

TOPIC : Personal Leadership

WORKBOOK

Objectives

Personal Leadership: To support managers in exercising initiative, making decisions, communicating effectively and driving the business in line with the strategic plan

Leading Others: To leverage individual, team and cross functional performance and an ability to influence across all levels

Thinking Strategically: To understand and navigate the complexities of our business, to further improve business acumen, to enhance flexibility and knowledge sharing in the functional organisation and to adopt a broader perspective

Managing Work: To enable managers to identify, understand and implement change and champion initiative.



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Am I a Resonant Leader?



If you are wondering if you are a resonant leader, ask yourself these questions:

Am I inspirational? How do I inspire people?

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Do I create an overall positive emotional tone that is characterized by hope? How?

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Am I in touch with others? Do I really know what is in others' hearts and on their minds? How do I show this?

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Do I regularly experience and demonstrate compassion? How?

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—

Am I authentic and in tune with myself, others, and the environment? How can people see this in me?

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Resonant Leadership: Inspiring the Best in Us

Overview:

Great leaders create resonance. They have emotional intelligence, are connected with others, and exhibit mindfulness, hope and compassion. They touch the emotions of those they lead and they inspire with purpose. However, even resonant leaders can fall prey to the sacrifice syndrome where they burn out from chronic stress. Sustaining resonance requires conscious and ongoing renewal. This personal renewal also renews the organisation, keeps it resonant, and inspires the people in the organisation.

Key Ideas

- **Great leaders create resonance.** We live and work in chaotic times characterised by significant change. Most people care deeply about the environment in which they work and watch their leaders to see the tone that they set. However, few leaders are great, and most are bad to mediocre. What is unusual about the small percent of great leaders and those people who have had the greatest impact on others' lives is that they move people in a positive direction through their emotions. They create resonance. They inspire through hope and courage and vision, and make others feel important, noble and valued. Great leaders create a positive emotional tone within an organisation, and create an environment where people can be their best. They don't talk about money; they speak about purpose and instil passion. They are compassionate, and through their compassion trigger others'. Great leaders are complete human beings who are attuned to those around them in mind, body, heart, and spirit.

"You inherently know what great leadership is." – Richard Boyatzis

- **We operate on false assumptions about how to lead.** The reason there are few resonant leaders is that most people operate on false assumptions about what it takes to be a great leader. These include:
 - Leaders are born, not made. Research shows that this assumption is false. People can and do learn EI and resonance.

The Sacrifice Syndrome:

Over time, chronic stress triggers a slide into dissonance. A once-resonant leader loses touch with people at work, at home and in all aspects of his or her daily life.

The attributes of dissonance are:

- Secret feelings that things are not "*right*"
- Life becomes mechanical, meaningless, and detached from our dreams.
- Negative self talk and a sense that we must settle for less than ideal life.
- Justifying our behaviour and blaming others.
- Acting out at home and work.

Dissonant leaders are volatile and reactive, drive people too hard, and are often unaware of the damage they do. And, they don't have to be this way. In fact, studies reveal that people working with dissonant leaders show acute and chronic stress reactions. High stress impairs cognitive functioning.

- **The solution to the sacrifice syndrome:** leaders must engage in conscious renewal to sustain resonance. It is not possible to eliminate stress but it is possible to manage the cycle of sacrifice by renewing the mind and body to combat the effects of chronic stress, and to sustain resonance. Renewal is a conscious process invoking psychological and physiological changes that counter the effects of chronic stress and sacrifice. (Renewal is not a vacation or a long weekend; it is an ongoing, balanced psychological state.) People can achieve renewal through three key processes:
 1. *Mindfulness*: a state of being in which we are awake, aware, attending, and attuned to ourselves, others and the world around us. Through mindfulness we can see and hear the signals that we are slipping into dissonance and interrupt it before it becomes critical.
 2. *Hope*: an experience that brings about physiological health, where hormones can counter the effects of stress. Hope is a realistic state in which we envision a better and feasible future based on optimistic belief that the future can be attained. It is the emotional driver of renewal and a key to providing inspiration.
 3. *Compassion*; Showing empathy to yourself as well as others.

"You cannot be an effective leader, you cannot be a great leader, you cannot inspire unless you feel inspired." – Richard Boyatzis Sources:

Primal Leadership: Learning to Lead with Emotional Intelligence. Daniel Goleman, Richard Boyatzis, Annie McKee, 2002, Harvard Business School Press.
Resonant Leadership. Richard Boyatzis and Annie McKee, 2005, Boston, Harvard Business School Press, Boston
Becoming a Resonant Leader. Annie McKee, Richard Boyatzis, Frances Johnston, 2008. Harvard Business Press, Boston.

Philosophical Orientation Questionnaire

Being YOUR SELF More with Skill

How I Enact My Values

This instrument includes twenty sets of choices. For each of the twenty items, consider the choices given and indicate your current preference within each item by giving each a score of 1, 2, or 3.

The option ranked "1" should be your first choice; the option ranked "2" should be your second choice; and the option ranked "3" should be your last choice. Some of the choices have multiple parts, separated by "or". For these, select the part of the choice you most like, underline it, and assign the rank for that item while disregarding other parts of the item.

1. I think of my value, or worth, in terms of

- a) ___ My relationships (e.g. family, friends)
- b) ___ My ideas or ability to invent new concepts or ability to analyze things
- c) ___ My financial net worth or income

2. I feel most proud of organisations to which I belong when they

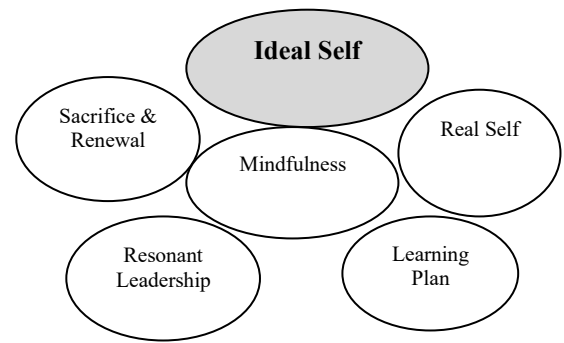
- a) ___ Have created new products/services
- b) ___ Create financial worth of individuals (regardless of whether the people are employees, investors, or partners) or create jobs
- c) ___ Have helped people live easier and healthier lives

3. When someone asks me to commit to spending time on a project, I ask myself

- a) ___ What can I learn from doing it?
- b) ___ Will it help someone, ore is someone counting on me to do it?
- c) ___ Is it worth it to me?

4. Sometimes I will do something for no other reason than because

- a) ___ I want to figure out why something works the way it does
- b) ___ It has to be done in order to do something else or get something I want
- c) ___ It will allow me to be with a person I care about or it would please someone I care about



5. The way I can best contribute to others' lives is to

- a) ___ Help them find jobs or develop financial security and independence
- b) ___ Help them develop principles with which to guide their lives
- c) ___ Help them build relationships with others or me or help them feel better about themselves

6. I get the most done when I am with someone I would describe as

- a) ___ Pragmatic
- b) ___ Caring
- c) ___ Analytic

7. I consider my contribution to society in terms of

- a) ___ Ideas, concepts, or products
- b) ___ Money
- c) ___ People and relationships

8. I define myself in terms of

- a) ___ What I accomplish or what I do (i.e., my activity/behaviour)
- b) ___ My thoughts, values and ideas
- c) ___ The people with whom I have relationships

9. I would describe myself as

- a) ___ Analytic
- b) ___ Caring
- c) ___ Pragmatic

10. I consider the most important stakeholders of the organisation for whom I work to be

- a) ___ The field or industry of which we are a part
- b) ___ The employees
- c) ___ The shareholders/investors or the customers/clients

11. When I read or listen to the news, I often think about

- a) ___ Whether it gives an idea as to how to make money or seize an opportunity
- b) ___ The statements it makes about the nature of our society
- c) ___ The people in the stories (i.e. those affected by the events)

12. I believe many of society's problems could be resolved if more people were

- a) ___ Pragmatic
- b) ___ Analytic
- c) ___ Caring

13. When I have free time, I prefer to

- a) ___ Do things that need to be done (e.g., chores, duties)
- b) ___ Figure out things or think about what, why, and how things work and are the way they are
- c) ___ Spend time talking and doing things with specific other people

14. The following are good principles to live by

- a) ___ Don't put off until tomorrow what you can do today
- b) ___ Do unto others as you would have others do unto you
- c) ___ To contemplate the meaning of life and events is an important activity

15. I have the most fun, stimulation, or excitement when I am with someone whom I describe as

- a) ___ Pragmatic
- b) ___ Caring
- c) ___ Analytic

16. I feel that the organisation should contribute to society by

- a) ___ Providing a place for people to realise their dreams, develop, and contribute
- b) ___ Creating ideas, products, or services
- c) ___ Creating increased net worth (i.e. helping individuals build their net worth) or creating jobs

17. People have spent a full life if they have

- a) ___ Cared for others and build relationships
- b) ___ Made a lot of money or achieved financial security or created jobs
- c) ___ Developed ideas, products, or methods

18. Individuals should

- a) ___ Identify their goals and then work toward them, making sacrifices when
necessary for their long term goals
- b) ___ Seek fulfilment through their relationships
- c) ___ Understand themselves and why they do things

19. I will feel successful if , in ten years, I have

- a) ___ Written articles/Books or taught people ideas, concepts or invented new
concept, ideas, products or have figured a number of thing out
- b) ___ Known many people well or a number or meaningful relationships

- c) ___ A greater net worth than I do now or financial security and freedom

20. My time is well spent in an activity if

- a) ___ I make friends or meet interesting people
- b) ___ I get interesting ideas or observations from it
- c) ___ I can make money from the activity

Philosophical Orientation Questionnaire

Scoring the Questionnaire

To calculate your scores on the Philosophical Orientation Questionnaire:

1. Copy the number you place next to each item in the questionnaire to the right of that item on the chart below.
2. Add all the items in each column for a column subtotal.
3. Subtract the subtotal of each column from 60 to obtain a core for Pragmatic Value, intellectual Value, and Human Value. Because you ranked the most important item from each question with a "1!", your scores have to be reversed and subtracted from a maximum score of 60 to generate a number for which a high score means a stronger operating philosophy.

Your highest score, after you subtract it from 60, is the operating philosophy you use most frequently in making decisions, determining the value and worth of things and activities.



	Pragmatic Value	Intellectual Value	Human Value
Item numbers from	1c ____	1b ____	1a ____
questionnaire	2b ____	2a ____	2c ____
	3c ____	3a ____	3b ____
	4b ____	4a ____	4c ____
	5a ____	5b ____	5c ____
	6a ____	6c ____	6b ____
	7b ____	7a ____	7c ____
	8a ____	8b ____	8c ____
	9c ____	9a ____	9b ____
	10c ____	10a ____	10b ____
	11a ____	11b ____	11c ____
	12a ____	12b ____	12c ____
	13a ____	13b ____	13c ____
	14a ____	14b ____	14c ____
	15a ____	15c ____	15b ____
	16c ____	16b ____	16a ____
	17b ____	17c ____	17a ____
	18a ____	18c ____	18b ____
	19c ____	19a ____	19b ____
	20c ____	20b ____	20a ____
Add the Scores			
Subtract from 60 for your total			

Interpretation of the Philosophical Orientation Questionnaire

This questionnaire is designed to assist you in exploring your preferences regarding three basic operating philosophies: Pragmatic, Intellectual, and Human. Through a mixture of these three philosophies, you manifest your values. People see the worth, benefit, or goodness in ourselves, others, and organisations through the lens of our dominant operating philosophy.

Pragmatic Operating Philosophy

A Pragmatic Operating Philosophy appears to be based in philosophies of utilitarianism, pragmatism, or consequentialism. When the Pragmatic Operating Philosophy dominates, a person will tend to determine the worthiness of an activity in terms of its utility in helping achieve desired ends. When the ends or objectives are not clear, or if it is difficult to measure outcomes, the activity will be less valued by those with a high score. A note of caution; although money provides a convenient measure for many work-related outcomes, a strong Pragmatic Operating Philosophy does not imply that a person is preoccupied with financial gain. Money may merely be one measure he or she uses to value an activity. Other measures of cost versus benefit are also common but may be more subtle.

Intellectual Operating Philosophy

An Intellectual Operating Philosophy appears to be based in a philosophy of rationalism and possibly in the abstractions of mysticism. A person whose dominant operating philosophy is intellectual will tend to determine the worthiness of an activity in terms of its conceptual contribution to understanding something. Creating a cognitive map, or a framework describing what we know about something, is at the heart of what is important to people whose dominant operating philosophy is intellectual. There is a tendency to value and use abstract and symbolic variables to understand, describe, or explore life, relationships, and activities.

Human Operating Philosophy

A Human Operating Philosophy appears to be based in philosophies of humanism and communitarianism. With a dominant Human Operating Philosophy, a person will tend to determine the worthiness of an activity in terms of its affect on specific other people and its impact on the quality of the relationship he or she has with specific others. Intimacy and friendship – at home and at work – may be of primary importance to someone whose dominant operating philosophy is Human.

What Do My Scores Mean?

Everyone tends to have a dominant operating philosophy, although of course each of us believes in all three philosophies to some degree. Many people will believe one of these philosophies is more important than the others at certain points in their lives, and the relative importance of the three operating philosophies may change over time.

Begin your interpretation of your responses to this questionnaire by asking yourself if the total scores reflect your personal beliefs about the relative importance or ranking of these three operating philosophies.

The gap between the various scores may reflect the strength of your preference for the operating philosophies. If any of your scores are close together, say, within three points, it could mean that you feel conflicted when making certain types of decision. You may even feel indecisive.

This isn't necessarily the case, however, as you can see by looking at your scores another way. This time, you will plot your scores on a percentile chart. On the chart, find the point on each of the three percentile graphs to place your total score. Connect the three dots to form a line.

The raw scores and the percentile distribution are both helpful, but in different ways. The raw scores reflect how you answered each question. The percentile distribution compares your scores with those of other people who completed the questionnaire. The percentile chart is said to adjust for the distortion resulting from the social desirability or political correctness of certain answers. Since both the raw scores and

the percentile graph provide slightly different information, you should analyze both for insights into your operating philosophy.

For example, suppose that after subtracting from 60 your Pragmatic Operating Philosophy score was 12, your Intellectual Operating Philosophy score was 24, and your Human Operating philosophy score was 24. Because the raw scores of the Intellectual and Human Operating Philosophies are close, it suggests that you may feel internal conflict at times when a situation involves people you care about and issues of justice, fairness, or adherence to procedures. But when placed on the percentile chart, your percentile scores become 34 for Pragmatic, 82 for Intellectual, and 43 for Human. This means that when others see how you act in many situations or overtime, they would see that you would more frequently try to understand situations, create models or frameworks that explain what is going on rather than thinking about others' feelings (the Human Operating Philosophy) or calculating the costs or benefits of one versus another option (the Pragmatic Operating Philosophy). It does not mean that you do not care about people, nor does it mean that you are not pragmatic. It is a relative weight.

Percentile	Pragmatic	Intellectual	Human
	30+	32+	38+
100% 98 96 94 92	29 28 26 24	31 30 28 27	37 35 34 33
90%	23 22 21 20	26 25 24	32 — 31
80%	19 18	23 22	30 — 29
70%	17	21	82 27
60%	16 15	20	26
50%	14 13	19 18	25 24
40%	12	17 16	23 22
30%	11	15 14	21 20
20%	10 9 8	13 12	19 18 17 16
10%	7 6 5	11 10 9 8	15 14 12

Table 1

Comparison of authentic leadership development theory with transformational, charismatic, servant, and spiritual leadership theories.

Is your thinking crooked?

Crooked thoughts are extreme, exaggerated, irrational and often unhelpful thoughts that can stop you looking at a situation in a clear way. They can lead to uncomfortable feelings, which might then result in you doing all kinds of things – e.g. eating too much, exercising too little – leading to weight gain.

Do you ever do the following?:

- Exaggerate or make mountains out of molehills?
- Take things personally?
- Take responsibility when it's not yours to take?
- Over-generalise?
- Try to mind-read and second-guess what other people think?

These are all examples of crooked thinking. Everyone makes these thinking errors but the trick is learning to recognise them, challenge them and come up with a more balanced thought. An ABC Thought Log helps you challenge unhelpful ways of thinking.

Using a Thought Log:

1. Start with any box that works for you. If you find it easier to identify with the situation or event, start with box A; if you can identify your thoughts start with box B.
2. Assuming you start with box A, use box B to investigate if you're making thinking errors and write the likely consequences in box C.
3. If you discover you're making thinking errors, what more realistic and useful thought fits the evidence better? Write this in box D
4. In box E, write down how you might feel about the situation and how you could now behave.

**A – ACTIVATING
SITUATION**

Unexpected traffic jam on the way to work.

B – BELIEFS

(Thoughts)

I'll be late for work. My boss will be furious and fire me

C – CONSEQUENCES

Feelings: tense, angry, anxious. Your behaviour: drive aggressively and arrive at work hot and stressed.

**D – DISPUTING AUTOMATIC
THOUGHTS AND BELIEFS**

Take a step back and examine your beliefs (thoughts): is it true that people get fired for being late once? Can I remember that ever happening before?

New, more realistic, useful and balances thought: My boss might not be pleased but will understand if I explain the situation.

**E-EFFECTS OF THE NEW WAY OF
THINKING ON YOUR FEELINGS AND
BEHAVIOUR**

How do you feel now?

How might you behave?

I feel calmer now and my hearts' stopped racing. I'll ring the office on my mobile to explain what's happened and how late I'm likely to be and I'll get straight to work as soon as I arrive.

The Ten Forms of Twisted Thinking

1. All or nothing thinking

You see things in black or white categories. If a situation falls short of perfect, you see it as a total failure. When a young woman on a diet ate a spoonful of ice cream, she told herself, "I've blown my diet completely". This thought upset her so much she gobbled down an entire quart of ice cream!

2. Overgeneralization

You see a single negative event, such as a romantic rejection or a career reversal, as a never-ending pattern of defeat by using words such as 'always' or 'never' when you think about it. A depressed salesman became terribly upset when he noticed bird dung on the windshield of his car. He told himself, "Just my luck! Birds are *a/ways* crapping on my car"!

3. Mental filter

You pick out a single negative detail and dwell on it exclusively, so that your visions of all of reality becomes darkened, like the drop of ink that discolours a beaker of water. Example: You receive many positive comments about your presentation to a group of associates at work, but one of them says something mildly critical. You obsess about this reaction for days and ignore all the positive feedback.

4. Discounting the positive

You reject positive experiences by insisting they "don't count". If you do a good job, you may tell yourself that it wasn't good enough or that anyone could have done as well. Discounting the positive takes the joy out of life and makes you feel inadequate and unrewarded.

5. Jumping to conclusions

You interpret things negatively when there are no facts to support your conclusion.

Mindreading: Without checking it out, you arbitrarily conclude that someone is reacting negatively to you.

Fortune-telling: You predict that things will turn out badly. Before a test you may tell yourself, "I'm really going to blow it. What if I fail?" If you're depressed you may tell yourself, "I'll never get better".

6. Magnification

You exaggerate the importance of your problems and shortcomings, or you minimise the importance of your desirable qualities. This is also called the 'binocular trick'.

7. Emotional reasoning

You assume that your negative emotions necessarily reflect the way things really are: "I feel terrified about going on airplanes. It must be very dangerous to fly" or "I feel guilty. I must be a rotten person" or "I feel angry. This proves I'm being treated unfairly". Or "I feel so inferior. This means I'm a second rate person. Or "I feel hopeless. I must really be hopeless".

8. "Should Statements"

You tell yourself that things *should* be the way you hoped or expected them to be. After playing a difficult piece on the piano, a gifted pianist told herself, "I shouldn't have made so many mistakes". This made her feel so disgusted that she quit practicing for several days. "Musts", "Ought's" and "have to's" are similar offenders.

"Should statements" that are directed against other people or the world in general lead to anger and frustration: "He shouldn't be so stubborn and argumentative".

Many people try to motivate themselves with should and shouldn't, as if they were delinquents who had to be punished before they could be expected to do anything. "I shouldn't eat that doughnut". This usually doesn't work because all these shoulds and musts make you feel rebellious and you get the urge to do just the opposite. Dr. Albert Ellis has called this "*musterbation*". I call it the "should" approach to life.

9. Labelling

Labelling is an extreme form of all or nothing thinking.

Instead of saying "I made a mistake," you attach a negative label to yourself: "I'm a loser". You might also label yourself "a fool" or a failure" or "a jerk". Labelling is quite irrational because you are not the

same as what you do. Human beings exist, but “fools”, “losers”, and “jerks” do not. These labels are just useless abstractions that lead to anger, anxiety, frustration, and low self-esteem.

You may also label others. When someone does something that rubs you the wrong way, you may tell yourself: “He’s a S.O.B” Then you feel that the problem is with that person’s “character” or “essence” instead of with their thinking or behaviour. You see them as totally bad. This makes you feel hostile and hopeless about improving things and leaves little room for constructive communication

10. Personalisation and blame

Personalisation occurs when you hold yourself personally responsible for an event that isn’t entirely under your control.

When a woman received a note that her child was having difficulties at school, she told herself, “this shows what a bad mother I am”, instead of trying to pinpoint the cause of the problem so that she would be helpful to her child. When another woman’s husband beat her, she told herself, “If only I were better at everything, he wouldn’t beat me”. Personalisation leads to guilt, shame, and feelings of inadequacy.

Some people do the opposite. They blame other people or their circumstance for their problems, and they overlook ways that they might be contributing to the problem: “The reason my marriage is so lousy is because my spouse is totally unreasonable”. Blame usually doesn’t work very well because other people will resent being scapegoated and they will just toss the blame right back in your lap.

It’s like the game of hot potato – no one wants to get struck with it.

Start a new job or ask your boss for a raise, you will probably feel a little nervous. It’s often best to accept these negative feelings. I don’t believe that you should try to be happy all the time, or in total control of your feelings. That would just be a perfectionistic trap. You cannot always be completely rational and objective. Certainly I’m not! I have my share of shortcomings, my dark moments of self-doubt, my periods of irritability. I believe these experiences

give us the opportunity for growth, for intimacy, and for a deeper comprehension of what it means to be human.

Leadership Questionnaire

Section One:

1. Assess your skills in reading social situations. (Be honest and think about how good you are at picking up behavioural cues in a variety of contexts; e.g. upwards, downwards, sideways in the hierarchy; with customers; with competitors.)

2. How well do you know the goals, values and motives of the people who have the biggest impact on your performance? Who do you need to know more about?

3. Identify your personal differences which may form the basis of leadership capability.

4. What weaknesses do you disclose to those you are leading?

5. What is your vision for the business you are leading?

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6. What are your most important values about work?

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7. How do you communicate and in what contexts?:-

Your vision

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Your differences

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Your values

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YOUR REFLECTIONS What did you learn about YOU.....Record, Reflect and Connect
your own observation