.

The Decisive Difference in Motivation May Be You

Finally, be aware of the part *you* play as a motivational factor in the working lives of the people around you. The same studies that indicate that earnings play less of a role in job satisfaction also indicate how important being supported at work is to people.

A Corporate Leadership Council survey has identified the top drivers within companies that have led to a 25 percent or greater improvement in employee performance. Ranked number one was fairness and accuracy of informal feedback. Other drivers in the top 10 included feedback that helps employees to do their jobs better and having a manager who is knowledgeable about their performance.

These items demonstrate the important role played by a leader in motivating employees. In fact, many people point to their boss as the best — or worst — thing about their jobs.

With that in mind, how well do you know the people you want to motivate? Their background, likes, dislikes, goals, and even dreams? The more you know about your people, the better you'll be able to assign tasks and delegate work intelligently. That goes a long way toward motivating people — when they are doing meaningful work that's a challenge.

However, to motivate them to give their full *commitment* to these tasks, you should observe their behavior to discover their needs. Then, think creatively about the intangible benefits and rewards you can use to motivate each person individually. This applies to anyone around you, including direct reports, peers, fellow team members, managers, salespeople, and vendors. The good thing is that you have a virtually unlimited supply of intangible rewards, and the more you know people, the greater the supply grows.

You can't escape being an important motivational force. Nor should you want to. It's another component of being a successful leader.

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What About Theories of Motivation?

How do you factor in the numerous motivation theories that exist with the practical need to motivate your people in the real world? As a phenomenon, motivation can probably be studied forever without it being fully understood. Because of its complexity, there isn't one universally accepted theory. You probably are familiar with the more prominent ones, including:

- Maslow's hierarchy of needs
- ERG theory
- Expectancy theory
- McClelland's motivational needs
- Equity theory
- Herzberg's motivation-hygiene theory

We have chosen to use a modified version of Maslow's hierarchy of needs in our materials because it is uncomplicated and is based on the common-sense premise that people's behavior is motivated by fulfilling needs. We have found that this theory works and is especially useful for those in a leadership role. We differ with the classic Maslow model in that we believe, as do others, that one's needs can move up and down in the hierarchy. Of course, you are free to apply any concept that succeeds in helping you to motivate people in a positive way. Maslow reinforces our conviction that your best opportunity to motivate effectively is by addressing people's individual needs.

Case Study of a Missed Opportunity

A major advantage of performing in a Q4 manner is the ability to adapt your behavioral style to better motivate others by addressing their personal needs.

A study we conducted in which we observed and evaluated the behavior of 84 executives in a role-play simulation with "direct reports" was revealing. (For more details of the study design, see the Prework article, "Nobody Cares What You Have To Say . . . Until You Give Them a Reason!".) The participants' goals in a 20-minute meeting were to tell a valued employee that he had been passed over for a promotion because of his poor people skills and to gain his commitment to stay with the company and to take steps to correct the problem. The role-playing direct reports acted in a Q1 – argumentative manner.

This scenario was designed to observe how executives would devise a strategy for moving the direct report from feelings of anger and rejection to a willingness to take positive steps for the future — not an easy task.

The vast majority of executives did not take into account the Q1 behavior they observed or adapt their own behavior based on the needs of the direct report at that moment. Nor did they do much to involve this person in working out a solution, which could have been a strong motivator for him to improve his people skills.

Specifically, we know that people exhibiting Q1 behavior have a strong need for independence and esteem. Thus, they want to be demonstrative, to voice their thoughts and opinions. Understanding this, the executives might have encouraged a vigorous discussion and involved the direct reports in constructing a plan of action.

Instead, most executives displayed Q1 behavior themselves, pushing to control the meeting. They did most of the talking and discouraged participation in what was, after all, a meeting about the direct report's future. They had an opportunity to speak to the personal needs of the other by letting him evolve his own plan of action for improvement. The executives tended to squander their motivational opportunities by keeping a tight lid on the encounter. The consequence? In real life, performance would suffer. A solid performer might even leave the company. A disgruntled employee would negatively impact team morale. These executives won the power battle but lost the motivation war.

Specifically, only 20 percent explored disagreements. A meager 24 percent actively solicited ideas from the direct report. Shockingly, only 17 percent asked for the other's input in determining a plan of action.

In the real world, how likely is it that this skilled but stubborn employee would buy into a ready-made plan handed to him without his input? Probably about as enthusiastically as being served a subpoena

Questions to Ponder

1. What does "morale" mean in your organization? Is it an important factor where you work? What part do motivation and benefits (or lack of) play in determining where morale is? Is boosting morale important to your company's success, or should the normal benefits of working there be enough motivation for people to perform well?
2. When my boss tries to motivate me, I feel I am being manipulated. Since I don't want those around me to feel that way about me, how can I use the motivational techniques discussed in this article without people thinking I am being manipulative?
3. Part of results-oriented leadership is making an effort to bring out the best in the people around you. Yet, you may feel that it is easier to work with the same individuals on projects and assignments, rather than seeking out those whom you've had difficulty motivating in the past. If this describes you, what have you learned about motivation that could be applied to the under-used group?

Article 4: Structuring a Conversation

"Try Discussing it One Step at a Time"

When talking to a colleague, you probably wouldn't make the comments that the cartoons in this article portray. Yet, each of us may behave in ways that send the same unspoken messages.

As you know from the Dimensional® Model of Behavior™, certain "Q" behaviors also interfere with having productive conversations or collaborating.

One way to deal more effectively with behavioral obstacles — including your own — is to follow a logical path for structuring a conversation. We call it the Five-Step Format.

By thinking about a discussion in terms of steps, you can help ensure that both the other person and you are fully involved, stay on track, and work toward a resolution or goal by the end of your meeting.



There are two sides to every story . . . and I think I've given you both of them.

Step 1: Establish Purpose and Benefit of the Conversation

Begin with an appropriate degree of socializing. State the purpose for meeting and offer *benefits to the other person* for collaborating with you.

Doing this should create interest — very effective for having a meaningful conversation.

Check the other person's readiness to proceed. If it's still low, try to raise interest or consider postponing the meeting until a better time.



I can see your foot's caught in the elevator door, but could I just ask you about some of the figures in your report?

Step 2: Gather the Other Person's Views of the Issue

When we start a conversation, we're tempted to give our opinions first. It's more effective, though, to get the other person's views first and gather information that could be valuable. You do this by asking questions and really listening to understand what he/she has to say about the subject. Why do it this way? You are showing interest and encouraging participation, both of which should increase the other person's interest in your conversation.

Step 3: Determine Areas of Agreement and Disagreement

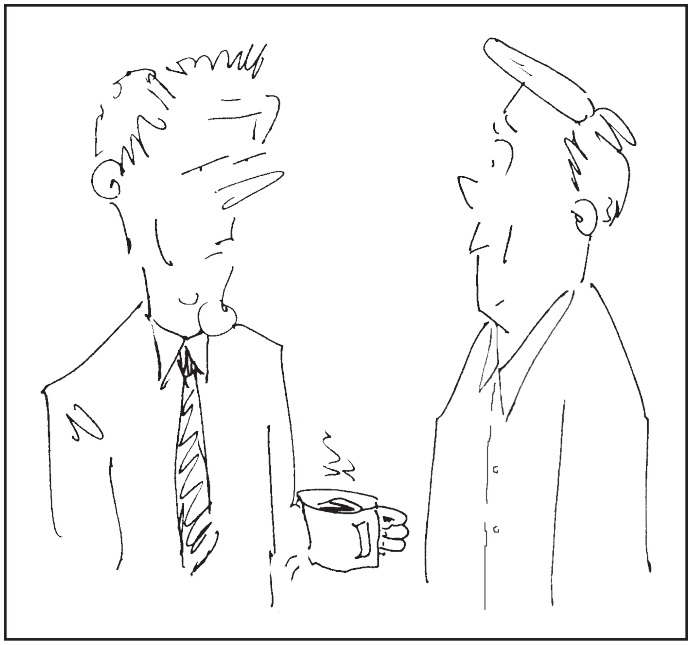
Since you've already acknowledged the other's views in Step 2, the other person is now likely to be more open to your views about what he/she has said. Briefly state where you agree, disagree, and why.



Normally, I'd say we'll just have to agree to disagree. But we can't even agree on that!

Step 4: Clarify and Manage Differences

With both viewpoints on the table, discuss where you disagree, try to fully understand, and attempt to resolve any arguments. Since discussions can become impassioned, emotions that interfere with discussion may need to be expressed and acknowledged.



I think we're at an impasse here — so let's do it my way.

Step 5: Facilitate Developing an Action Plan of Next Steps

Once differences are worked out, you can now discuss an action plan for mutually accomplishing your goal or solution. Talk over the benefits of carrying out this plan. It will bolster the high level of commitment you should both have at this point. Work out the details and check for understanding.

Practice the Steps

With practice planning a Five-Step conversation, you'll find that the logic of each step makes the format easy to remember.

This format helps you have more focused and collaborative conversations that get things accomplished.

Go to the Real-Life Case Worksheet

Real-Life Case Worksheet

Instructions

Analysis

During the workshop, you will have an opportunity to practice working through a real-life situation and develop a plan for an interaction you would like to have with someone at work.

The situation may be one that poses a threat or addresses a problem. However, it doesn't have to be a negative circumstance at all. It can be any important one-to-one discussion you want to have. For instance, it might be about a new plan you want to put forward, getting involvement on a project, developing a way to share information, dealing with a teamwork issue, conducting a coaching session or a performance review.

The other person could be anyone you want to interact with. Perhaps, you are contemplating a sensitive conversation with a direct report, participating in a coaching session with your manager, seeking support from a peer, working through a delivery problem with a customer, or addressing a quality concern with a supplier. Whatever you choose as your Real-Life Case, it should be about an actual situation, and the interaction you want to have should be important to you.

Since a significant portion of the workshop is devoted to Real-Life Cases, you'll have the opportunity to apply what you learn in the workshop right away when you return to work. You'll discuss, practice, and get useful feedback on ways to approach this important situation you face.

Procedure

1. Identify your Real-Life Case.
   Choose an important interaction you'll be involved with in the next 30 days. As stated, the situation does not have to be a problem — just an important discussion you want to have with anyone with whom you interact as you go about your job.
2. Complete the **Real-Life Case Worksheet** on the next page.
3. Bring a copy of the worksheet with you to the workshop.

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Real-Life Case Worksheet

Please bring a copy of the completed form with you to the workshop.

Your Name _____

Situation Description

Other Person

Name and title _____

Relationship to you (direct report, peer, or manager) _____

Situation

Give a general description of the situation.

Behavioral Factors

Other Person's Behavior

Distribute 10 points among the following four descriptions to describe the other person's behavior in interactions with you. Any distribution of points is acceptable, but the total must be 10.

Other Person's Behavior	Points
Q1 — Direct, brash, argumentative, stubborn, forceful	
Q2 — Aloof, cautious, silent, indifferent, uninvolved	
Q3 — Overly friendly, social, appeasing, agreeable, meandering	
Q4 — Candid, inquiring, analytical, collaborative, task-oriented	
Total	**10**

How does the other person's behavior contribute to the situation?

My Behavior With This Person

Distribute 10 points among the following four descriptions to describe your behavior in interactions with the other person. Any distribution of points is acceptable, but the total must be 10.

My Behavior	Points
Q1 — Direct, brash, argumentative, stubborn, forceful	
Q2 — Aloof, cautious, silent, indifferent, uninvolved	
Q3 — Overly friendly, social, appeasing, agreeable, meandering	
Q4 — Candid, inquiring, analytical, collaborative, task-oriented	
Total	**10**

How does my behavior contribute to the situation?

Purpose of Interaction

What is the purpose for having the interaction?

Benefits/Consequences

Benefits/Consequences to You

What are the benefits to you if the situation is addressed?

What are the adverse consequences to you if the situation is *not* addressed?

Benefits/Consequences to the Other Person

What are the benefits to the other person if the situation is addressed?

What are the adverse consequences to the other person if the situation is *not* addressed?

Benefits/Consequences to the Organization

What are the benefits to the organization if the situation is addressed?

What are the adverse consequences to the organization if the situation is not addressed?

Questions to Ask

What questions do you want to ask the other person to better understand his/her views?

Your Views

What are your views going into the conversation?

Your Solution

What are your ideas for a solution to the issue being discussed?

After completing this form, please print a copy and bring it with you to the workshop, along with the ***My Behavior Footprint*** *survey.*

Print & Save