# The Effective Leader-Manager

a free eBook from

**Corporate Coach Group**

Training that transforms

# The Effective Leader Manager

*The future of your business is to a large degree, dependant on proper leadership and management.*

The team leaders and managers are the people who set the goals, implement the strategy, make the decisions and guide the processes in every aspect of your organisation.

So, it is the performance over the next six months that will set the terms for your progress in the future. That might mean good times for everyone, or it might spell trouble. It all depends on the quality of the performance.

It is interesting to note that leadership and management skills may be present in **any** member of the group – not only in those who hold a title. Therefore, the development of leadership and management skills is not restricted only to the management team:

Personal development is open to **all** those who wish to get the best from themselves and others. Here is the key question:

> *How can you get the best from yourself and others?*

Realise that you need to be able to get the best from **yourself first**, before you can get the best from others. I.e. It is impossible for you to inspire others if you, yourself, are depressed, beaten and confused.

*"Continuous effort – not strength or intelligence – is the key to unlocking our potential."*
**Winston Churchill**

So, this e-book is primarily about **your own personal development**. Only then, is it about the development of the team. We want to help anyone who wishes to develop his or her performance. Specifically, "development" means improving your ability to:

- Set your goals
- Achieve your goals.
- Communicate clearly.
- Plan ahead and prioritise.
- Resolve conflicts.
- Inspire a positive atmosphere.
- Develop more energy.

So this message is important. If you follow the ideas in this book, you will be able to make yourself and your team more effective. *Let us begin!*

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# Leaders and Managers

*There is a difference between a 'leader' and a 'manager' isn't there?*

We define a "leader" as: "A member of a team or organisation who is responsible for establishing and communicating clear goals, and then inspiring positive actions towards their achievement."

As opposed to a "manager" who we define as: "A member of a team or organisation who is responsible for the daily organisation of money, material resources and people, for the most efficient achievement of a goal.

Clearly, leadership and management are different concepts, yet isn't it true that **both could be present in the same person?**

We believe so. So from now on, we will use the term "leader-manager", to indicate anyone who wants to improve the performance of the team; and this means you! *You* want to improve *your* performance.

**"No captain can do very wrong if he places his ship alongside that of the enemy."**
**Lord Horatio Nelson**

You may be a person with good technical ability; but having good technical knowledge does not necessarily mean that you are equally expert at motivating, communicating and handling difficult people.

A poor working atmosphere, ambiguous instructions and crude methods of handling conflict, limit the effectiveness of a team and therefore its productiveness.

1. There are six "fundamentals" that every leader-manager must master:
2. Effective goal setting.
3. Accuracy and clarity in communication.
4. Good planning, prioritising skills.
5. Good conflict management skills
6. The ability to inspire yourself
7. The ability to inspire others.

Let us look at each one in turn.

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## Clarity of Purpose

Clarity is the most important virtue of the leader-manager. The word "leader" implies that you are going to lead others somewhere. The obvious question is "where?"

Leadership requires that you have a clear sense of direction: That you are able to decide exactly what you want to achieve within the next; six months, year, two years, five years.

What would happen to the manager or leader who is not really sure what they want to achieve?

**How would you feel if, when you asked the management for their plans, the answers they gave were too vague?**

If the leadership team have only hazy or ill-defined goals, then they sound indecisive. Now, what are their chances of inspiring productive activity?

Answer: Zero chance.

*"Life without a purpose is a languid, drifting thing; every day we ought to review our purpose, saying to ourselves, 'This day let me make a sound beginning, for what we have hitherto done is naught!"*
**Thomas Kempis**

Clarity is **the most** important virtue of the leader and manager. All great leaders share that one same quality: Definiteness of purchase – Goal focus.

You need a sharp image of *the purpose of the team* and be able to verbalise and define that image to everyone else who needs to know.

A purpose is the **target** that is the focus point of all team decisions and actions. Without a clear purpose, a team dissolves and fragments.

Secondly, "clarity" relates to **standards**. It means you should have a clear idea of the standards that you expect from every member of the team, including yourself.

If you are unclear about your goals, then you will not be able to make accurate decisions - you will not be able to communicate properly with other members of the team. If you focus your mind on attaining "goal focus", then it will make leading and managing others much easier for you.

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## Clarity of Purpose – Exercise

Think of three reasons why gaining "clarity of purpose" will make leading and managing others easier for you.

If a leader has goal focus, then that makes him or her more…

1.

2.

Think of two painful consequences that would follow from a lack of clear goals.

If a leader lacks clear goal focus, then that will mean that…

1.

2.

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# How to develop "Clarity of Purpose"

In order to develop more clarity of purpose – goal focus; simply answer these seven questions with as much detail as possible:

1. What **exactly** do you want to achieve, at work, within the next year?
2. Name at least two benefits you will gain if you achieve the goal stated above.
3. In order to do this one thing, within one year, what *three* related, sub-goals do you need to achieve within the next six months?
4. Name *three key people* whose co-operation you will need to engage?
5. What material resources will you need to assemble?
6. Write out your best possible plans to achieve the sub goals stated in question three.
7. Name the *first action* to take and the *exact date* you will take it.

*Print out* the answers to the above questions and read them to yourself every day. Every two weeks, *modify the answers* as your current situation develops. Have you co-workers work on a joint document and *develop a team goal*.

Remember – success if possible only to those who have:

1. Clear goals
2. Meticulously written plans of action

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## Clarity in Communication

*Now you have mental clarity, the second virtue is "Clarity in Communication".*

Communication is defined as the **"transfer of information and/or emotion"**. You need to be good at both.

Each team member must be able to communicate their purpose in clear, unambiguous terms. A team with clear ideas, but without the ability to communicate would fail.

An ambiguous statement is one that can probably be interpreted in more than one way. If your messages have multiple meanings and rubber definitions, what will be the effect on the resultant actions taken by others?

*Why would habitual ambiguity cause you to fail?*

It is your responsibility to be clear. People need to understand your message; even if they do not agree with you, they must understand you!

The transfer of information depends on the proper use of language - poorly worded, ambiguous or incomplete communication will cause errors.

This is because people may misinterpret your meaning and so the actions that follow will be equally confused and misguided. Remember this:

*Understanding is more important than agreement.*

In other words, it would be bad to have an "Agreement based on a misunderstanding".

I want you first to *understand me*, and then *earn your agreement*.

Some people communicate on the **opposite premise**.

For example: In politics, many people intentionally blur their meaning and are purposefully vague.

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What would be long-term consequences of gaining **temporary agreements** based on misunderstandings?

1.


2.


What would be long-term benefits if you made clarity a priority, even if that means risking temporary disagreements? (Ie; they **always** understand you, but they don't always agree).

1.


2.


You may be asking, "I agree that clarity in communication is important, but **how specifically** can I improve the clarity of my communication?"

Here are five points to consider.

1. Use affirmative statements and avoid negation.
2. Define your most important concepts.
3. Answer questions and don't merely respond to them.
4. Structure your message.
5. Limit your message.

Let us look at each one.

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## Negation v Affirmative Statements

An affirmative statement says what it **is**; a negated statement says what it **is not**.

*Use affirmative, rather than negated statements.*

Affirmative language is talking and thinking about what you do want, would like, and do believe in. Negated language is talking and thinking about what you do not want, would not like, and do **not** believe in.

Too many people focus their minds on their troubles and the causes - they talk for too long about what will **not** work and why. They are stuck in the mental **habit of negation**.

Continually thinking about what you do **not** want is not enough.

To help others, learn to have them focus their minds on what they **do want**.

## Negation Errors

Negation is trying to have someone understand:

What you **want**-                           by telling them what you **do not** want.

What you think they **should** do-           by telling them what to **stop** doing.

What you think is **true**-                  by telling them what you think is **false**.

What you **agree** with-                     by telling them what you **oppose**.

Negation is inherently ambiguous if used alone (without the affirmative).

Saying "**X is wrong**" leaves completely open the question of "**What is right?**"

Too much negation will tie you up in "NOT"s - ensure that the last thing they hear from you, as they leave the room is a statement of what you **do want**.

# Be prepared to define your most important concepts

In business, there are many words and phrases that fall into the category of "**Often used, but ill defined.**"

Examples of these words and phrases are:

- Fair
- Unfair
- Top priority
- Professional
- Quality product
- Attitude problem
- Unacceptable dress

For example:

We all agree that "fairness" is a virtue; we need to treat others fairly. We must not treat others unfairly - we all agree on that.

*"Justice and power must be brought together, so that whatever is just may be powerful, and whatever is powerful may be just."*
**Blaise Pascal (French Mathematician, Philosopher and Physicist, 1623-1662)**

### *So why does "fairness" cause so many problems?*

The answer is; there are **many versions** of "fairness".

To you, what does it mean, in practice, to treat others fairly?

Does "fairness" mean?

- Treating everyone **the same**?
- Treating everyone according to their individual **need**?
- Treating everyone according to their individual **merit**?
- Treating everyone according to how you **honestly feel**?
- Treating everyone according to **company policy**?
- Or some combination of the above?
- Or something else?

Fairness causes us problems because there is ambiguity of meaning. You should always be clear on what you mean when you use the word.

Imagine you were in a meeting and the boss said,

*"I want you all to do the **right thing**".*

Everyone would agree they should do the **right thing** - the boss has agreement, but not an understanding. What would happen? Everyone would implement their own notion of "the right thing", and everyone would go running off **in different directions**. That is the problem with language: It is often vague.

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Remember this:

*In business, Vagueness is vice. Clarity is a virtue.*

Before coordinated action can take place, somebody has to **define the most important concepts**. The same principle is true for you. You must be ready and able to define exactly what you mean when you use certain key terms. There are many common concepts that we agree on (on the surface) but disagree on when we implement our own particular meaning.

Here are examples of key concepts you might want to consider spending some time developing:

What in practice is your understanding of the following concepts?

- Fairness
- Professional attitude
- Quality service
- The most valuable use of your time.
- Professional dress code
- The correct use of humour

For example, what if you said that the other person "Displayed an unfair attitude", and the person disagreed with you and challenged you: He says: "What specifically do you mean by "unfair"?" Would you be able to explain yourself?

If you **were** able to define the term "fairness", demonstrate that the action fell outside of that category, you would have achieved clarity. But what if you were stumped by the question and said, "Um... Everyone knows what unfair is."?

*What would be the long-term painful consequences you would suffer if you gained the reputation for being unable to define your most important concepts?*

Both in terms of:

1. Your credibility

2. Your persuasiveness?

The point is this; clarity requires introspective thinking to define frequently used, but ill-defined terms.

*Be prepared to define your most important concepts.*

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## Distinguish between Answers vs. responses

There is a difference between:

1. An "answer to a question", and
2. A "response to a question".

Have you noticed that some politicians have the tendency **to respond to questions**, but **not to answer them?**

What **is** the difference between an answer and a response?

An "answer" to a question **satisfies the requirements of the question**.



*"Asking the right questions takes as much skill as giving the right answers."*
**Robert Half**

It is logically connected to the question and provides more information or a clearer definition. It differentiates one concept from another or explains a relationship.

**A "response" does not do any of these things.**

A person may "respond" to, but not answer, a question by:

- Changing the subject
- Answering the question they wished you had asked.
- Bursting into tears
- Shouting
- Asking a question in return ("Why are you asking?")

Over the long stretch, what happens to someone who gains a reputation for not answering questions, but only as one who responds to them?

What happens to a person who does not distinguish between an answer and a response? (i.e. They mistake a response for an answer?)

Remember this:

Your goals should include to

- Answer questions, accurately.
- Notice when **your** questions are **not** being answered, (and consider re-stating the question).

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# Structure your message like a tree

Knowledge is hierarchical.

It has a branching structure, similar to a tree.

1. Fundamental ideas form the "trunk". These are the three or four essentials of the message.
2. Next come the "Major themes" of the message that grow from the fundamentals, like branches.
3. Later come the "Minor themes" growing from the major.
4. Finally, there are the numerous details, like the leaves on a tree.

It is important to deliver your message in a **logical order**.

What happens in the mind of the listener if you tell them **all the facts**, but they are all jumbled up, out of order?

**Organise your thoughts.**

Let them come to your listener as a sequence of related ideas, not a mixed up jumble of concepts.

- Decide which ideas are fundamental.
- Decide which ideas are derivatives.
- Decide which ideas merely details.

Make the connections between them clear.

**Question**: Whose job is it to do the integration of ideas - is it yours, or the listeners?

**Answer**: It is your job; the speaker.

It is your job to make your ideas intelligible by integrating your thoughts into a unified, coherent message. Do not give your listener the task of unpicking and deciphering your language.

Strive to make your meaning clear.

Structure your message.

Structure your message like a tree.

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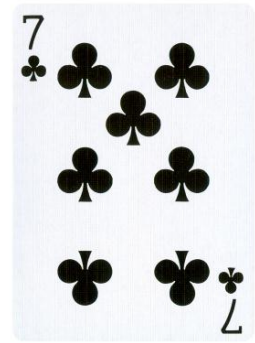
## Limit your message

There is a limit to how many points a person can "take in" at one sitting.

How many points can a person retain in the short-term memory?

Research tells us the number is between 5 and 7 "bits" of information at any one time.

*What happens to information, in your minds eye, if someone tells you too much, too quickly?*

**Do not overwhelm people with too much information at once.** It is counterproductive. Limit the amount to groups of five to seven points at a time.

What should you do if you have **more than seven points**?

1. Break your message down into chunks and do it "a bit at a time".
2. Check for understanding after each five to seven "bits".

**Limit your message.**

**To summarize**

How can you achieve "clarity in communication"?

1. Use affirmative statements..
2. Define your concepts.
3. Answer questions.
4. Structure your message like a tree.
5. Limit your message.

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## Reason

Remember this:

> *To be a good leader-manager – treat people according to the principles of reason.*

## What is reason?

"Reason" is defined as "the mental faculty that integrates information provided by the senses, according to objective (i.e. logical) principles". In practice that means:

- Treating problems and people according to professional principles, (as opposed to momentary impulse or your moods).
- Planning ahead according to the facts, not guesses,
- Treating disputes logically, not emotionally.
- Thinking of the long-term consequences of actions, not merely the short-term pleasure.

Leader-managers in a complex organisation like yours can only lead by rational means. Any irrational methods will cause them to fail.

## What are irrational methods of management?

Irrational methods include:

1. Managing by fear. ("Do it or else!")
2. Managing by "commandments"("Don't ask questions - just do it")
3. Managing by popularity, (never saying or doing anything that may be unpopular).
4. Over optimism, ("We can do anything if we believe we can!")
5. Pessimism ("I bet this won't work either)
6. Cynicism ("These days, you can't believe anything or anyone!")
7. Evasion ("Don't think about it- it might  go away on its own)

*Have you ever had a colleague who used "fear" as their primary persuasion tool? In the long run, what was the response from the team?*

*Have you ever been given a goal that was unreasonably optimistic? Was it a motivator or a de-motivator?*

Reason is the principle that guides all intelligent human action. It relates to planning and conflict management. Let us look....

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## Rational Planning

Many people do not plan ahead. They are too busy mopping up after the mistakes caused by a **previous** lack of planning.

Decide now to make a mental shift from the immediate moment into the middle future. Think **now** about things needed for next week, next month, and next year.

That means **rational planning**. It takes effort and an act of will. It also takes training your mind to do it as a habit- all the time.

Each individual must learn the principles of prioritising to allow time to plan.

*What happens to the team member who never plans ahead?*

How do you evaluate what task to do next?

Do you evaluate rationally or not?

## Evaluations are a series of questions.

The quality of the evaluation depends on the quality of the questions. Some questions are good rational questions that will lead us to good decisions. Some are not, because they are based more upon mood and emotions.

I once asked a group of delegates from an organisation:

*"What are the questions you ask yourself whenever someone asks to do a task? Please brainstorm the questions that occur to you when someone hands you a job to do."*

The delegates came up with this list of questions they might ask themselves when deciding if or when they should do a particular job...

Some are "Good logical questions" and some are "Risky emotional questions" – but which is which?

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- Is there anything more fun?
- Is this important to the organisation?
- What would be the consequences if I put this off?
- How urgent is this?
- Do I enjoy this task?
- When must this be finished?
- Was this person horrible to me in the past?
- How much will this contribute to the overall purpose?
- Is the person giving me this job good looking?
- Is this short, medium or long-term benefit?
- Do I feel like doing this?
- Are you senior in position to me or not?

The point is this: Time management is a **logical activity**, (or at least should be)

You cannot effectively prioritise according to your mood. Why? Because there are many jobs that you should do, but don't want to do. You must prioritise according to **your mind, not your mood**.

Remember this:

*MIND takes precedence over mood.*

In other words - if you know you should do it, but you are not in the mood, then do it anyway!

If you ever hear yourself say: *"I know I should. I know I could, but I am not in the mood, so I won't."* Then realise you have made a major mistake.

This point has three implications:

1. As a rational planner use logic to determine the correct order of tasks.
2. From now on, strive to do what you know you should do, even if you are not in the mood.
3. I evaluate the task itself, not the person asking you to do the task.

*What happens to a person who prioritises tasks according to their mood? I.e. they will only do the job if they are in the mood.*

As a rational logical person, you should judge tasks according to

1. VALUE of the task
2. DEADLINE PRESSURE of the task

If you make a graph with the axis being Value and deadline pressure, you get following.

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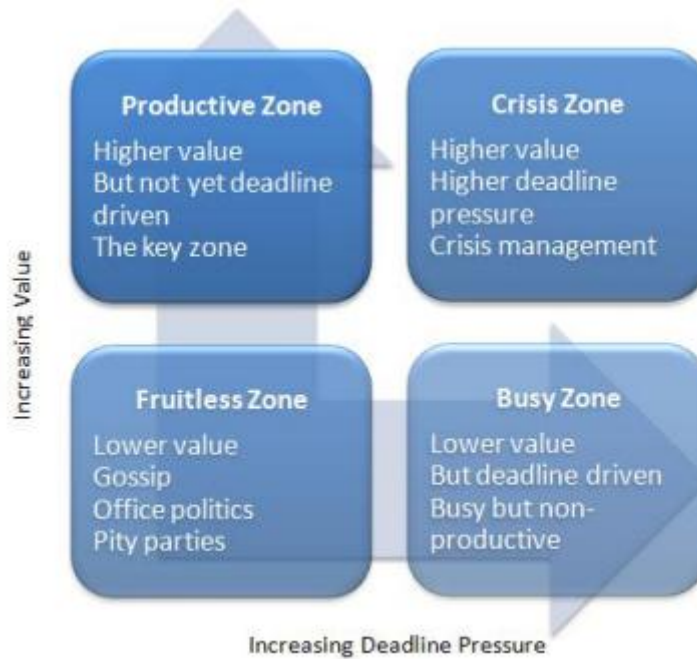
Q1 Crisis Zone
Q2 Productive Zone
Q3 Fruitless Zone
Q4 Busy Zone

You do not have the time to do everything, so select the most productive, high value work Q1 and **especially Q2**.

*Is there a difference between "busy" and "productive"? If so, what is it?*

1. Business is a measure of.......................................
2. Productivity is a measure of...............................

Think about this statement.

> *Many people are too busy to be at their most productive.*

Busyness is not a virtue - it is very easy to be too busy! It is not possible to be too productive.

Distinguish between being "busy" and "productive" - busy is "a measure of activity" whereas productivity is "a measure of achievement".

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Let us define the four types of work

## Q1 Crisis

High Value/High Deadline pressure – we all get this sometimes. The question is, how much time is spent in crisis?  In Q1 Crisis zone, tasks have to be done to the highest standards and finished yesterday.  In this zone there is pressure, stress and a greater likelihood of error.  This zone is called the crisis zone.

Other people create some of your Q1 activity. But some may be cause by an earlier failure to complete Q2 activity.

## Q2 productive

High value/Low deadline pressure – these tasks have high importance, but are not yet pressing.  They therefore need to be planned for and a strategy worked out.  They may require a larger degree of time and resources allocated to them in order to ensure high quality. This is where you are at your most efficient and productive.

These activities increase efficiency, reduce future errors and improve systems. This is why this is called the Q2 Productive Zone.

## Q3 busy

Low value/High deadline pressure – these tasks are urgent, so they can feel more valuable than they actually are. You should limit the amount of time spent on them. Delegate these if possible. If not possible, restrict the amount of time spent on each ask. You need the time for Q 2. If you spend too much time here, you will be rushed off your feet, accomplishing little (busy but non-productive)

This zone is called the Busy Zone

## Q4 fruitless

Low value/Low Urgency – if a task is neither urgent nor important; maybe you shouldn't do it at all.

Q4 activity is relatively a waste of time so should be kept to a minimum.  This zone is therefore called the Fruitless Zone

Four Implications:

1. Your goal is to reduce Q1
2. You do that by spending at least 50% of your work time in Q2
3. You do that by managing Q3. Avoid being caught up in Q3. You will be busy but not productive.
4. Do not waste time in Q4. Pay Q2 instead.

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*What Q2 productive jobs do you put off until they become a crisis?*

1. Which "health issue" tasks do you put off until they become a crisis?

2. Which "long range goal" tasks do you put off until they become a crisis?

3. Which "important but tedious record keeping" task do you put off until they become a crisis?

*You cannot avoid doing pressure (Q1) work but you must manage busy (Q3) time.*

1. Who in particular are the people who continually interrupt you and put you in the busy zone or the fruitless zone? What are you going to do to stop them?

2. What personal habits put you in the busy or fruitless zone? How can you stop them?

3. What is there in the system or office layout that wastes time? How could you change it for the better?

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# Reason as a means of resolving conflict

Everybody has to handle conflict at some time.

Occasionally, people fail to do what they should, or they do things they should not. Then you have to give "**critical feedback**", you need to be able to put people back "on track" - but **how** "critical feedback" is delivered is important.

If a critical feedback message is handled crudely, bad feelings and resentment **build up**. If you fail to give the feedback for fear of risking confrontation, productivity suffers and onlookers lose respect for you. The critical feedback issue is a big problem for many people.  In short; they have never learned **how to do it**.

## Why is rational feedback important?

Rational feedback is important because blindness to bad behaviour is a formula for failure. Some people, hoping to avoid conflict, ignore bad behaviour in the hope that it will go away...**it won't**!

Untreated, bad behaviour of a minority becomes a habit and causes resentment in the team members who are doing it right. Bad behaviour **must not be left**; it must be treated carefully, according to the seven principles that follow:

### Get the timing right

Say it soon. Do not leave bad behaviour to fester. Do not "save things up" and blast people for long-past wrongs. Instead, say your message as soon as practicable after the event, preferably face to face and in private.

### Keep it specific to particular quality standards. Do not emotionalise.

Be objective in your language, not subjective. "Objective" means state only direct facts, **not** your evaluative comments or feelings flowing from the facts.

For example, "You were twenty minutes late for the meeting" is objective (and a good use of language). "I'm furious, you were late for the meeting, that's totally unprofessional" Is subjective, and liable to provoke a hostile reaction!

### Protect the person's self-image

People tend to act in accordance with their self-image. Those with a good self-image perform well, have good relationships and are productive. Those with a poor self-image act badly, have fraught relationships and are non-productive. So, it makes sense to build the self-image of those around you.

When you need to criticise anyone, restrict yourself to talking about behaviour, not the character of the person.

"Behaviour" is what the person says and does.

"Character" is "the kind of person you think his behaviour makes them"

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Be critical of another's behaviour, but if you criticise **who** they are, you will either

- Undercut the person's self-confidence or
- Provoke an angry defence.

In either case, **you lose**.

So do not use negative actions to justify an attack on the character.

Instead, state only the **behavioural facts**.

Your goal is *always* to preserve the self-image, whilst at the same time commenting on negative behaviour.

### Be specific about what you expect

Too many people focus on telling the other what they **do not like** and why - telling a person what you do not like is never enough on its own. Instead, focus on **what you think would be better**.

You should tell them clearly, what you would like to see in place of what they are doing now.

You should always know what alternative behaviour you expect from the other. Work it out **before** you speak.

### Distinguish between reasons and excuses

Is there a difference between a "reason" and an "excuse" for not doing something?

You bet there is a difference! A reason is *true, logical, based on fact*, undeniable and unavoidable. An excuse is none of these. (i.e. an excuse is untrue, illogical, dishonest or feeble)

What if you ask a person to change, and they say "no"? You will ask "why not?"

When that person answers, listen closely because you have to classify their answer into one of two groups. You will hear either:

- The **reason** they cannot change, or
- The **excuse** they use to avoid changing.

*In your own mind, when you listen to others, do you consciously distinguish between reasons and excuses?*

*What happens to the person who does not distinguish between reasons and excuses?*

*Who should decide for you what constitutes a reason and what is an excuse in any particular case?*

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Your policy towards reasons and excuses **should be different**.

If you think the person is giving good reasons, then you should negotiate a good compromise solution. There is no sanction.

If you think you are hearing unreasonable excuse, **do not negotiate!**

*Never negotiate with a person who offers only excuses*. You should earn a reputation for being a person that responds only to reason.

*What happens to team standards if anyone can come up with any excuse not to do something, and as a result, gain concessions?*

## Check your facts before the session

Beware of criticising another person **before** you have **all the facts**.

If you speak too soon, on assumption, guesswork or rumour, you may cause resentment in the mind of your listener based on an injustice. This is dangerous in teams because a perceived injustice is a major de-motivator. Instead, *check the facts* before you speak.

The "best kind of fact" is always direct sense experience. (I saw you X, I heard you say Y)

*Be wary of indirect or second-hand facts. If in doubt, check it out.*

*Have you ever known someone be unjustly criticised? How did they react?*

## Give honest and sincere appreciation for good work

Fundamentally, we work *in exchange for money*, but money is not the *only* motivator. Other people, what they say and how they behave, motivate people. Social motivations are an important element in successful teams.

Good teams have a culture of *self-motivation* through *mutual praise and encouragement*. They also give praise and thanks upwards as well as downwards.

Bad teams have a culture summed up in the phrase: "*Why should I appreciate him? He is getting paid, isn't he?*"

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*Do you ever hear this complaint "I always get told when things go wrong but I never hear anything when things go right". If yes, what effect does this have on motivation?*

*Have you ever put in an extra effort to achieve a good result, and then not received a word of appreciation from others. How did that effect your motivation?*

It is important to praise others for good work, and remember:

*The lack of appreciation is not a neutral. It is an enormous de-motivator.*

So … catch people doing it right!

1. Appreciation for good work is essential but often forgotten
2. Tell people when they have got it right
3. Do it now, don't wait
4. Use achievement to build self-concept
5. Praise up the hierarchy as well as down

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## "Emotional Management" – Inspiring Positive Feelings

One of your important roles is to be a source of strength for other team members.

This generates positive emotions such as enthusiasm and motivation in a team and creates a sense of self-esteem and pride based upon productive achievement.

Sometimes, a team member has a negative attitude, which acts to dampen down the spirit of the team. This is bad, because a dispirited team is less productive and less able to solve problems.

There are two aspects to the management of emotion:

1. The ability to inspire yourself
2. The ability to inspire others

*The ability to inspire yourself comes first. Then comes the ability to inspire others. Why does it have to be that way round?*

Here are two ideas under the general heading of "How to inspire a positive attitude"

1. Positive evaluation questions
2. Physiology first

Let's take the first idea:

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## Positive evaluation questions

Have you ever heard a person say, "Rain makes me feel miserable" or "Rain makes me feel good"?

Most people speak in terms that say, "*X makes me feel Y*". Now, ask yourself, can rain **make** a person happy or miserable? **Be clear on this.** Is there a **direct cause- effect relationship** between "rain" and "miserable"?

Look around your office on a rainy afternoon; wouldn't you see a range of responses? Some would be **miserable**. Some **delighted**. So, the "Thing in reality" cannot cause the emotional response - X (out there) does not make you feel Y (in here).

If the outside environment is not the cause of an emotion, then what is?

*The cause of the emotion is the evaluation of the fact.*

You respond emotionally to the meaning of the event - not the event itself.

You cannot control the event, but you can control the meaning of the event.

So you can control how you will react.

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## "An emotion is a physiological and mental reaction to the evaluation of an event, or idea"

Imagine you see a person who is miserable about a certain fact? You want to make the person feel better. You *could* take that fact away. But what is wrong with this approach to managing emotions?

*"Spiders make Jon unhappy. Let's get rid of all the spiders."*

The problem is: **facts are facts.** Sometimes the thing that "makes you unhappy" is a fact that will not go away.

*"Spiders make me unhappy. There are always lots of spiders. So I can never be happy"*

If you cannot "make it go away", and you want to feel better, your best approach is to:

**Change your current method of evaluating the facts.**

> *Facts do not cause feelings - evaluations cause feelings.*

Change the evaluation, and you'll change the emotion.

As the leader manager; your challenge is to *change the meaning* of an event by offering more inspiring interpretations to the facts.

Strive to **help others evaluate things** in such a way that they feel **productive** and happy, no matter what is going on "out there".

So now the question is, *"How can I change the way a person evaluates an event?"*

**If emotions hinge on evaluations, let us ask "What is an evaluation"?**

When you evaluate something, you ask and answer questions about it. An evaluation is a series of questions; the quality of the questions determines the quality of the answers; the quality of the answers determines the emotions.

Therefore, and this is a key point:

> *The quality of the questions determines the emotions.*

Given the same set of facts, some questions will lead to negative emotions and inaction. Other questions will lead to positive feelings and goal-focused action.

*What would be an example of "negative feeling inducing questions"?*

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Imagine you have just discovered you are not ready for an important presentation because another person had failed to supply you with a piece of information. You are feeling **bad and frustrated**. Then your friend asks you these questions:

- What is wrong?
- Who caused it?
- Why did (he/ she) do that?
- Why do you seem to get all the bad luck?
- Why didn't you anticipate it and prevent it?
- What punishment would be fair?
- How does all this make you feel?
- Fancy a drink?

Having answered these questions, what **state would you be in**?

How much **closer to a solution** would you be?

These questions are characterised by being:

1. Focused on the past.
2. How this "makes you feel".
3. Blame.

Important point: Don't ask yourself questions that focus your mind on:

1. The past
2. Who to blame
3. How you have the right to feel miserable.

Instead, ask yourself "*positive feeling inducing questions*". What would be an example of "positive feeling inducing questions"?

Imagine the **same scenario** but this time your friend asks:

1. What's up?
2. Given the situation is what it is, what is your most optimistic but realistic goal?
3. What would be a good plan?
4. Who could help?
5. What will you need?
6. What is the very first thing to do?
7. When should we start?

Having answered these questions, what **state would you be in?**

How much closer to a solution would you be?

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These questions are characterised by being:

1. Focused on the future.
2. Thoughtful planning.
3. Action centred.

There are many good questions. There are many **bad** questions, that don't need an answer: In fact, even asking the question is a mistake. I call these questions: **KILLER** Questions

**What is a killer question?**

A killer question is a question that presumes a falsehood, or has no valid answer, or the answer itself is a waste of time or is counterproductive.

Killer questions are "killer" because, even in the act of answering them, you tend to make life WORSE for yourself and others.

**What are examples of killer questions?**

There are a great many. Here are some candidates:

1. I wonder what happens if I press this?
2. How many beers can I drink, and still drive home safety?
3. How can I cheat and not get caught?
4. What is on TV tonight?
5. Who do you blame for your lack of progress?
6. You look really terrible. What's wrong?

There are many other killer questions: **Can you think of any?**

Remember the definition:

> *A killer question is a question if, in the act of answering it, you tend to make things worse.*

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So in summary:

1. Feelings are not caused by events.
2. Feelings flow from evaluations of events.
3. Evaluations are questions.
4. Questions can be helpful, or not.
5. Become conscious of the type of questions that you ask to evaluate any given event.
6. Use only helpful, empowering questions to help motivate others to feel empowered and capable. Avoid questions that focus on the past, blame or negative feelings.
7. Instead, ask questions that focus on the future, plans and effective actions.

*Do you know someone who always sees the worst in any given situation? What effect does it have on others?*

*If you learned the "positive evaluation method" and applied it to yourself and others consistently, what benefits would you see?*

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## Managing the emotions: Physiology first.

It is a fact that your emotions always have a strong physiological element. You can only feel as good as your physiology allows. When the outside word is looking hostile, and your emotions begin to take a dip, remember this phrase:

### *Physiology first.*

When there is a situation that requires you raise your game, strengthen your physiology so as to give your performance a rigid base.

Many people, when they feel pressured, neglect their physiology. Worse, some actively weaken their physical body by destructive consumption of booze, drugs or crummy food. They pay a heavy price.

When the environment is adding on the pressure, respond by becoming stronger physiologically. Feed your body and brain everything it needs. Compensate for the added intensity of pressure.

If you under-cut your body, then you undercut your mind. If you undercut your mind, then you undercut your emotions. You **feel suffering**.

*The good news is, the opposite is equally true.*

As you support your body, so you support your mind. As you support your mind, you support your emotions. So you **feel stronger**.

### What do you need to do to support your physiology?

### Oxygen
Your brain makes up only 5% of your weight but uses 30% of the oxygen you breath. What happens to people who don't breathe?

### Water
Dehydration has a negative effect on your mind, and therefore your emotions. So drink plenty of water. (Not booze, because it is a diuretic)

### Nutrition
Eat well. Feeling good requires energy. Poor nutrition causes a drop in the emotions.

### Rest and sleep
Rest and sleep are vital to a calm mind.

### Movement
A body of water that does not move will stagnate. You are a body made of water. So you must keep moving.

### *When you need to reclaim your emotional state, remember, physiology first.*

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Get up, move and breathe deeply. Your nervous system needs the oxygen if it is to solve the problem.

Eat nutritious food (fruit and veg.) and re-hydrate yourself.

Take a short break and re-establish your best emotional and physical condition.

By doing this **you are improving your chances of winning**.

*Do you know anyone, who when upset emotionally, makes things worse by undercutting their physical body? (For example, they may drink too much or eat too little)*

*What are the long-term consequences of undercutting and degrading the physical body as a method of "coping with pressure"?*

*If you saw a colleague, say, drinking too much alcohol , to a degree that it affects their work, do you have the responsibility or right to guide or advise the other person?*

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## Summary

This book asks you to focus on:

### Goal focus

The ability to create and sustain a definite goal, or purpose. (As opposed to just hoping things will turn out okay later in the year).

### Excellent communication skills

The ability to explain all your key ideas. (As opposed to complaining that "they just don't get it!")

### Planning skills

Planning is the ability to: Analyse the facts and formulate practical written plans of action that will achieve the goal in the most efficient way possible. (As opposed to constantly "Reacting to the current crisis").

### Handling difficult people

The ability to guide and harmonise the various personalities in the team, so that they are more able to synchronize their actions and be more likely to reinforce and complement each other. (As opposed to fighting and conspiring against each other).

### Personal management skills

The ability to maintain a mental state of optimism and realistic self-confidence, especially during the tough times. (As opposed to going down after a defeat or setback).

### Leadership qualities.

The ability to inspire energy, self-belief and confidence in all the other members of the team, especially during difficult times.(As opposed to allowing negativity or pessimism or fear to take hold of the team and kill its spirit).

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## Your personal action plan

The management of others depends primarily on the management of yourself. Here is an interesting list of seventeen personal management skills. Read them through.

As you read, ask yourself,

1. Which ones am I doing?
2. And which ones am I NOT doing?

Make your analysis an honest one, and you will identify at least two aspects of your performance upon which you should focus your attention.

Remember: **Your goal is to succeed**.

To succeed, you would profit by:

1. Identifying any errors
2. Replace them with skills

With that in mind, here is a list of **seventeen skills**.

1. Develop a keen desire for improvement
   - Develop your desire to improve things by your own efforts. Do not leave things as they are.
2. Name your major goals
   - Mark out a clear set of goals for the next twelve months
   - Do not wait to "see how things turn out".
3. Develop a beneficial alliance
   - Develop a team of people around you. Choose those people that you can trust to help with practical advice and assistance.
   - Do not try to work it out, on your own.
4. Develop a pleasing personality
   - Develop a pleasing personality by consciously filing down any rough edges you may have in your personality.
   - Do not continue to expose others to your bad habits.
5. Build Self confidence
   - Develop a self confidence based upon an accurate assessment of your skills.
   - Do not sell yourself short.
   - Nor over inflate your ego.
6. Act on your own personal initiative
   - Strive to take the initiative in any situation: Ensure that you set the pace for others.
   - Stop waiting for the circumstances to be "just right".
7. Be willing to "go the extra mile"
   - Be willing to go the extra mile for your people. Do MORE than the other person expected, not LESS.

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8. Develop Controlled Enthusiasm
   - Generate your own enthusiasm at will.
   - Do not wait for others to inspire you. (They can't, because only YOU can inspire you.)
9. Learn self discipline
   - Learn how to make yourself do what you do NOT want to do.
   - Do not let things deteriorate, based on your own neglect.
10. Practice the art of accurate thinking
    - Learn to accurately distinguish between:
        i. Important v trivial
        ii. Relevant v irrelevant
        iii. Reliable information v un-reliable information
11. Develop your organisation ability
    - Become excellent at building detailed, specific, practical plans of action:
    - Never start a day without a written plan of action.
12. Induce others to work co operatively
    - Study leadership:  Learn how to create a spirit of harmony between members of your team.
    - Disharmony will ruin the team's performance.
13. Give freedom to your creative vision
    - Allow your imagination the freedom to supply you with creative ideas.
    - Don't say too early "NO- IT WONT WORK".
14. Develop everlasting persistence
    - Come back after each defeat, with a new, improved plan.
    - Never give in.
15. Cultivate sound health
    - Moderate your intake of:
        i. Booze
        ii. Food
    - Do not over eat.
    - Nor drink too much booze.
16. Control your expenditure
    - Spend LESS than you earn and INVEST the difference.
    - Too many people do the opposite:
        i. They spend MORE than they earn and BORROW the difference.
        ii. Hence the credit crunch.
17. Become a careful communicator
    - Learn to speak politely, carefully and with thought.
    - Don't let yourself down with language that is:
        i. Hurtful
        ii. Careless
        iii. Silly

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If you are honest with yourself, the chances are that at least TWO of the above skills would be weak point in your performance.

**Now do this:**

1. Name the two points that represent a weakness
2. Resolve to take corrective action.

Do not allow this to pass.

Practice the skill and make it your new strength.

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