The Essential Manager's Handbook
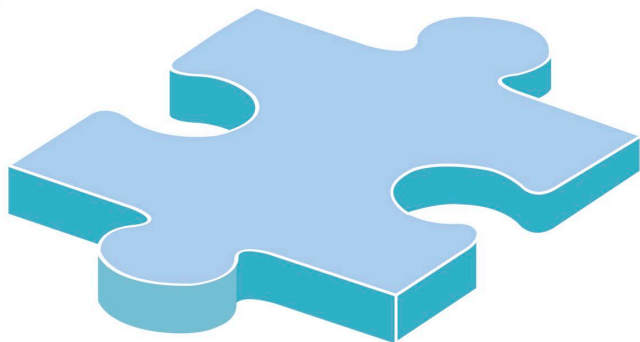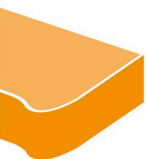
THE ULTIMATE VISUAL GUIDE
TO SUCCESSFUL MANAGEMENT

The
Essential
Manager's
Handbook

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A WORLD OF IDEAS:
SEE ALL THERE IS TO KNOW

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Contents

NEGOTIATING 364

Introduction

The step up to a managerial role can be an exciting, but daunting, new challenge. Suddenly, you are responsible for making sure your team is working together, achieving results, and that overall your department is running smoothly. There is no single technique to becoming an excellent manager, but the **Essential Manager's Handbook** provides indispensable advice on six of the key areas of management.

Lead your team

Managing People is essential to building a high-performing team, and in this section you will learn how to attain this goal. A successful manager must learn to set targets, plan work, delegate tasks, motivate employees, appraise performance, and solve problems. Managing people is a dynamic process that is always evolving to reflect the complex workspace, but by learning the core skills outlined in this section, you will be well prepared to accommodate future change. To run your team successfully, it is critical to be seen as a good leader. **Leadership** is the ability to create an environment where each individual feels totally committed to doing a great job. This section

provides practical advice to help you to develop your leadership skills, allowing you to realize both your own and your team's full potential.

Achieve your potential

Achieving this potential occurs through a combination of becoming more creative and confident, and improving your communication skills. In **Achieving High Performance**, you will be given the tools to understand yourself, and learn how to play to your strengths and overcome your weaknesses. The **Effective Communication** section of this book focuses on a wide range of topics, from planning a strategy to analyzing your audience, and will allow you to learn to communicate and listen well, both to your team and to your intended market.

Improve your business skills

A good manager also needs to be a successful presenter, as presentations have become an essential tool for business communication around the world. Whether you are delivering a formal speech, giving an informal address to your staff, or communicating with the media, the elements

of great presentations are described in the **Presenting** section in clear, concise, and practical detail. **Negotiating** is challenging, complex, and exciting, and another important skill that all managers should master. This section outlines various techniques that can help to make you a more successful negotiator in every situation you face; from teaching you how to manage your own emotions, to understanding your negotiation style.

Throughout this book, there are many features aimed at helping you to learn the essentials of being a manager quickly and efficiently. "Ask Yourself" boxes allow you to review your situation and assess how you can improve your skills, while "Tip" boxes provide expert advice. Case studies demonstrate real-life examples for you to learn from, and "Do's and Don'ts" boxes provide at-a-glance advice on key topics.
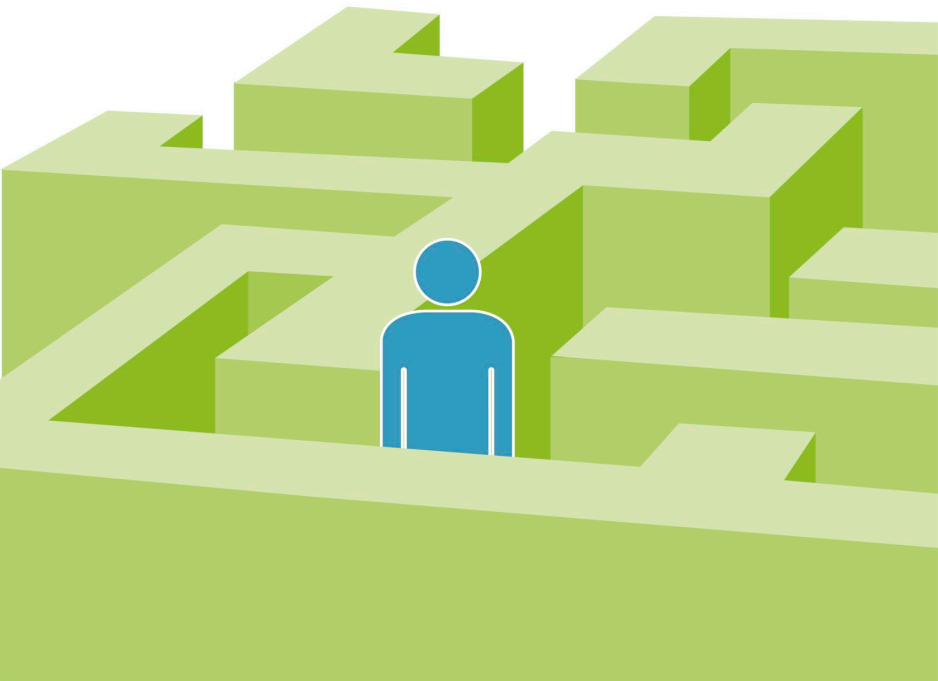
MANAGING PEOPLE
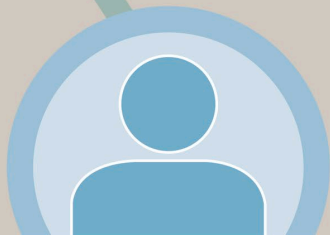
Understanding **yourself**

Knowing yourself will give you valuable insights into your aptitude for managing others. It allows you to understand how you're perceived by others, why they respond to you in the way they do, and how to get the best from them.
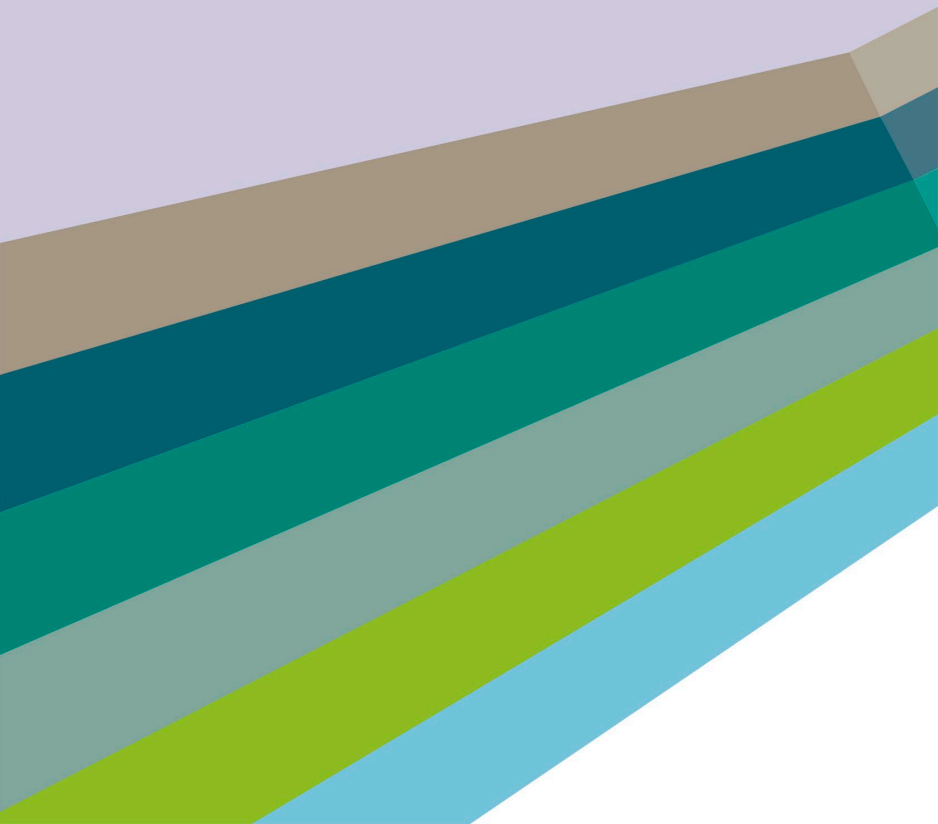
Developing self-awareness

Awareness of your emotions, personality, what you enjoy and dislike, what motivates you, and what comes easily or poses challenges is a key precursor to developing effective managerial ability. Quite simply, if you can't manage yourself, you will not be able to manage anyone else.

Keeping moving

The best way to enhance your self-awareness is to learn in a systematic way from your own experiences. Start by reflecting on situations in your working life, your actions in response to them, and the outcomes of these events. Schedule a regular time to do this, either at the beginning or end of a workday, when you are not in the thick of the action. Give yourself space to reflect, and make sure you can be alone and uninterrupted for a significant period of time. Try to gain a better understanding of what happened and think about how you can learn from each situation.

Take time to **reflect on situations** in your working life, **your actions** in response to them, and **the outcomes** of these events

Analyzing your performance

Assessing your progress toward your goals can help you gain a fuller understanding of your strengths and weaknesses. Whenever you make a key decision or take a key action, write down what you expect will happen. Then, every three or four months, compare the actual results with your expectations. If you practice this method consistently, it will help you discover what you are doing, or failing to do, that deprives you of the full benefits of your strengths, and will demonstrate areas in which you are not particularly competent and cannot perform adequately.

Tip

MAKE NOTES
Use your journal to **"think on paper"** about what you have read about management in this or other books, or **your experiences** in management training programs.

In focus

FEEDBACK
It is important to have a person in your life who gives you honest, gut-level feedback, to help you gain perspective on your experiences and learn from them. This should be someone you trust enough to go to when you have real problems and ask, "Am I off base here? Am I crazy?"

This person could be a partner, a mentor, a best friend, a coworker, a therapist, or a personal coach. Today, many organizations are providing their managers with 360-degree feedback, allowing them to receive insights on their strengths and weaknesses from other members of staff.

Keeping a journal
Keeping a journal is a good way to help you learn from experience. Journals are similar to diaries, but include entries that address critical aspects of your managerial experiences and reflect on interactions with bosses, employees, and team-mates. If you want to solicit feedback, post your journal as an online blog.

Journal entries could describe:

- A good (or bad) way someone handled a situation

- A problem in the making

- The different ways people react to situations

- Comments about insightful or interesting quotations

- Anecdotes, newspaper articles, or even humorous cartoons

- Your thoughts on people in the news, or in books or movies

Using emotional intelligence

Emotional intelligence (EI) is the ability to monitor and work with your and others' emotions. It is measured in EQ, which is the emotional equivalent of IQ. Daniel Goleman—author of the best-selling *Emotional Intelligence*—and other writers suggest that a technically proficient manager with a high EQ will be more successful than a manager who has only a high IQ.

Understanding EQ

Your EQ is the measure of your ability to understand and interact with others and becomes more important the more people you deal with. EQ does not measure personality traits or cognitive capacity. Emotional intelligence can be developed over time and can be improved through training and therapy. Those with a high EQ will be better able to control their own emotions, while at the same time using them as a basis for action. Working with emotions, rather than being at the mercy of them, makes individuals more successful in dealing with the demands of the environment around them. They are better able to control impulses and deal with stress, and better at problem solving. All of these qualities help the individual perform more competently at work.

CHECKLIST...

Applying emotional intelligence	YES	NO
1 Am I **aware of my feelings** and do I act accordingly?	☐	☐
2 Can I **share my feelings** in a straightforward, composed manner?	☐	☐
3 Do I **treat others** with compassion, sensitivity, and kindness?	☐	☐
4 Am I open to the **opinions and ideas** of others?	☐	☐
5 Can I **decisively confront** problem people?	☐	☐
6 Do I **maintain a balance** between my personal life and work?	☐	☐

Using EI at work

To be a successful manager in today's business world, a high EQ may be more important than sheer intellectual or technical ability. A manager who leads a project team of diverse people will need to understand and interact successfully with others. Applying emotional intelligence at work means you are open to the ideas of others and can build and mend relationships with others. You are aware of your feelings and act accordingly, articulating ideas so that others can understand them, developing rapport, building trust, and working toward consensus. Managers who are attuned to their own feelings and the feelings of others use this understanding to enhance personal, team, and organizational performance.

Managing emotions

Emotional intelligence has two aspects: one inward facing and one outward facing. The first of these is your emotional self-awareness and your ability to manage your own emotions. The second is your degree of empathy, or awareness of others' emotions, and your ability to productively manage relationships with others. Both inward- and outward-facing aspects of emotional intelligence are made up of a number of skills or competencies.

The four competencies of emotional intelligence

INWARD COMPETENCIES

SELF-AWARENESS

- O Emotional self-awareness
- O Accurate self-assessment
- O Self-confidence

SELF-MANAGEMENT

- O Emotional self-control
- O Trustworthiness
- O Conscientiousness
- O Achievement orientation
- O Adaptability
- O Optimism
- O Initiative

RELATIONSHIP MANAGEMENT

- O Development of others
- O Inspirational leadership
- O Influence
- O Communication
- O Effecting change
- O Conflict management
- O Bond building
- O Teamwork and collaboration

OUTWARD COMPETENCIES

SOCIAL AWARENESS

- O Empathy
- O Organizational awareness
- O Service orientation

70% of managers value EQ **more highly** than IQ in their **employees**

Applying assertiveness

An effective manager needs to behave in an active and assertive manner to get things done. Assertive managers are able to express their feelings and act with appropriate degrees of openness and candor, but still have a regard for the feelings and rights of others.

Understanding personality types

Assertiveness and the ability to express feelings are skills that people possess to different extents. Some are aggressive, direct, and blunt, and can appear domineering, pushy, or self-centered. Some people tend to be passive, inhibited, and submissive; they bottle up their feelings and fail even to stand up for their legitimate rights. Passive individuals seek to avoid conflicts and tend to sublimate their own needs and feelings in order to satisfy others.

Assertive behavior for effective management

Most people fall between the extremes of passive and aggressive. At these extremes, passive and aggressive behaviors hinder effective managerial relations because neither encourages openness. Effective managers need to be assertive, express their ideas and feelings openly, and stand up for their rights, and all in a way that makes it easier for those they are managing to do the same. The assertive manager is always sensitive to the needs of others; he or she does not

Becoming more assertive

STATE YOUR CASE
Try beginning your conversations with **"I"** phrases, such as **"I think," "I believe,"** or **"I need."**

BE PREPARED
Prepare for tricky encounters: have all the **facts on hand**, and try to anticipate the other person's replies.

USE OPEN QUESTIONS
If you are finding it hard to get a person to talk to you, use open questions that cannot be answered with a **simple "yes" or "no"** answer.

ASK YOURSELF...
Am I assertive enough?   **YES   NO**

1 Does my response **accurately reflect** how I feel if I'm given a compliment about my work? ☐ ☐

2 Am I **able to speak up** when I'm in a group of strangers? ☐ ☐

3 If others interrupt me when I am talking, can I **hold my ground**? ☐ ☐

4 Do I **avoid being taken advantage of** by other people? ☐ ☐

5 Am I able to **criticize others' work** if I think they might react badly? ☐ ☐

seek to rule less assertive people. Trying to achieve dominance may produce short-term results but will not make the best use of the abilities of members of your team.

The **assertive** manager is straightforward yet sensitive to the **needs of others**

VISUALIZE YOURSELF
Try assertive role play with a trusted colleague, to help you see yourself as an **assertive person**.

GET PERSPECTIVE
Try to see a situation from the other person's **point of view**. Most workplace bullies, for example, are hiding their own insecurities or an inability to do the job.

BE PATIENT
You'll need **time and practice** to become comfortable with the **new behavior**. Recognize that those around you may initially be uncomfortable when you start to **become more assertive**.

Examining your assumptions

Managers tend to treat their staff according to assumptions they hold about what motivates people. These assumptions create self-fulfilling prophecies in the behavior of the staff. Managers reward what they expect, and consequently only get what they expect. Challenging your own assumptions is one of the first steps in becoming a better manager.

X-style managers

Prominent management theorist Douglas McGregor distinguished two management styles—X and Y—based on the assumptions held by managers about the motives of their staff. X-style managers believe that workers need to be coerced and directed. They tend to be strict and controlling, giving workers little latitude and punishing poor performance. They use few rewards and typically give only negative feedback. These managers see little point in workers having autonomy, because they think that the workforce neither expects nor desires cooperation.

Y-style managers

Y-style assumptions reflect a much more optimistic view of human nature. Y-style management contends that people will gladly direct themselves toward objectives if their efforts are appropriately rewarded. Managers who hold Y assumptions assume a great deal of confidence in their workers. They are less directive and empower workers, giving them more responsibilities and freedom to accomplish tasks as they deem appropriate.

Shaping the environment

Organizations that are designed based on X-style assumptions are very different to those designed by Y-style managers. For example, because they believe that their workers are motivated to help the organization reach its goals, Y-style managers will decentralize authority and give more control to workers than will X-style managers. A Y-style manager realizes that most people are not resistant to organizational needs by nature, but may have become so as a result of negative experiences, and strives to design structures that involve the employees in executing their work

Tip

ANALYZE YOURSELF
Honestly review every **decision you make** and every **task you delegate**. In each case, ask yourself what you assumed the staff involved would think, and how you expected them to behave. Remember that **positive expectations** help produce positive outcomes.

roles, such as participative management and joint goal setting. These approaches allow employees to exercise some self-direction and self-control in their work lives.

In Y-style management, although individuals and groups are still accountable for their activities, the role of the manager is not to exert control but to provide support and advice and to make sure that workers have the resources they need to perform their jobs effectively. By contrast, X-style managers consider their role to be to monitor workers to ensure that they contribute to the production process and do not threaten product quality.

X and Y assumptions

X-STYLE MANAGERS

- Employees inherently dislike work and will attempt to avoid it.

- Employees must be coerced, controlled, or threatened with punishment to achieve goals.

- Employees will shirk responsibility and seek formal direction.

- Most workers place security above all other factors associated with work and will display little ambition.

Y-STYLE MANAGERS

- Employees can enjoy work and can view it as being as natural to them as rest or play.

- People will exercise self-direction and self-control if they are committed to the objectives behind tasks.

- The average person can learn to accept and seek responsibility.

- Most workers place job satisfaction and career fulfillment high on their list of priorities.

Clarifying your values

Values are stable and enduring beliefs about what is good, right, and worthwhile, and about the behavior that is desirable for achieving what is worthwhile. To be an effective manager, it is necessary to have a good understanding of what your values are and to act accordingly.

Defining values

Values are formed early in our lives, from the influence of our parents, teachers, friends, religious leaders, and media role models. Some may change as we go through life and experience different behaviors. Your values manifest themselves in everything you do and the choices that you make. If you are someone who particularly values promptness, for example, you will make sure that you always behave in ways that mean you are on time for appointments. The thought of being late will stimulate feelings of stress in you, and induce a subsequent adrenaline rush as you hurry to be at the appointment on time. As a manager, it is important for you to clarify your values, so that you can determine what your goals are and how you want to manage yourself and others to achieve them.

Clarifying your personal values

It may sound strange, but one of the best ways to clarify your personal values and gain a clear understanding of what is important to you is to think about how you would like to be remembered in your eulogy. Sit quietly and consider how you want your friends and family to remember you, and what you want your work colleagues to say they thought of you. Also think of your broader contributions—how would you like to be remembered in the communities you are a part of? Make notes, and use the information you write down to identify the values that are most important to you.

Dealing with conflicts

It can be challenging when your personal values conflict with those of your organization, or when there are conflicting values between individuals or subgroups. Value differences can exist, for example, about how to perform jobs,
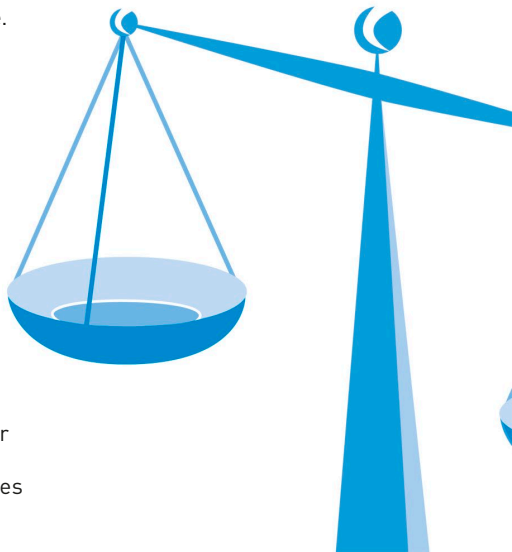
ASK YOURSELF...
About your influences   **YES   NO**

1 Can I identify the individuals and the events that
   influenced the development of my **value system**? .... ☐   ☐

2 Are these sources of influence **still as important** to me
   as recent events and people who influence me now? .... ☐   ☐

3 Are my values **still appropriate** as guides of behavior
   in the world I live in today? .... ☐   ☐

4 Should I consider **changing some of my values** to make
   them more relevant? .... ☐   ☐

the nature of reward systems, or the degree of intimacy in work relationships. Having a clear understanding of your own personal value set will help you to manage these conflict situations. If you are clear about your own values, you can act with integrity and practice what you preach regardless of emotional or social pressure. To address a conflict situation, first make sure you are aware of, understand, and are tolerant of the value differences held by the other parties. This will help you determine whether the value conflict is, in fact, irresolvable and will require personnel changes, or whether compromises and adjustments can be made to accommodate the different perspectives.
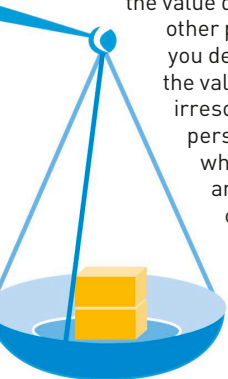
In focus

TYPES OF VALUE
Values can be classified into two types: terminal and instrumental. **Terminal values** (your "ends" in life) are desirable ends or goals, such as a comfortable, prosperous life, world peace, great wisdom, or salvation. **Instrumental values** (the "means" to those ends) are beliefs about what behaviors are appropriate in striving for desired goals and ends. Consider a manager who works extra hours to help deliver a customer's rush order. The attitude displayed is a willingness to help a customer with a problem. The value that serves as the foundation of this attitude might be that of service to others.

Developing your personal mission statement

A personal mission statement provides you with the long-term vision and motivation to manage yourself and others in your team according to your own values. It also allows you to establish your purpose and goals as a manager and sets a benchmark for self-evaluation.

Defining your future

Your personal mission statement spells out your managerial philosophy. It defines the type of manager you want to be (your character), what you want to accomplish (your contributions), and what principles guide your behavior (your values). It provides you with the vision and values to direct your managerial life—the basis for setting long- and short-term goals, and how best to deploy your time.

Setting out your philosophy

Make sure that your personal mission statement is an accurate reflection of your values, goals, and aspirations for

SEE THE FUTURE
Develop a vision of what it will be like when you achieve your goals. Your vision of a desirable future can be **a powerful motivating force**.

EVALUATE PROGRESS
Continually evaluate your performance against your **mission statement**. When things do not work out, be honest with yourself about why.

Tip

LEARN FROM SETBACKS
Things will not always work out as you have planned. When you face setbacks, **be honest with yourself** about what happened and why, and think carefully about whether you need to **reevaluate your goals**.

success. A personal statement might read: "My career goals are to effectively manage my team to achieve respect and knowledge, to use my talents as a manager to help others, and to play an active role in this organization." Another individual's statement might have a very different focus: "As a manager in this creative firm, I want to establish a fault-free, self perpetuating learning environment." Reevaluate your statement on a regular basis—annually, at least—to ensure that it still describes your overall vision for your future as a manager.

Setting and attaining your personal managerial goals

BE SMART
Set goals that are **Specific**, **Measurable**, **Attainable**, **Realistic**, and **Time-bound**. You are much more likely to achieve goals that are well defined and within your reach.

REWARD YOURSELF
Reward yourself for small wins. When you achieve **incremental progress** toward your goals, treat yourself to a reward, such as a night out or some recreational activity.

GET SUPPORT
Develop a support group of people who will **help you in achieving your goals**. Your support group should include those with the resources you need to be successful.

SET YOUR GOALS
Personalize your goals. You will be **far more committed** to goals that you have set yourself, rather than those that have been set for you by someone else.

Managing
a team

Teams are the cornerstones of most public and nonprofit organizations. Successful team leaders understand what makes a team effective and what can lead to failure. To be a successful manager, you need to be able to plan and design the work of your team, delegate tasks effectively, monitor progress, and motivate your team to excel.

Setting goals and planning

Planning is a key skill for any manager and starts with having a good understanding of the organization's objectives. It involves establishing a strategy for achieving those goals using the personnel available, and developing the means to integrate and coordinate necessary activities.

Knowing your goals

Planning is concerned with ends (what needs to be done) and means (how those ends are to be achieved). In order to create a plan, managers must first identify the organization's goals—what it is trying to achieve.

Planning and monitoring

Goals are the foundation of all other planning activities. They refer to the desired outcomes for the entire organization, for groups and teams within the organization, and for individuals. In the best organizations, employees and teams work closely with their managers to set their own goals and plan courses of action. Goals provide the direction for all management decisions and form the criteria against which actual accomplishments can be measured.

Tip

LOOK TO THE FUTURE
Write down three SMART goals that you **want your team to achieve** in the next five years, and then **plan how you will reach them**.

How to develop and implement a plan

Define your overall goals, by asking questions such as **"Why do we exist?"** and **"What do we do?"**

Thoroughly analyze your working environment, to **identify opportunities** you can exploit **and threats** you may encounter.

Use the results to **set objectives** that you want to meet. These will create a standard against which to **measure your progress**.

Setting your goals
There are five basic rules that can help you set effective goals. Always make your goals SMART: Specific, Measurable, Aligned, Reachable, and Time-bound.

S **Specific** Goals are meaningful only when they are specific enough to be measured and verified.

M **Measurable** Goals need to have a clear outcome that can be objectively assessed. They also need to have clear benchmarks that can be checked along the way.

A **Aligned** Goals should contribute to the mission, vision, and strategic plan of the organization and be congruent with the values and objectives of the employee implementing them.

R **Reachable** Goals should require you to stretch to reach them, but not be set unrealistically high.

T **Time-bound** Open-ended goals can be neglected because there is no sense of urgency to complete them. Whenever possible, goals should include a time limit.

Goals are the **desired outcomes** for the whole organization, for groups within it, and for individuals

Formulate a plan to achieve those objectives—what needs to be done, by whom, and by when.

Implement the plan, clarifying roles and providing support.

Monitor your progress to **make sure you are on the right track**.

Designing work

Job design refers to the way tasks are combined to form complete jobs. It involves trying to shape the right jobs to conform to the right people, taking into account both the organization's goals and the employees' satisfaction. Well-designed jobs lead to high motivation, high-quality performance, high satisfaction, and low absenteeism and turnover.

Defining jobs

Jobs vary considerably: a lifeguard, for example, will have very different day-to-day responsibilities than an accountant or a construction worker. However, any job can be described in terms of five core job dimensions:

- **Skill variety:** the degree to which a job requires a variety of different activities so that the worker can employ a number of different skills and talents.
- **Task identity:** the degree to which a job requires completion of a whole and identifiable piece of work.
- **Task significance:** the degree to which a job has an impact on the lives of other people.
- **Autonomy:** the degree to which a job provides freedom and discretion to the worker in scheduling tasks and in determining how the work will be carried out.
- **Feedback:** the degree to which the worker gets direct and clear information about the effectiveness of his or her performance.

As a manager, you can maximize your team's performance by enhancing these five dimensions. Skill variety, task identity, and task significance combine to create meaningful work. Jobs with these characteristics will be perceived as important, valuable, and worthwhile. Jobs that possess autonomy give workers a sense of responsibility for their results. Jobs that provide feedback indicate to the employee how effectively he or she is performing.

CREATE NATURAL WORK UNITS

Design tasks to form an identifiable whole to **increase employee "ownership"** and to encourage workers to view their jobs as important.

Skill variety, task identity, and task significance combine to **create jobs** that are seen as important, valuable, and worthwhile

COMBINE TASKS

Put existing fragmented tasks together to form larger modules of work. This can help **increase skill variety** and task identity.

Ways to design work by enhancing the five dimensions

EXPAND JOBS VERTICALLY

Giving employees responsibilities formerly reserved for managers closes the gap between the "doing" and "controlling" aspects of the job, and **increases autonomy**.

ESTABLISH CLIENT RELATIONSHIPS

Building **direct relationships** between the worker and the client— the user of the product or the service that the employee works on—**increases skill variety**, autonomy, and feedback.

IMPROVE FEEDBACK CHANNELS

Feedback tells employees **how well they are performing**, and whether their performance is improving, deteriorating, or remaining constant. Employees should receive feedback directly as they do their jobs.

High-performing teams

As Lee Iacocca, former CEO of Chrysler Corporation, said: "All business operations can be reduced to three words: people, product, and profit. People come first. Unless you've got a good team, you can't do much with the other two." Successful managers are those who create, work with, and manage successful teams.

Defining high-performing teams

A team is two or more people who meet regularly, perceive themselves as a distinct entity distinguishable from others, have complementary skills, and are committed to a common purpose, a set of performance goals, and an approach for which they hold themselves mutually accountable. High-performing teams engage in collective work produced by coordinated joint efforts that result in more than the sum of the individual efforts. Research and practical experience have shown that teams with many more than 12 members tend to lack cohesion and struggle to make fast and effective decisions.

Understanding team performance

WHO ARE WE?

Sharing strengths, weaknesses, work preferences, and values allows the establishment of a **set of common beliefs** for the team, creating a group identity and a feeling of **"what we stand for."**
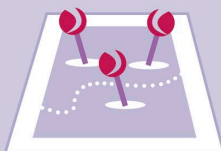
WHERE ARE WE NOW?

Understanding the current position means that a team can **reinforce its strengths**, improve on its weaknesses, and **identify opportunities** to capitalize on and threats to be aware of.

WHERE ARE WE GOING?

Teams need to have a **vision** of the pot of gold at the end of the rainbow. They also need a **mission,** a **purpose**, and a set of **specific team goals** that they are all excited about.

MUTUAL TRUST

A climate of mutual trust is essential in a high-performing team—each member of the team needs to know they can depend on the others. Successful managers build mutual trust by creating a climate of openness in which employees are free to discuss problems without fear of retaliation. They are approachable and respectful and listen to team members' ideas, and develop a reputation for being fair, objective, and impartial in their treatment of others. Consistency and honesty are key, so these managers avoid erratic and unpredictable behavior and always follow through on any explicit and implied promises they make.

Communication is at the heart of building and maintaining mutual interdependence between members of a team. Managers of high-performing teams keep team members informed about upper-management decisions and policies and give accurate feedback on their performance. They are also open and candid about their own problems and limitations.

HOW WILL WE GET THERE?

Team members must understand who will do what and when to **accomplish team goals**, and must be clear about their job description, **roles on the team**, responsibilities, and areas of authority and accountability.
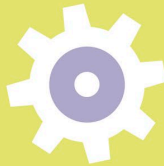
WHAT SUPPORT DO WE GET/NEED?

Reviewing each member's training and development needs can set the stage for **individual training**, **counseling**, **and mentoring** that will strengthen both the individual and the team.

HOW EFFECTIVE ARE WE?

Regular performance reviews of quantity and quality outputs and the team process— with recognition and **reward for success**— ensure achievement of team goals and provide members with standards.

Achieving good teamwork

To help your teams perform to the best of their ability, create clear goals. All team members need to have a thorough understanding of the goals of the team and a belief that these goals embody a worthwhile result. This encourages team members to sublimate personal concerns to those of the team. Members need to be committed to the team's goals, know what they are expected to accomplish, and understand how they will work together to achieve these goals.

However, these goals must be attainable; team members can lose morale if it seems that they are not.

To avoid this, set smaller interim milestones in the path to your overall goal. As these smaller goals are attained, your team's success is reinforced. Cohesiveness is increased, morale improves, and confidence builds.

As the manager of a team, it is your job to provide the resources and support that the members need to achieve success. Offer skills training where needed, either personally or by calling in specialists within your organization or outside training services.

Steering your team

Team members should all share in the glory when their team succeeds, but also share in the blame when the team fails. However, members need to know that they cannot ride on the backs of others.

6–12

members is the **ideal number** for a team to work at optimal effectiveness

Identify what each member's contribution to the team's work should be and make it a part of his or her overall performance appraisal. To help monitor performance, select members of the team to act as participant–observers. While a team is working, the role of the participant–observer is to focus on the processes being used—the sequence of actions that takes place between team members to achieve a goal. Periodically, the participant–observer should stop the team from working on its task and discuss the process members are engaged in. The objectives of the participant–observer are to improve the team's functioning by discussing the processes being used and creating strategies for improving them.

CHECKLIST...

Creating a team performance agreement   **YES   NO**

1 Have I identified **what is to be done** and when? .... ☐   ☐

2 Have I **specified the boundaries** (guiding rules of behavior)
or the means for accomplishing results? .... ☐   ☐

3 Have I identified the human, financial, technical, or
organizational support available to help **achieve the results**? .... ☐   ☐

4 Have I established the **standards of performance** and the time
intervals for evaluation? .... ☐   ☐

5 Have I specified what will happen in **performance evaluations**
and the consequences of not meeting the standards? .... ☐   ☐

Tip

CHANGE PERSONNEL
If your teams get bogged
down in their own inertia or
internal fighting, **rotate the
members.** Consider how
certain personalities will
mesh and **re-form your
teams** in ways that will
better complement skills.

Setting standards

Create a performance agreement to
record the details of what the team is
aiming to achieve, what is required and
expected of every team member, and
what support will be available to them.
Setting out the framework for team
success clearly helps to ensure that
there is a mutual understanding and
common vision of the desired results,
and emphasizes the standards that you
expect from every team member.

Valuing diversity

Understanding and managing people who are similar to us can be challenging, but understanding and managing those who are dissimilar from us and from each other is tougher. As the workplace becomes more diverse and as business becomes more global, managers must understand how cultural diversity affects the expectations and behavior of everyone in the organization.

Understanding the changes

The labor market is dramatically changing. Most countries are experiencing an increase in the age of their workforce, increased immigration, and, in many, a rapid increase in the number of working women. The globalization of business also brings with it a cross-cultural mandate. With more businesses selling and manufacturing products and services abroad, managers increasingly see the need to ensure that their employees can relate to customers from many different cultures. Workers who believe that their differences are not merely tolerated but valued by their employer are more likely to be loyal, productive, and committed.

> **Tip**
>
> **LET EVERYONE KNOW**
> Make a public commitment to valuing diversity—this will ensure that you are **accountable for your actions**, and may attract potential employees who prefer to work for someone who values **equal opportunities** for all.
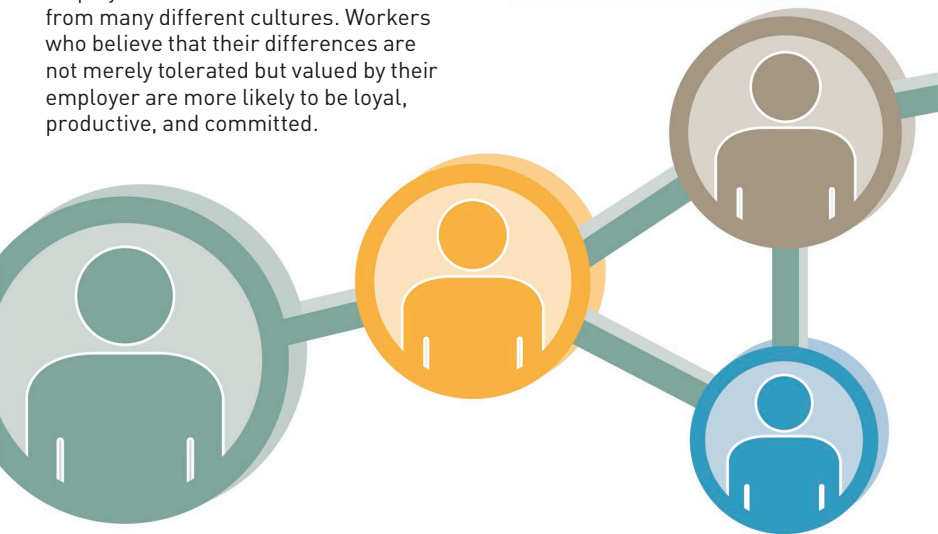
Capitalizing on diversity

Managers face many challenges capitalizing on diversity, such as: coping with employees' unfamiliarity with native languages, learning which rewards are valued by different demographics, and providing career development programs that fit the values of different targeted groups. There are several ways for you to try to capitalize on diversity:

- Communicate your objectives and expectations about diversity to employees through a range of channels, such as mission and value statements, slogans, creeds, newsletters, speeches, emails, and everyday conversations.
- Recruit through nontraditional sources. Relying on current employee referrals usually produces a limited range of candidates. Try instead to identify novel sources for recruitment, such as women's job networks, targeted newspapers, training centers for the disabled, urban job banks, and over-50s clubs.
- Use diverse incentives for motivation. Most studies on the subject of motivation are by North American researchers—unsurprisingly—on North American workers. Consequently, these studies are based on beliefs that most people work to promote their own well-being and get ahead. This may be at odds with people from more collectivist countries, such as Venezuela, Singapore, Japan, and Mexico, where individuals are driven by their loyalty to the organization or society, not their own self-interest.

Tip

PRACTICE WHAT YOU PREACH

First look into your heart and mind and **root out any prejudice**. Then, demonstrate your acceptance in everything that you say and do.

Delegating effectively

Managers are responsible for getting things done through other people. You need to accomplish assigned goals by delegating responsibility and authority to others. Empowering others through delegation is one of the most powerful managerial tools for increasing productivity.

Empowering others

Managers delegate by transferring authority and responsibility for work to employees. Delegation empowers employees to achieve goals by allowing them to make their own decisions about how to do a job. Delegation also helps develop employees for promotion opportunities by expanding their knowledge, job capabilities, and decision-making skills.

Delegating lets you **focus on** key **strategic activities** and can also lead to better decision-making

Feeling the benefits

Effective delegation is key for any manager. It will free up your time, allowing you to focus on big-picture strategic activities. It can also lead to better decision-making, because it pushes decisions down the organization, meaning that decision-makers are often closer to the problems. It also helps those you are managing develop their own decision-making skills and prepares them for future promotion opportunities.

01

ALLOCATION OF DUTIES

Before a manager can delegate authority, the **tasks** and **activities** that need to be accomplished **must be explained**.

The four components of delegation

02

DELEGATION OF AUTHORITY

Delegation is the process of transferring authority to **empower a subordinate** to act for you as a manager.

03

ASSIGNMENT OF RESPONSIBILITY

Managers should assign responsibility to the empowered employee for **performing the job** adequately.

04

CREATION OF ACCOUNTABILITY

Managers should hold empowered employees responsible for properly carrying out their duties. This includes **taking responsibility** for the completion of tasks assigned to them and also **being accountable** to the manager for the satisfactory performance of that work.

Letting go

Managers often have trouble delegating. Some are afraid to give up control, explaining, "I like to do things myself, because then I know it's done and it's done right." Others lack confidence in their employees or fear that they may be criticized for others' mistakes. While you may be capable of doing the tasks you delegate better, faster, or with fewer mistakes, it is not possible to do everything yourself. If you often feel that your team isn't taking ownership of projects it may suggest that you are handing out tasks,

You should **expect** and **accept** some mistakes by those you delegate to; mistakes are often good **learning experiences**

How to delegate

CLARIFY THE ASSIGNMENT

Explain **what is being delegated**, the **results** you expect, and the **timeframe**.

SET BOUNDARIES

Ensure that the delegatees **understand precisely** what the parameters are of the **authority** you are bestowing on them.

ENCOURAGE PARTICIPATION

Involve delegatees in **decisions** about what is delegated, how much authority is needed, and **standards** to be attained.

rather than delegating responsibility. When you delegate, you should expect, and accept, some mistakes by those you delegate to. Mistakes are often good learning experiences. You also should put in place adequate mechanisms for feedback so you will know what is happening.

20%

of your activity yields **80% of your results**; try to do more of the 20% and delegate the 80%

INFORM OTHERS

Let everyone who may be affected know **what has been delegated to whom** and how much authority has been granted.

ENCOURAGE DEVELOPMENT

Insist from the beginning that when delegatees come to you with a **problem**, they also bring a **possible solution**.

ESTABLISH CONTROLS

Agree on a specific time for **completion of the task**, and set dates when **progress** will be checked and problems discussed.

Motivating others

Every day, people make decisions about how much effort to put into their work. Managers have many opportunities to influence these decisions and motivate their team by providing challenging work, recognizing outstanding performance, allowing participation in decisions that affect employees, and showing concern for personal issues.

Understanding needs

As a manager, you need to understand what drives your team to do the best that they can. American psychologist Abraham Maslow proposed that every individual has a five-level hierarchy of needs that they are driven to attempt to satisfy. After a lower-level need has been largely satisfied, its impact on

Ability is the product of **aptitude**, **training**, and **resources**, while motivation is the product of **desire** and **commitment**; all are required for high performance levels

Maslow's hierarchy of needs
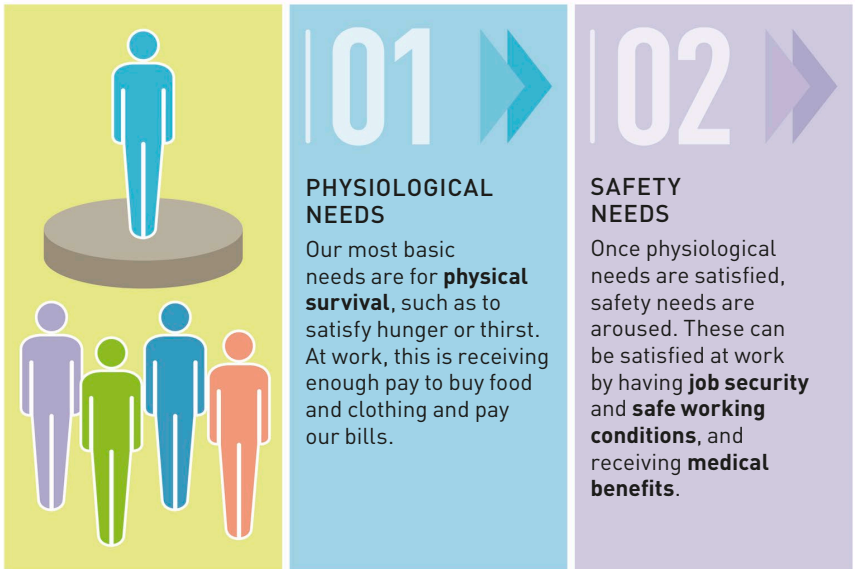
01

PHYSIOLOGICAL NEEDS

Our most basic needs are for **physical survival**, such as to satisfy hunger or thirst. At work, this is receiving enough pay to buy food and clothing and pay our bills.

02

SAFETY NEEDS

Once physiological needs are satisfied, safety needs are aroused. These can be satisfied at work by having **job security** and **safe working conditions**, and receiving **medical benefits**.

29%

of people are motivated by doing a **meaningful job** compared to 25% who are primarily motivated by **money**

behavior diminishes, and a person may begin to be motivated to gain the next highest level need.

There are two aspects to what makes a person perform well: ability and motivation. Ability is the product of aptitude, training, and resources, while motivation is the product of desire and commitment. All of these elements are required for high performance levels. If someone is not performing well, the first question you should ask yourself is: "Is this person's poor performance the result of a lack of ability or a lack of motivation?" Motivational methods can often be very effective for improving performance, but if the problem is lack of ability, no amount of pressure or encouragement will help. What the person needs is training, additional resources, or a different job.

|03 ▶

SOCIAL NEEDS
Once you feel reasonably secure, social needs begin to take over. At work, this means having **good relationships** with coworkers and participating in company social functions.

|04 ▶

ESTEEM NEEDS
Next, we are motivated by the need for self-esteem and esteem from others, such as **recognition** for accomplishments and **promotion**.

|05 ▶

SELF-ACTUALIZATION NEEDS
The highest level is to feel that we are achieving life goals. At work, this means being able to **exercise creativity** and to develop and fully **utilize our skills**.

Using positive reinforcement

Rewarding progress and success and recognizing achievements are powerful ways to motivate your team. By rewarding someone for doing something right, you positively reinforce that behavior, providing an incentive for doing it again. There are two basic types of reward: extrinsic and intrinsic. Many people depend on and highly value extrinsic rewards that are externally bestowed, such as praise, a promotion, or a pay raise. Others place a high value on intrinsic rewards, which originate from their own personal feelings about how they performed or the satisfaction that they derive from a job well done.

> Many depend on **extrinsic rewards** that are externally bestowed, such as praise, a promotion, or a pay raise

CASE STUDY

PRIORITIZING NEEDS

Theresa, a successful technical writer and a single parent, had been earning a good salary and benefits that enabled her to provide for her family's physical well-being: ample food, comfortable housing and clothing, and good medical care. Her company then announced that it was downsizing, and she feared being laid off. This triggered concerns about her safety needs and meant that she became much less concerned about the higher order needs of belonging to a group or her own self-esteem to perform creative and technically accurate work. Rather, she was motivated to do whatever was necessary to ensure that she kept her job or could find a new one. Once Theresa knew that her job was safe, she changed back to having a higher-order need, energizing her behavior.

ASK YOURSELF...
Can I draw on my experience?   **YES   NO**

1 Can you think of a coach, teacher, or manager who motivated you to **enhance your performance** in a particular task? .... ☐ ☐

2 Can you **pinpoint** what this person did to motivate you? .... ☐ ☐

3 Can you remember **how you felt** as a result?................................. ☐ ☐

4 Can you **recreate these actions** or use the same approach when trying to motivate your team? .... ☐ ☐

Rewarding success
Try to understand whether each individual you are managing values intrinsic or extrinsic rewards more highly. If you always praise achievements, for example, a motivated person who excels largely for the feelings of intrinsic satisfaction will probably begin to view you as superficial. The professional may think, "I know I did a superb job on this project. Why is my manager being so condescending?"

People also desire different types of extrinsic rewards. Praise may be perfectly acceptable to the person motivated by affiliation and relationship needs, but may do nothing for the person expecting a more tangible reward, like money. Typical extrinsic rewards are favorable assignments, trips to desirable destinations, tuition reimbursement, pay raises, bonuses, promotions, and office placements.

Motivating your team

STRENGTHENING EFFORT–PERFORMANCE –REWARD EXPECTANCIES

To get the best from your team, emphasize the **anticipated reward value**, whether extrinsic or intrinsic. Make sure that every individual realizes the **link between their performance and the rewards**. Even if your organization does not provide performance-based pay, you can bestow other extrinsic rewards, such as allocating more favorable job assignments.

GIVING PERFORMANCE FEEDBACK

Provide feedback to demonstrate that you know what the members of your team are doing and to **acknowledge improved performance** or a job well done. Especially when individuals are unsure of themselves, you should point out ways in which the person is improving. **Praising specific accomplishments** will help bolster that person's self-esteem.
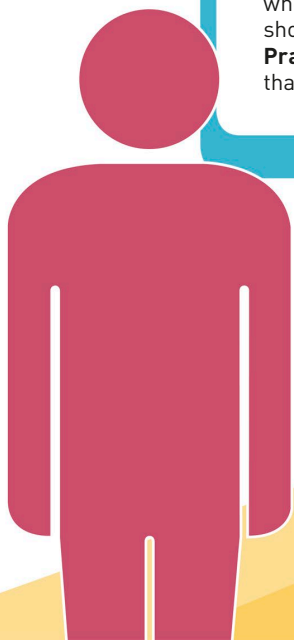
CHECKLIST...
Motivating my team   **YES   NO**

1 Do I **set clear goals** and **reward success**? .... ☐   ☐

2 Am I **positively reinforcing** successful behavior? .... ☐   ☐

3 Are the rewards I give **salient to each individual** I
   am managing? .... ☐   ☐

4 Have I considered **linking pay to performance**? .... ☐   ☐

5 Have I redesigned jobs to **help motivate** the people
   doing them? .... ☐   ☐

6 Do I make **opportunities to learn** available to my team? .... ☐   ☐

EMPOWERING EMPLOYEES TO ACHIEVE

Empowering the people you are managing, by giving them the **authority**, **information**, and **tools** they need to do their jobs with greater autonomy, can greatly improve their motivation levels.

PROVIDING SALIENT REWARDS

Employees don't all value the same rewards equally, so try to **tailor your rewards** to get the most out of each individual.

REINFORCING THE RIGHT BEHAVIOR

Quite often what managers say they want, what they reward, and what they get from their team are quite different. If you verbally espouse innovation but reward doing things by the book, you are sending mixed signals and reinforcing the wrong behavior. **Think carefully about your rewards** and what they mean, and make sure that you reinforce behavior that you want to see repeated.

Teaching skills

As a manager, an important part of your role is to help those you are managing to develop their skills. If you can encourage the development of skills such as self-awareness, communication, and time management, you will be rewarded with a high-performing team.

Learning by experience

People learn faster and retain more information if they have to exert some kind of active effort. The famous quote, attributed to Confucius: "I hear and I forget. I see and I remember. I do and I understand" is frequently used to support the value of learning through experience. A major implication of this notion is that new skills can be learned only through experimenting with new behaviors, observing the results, and learning from the experience.

Watching, thinking, and doing

The learning of new skills is maximized when learners get the opportunity to combine watching, thinking, and doing. The experiential learning model encompasses four elements: learning new concepts
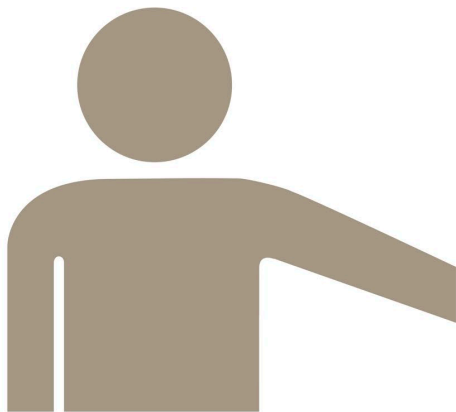
(conceptualizing), planning how to test the ideas (plan to test), actively applying the skill in a new experience (gaining concrete experience), and examining the consequences of the experience (reflective observation). After reflecting on the experience, learners use the lessons they have learned from what happened to create a refined conceptual map of the skill, and the cycle continues.

To use the experiential learning model to teach skills, you need to: ensure that learners understand the skill both conceptually and behaviorally; give them opportunities to practice it; give feedback on how well they are performing the skill; and encourage them to use the skill often enough so that it becomes integrated into their behavioral repertoire.

Tip

PAINT A PICTURE
Convey the importance of your messages using **multiple channels**: words, voice tones, facial expressions, gestures, pictures, postures, and audiovisual presentations.

How to teach new skills

01 Help the learners to form a **conceptual understanding** of a new skill.

02 Plan how they can **test their understanding** of the skill.

03 Get the learners to apply the new skill in **concrete experience**.

04 **Observe what happened** and discuss ways in which they can improve.

Encourage others to **use a skill** often enough that it becomes **integrated into** their behavioral repertoire

Appraising performance

As a manager, you must ensure that objectives are met and also that employees learn how to enhance their performance. Providing feedback through the formal performance appraisal process can increase productivity and morale and decrease absenteeism and staff turnover.

Assessing progress

Giving feedback in a formal way in performance appraisal interviews conveys to those you are managing that you care about how they are doing. Appraisals allow you to set goals and monitor achievement, helping to motivate your team to perform to a higher level. They allow you to tell your team how well each person is progressing, which can reinforce good behavior and extinguish dysfunctional behavior. However, the interview itself should be the final step in the performance
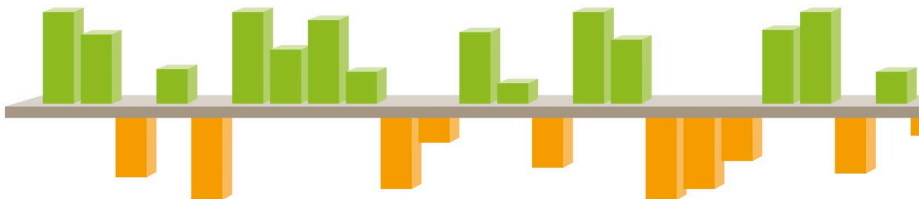
Keep your appraisal **goal-oriented**, and make sure that the feedback you provide is **specific** and gives **information**

CONDUCTING APPRAISAL INTERVIEWS

Do's	Don'ts
○ **Focusing only on feedback that relates to the person's job**	○ Sharing your feelings about a person's personality
○ **Providing both positive and negative feedback**	○ Focusing your comments only on bad performance
○ **Sharing firsthand observations as evidence**	○ Including rumors and allegations in your appraisal
○ **Being unafraid to criticize the person constructively**	○ Avoiding offending the other person by sugarcoating your criticism

appraisal process. Appraisal should be a continuous process, starting with the establishment and communication of performance standards. Assess how each individual is performing relative to these standards, and use this information to discuss a person's performance in the appraisal interview.

The appraisal interview
Start with the aim of putting the person at ease. Most people don't like to hear their work criticized, so be supportive and understanding and create a helpful and constructive climate. Begin by explaining what will transpire during the appraisal and why. Keep your appraisal goal-oriented, and make sure that your feedback is specific. Where you can,
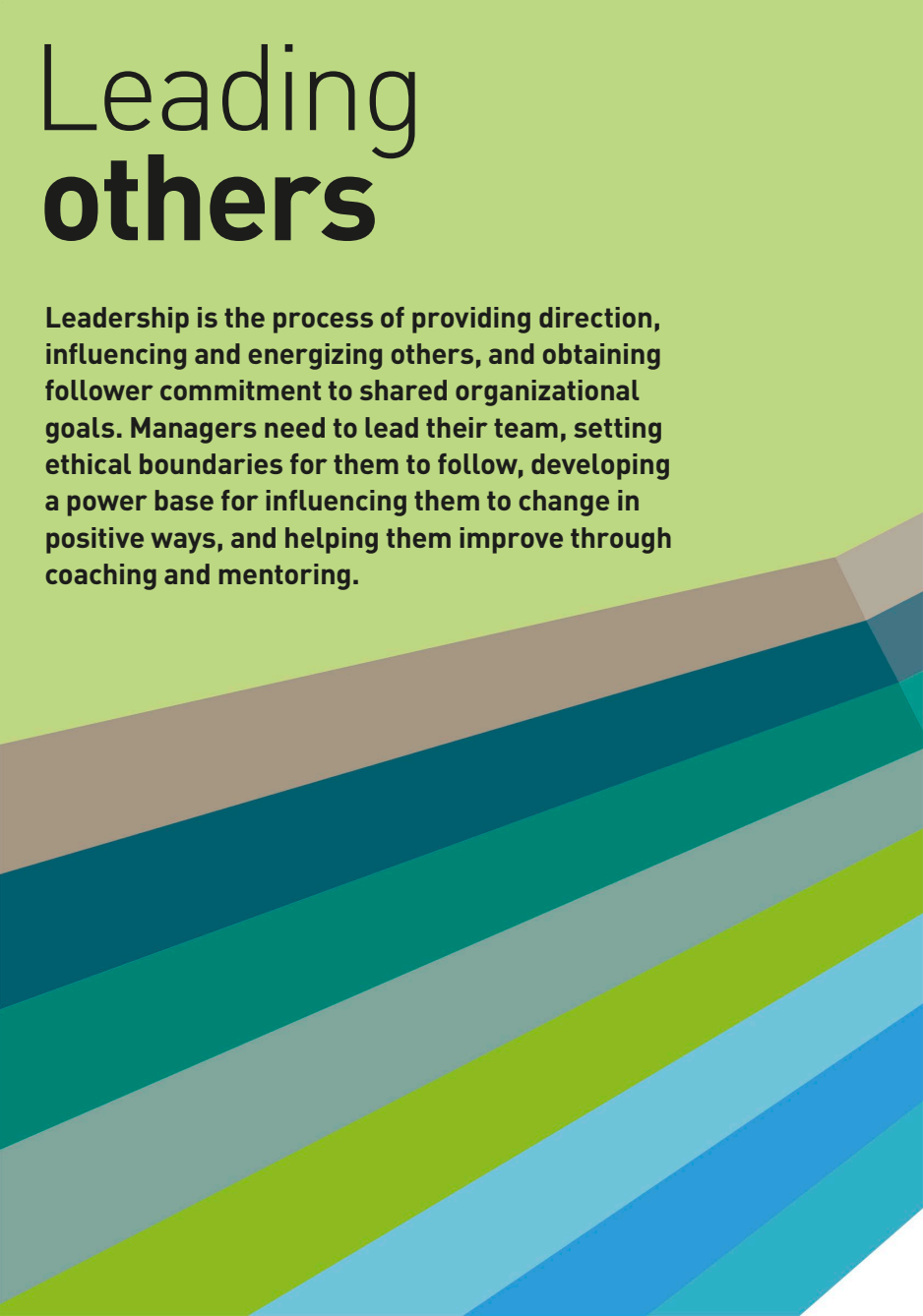
get the person's own perceptions of the problems being addressed—there may be contributing factors that you are unaware of. Encourage self-evaluation; the person may acknowledge performance problems independently, thus eliminating your need to raise them. They may also offer viable solutions.

Setting action points
At the end of the interview, ask the recipient to rephrase the content of your appraisal. This will indicate whether or not you have succeeded in communicating your evaluation clearly. Finish by drawing up a plan of action. Draft a step-by-step plan for improvement. Include in the plan what needs to be done, by when, and how you will monitor the person's activities.

Leading
others

Leadership is the process of providing direction, influencing and energizing others, and obtaining follower commitment to shared organizational goals. Managers need to lead their team, setting ethical boundaries for them to follow, developing a power base for influencing them to change in positive ways, and helping them improve through coaching and mentoring.

03

Taking an ethical path

Few of us would be likely to steal or cheat, but how principled would you be, or should you be, when faced with routine business situations involving ethical choices? As a leader, you need to have a clear understanding of your ethical principles and set a consistent example for your team.

Understanding ethics

Ethics refer to the rules or principles that define right or wrong conduct. In the workplace, acting ethically is not just an abstraction, it is an everyday occurrence. Consider this dilemma: an employee, after some pressure from you, has found another job. You are relieved because you will not have to fire him; his work has been substandard for some time. But your relief turns to dismay when he asks you for a letter of recommendation. Do you say no and run the risk that he will not leave? Or do you write the letter, knowing that you're influencing someone else to take him on?

Being responsible

Ethics is important for everyone in an organization, particularly as some unethical acts are also illegal. Many organizations want employees to behave ethically because such a reputation is good for business, which in turn can mean larger profits. However, acting ethically is especially crucial for managers. The decisions a manager makes set the standard for those they are managing and help create a tone for the organization. If employees believe all are held to high standards, they are likely to feel better about themselves, their colleagues, and their organization.

ASK YOURSELF...
Is what I'm about to do ethical?

		YES	NO
1	**Am I clear** why I'm doing what I'm about to do?	☐	☐
2	Have I acknowledged my **true intentions** in taking this action?	☐	☐
3	Are there any **ulterior motives** behind my action, such as proving myself to my peers or superiors?	☐	☐
4	Will my actions **injure someone**, physically or emotionally?	☐	☐
5	Would I **disclose** to my boss or my family what I'm about to do?	☐	☐

A reputation for **ethical practice** boosts staff satisfaction and morale and is good for business, which in turn can mean **larger profits**

Developing ethics

The behavior of managers is under more scrutiny than that of other members of staff, and misdeeds can become quickly and widely known, destroying the reputation of the organization. It is important for managers to develop their own ethical boundaries—lines that they and their employees should not cross. To do this, you need to:

○ **Know** and **understand** your organization's **policy on ethics**.

○ Anticipate unethical conduct. **Be alert** to situations that may promote unethical behavior. (Under unusual circumstances, even a normally ethical person may be tempted to act out of character.)

○ **Consider all consequences**. Ask yourself questions such as: "What if my actions were described in detail on a local TV news show, or in the newspaper? What if I get caught doing something unethical? Am I prepared to deal with the consequences?"

○ **Seek opinions from others**. They may have been in a similar situation, or at least can listen and be a sounding board for you.

○ Do what you truly believe is right. You have a conscience and are responsible for your behavior. You need to **be true to your own internal ethical standards**. Ask yourself the simple question: "Can I live with what I have decided to do?"

Ensuring cultural fit

An organization's culture, or personality, refers to the key characteristics that the organization values and that distinguish it from other organizations. Managers need to be aware of organizational culture because they are expected to respond to the dictates of the culture themselves and also to develop an understanding of the culture in those they are managing.

Analyzing organizational culture

The cultural imperatives of an organization are often not written down or even discussed, but all successful managers must learn what to do and what not to do in their organizations. In fact, the better the match between the manager's personal style and the organization's culture, the more successful the manager is likely to be. Founders create culture in three ways. First, they hire and keep employees who think and feel the way they do. Second, founders indoctrinate and socialize these employees to their way of thinking. Third, founders act as role models, and their personality becomes central to the culture of the organization.

Discerning the culture

Many organizations have given little thought to their culture and do not readily display it. To try to find out more about your organization's culture, you might:

- Observe the physical surroundings. Look at signs, pictures, styles of dress, length of hair, the degree of openness among offices, and how those offices are furnished and arranged.
- Listen to the language. For example, do managers use military terms, such as "take no prisoners," and "divide and conquer"? Or do they speak about "intuition," "care," and "our family of customers"?
- Ask different people the same questions and compare their answers. You might ask: how does this company define success? For what are employees most rewarded? Who is on the fast track and what did they do to get there?

75%

of under-30s cite organizational culture as important when **choosing their employers**
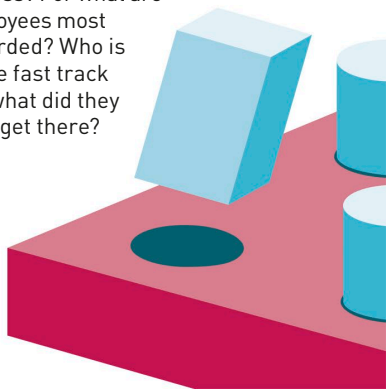
CASE STUDY

KEEPING CULTURE CONSISTENT

At coffee retailer Starbucks, all employees go through a set of formal classes during their first few weeks on the job. They are taught the history of the firm, coffee-making techniques, and how to explain Starbucks's Italian drink names to baffled customers, and they are given coffee-tasting classes. The firm's socialization program turns out employees who are well versed in the company's culture and can represent Starbucks's obsession with "elevating the coffee experience" for its customers.

Sustaining culture

Managers are responsible for sustaining organizational culture, by helping new employees learn and adapt to it. A new worker, for example, must be taught what behaviors are valued and rewarded by the organization, so that he or she can learn the "system" and gradually assume those behaviors that are appropriate to their role.

The better the match between your **personal style** as a manager and the **organization's culture**, the more **successful** you are likely to be
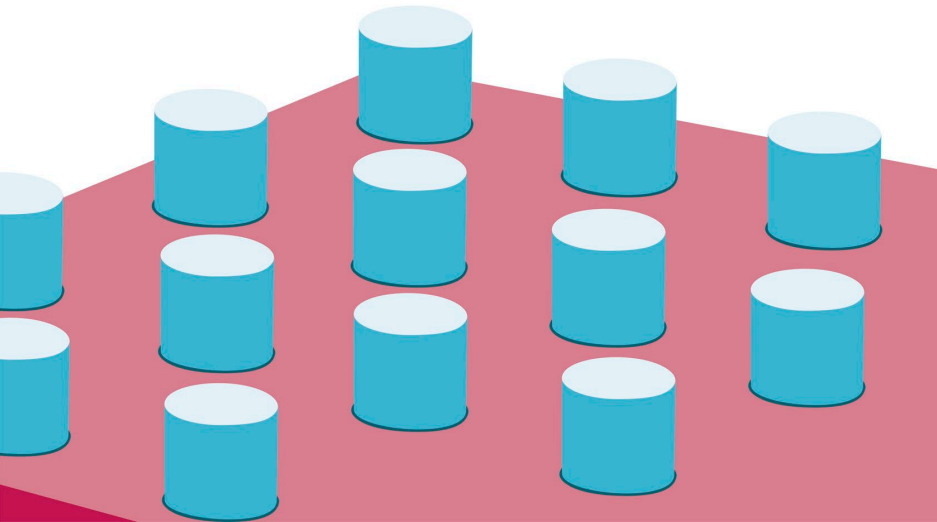
Solving problems

Managerial success depends on making the right decisions at the right times. However, unless you define a problem and identify its root causes, it is impossible to make appropriate decisions about how to solve it. Effective managers know how to gather and evaluate information that clarifies a problem, develop alternatives, and weigh up the implications of a plan before implementing it. They are able to analyze data and use their teams to develop creative solutions.

Spotting problems

A problem exists when a situation is not what is needed or desired. A major responsibility for all managers is to maintain a constant lookout for existing or potential problems, and to spot them early before they escalate into serious situations. Managers fulfill this responsibility by keeping channels of communication open, monitoring employees' current performance, and examining deviations from present plans as well as from past experience. Four situations can alert managers to possible problems:

- A deviation from past experience
- A deviation from a set plan
- When other people communicate problems to you
- When competitors start to outperform your team or organization.

The problem-solving process

Definition is important even if the **solution to the problem** appears to be obvious

|01 IDENTIFYING

Being conscious of what is going on around you, so you can spot problems early.

|02 DEFINING

Making a careful analysis of the problem to be solved, in order to define it as clearly as possible.

Finding solutions

Problem solving involves closing the gap between what is actually taking place and a desired outcome. Once you have identified a problem that needs to be addressed, start by analyzing the problem and defining it as clearly as you can. This is a key step: the definition you generate will have a major impact on all remaining steps in the process. If you get the definition wrong, all remaining steps will be distorted, because you will base them on insufficient or erroneous information. Definition is important even if the solution appears to be obvious—without a full assessment you may miss an alternative resolution that is more advantageous.

Gather as much information about the situation as you can. Try to understand the goals of all of the parties involved, and clarify any aspects of the problem you are unclear about.

Developing an action plan

Once you are satisfied that you have a full understanding of the issues, develop courses of action that could provide a resolution to the problem. There is often more than one way to solve a problem, so it is critical to consider all possible solutions and arrive at several alternatives from which to choose.

Implementing and monitoring

Your decision will provide you with an action plan. However, this will be of little value unless it is implemented effectively. Defining how, when, and by whom the action plan is to be implemented and communicating this to those involved is what connects the decision with reality.

Your involvement should not end at implementation. Establish criteria for measuring success, then track progress and take corrective actions when necessary. Try to develop and maintain positive attitudes in everyone involved.

03 MAKING THE DECISION

Evaluating the alternatives and choosing a course of action that will improve the situation in a significant way.

04 IMPLEMENTING

Setting your action plan in motion, by creating a schedule and assigning tasks and responsibilities.

05 FOLLOWING UP
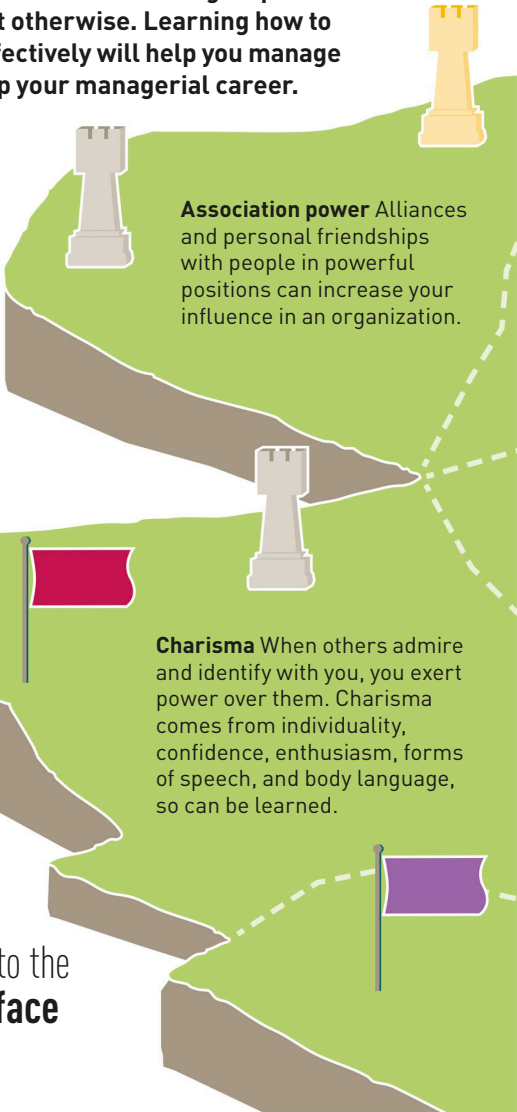
Monitoring progress, to ensure that the desired outcome is achieved.

Building power

Power is the capacity to influence an individual or group to behave in ways they would not otherwise. Learning how to acquire power and exercise it effectively will help you manage and influence others and develop your managerial career.

Developing power bases

Managerial positions come with the authority to issue directives and allocate rewards and punishments— for example, to assign favorable or unfavorable work assignments, hold performance reviews, and make salary adjustments. However, you can also build power in other ways, such as holding valuable expertise or information, wielding political power, or forging strategic alliances in an organization.

Association power Alliances and personal friendships with people in powerful positions can increase your influence in an organization.

Charisma When others admire and identify with you, you exert power over them. Charisma comes from individuality, confidence, enthusiasm, forms of speech, and body language, so can be learned.

90%
of successful **leaders** point to the value of presence—**face-to-face** interactions help build power

Ways to build power

Expertise Organizations are often dependent on experts with special skills, such as software analysts, tax accountants, and environmental engineers. Building expertise in these areas, or being able to mediate between experts, will give you power within an organization.

Access to information When others need information that only you have access to, you have power.

Politicking You don't always win just by being a competent performer. Devising strategies and taking actions to influence the distribution of advantages and disadvantages, or the outcomes of important decisions, will boost your power and status.

Impression management This is the process of shaping the image you project to others in order to favorably influence how others see and evaluate you. This may be done positively or deceptively.

Types of power

Your power within an organization can come from a variety of sources. Use these different types of power in their correct contexts to maximize your effectiveness as a manager.

- **Legitimate power** This derives from your position in the hierarchy of a company and is enhanced by a clear chain of command and corporate structure in the organization.
- **Coercive power** The threat of sanction or punishment confers power, but should be used very carefully—when the organization is in difficulty or crisis.

- **Referent power** This form of power derives from being respected and admired by subordinates, and encouraging them to behave in imitation of your style. In this situation, giving subordinates responsibility for their own actions enhances your power. It works best in small workplaces, where one-on-one relationships can be fostered.
- **Reward power** This comes from the ability to provide incentives and rewards, such as praise or promotion, to subordinates.

Ways to use managerial power to obtain desired outcomes
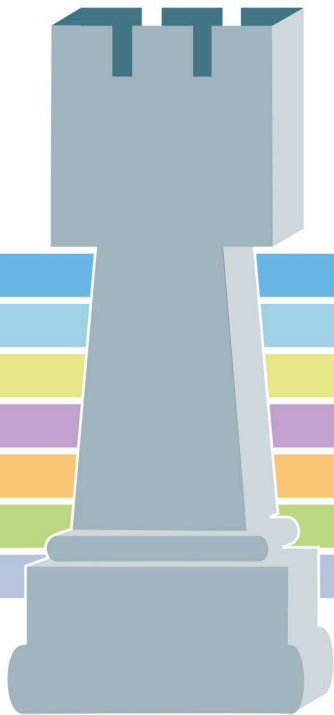
Legitimate power derives from your position in the **hierarchy** of a company, and is enhanced by a clear **chain of command** and corporate structure

HIGHER AUTHORITY

Gain the support of those above you to back your requests. This is only effective in bureaucratic organizations where there is great respect for authority.

BARGAINING

Exchange benefits or favors to negotiate outcomes acceptable to both parties. This works best when organizational culture promotes give-and-take cooperation.

ASSERTIVENESS

Be direct and forceful when indicating what you want from others. This strategy is most effective when the balance of power is clearly in your favor.

SANCTIONS

Use organizationally derived rewards and punishments to obtain desired outcomes. This approach is only for influencing subordinates, and may be seen as manipulative.

FRIENDLINESS

Use flattery, create goodwill, act humbly, and be supportive prior to making a request. This works best when you are well liked.

COALITIONS

Develop support in the organization for what you want to happen. This is most effective where final decisions rely on the quantity not the quality of support.

REASONING

Use facts and data to make a logical or rational presentation of ideas. This is most effective when others are trustworthy, open, and logical.

Managing change

Individuals, managers, teams, and organizations that do not adapt to change in timely ways are unlikely to survive in our increasingly turbulent world environment. Managers that anticipate change, learn to adapt to change, and manage change will be the most successful.

Overcoming resistance

Change is the process of moving from a present state to a more desired state in response to internal and external factors. To successfully implement change, you need to possess the skills to convince others of the need for change, identify gaps between the current situation and desired conditions, and create visions for desirable outcomes.

Experienced managers are aware that efforts to change often face resistance. This can be for a variety of reasons, including fear, vested interests, misunderstanding, lack of trust, differing perceptions of a situation, and limited resources. You need to be able to counter this resistance to change through education, participation, and negotiation.

Promoting change

Major change does not happen easily. Effective managers are able to establish a sense of urgency that the change is needed. If an organization is obviously facing a threat to its survival, this kind of crisis usually gets people's attention. Dramatically declining profits and stock prices are examples. In other cases, when no current crisis is obvious, but managers have identified potential
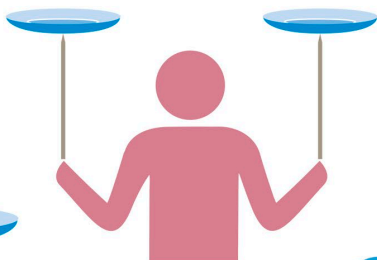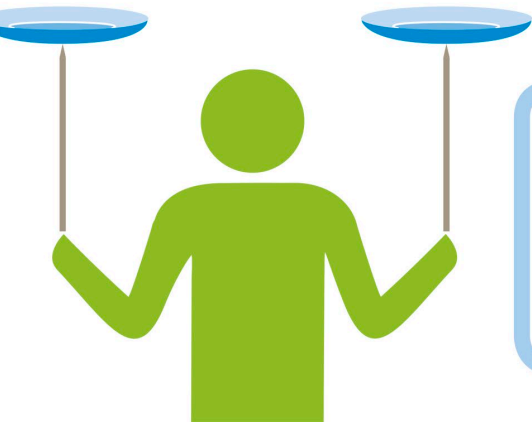
Tip

TURN TO THE POSITIVE
Try to **use any resistance** to your proposed change **for your benefit**, by making it a stimulus for dialogue and a deeper, more thoughtful analysis of the alternatives.

problems by scanning the external environment, the manager needs to find ways to communicate the information broadly and dramatically to make others aware of the need for change. Managers also have to develop and articulate a compelling vision and strategy that people will aspire to, that will guide the change effort. The vision of what it will be like when the change is achieved should illuminate core principles and values that pull followers together. Lastly, institutionalizing changes in the organizational culture will refreeze the change. New values and beliefs will become instilled in the culture so that employees view the changes as normal and integral to the operations of the organization.
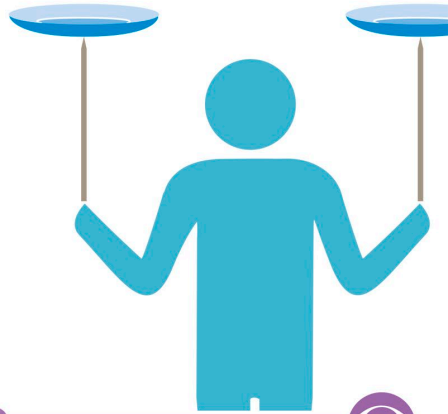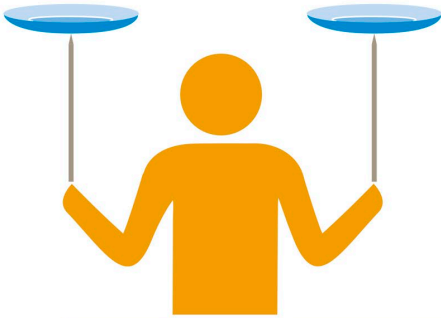
In focus

PHASES OF CHANGE

Planned change progresses through three phases:

Unfreezing This involves helping people see that a change is needed because the existing situation is undesirable. Existing attitudes and behaviors need to be altered during this phase to reduce resistance, by explaining how the change can help increase productivity, for example. Your goal in this phase is to help the participants see the need for change and to increase their willingness to make the change a success.

Changing This involves making the actual change and requires you to help participants let go of old ways of doing things and develop new ones.

Refreezing The final phase involves reinforcing the changes made so that the new ways of behaving become stabilized. If people perceive the change to be working in their favor, positive results will serve as reinforcement, but if not, it may be necessary to use external reinforcements, which can be positive or negative.

Helping others improve

Helping employees become more competent is an important part of any manager's job. It contributes to a three-way win for the organization, the manager, and the employees themselves. By helping others resolve personal problems and develop skill competencies—and so help them improve their performance—you will motivate your team to achieve better results for themselves and for the organization.

Diagnosing problems

If you can reduce unsatisfactory performance in the people you are managing, you ultimately make your job easier because you will be increasingly able to delegate responsibilities to them. Unsatisfactory performance often has multiple causes. Some causes are within the control of the person experiencing the difficulties, while others are not.

29%

of employees are **fully engaged** with their jobs, feeling a **passion** for their work and a **real connection** with their company

Ways to help others improve

Accept mistakes and use them as **learning opportunities**.

Help **develop action plans** for improvement.

Actively listen to employees and show **genuine interest**.

Recognize and reward even small improvements.

CHECKLIST...

Determining the cause of unsatisfactory performance **YES NO**

1 Is the person **unaware** that his or her performance is
unsatisfactory? If yes, provide feedback .... ☐ ☐

2 Is the person performing poorly through lack of awareness
of **what is expected**? If yes, provide clear expectations .... ☐ ☐

3 Is performance hampered by obstacles **beyond the person's
control**? If yes, determine how to remove the obstacles. .... ☐ ☐

4 Is the person struggling with not knowing how to **perform
a key task**? If yes, provide coaching or training. .... ☐ ☐

5 Is **good performance** followed by negative consequences?
If yes, determine how to eliminate the negative consequences .... ☐ ☐

6 Is poor performance being rewarded by **positive consequences**?
If yes, determine how to eliminate the positive reinforcement ..... ☐ ☐

Seek to **educate** rather than to assist.

Provide **meaningful feedback** for learning.

Encourage continual **improvement**.

Model the **behaviors** you desire.

Demonstrate **unconditional positive regard** by suspending judgment and evaluation.

Ask questions to **help discover** sources of problems.

Demonstrating positive regard

The relationship between you and the person you are helping is critical to the success of the coaching, mentoring, or counseling you undertake with them. For a helping relationship to be successful it is important to hold the person being helped in "unconditional positive regard." This means that you accept and exhibit warm regard for the person needing help as a person of unconditional self-worth— a person of value no matter what the conditions, problems, or feelings. If you can communicate positive regard, it provides a climate of warmth and safety because the person feels liked and prized as a person. This is a necessary condition for developing the trust that is crucial in a helping relationship.

The person being helped should be held in "unconditional **positive regard**"

Conducting a helping session

Before you speak to someone about how to help them improve their performance, make sure you have **acquired all the facts** about the situation.

Take time to think about **what type of help** the situation requires; consider how the person might react and how they might feel about what you are going to discuss.

Start by discussing the **purpose of the helping session**.

Try to make the person feel **comfortable** and **at ease**.

Establish a **nondefensive** climate, characterized by **open communication** and **trust**.

Before you discuss the problem you have identified, raise and discuss **positive aspects** of the person's performance.

Mutually define the problem (performance or attitude).

Help the other person **establish an action plan** that includes **specific goals** and dates.

Mutually determine the causes. Do not interpret or psychoanalyze behavior; instead, **ask questions** such as, "What's causing the lack of motivation you describe?"

Make sure **expectations** are **clearly understood**.

Summarize what has been agreed upon.

Affirm your confidence in the person's ability to make needed changes based on his or her **strengths** or past history.

After the session, make sure that you **follow up** to see how the person is **progressing**, and modify the action plan if necessary.

Counseling others

Counseling is the discussion of emotional problems in order to resolve them or to help the person better cope. Problems that might require counseling include divorce, serious illness, financial problems, interpersonal conflicts, drug and alcohol abuse, and frustration over a lack of career progress. Although most managers are not qualified as psychologists, there are several things managers can do in a counseling role before referring someone to a professional therapist.

Confidentiality is of paramount importance when counseling others. To open up and share the reasons for many personal problems, people must feel that they can trust you and that there is no threat to their self-esteem or their reputation with others. Emphasize that you will treat in confidence everything that the other person says regarding personal matters.

In focus

FEEDBACK

People need feedback about the consequences of their actions if they are to learn what works and what doesn't and then change their actions to become more effective. Carefully thought-out feedback can increase performance and positive personal development. Applying feedback in the helping process involves:

- Describing observed behaviors and the results and consequences of those behaviors.
- Assessing the impact of the observed behaviors in terms of organizational vision and goals.
- Predicting the personal consequences for the person involved if no changes take place.
- Recommending changes the person could make to improve their behavior.

This sequence of actions applies whether the type of help being given to the person is coaching, mentoring, or counseling.

92%

of employees agree
that ¨negative feedback,
if appropriately delivered,
is **highly effective** at
improving performance¨

Confidentiality is paramount
when **counseling others**:
people must feel that they
can trust you

Tip

BE SUPPORTIVE
Reassure those you
are counseling that their
problems have solutions
and that they have the ability
to improve their situation.

Dealing with
personal problems

Getting someone to recognize that he
or she has a problem is often the first
step in helping deal with it. You can then
follow up by helping gain insights into
feelings and behaviors, and by exploring
the available options.

Sometimes people just need a
sounding board for releasing tension,
which can become a prelude to clarifying
the problem, identifying possible
solutions, and taking corrective action.
Talking things through in a counseling
session can help people sort out
their feelings into more logical and
coherent thoughts.

Above all, be supportive and provide
reassurance. People need to know
that their problems have solutions.
If problems are beyond a person's
capability to solve, explain how
professional treatment can be
obtained, through employee
assistance programs, for
example, or health plans.

Coaching and mentoring

Coaching is the process of helping people improve performance. A coach analyzes performance, provides insight on how to improve, and offers the leadership, motivation, and supportive climate to help achieve that improvement. In mentoring relationships, a more experienced person formally pairs up with a less experienced one to help show them "the ropes" and to provide emotional support and encouragement.

Helping others develop

As a coach, a manager's job is to help members of their team develop skills and improve. This involves providing instruction, guidance, advice, and encouragement. Effective coaches first establish a supportive climate that promotes development. It is particularly important that you remain nonjudgmental and understanding throughout the process, try to solve problems jointly, and educate those you are coaching about how to solve their own problems in the future. As you learn more about the person you are coaching, try to determine the sources of any problems you discover, and provide meaningful feedback.

Coaching a process

To coach successfully, you will need to follow these steps:

- Explain and then demonstrate the process.
- Observe the person practicing the process
- Provide immediate, specific feedback
- Express confidence in the person's ability
- Agree on follow-up actions.

The role of a mentor

Mentoring is a broader role. The goal of a mentor is to help a less experienced person achieve his or her career goals. Mentors perform as both coaches and counselors as they guide their less experienced associates toward improved performance. Mentoring can help new organization members gain a better understanding of the organization's goals, culture, and advancement criteria. It can also help them become more politically savvy and avoid potential career traps. As a mentor, try to help others reduce the stress caused by uncertainty about how to do things and deal with challenging assignments. Be a source of comfort when newer, less experienced people just need to let off steam or discuss career dilemmas.

52%

of **large companies** run internal coaching programs

Three key skills for successful coaching

|01
FINDING WAYS TO IMPROVE PERFORMANCE

O Help others improve by observing what they do, asking questions, listening, and crafting unique improvement strategies.

|02
INFLUENCING OTHERS TO CHANGE THEIR BEHAVIOR

O Monitor people's progress and development, and recognize and reward even small improvements.

O Involve others in decision-making processes—this helps encourage people to be responsive to change.

O Break large, complex projects into series of simpler tasks— this can boost confidence as the tasks are achieved.

O Be a role model for the qualities that you expect from others, such as openness, commitment, and responsibility.

|03
CREATING A SUPPORTIVE CLIMATE

O Use active listening, empower others to implement appropriate ideas, and be available for assistance, guidance, and advice.

Managing careers

In today's rapidly changing business landscape, managers need to actively manage their careers and provide career guidance to those they are managing. To determine where and how you can best contribute, you need to know yourself, continually develop yourself, and be able to ascertain when and how to change the work you do.

Charting your own career path

Self-assessment is an ongoing process in career management. Successful careers develop when people are prepared for opportunities because they know their strengths, their methods of work, and their values. Self-directed career management is a process by which individuals guide, direct, and influence the course of their careers.

Ensure that those you are **managing** have **reasonable** workloads

This requires exploration and awareness of not only yourself, but also your environment. Individuals who are proactive and collect relevant information about personal needs, values, interests, talents, and lifestyle preferences are more likely to be satisfied and productive when searching for job opportunities, to develop successful career plans, and to be productive in their jobs and careers.

Driving forward

The first step in self-directed career management is planning. Taking your strengths, limitations, and values into account, start searching the environment for matching opportunities. Use the information you gather to establish realistic career goals and then develop a strategy to achieve them. As you progress through your career plan, regularly undertake performance appraisals to make sure that you are remaining on track and that your goals haven't changed.

Directing others

The most important thing you can do to contribute to the career development of others is to instill in them the need to take responsibility for managing their own careers. Then you can provide support that will enable those you are managing to add to their skills, abilities, and knowledge, in order to maintain their employability within the organization. To help those you are managing develop their careers:

- **Keep your team updated** about the organization's goals and future strategies so that they will know where the organization is headed and be better able to develop a personal career development plan to share in that future.
- **Create growth opportunities** for your team, to give them new, interesting, and professionally challenging work experiences.
- **Offer financial assistance,** such as tuition reimbursement for college courses or skills training.
- **Allow paid time off** from work for off-the-job training, and ensure that those you are managing have reasonable workloads so that they are not precluded from having time to develop new skills, abilities, and knowledge.

In focus

CAREER STAGES

Individuals just beginning their careers are usually more concerned with identifying organizations that have the potential to satisfy their career goals and match their values. After settling into a job, focus shifts to achieving initial successes, gaining credibility, learning to get along with their boss, and managing image. Managers in the middle of their careers are more concerned with career reappraisal, overcoming obsolescence owing to technological advances, and becoming more of a generalist. In the later stages of their careers, managers focus more on teaching others and leaving a contribution before retirement.
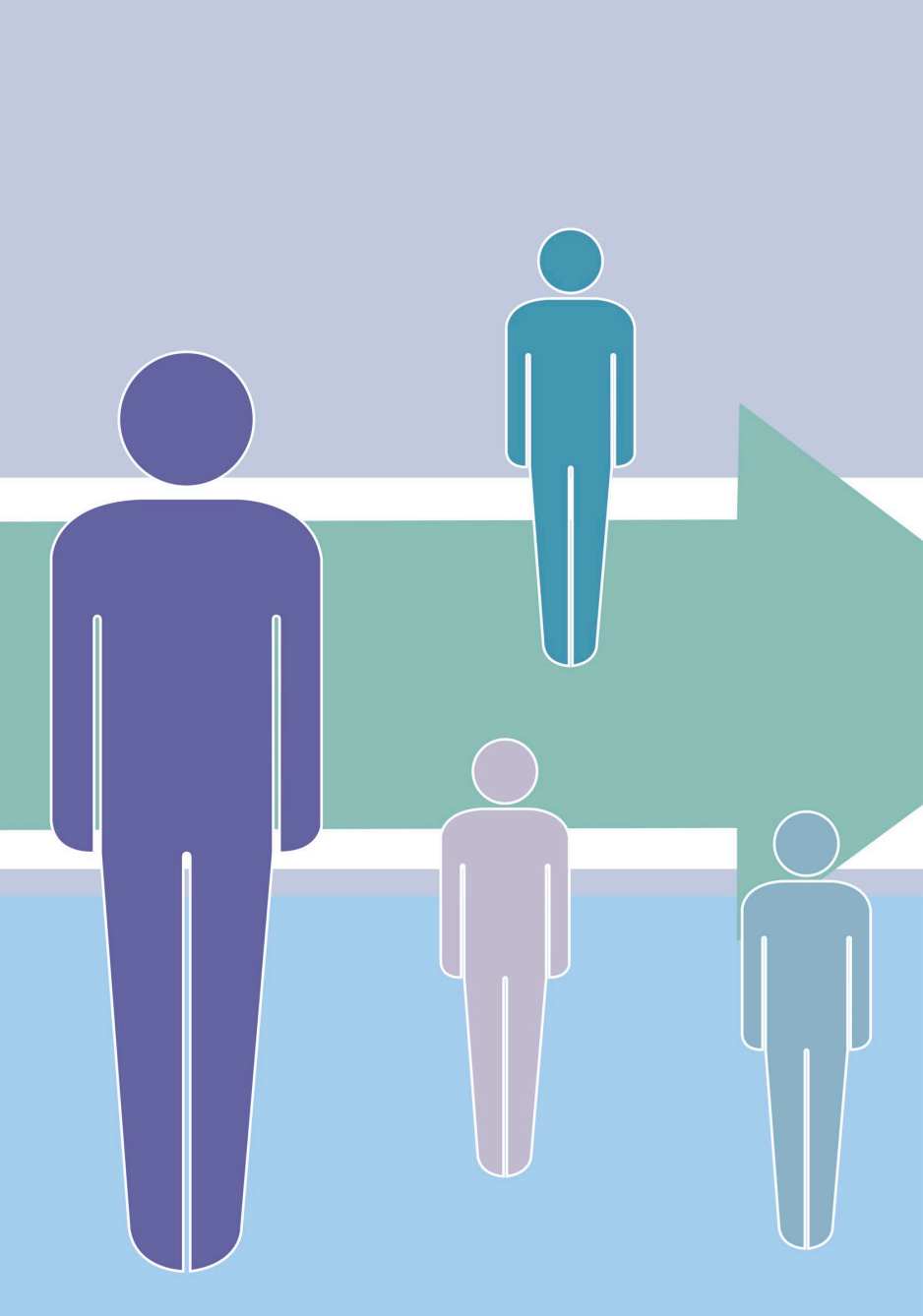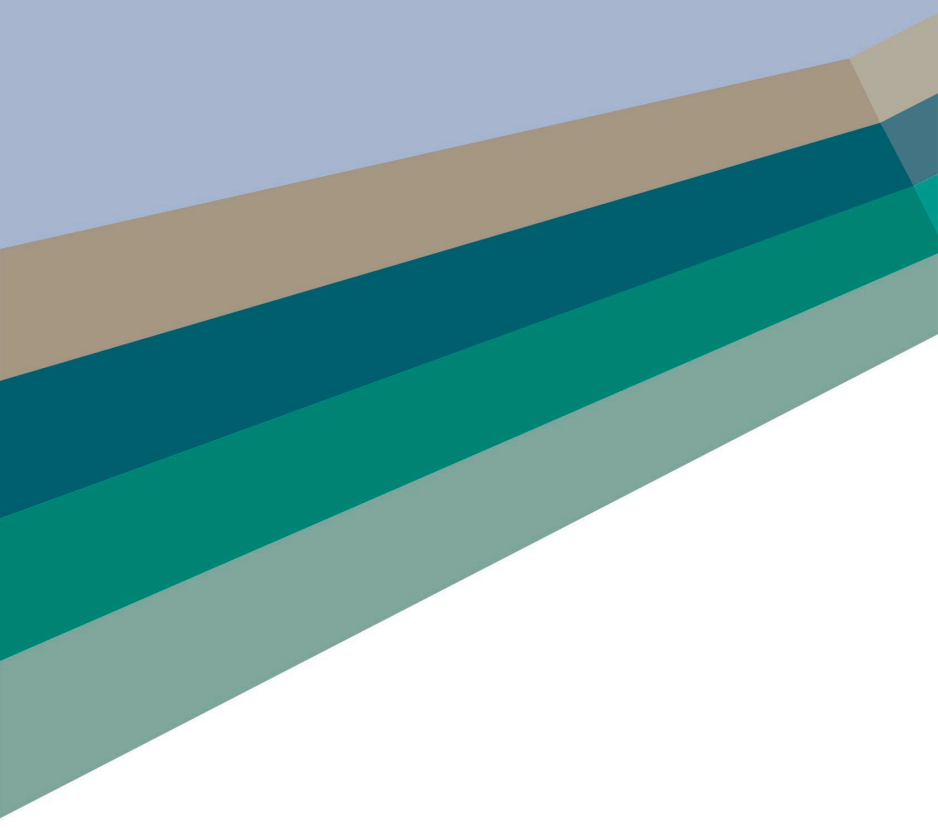
LEADERSHIP

Understanding
leadership

When you take up a leadership role, you will be expected to tackle multiple tasks—from meeting goals through developing new business opportunities—while making sure that your team follows you and your organization's vision and values.

04

Defining the challenge

If you thrive on thinking creatively, inspiring and guiding people, experimenting with different approaches, and making intuitive decisions, you are on the way to being a leader. However, truly accomplished leaders also possess sound analytical and problem-solving skills.

Thinking leadership

Leaders are made rather than born. And while a real desire to lead is a prerequisite for leadership, the key skills you need to lead can be learned. Leadership has many facets and no simple definition: it is the ability to inspire and encourage others to overcome challenges, accept continuous change, and achieve goals; it is the capacity to build strong, effective teams; and it is the process of using your influence to persuade and steer. Leaders set a strong example through their own life principles; they achieve results but also take responsibility for failure. A life principle may be a rule, belief, or moral code that is important to you and guides your decision-making throughout life.
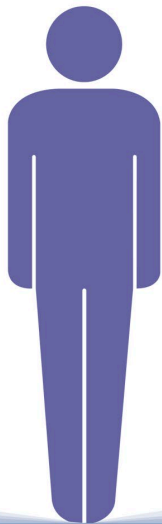
MANAGEMENT

Tip

BE AGILE
To be a **good leader,** stay close to your team, and use your **judgment** to move between leadership and management roles as necessary.

BEING A LEADER

Do's	Don'ts
○ **Learning quickly what motivates team members**	○ Thinking yesterday's result will still count tomorrow
○ **Asking your team for their view on the situation**	○ Being out of touch with your own emotions
○ **Thinking beyond what happens in the short term**	○ Not noticing what is going on around you
○ **Knowing how to train and develop your team**	○ Not asking for feedback on your leadership and ideas
○ **Setting standards to build a team you can rely on**	○ Not keeping physically fit and thinking positively

LEADERSHIP

A **leader** makes decisions and communicates **bold messages,** a **manager** implements strategies, **measures performance,** and **runs systems**

Leading and managing

Leadership is a substantially different role from management. A leader is someone who makes decisions and communicates bold messages, while a manager implements strategies, measures performance, and runs systems. You probably aspire to be called a leader rather than a manager. Being a leader is exciting; being a manager is mundane. Of course, like most stereotypes, the statements above contain a measure of truth, but sound management requires some leadership, and great leaders are—or at least know what it takes to be—good managers.

When you move into a leadership role you won't and can't abandon managing altogether; to be credible as a leader, you need to acknowledge the past and what is currently happening, at the same time as focusing on the future.

Leading from within

The job of a leader is to give others a sense of purpose and self-worth. This is impossible to do with any conviction if you don't understand your own strengths and weaknesses, or if you are uncertain about the direction in which you want to take your professional and personal life. Improving self-awareness is an essential part of growing into a more effective leader and becoming alert to the effects you are having on others.

Being a frontrunner

People respect leaders who embrace strong values and take responsibility for their own choices in life. To demonstrate this internal strength you need to be seen to be leading by example. Show your team that you have the confidence to take risks, that you can persist through difficult times, and that you are prepared to keep on learning, adapting, and creating new business opportunities.

Defining thinking styles

STYLE	CHARACTERISTICS	QUESTIONS ASKED
TACTICAL	O Accepts direction O Focuses on how to achieve **a goal** O **Plans** and thinks through any actions **logically**	O How can we achieve the best result in the least time? O How can we organize the actions into a clear plan? O What are the most important things to do or coordinate?
OPERATIONAL	O Sees **opportunities** for action and improvement O Focuses on **practical actions** and implementation in complex situations	O What action can we take? O What needs to be done? O When can we start?
STRATEGIC	O Thinks any problems out from **first principles** O Redefines problems and **confidently** challenges issues upward	O What if...? O Why have we ruled out these other courses of action? O Why not do this instead? O Who else needs to be involved?

Knowing yourself

People don't all think in the same way. Understanding your own thinking style and the styles of others around you will give you some valuable leadership tools. The term "thinking style" does not refer to your IQ, but how you process information; broadly we can distinguish between three styles: tactical, operational, and strategic.

Most people tend to get stuck using just one of the thinking styles. But by recognizing your own thinking style you begin to ask different questions and think about problems in fresh and exciting new ways. By doing this you work more effectively with your team because you can understand how they think and communicate, and you can talk to people in their own "language."

Tip

LIST YOUR SKILLS
Make a list of the essential characteristics you already have as a leader—**"I am focused," "I am committed to excellence," "I respect others," "I work hard"**—and those to which you aspire: **"I am caring," "I am trusted."** Repeat this exercise regularly to monitor your inner thoughts and development.

3 **thinking styles** are useful for solving **different problems**
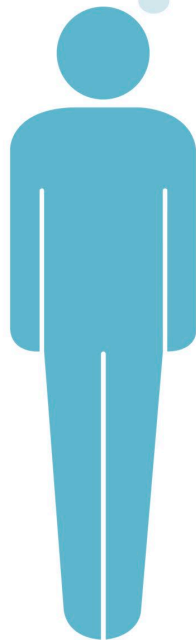
Leadership styles

Psychologist Daniel Goleman made the concept of Emotional Intelligence well known. He developed the idea of the importance of emotions in management to identify six leadership styles (see below). Many people use several styles at different times. The authoritative style had the most positive impact on organizations.

When you **embrace the values** by which you live and apply them to your **role as a leader**, people will respect your **sincerity** and sense that you **wish others to succeed**

Leadership styles

COERCIVE

- Demands that people comply
- Drive to achieve, self-control
- **Key phrase:** "Do what I tell you"
- Negative impact

AUTHORITATIVE

- Leads with a clear vision
- Self-confidence, empathy
- **Key phrase:** "Come with me"
- Most positive impact

AFFILIATIVE

- Creates harmony, builds bonds
- Empathy, good relationships, and communication skills
- **Key phrase:** "People come first"
- Positive impact

Developing self-awareness

To be effective, you need to lead from the inside out. What you really think, and what you value as your life principles, should emerge clearly in your behavior. To think as a leader, you should look to your self-awareness as well as to your awareness of the outside world. Leading from within and being true to your own principles brings results. When you embrace the values by which you live and apply them to your role as a leader, people will respect your sincerity, acknowledge the stake you have in your work and in your team, and sense that you wish others to succeed. Self-awareness means analyzing your thoughts and emotions, seeking as much feedback from others as possible, and developing listening skills.
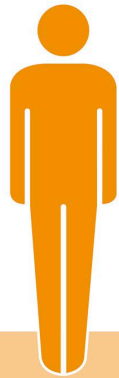
DEMOCRATIC

- Concensus through participation
- Collaboration, team spirit, and communication skills
- **Key phrase:** "What do you think?"
- Positive impact

PACESETTING

- Sets high performance standards
- Drive to achieve, conscientiousness
- **Key phrase:** "Do as I do"
- Negative impact

COACHING

- Develops skills in other people
- Developing others, empathy, self-awareness
- **Key phrase:** "Try this"
- Positive impact

Applying self-knowledge

The benefits of self-knowledge in the workplace may not be immediately apparent when set alongside other, more practical and cognitive skills, but its value has been acknowledged by psychologists for decades. The term Emotional Intelligence (EI) was coined to describe an ability to identify, discriminate between, and use one's own and others' feelings to guide your thoughts and actions. The importance of EI cannot be overstated—there are many studies that indicate that EI is a far better indicator of leadership potential than standard measures of intelligence such as IQ. The emotions that leaders experience affect the culture of an organization, shaping productivity, employee satisfaction, and loyalty, and so having a real influence on results.

Using emotional intelligence

RECOGNIZING EMOTIONS

REGULATING EMOTIONS

USING EMOTIONS

EMPATHIZING

NURTURING

The **emotions** that **leaders experience** affect the **culture** of an organization

Assessing the benefits

Understanding and controlling your inner self has some real applications that benefit you and the organization:

- Being able to control your temper, to elevate yourself from boredom, or to turn dejection into positive energy are all desirable abilities.
- Knowing that sad or negative moods tend to make you focus on details, while happy moods direct you to new ideas and solutions, improves your productivity, and time management.

- Confronting and analyzing your fears may illuminate a problem you are facing, so this may lead to a solution and save you time.

Expertise in the key competencies of Emotional Intelligence opens the door to more sophisticated ways of forming and sustaining productive relationships. What's more, these competencies can be learned through training and practice. So you will be able to change your behavior in a genuine, sustained manner.

- Accurately **identifying and categorizing** your own feelings and the feelings of others.
- **Being aware,** moment-by-moment, of what you are feeling.

- Recognizing that **how you feel influences how you think.**
- Knowing **which of your moods** are best for different situations.
- Not letting others **manipulate** your emotions.

- Using **deliberate strategies** to make your feelings—even negative ones—work for you.
- Harnessing emotions so that you can take **positive actions,** even in the face of difficulty.

- Recognizing that **emotions provide information** about others.
- Being able to **see a situation** from another's point-of-view.

- Genuinely **caring** for others.
- Showing **real appreciation** for peoples' contributions.
- Having others' best interests at heart when setting goals.

Leading through vision

As a business leader, you will be expected to set out the values of an organization and provide its stakeholders with an emotionally appealing and achievable vision of the future. Clear, thoughtful communication at every level is needed in order to develop this vision and translate it into medium-term strategies and day-to-day action.

Setting out the vision

Leaders focus on vision and overall aims and then help their team members as they try to interpret how to achieve the agreed objectives in a way consistent with the organization's values.

Business vision is a word picture of your future as a team or organization. It describes what things will look like when we get to where we want to be. Your leadership role may be to create the vision and strategic objectives at the top of your organization, or it may be to develop your team plan in alignment with a bigger corporate strategy.

Tip

EXPLAIN WHY
"Why" needs to be **explained** in two ways: "Because of A…" (referring to a past/present reason) and "In order to do B…" (explaining possible **future consequences).**

Developing the vision

Involve your team in developing the vision right from the start. Begin by writing it down. As you move forward, you will need to restate and re-create the vision by communicating with your team through open question and answer sessions, one-on-one reviews, and team meetings. Soon each person will learn how to make a meaningful individual contribution toward team goals.

People are motivated by a clear understanding of what they need to do to fulfill the vision, by when, how well, and why. These are key signposts on the journey to their professional development and to the achievement of the team's vision. Your job is to help everyone in your team plan the route, and to review their progress.

In focus

JUST REWARDS
Think laterally about the way you reward members of your team. Financial rewards often have less motivational value than your recognition and thanks. If you are respected by your team, your greatest gift is your time. Make time to give full attention to each person in your team at regular intervals. Never promise too much and underdeliver future benefits to your team members.

Each person will learn how to make **a contribution** toward **team goals**

Working with teams

Your key role as leader is to inspire emotional attachment to an attractive vision and to make success visible. People will then believe in cause and effect—that individual work counts and doing their best really does lead to a better life for all concerned.

1

○ **Give everyone a role** to play in implementing the team vision and ask them to report back to you on what has gone exceptionally well and what not so well.

2

○ **Ask individuals** to present highlights to the rest of the team so that everyone can learn about doing things in new ways. When you review these practical steps with the team, keep linking them back to the overall vision.

3

○ **Remember to say** "thank you" individually and in front of the team to help them keep their momentum and motivation.

4

○ **Celebrate team successes** to keep the team moving forward together. Recognize even small steps in the right direction.

5

○ **Explore** with individual team members their unique mix of values, life experiences, knowledge, and skills plus potential abilities. Understand what specifically motivates each person to engage with their work and willingly release the extra they have to give.

Growing with your role

Growth is built in to the vision of most organizations; and when an organization grows, its leaders must be prepared to adapt with it. Your role as a leader may become bigger and more strategic with each organizational transition, so anticipating change is a cornerstone of thinking like an effective leader.

Start-up

When an organization starts up, it is entrepreneurial—focused on delivering a new service to new customers. Often, communication is informal, and people are prepared to put in long hours. Customer feedback is quick and the small group of people responds rapidly with enthusiasm and energy.

Leadership at this stage is about keeping close to customers and staff, and encouraging new ideas. As a leader, you may well be involved in frontline activities as well as decisions.

90%

of the fastest-growing US companies are **run by** their **founders**

Rapid growth

As the organization grows, you may start to see problems with the quality of delivery. Communication with the team may become more formal and some of the initial energy and initiative can be lost. More of your time will be spent on designing and implementing systems, structures, and standards.
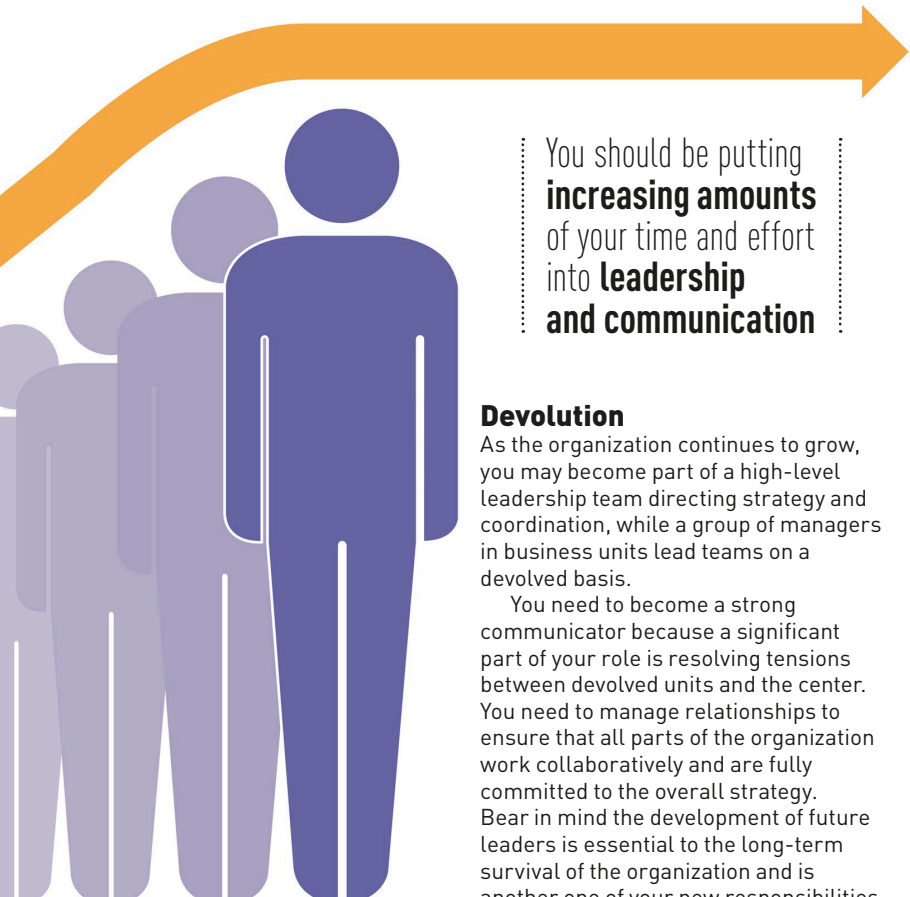
At this stage, you need to work hard at remaining accessible to people who seek your advice and resist retreating into a purely management role.

Continued growth

The next organizational transition occurs when you realize that you can no longer control everything—there are simply not enough hours in the day. You may notice that team members are complaining about how long it takes for decisions to be made. They may ask for greater freedom to make their own decisions.

At this point, you should begin to recognize the need to delegate— essential if you are to retain and develop staff. You should put more of your time and effort into leadership and communication and less into your original expertise—for example, accounting, sales, marketing, engineering, or operations.

> You should be putting **increasing amounts** of your time and effort into **leadership and communication**
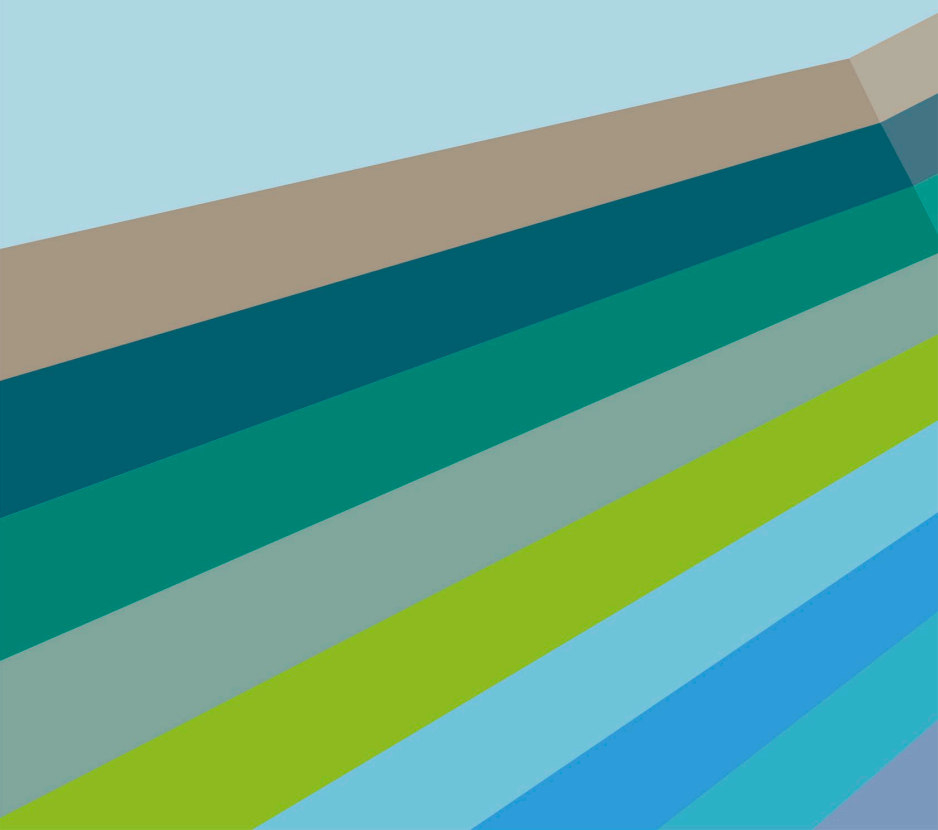
Devolution

As the organization continues to grow, you may become part of a high-level leadership team directing strategy and coordination, while a group of managers in business units lead teams on a devolved basis.

You need to become a strong communicator because a significant part of your role is resolving tensions between devolved units and the center. You need to manage relationships to ensure that all parts of the organization work collaboratively and are fully committed to the overall strategy. Bear in mind the development of future leaders is essential to the long-term survival of the organization and is another one of your new responsibilities.

Taking up your
leadership role

When you are given a leadership position, you need to prepare yourself for intense learning and adaptation. From getting your feet under the desk to developing your competencies, there are many challenges in store.

05

Preparing to lead

When you become a leader, you need to quickly understand what is expected from you and from your team. Your employer will provide you with guidance, but don't assume that you'll get the complete picture. A lot of the groundwork is going to be up to you.

Giving yourself a head start

It pays to prepare for your leadership role even before your first day on the job. Do some basic groundwork and research: ask your employer where you fit into their organizational plans; ask when you will be expected to produce objectives for your team; and when and how your performance—and that of your team—will be assessed. If possible, ask to meet the outgoing leader and discuss the demands of the role and the team dynamics. Research your team: request performance figures and personnel files; ask the outgoing leader and your peers what information will be of most use.

Ask your employer where you fit into their **organizational plans**

Managing data

Throughout the first few weeks in your new role, you will be deluged with information. Unfortunately, you won't necessarily know which of this data is of strategic importance, and which is just minor detail. Head off early errors by being systematic; file the information and make a list of everything you have received. Review this list weekly and try to place the relative significance of each piece of information in a broader context.

23%

increase in performance may result from **best management practice**

Managing people

You'll also be introduced to many new people throughout the organization. Always carry a notebook and pencil with you; after each meeting, make a note of the name, position, and distinguishing features of the person you have met, along with anything memorable they said to you. When you meet them next, you'll remember who they are and how they fit into the organization. What's more, you'll be able to pick up your conversation with them.

CHECKLIST...
Exchanging information

	YES	NO
1 Have you had or requested an **induction briefing?**	☐	☐
2 Have you **identified** areas in your **new role** where you need training?	☐	☐
3 Have you studied the company's **organization charts?**	☐	☐
4 If you have been **promoted,** have you told your existing **contacts** in the organization of your new role?	☐	☐
5 Do you know which **meetings** you are expected to attend?	☐	☐

86%
of businesses in a
global survey consider
leadership to be the
no.1 talent issue

02

01

Being realistic

Your arrival as a team's new leader will raise expectations of change for the better. However, you may discover that some expectations are less than realistic. For example, your team's previous leader may have provided detailed guidance on how work should be carried out; if your leadership style is more about empowering your team to make their own decisions, they may initially feel poorly supported and even resentful of the added responsibility. Early in your tenure, ask others what assumptions they have about you and your role.

● Outline what success looks like to you. Does their view match yours?
● What expectations do they have of how long things will take?
● Have they been made any unrealistic promises about what you will deliver?

You can then begin to address any discrepancies between their expectations and your reality.

07 — Are you ready for anything?

06 — Are your findings complete and accurate?

05 — How are internal systems audited?

04 — What are the processes, culture, and structure of the organization?

03 — Who are your key stakeholders?

— Are there potential problems?

Ask crucial questions

— What are the aims of your organization or team?
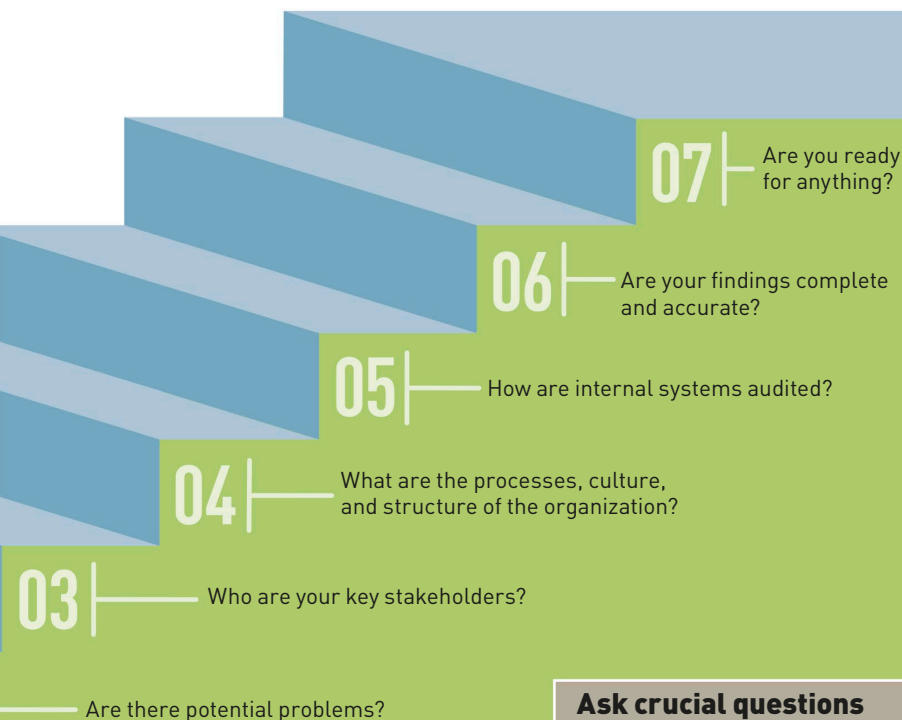
Focusing your energy

As a leader, you are likely to be inundated with communications, requests, new tasks, and initiatives. Recognizing—and focusing on— what is really important is critical to your success and that of your team; it is vital that how you spend your time reflects your priorities.

HIGH

URGENCY

LOW

How to prioritize tasks

HIGH URGENCY: LOW IMPORTANCE

Typical activities
- Dealing with phone calls and emails as they come in
- Dealing with others' priorities not in line with your vision

What happens when you spend time on this
- Lack of clear goals
- Crisis management
- Feeling out of control
- Behaving inconsistently

Action: Delegate it

LOW URGENCY: LOW IMPORTANCE

Typical activities
- Low-level meetings
- Time-wasting
- Unfocused browsing

What happens when you spend time on this
- Failure to take responsibility
- Inability to complete jobs
- Increased dependence on others
- Insecurity

Action: Leave it

LOW   IMPORTANCE

Managing your time

It is easy to get distracted from key tasks by less important, but nonetheless urgent activities. Prioritizing your actions is something you should schedule in every day, and approach with discipline. A simple solution is to write a "to do" list at the end of each day. Scrutinize this list, assessing each item against your vision, values, and key objectives; then, number each item in order of priority. Alternatively, try categorizing your tasks more systematically under the four headings shown below.

HIGH URGENCY: HIGH IMPORTANCE

Typical activities

- O Dealing with crises
- O Being closely involved with time-critical projects
- O Attending key meetings

What happens when you spend time on this

- O Constant crisis management
- O Exhaustion and stress
- O Burnout over the long-term

Action: Do it now, but review your time planning

LOW URGENCY: HIGH IMPORTANCE

Typical activities

- O Planning ahead
- O Anticipating problems
- O Guiding and training the team
- O Delegating
- O Building relationships

What happens when you spend time on this

- O Overview
- O Vision
- O Balance

Action: Schedule it

IMPORTANCE   **HIGH**

WORKING SMART

Do's	Don'ts
O **Improving standards**	O Doing work you could delegate
O **Building networks**	O Never leaving your office
O **Recording and analyzing how you spend your time**	O Reacting to stimuli as they arrive
O **Being realistic about durations**	O Starting without a clear schedule

Getting back on track

Missed or delayed deadlines and recurring problems that you never seem to get around to fixing are symptoms of faulty time management. If the root cause is not addressed, your work life could soon run out of control, sapping your energy and stifling your creativity. Stop, take some time out, and refocus your thoughts. Plan in some time to address strategic activities, and think what and how you could do to improve delegation within your team.

Reserve at least **10 percent** of overall **project time** for **contingencies**

Tip

MAKE ROOM FOR CONTINGENCIES
You should set aside time with your team to **brainstorm** likely barriers to delivering on time. **Reserve** at least **10 percent** of overall project time for **contingencies.**

Delegating successfully

Delegation is a critical leadership skill, and one that—when done well—has great benefits for you and your team. It liberates your schedule, makes members of your team feel valued, and develops capabilities in people throughout the organization. Delegating well requires more than just handing a task over to a subordinate, there are many issues you need to consider carefully before you act.

How to delegate

○ Choose carefully **who you delegate a task to.** Assess the probability of things going wrong.

○ Only delegate tasks that can be **clearly defined**. If you can't specify the desired outcome and timeframe, it is unreasonable to expect someone to succeed.

○ Delegate **time-consuming, recurring** tasks.

○ Establish and agree on **milestones,** working procedures, resources, and **deadlines.**

○ Check that the person to whom you are delegating **shares your understanding** of the task in hand.

○ Monitor progress and provide support—**you cannot abdicate responsibility** after delegating.

○ Delegating means allowing people to **find their own solutions:** you must accept that these will not necessarily be the same as your solutions.

○ Don't apportion blame if things don't work out: remember it is you who **shoulders responsibility** for ultimate success or failure.

Selecting personnel

To identify the best member of your team to take on a particular task, try using a "Plan to Delegate" table, such as the sample at right, to give a degree of objectivity when making a decision. To use the Plan to Delegate table:

- List all members of your team.
- Devise your criteria for choosing someone—those on the sample table are a good starting point.
- Rate each member of your team for all criteria from 1–10.
- Add the scores.
- Add comments on the amount and type of training, development, or support each individual needs.

When you carry out this exercise, the best fit candidate is not always the most obvious. You may have developed the habit of just asking one experienced and skilled team member to do jobs for you. However, others on the team may have more time to devote to the task, and will benefit from the experience and responsibility.

70% of managers **find it difficult** to **delegate**

Plan to delegate

CRITERIA

Current capability and experience

Skills/competencies

Development potential

Availability

Motivation/commitment

Task consistent with individual's goals for development

Total score

Other comments, such as training or support needed

Milestones/reviews

Tip

CARRY OUT A DEBRIEF
Once a task is **complete, allow time** for a debrief—discuss what went well, and what did not. How would you **change the process** next time? What was **learned?** Was this a **suitable** task to delegate to the individual?

JANE	JIM	JOHN
8	7	4
7	8	5
9	7	9
3	9	9
8	4	9
5	3	7
40	**38**	**43**
None	Needs constant motivation	Needs training on template usage
Review at end of task	**Review frequently**	**Review at first milestone and end only**

Working at relationships

From your earliest days as a leader, you will need to build relationships with your team and a range of stakeholders throughout the organization. The ability to understand and influence people is a key skill, and thinking of relationships in terms of "stories" gives you some tools to analyze and control your interactions.

Telling stories

We each carry in our heads our own stories—the narratives we have constructed over the years to make sense of our collected experiences, emotions, habits, and thoughts. These stories bias our perspective in all new situations and may push us toward embracing the future or—conversely—constrain our actions.

Relationships are built by exchanging these stories with other people we meet. As we tell our stories, we disclose more about ourselves, our backgrounds, roles, and beliefs—and create new, emergent stories. Just as individuals have their own stories, so do organizations; these stories encompass the history and values of that organization and describe how they get things done.

Relationships are built by **exchanging stories**. Just as individuals have their own stories, so do **organizations**

Do the stories **convey a strong moral code,** judgments, or beliefs?

Listening to stories

By listening analytically to a person's story, you may be able to understand why they want to work with you and what their motivations are likely to be. Stories also point to ways of negotiating successfully with individuals or companies, and even indicate whether a joint venture may succeed. Leaders who fail to take full account of a person's or an organization's past thoughts, culture, actions, and aspirations—as well as what they observe in the present moment—can find themselves facing a culture clash they had not anticipated.

Tip

LISTEN TO THE SUBTEXT

Listen for recurrent patterns in **peoples' stories.** What do they **tell you** about the way they **relate** to others, their modes of thinking, biases, and barriers?

Do the stories **express** themselves in **protective** jargon?

Do the stories claim particular **skills** for the individual?

Are the stories **explorative** and **adventurous,** or conservative, **focused** on maintaining equilibrium?

Do the stories place the individual in a **particular role**—hero, participant, or victim, for example?

Are the stories mostly set in the **past, present, or future?**

Do the stories make or break **connections** between things?

Case study

MERGING CULTURES
A merger between an international company (A) and a smaller, but dynamic national company (B) was jeopardized when rumors emerged that the merger would be accompanied by redundancies in B. The directors of both companies failed to conduct an open exchange of company stories, and did not discuss how both cultures would align to a new joint story after the merger. Planned communication was replaced by stories exchanged informally on the grapevine, which were overly pessimistic.

Learning from stories

By listening to the stories told by people—and by organizations—you can gain an insight into what types of relationships they will tend to form.

By understanding the very nature of the relationship, you will be able to modify your own behavior to the best advantage. Most people—and indeed organizations—tend to fit into one of four main categories of relationship-building:

● **I win, you lose** This person has a need to control or compete. Their main reason for wanting a relationship with you is to achieve their own goals. Their concern is primarily for their own interests and they will bargain you down so that they achieve more.
● **I lose, you win** This person needs to belong and will prioritize the relationship above their own interests. They will always try to accommodate your wishes if you state them clearly and offer goodwill gestures.
● **I lose, you lose** This person has a strong desire to avoid conflict—indeed this is their primary concern in any relationship. They may focus on trivial issues to avoid areas of potential disagreement.

● **I win, you win** This person wants to collaborate. He or she is concerned for both parties' needs and wants to reach consensus or use lateral thinking to explore a better solution so that everyone wins. Leaders and organizations like this are good at building new narratives about new possibilities.

Most people fit into one of
four main categories
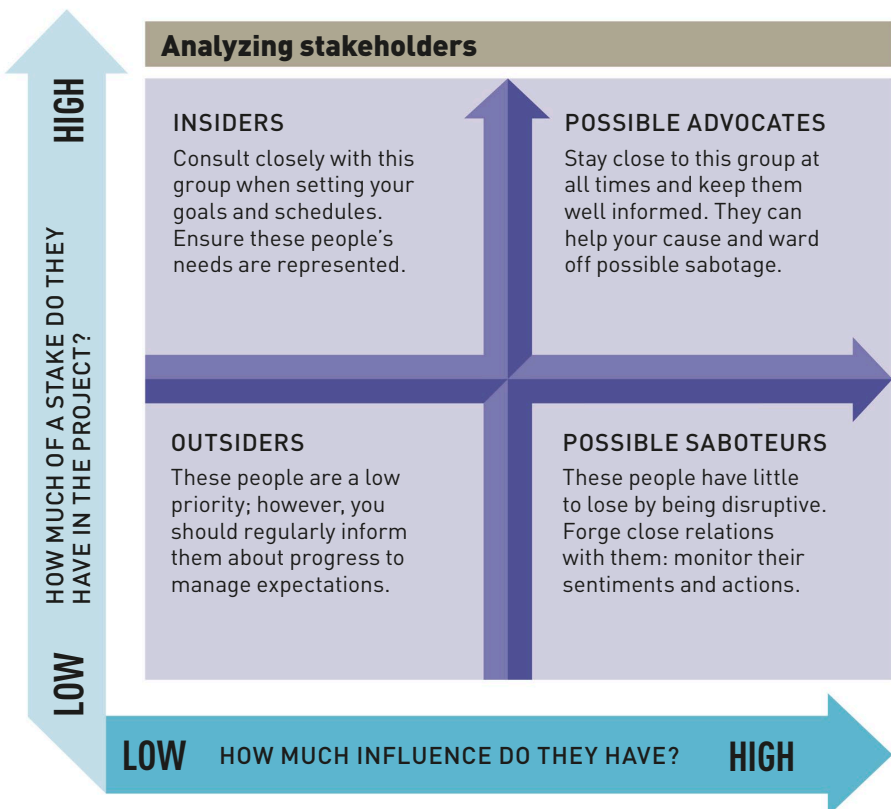of relationship-building

Tip

KEEP TALKING
Keep **dialogue** open with all stakeholders. Sound **relationships**—and new stories—are built layer by layer through a series of **conversations** that ask questions as well as offering answers.

Pinpointing key relationships

You cannot hope to forge a strong relationship with everyone in your organization. As a leader, you need to concentrate your efforts on key stakeholders—those people who have the biggest investment in a project, or whose influence can help or hinder progress. To identify key stakeholders, start by asking yourself and your team who will gain or lose the most from your actions, and who is in a position to affect success. Be sure to consider internal and external parties, including suppliers, customers, directors, and in-house departments. Next, plot all the stakeholders on a chart, similar to that below, so you can more clearly assess the importance and type of relationship you should establish with each type of stakeholder.

> Who will **gain or lose** from your actions, and who is in a position to affect **success**?

Analyzing stakeholders

HIGH

HOW MUCH OF A STAKE DO THEY HAVE IN THE PROJECT?

LOW

INSIDERS
Consult closely with this group when setting your goals and schedules. Ensure these people's needs are represented.

POSSIBLE ADVOCATES
Stay close to this group at all times and keep them well informed. They can help your cause and ward off possible sabotage.

OUTSIDERS
These people are a low priority; however, you should regularly inform them about progress to manage expectations.

POSSIBLE SABOTEURS
These people have little to lose by being disruptive. Forge close relations with them: monitor their sentiments and actions.

LOW HOW MUCH INFLUENCE DO THEY HAVE? **HIGH**

Using competencies

How can you define what you need to become an effective leader? You may get some inspiration from the lives of great business, political, and military leaders of the past. However, a more reliable way of shaping your objectives is to use competencies—descriptions of performance outputs that characterize leadership in your organization.

Emulating the greats

Bookstores are lined with the biographies of famous leaders that tell us how they acted and dealt with adversity. A lesson that emerges from their life stories is that you lead from who you are. To lead effectively, you must be comfortable in your own skin and live a life according to your own principles. So, as much as you may admire Gandhi or Che Guevara, you can't copy them—this will give rise to inconsistent behaviors that will be interpreted as indecisiveness or insincerity.

Competencies define what **effective performance** as a leader looks like and **help leaders identify** their development needs

Setting objective targets

A more realistic way to shape your aims as a leader is through competencies. These short describers set out the behaviors we would like to see in ourselves as leaders. Competencies define what effective performance as a leader looks like and—through self-assessment and feedback—help leaders to identify their development needs. You can refer to and use a standard set of leadership competencies to review your current performance and set objectives, or devise your own after carrying out suitable research and consultation.

PUTTING COMPETENCIES TO WORK

The Chartered Institute of Personnel and Development (CIPD), a leading professional institute in the UK, wanted to define the behaviors of an effective leader. With involvement of the management team and a cross section of staff from all departments, eight core leadership competencies were identified and published in an internal document. A five-year leadership development program was designed to develop managers' competencies. Development reviews, feedback, and self-assessment, measured the progress of managers through a wide range of activities. The program included tailored workshops, case studies, action learning sets, executive coaching, and cross-functional projects that developed leadership and helped the organization move forward its strategic plan.
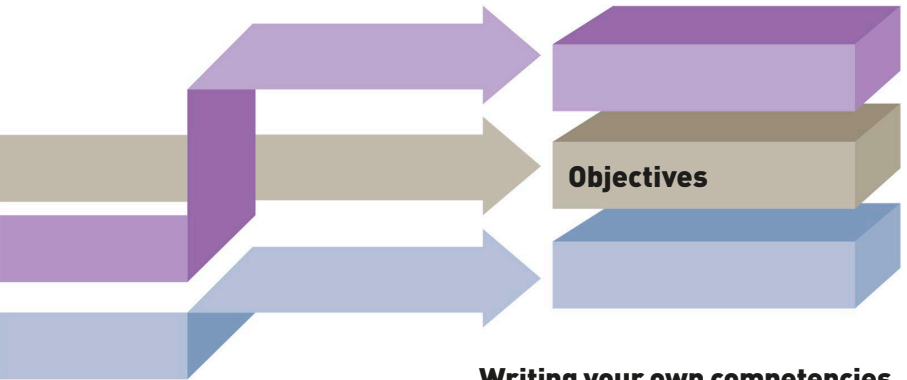
Objectives

10

competencies should be all you need to **target company objectives**

Writing your own competencies

Using a set of standard competencies—such as on the next pages—to define leadership roles may well be appropriate to you. Alternatively, you can identify and list competencies by learning from others' experience—this is just one of the many benefits of joining a professional body for managers or leaders. The best option, however, would involve developing your own competencies—ones that would accurately target your company's objectives and values.

Involving others

When writing competencies for leaders, involve a cross-section of people in your organization. Start the discussion with them by asking the question, "What does being effective as a leader look like?" Then invite everyone to make their own contributions to the descriptions of the list of competencies in terms that mean something to them.

Standard leadership competency

COMPETENCY	DESCRIPTION OF COMPETENCY
Achieving excellent results	Delivers with **energy and determination** on individual, team, and overall objectives that address **core business issues** and contribute to achieving longer-term sustainable organizational goals Behaves in a **professional and ethical** way
Building relationships	Builds trust, listens to needs, is **open to ideas,** and sensitive to the perceptions of others Questions constructively, identifies options, and **develops solutions** by networking and creating relationships with **strategic people and organizations** Is able to work autonomously or in teams, **adapt to a wide range of situations,** and appreciate diversity Remains aware of the needs and concerns of others and is consistently able to **focus on objectives and build relationships,** even when working under pressure or in the face of personal criticism in challenging situations Good at **selecting the right people** with complementary strengths to work in teams
Coaching and communicating	Communicates **a clear vision** of the organization's future Enthuses and **energizes people,** is accessible to people, and gains ownership of the steps needed to achieve goals Knows own and team members' strengths and weaknesses and **encourages initiative** and accountability for objectives Invests in **coaching others**, gives constructive feedback, and knows when to support and challenge

Following best practice

Combine the input from your colleagues with the latest research on leadership best practice, and the knowledge you have about the future demands on leaders within the organization. Draft the competencies with one eye always on their compatibility with the vision, values, and main strategic objectives and aims of the organization.

COMPETENCY	DESCRIPTION OF COMPETENCY
Continuous innovation	Experiments with **new approaches** Learns from best practice, **responds flexibly to change,** and encourages others to question and review how things are done or could be **continuously improved**
Focusing on customers	Achieves **mutually beneficial relationships** with customers **Manages expectations** well in all interactions Anticipates needs and **responds with empathy**
Lifetime learning and knowledge-sharing	Keeps up-to-date, **shares knowledge** and information with other people, applies this learning to own work Encourages others to **learn, develop, and share knowledge**
Solving problems and taking decisions	Recognizes **problems as opportunities,** explores causes systematically and thoroughly Generates ideas; **weighs advantages and disadvantages** of options

Measuring and developing

After you have drafted the competencies for a leadership role, you can begin to use them to develop your organization's leaders. The main vehicles for this are formal appraisals and self-assessment:

- Make sure the leader knows and fully understands what the competencies are.
- Appoint a "competencies advocate"— someone to encourage the leader to use the competencies as a development tool.
- Agree the competencies to be used in appraisals.
- Train appraisers throughout your organization in the meaning and use of competencies.
- Encourage self-assessment against the benchmarks set by the competencies.

When being assessed in an appraisal or carrying out self-assessment, it is helpful to recognize four stages of progress toward competency in a given area. So, for example, if you were to assess development in the competency "Solving problems and taking decisions," the results may be as shown below.

Assessing competencies: solving problems

STAGE OF DEVELOPMENT	ACTIONS DEMONSTRATED
NOT YET DEMONSTRATED	Has only recently taken up the current role.
DEVELOPING	Finds it difficult to step back from the day-to-day operation and engage with others in **creative problem-solving.**
COMPETENT	Encourages other people to put forward new ideas. **Explores systematically** to understand what is happening and why. **Generates ideas to solve problems** and decides on actions.
ROLE MODEL/ COACH	**Actively encourages** others to think of problems and tensions as **creative opportunities** to improve service and develop products.

It is **helpful** to recognize **four stages of progress** toward **competency** in a given area
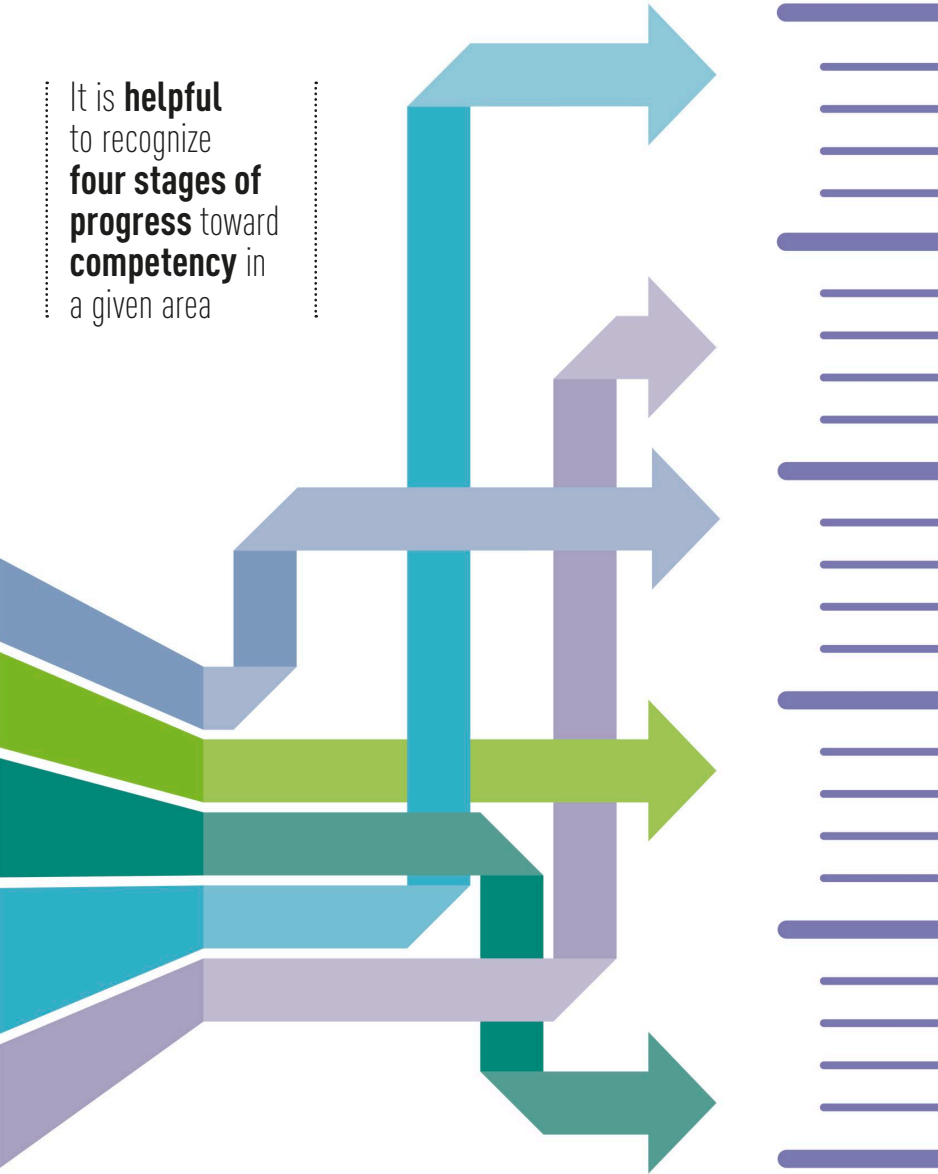
Providing feedback

The ability to both give and receive feedback is an essential leadership skill. Giving feedback encourages development and innovative thinking in your team, while knowing how to receive feedback provides an opportunity to learn more about yourself as a leader and the effect your behavior has on others.

Opening the dialogue

Giving feedback is not just about telling someone what you think. It is a two-way process that involves listening, asking questions, gaining commitment to change, summarizing what has been covered, and clarifying understanding. Feedback can be given informally in reviews or in quick one-to-one meetings.

Many organizations also provide planned appraisals—regular, formal opportunities for the exchange of feedback that can include reviews of performance, development, or both. Appraisals happen at least annually and are usually between the line manager

360°

Feedback or other **multi-source feedback** is used in about **one-third** of US organizations

Make sure **positive** feedback outweighs developmental points by at least **2:1**

Tip

LISTEN WELL
Be open in any feedback sessions. Other people will not approach everything in the same way as you, so **listen** to their suggestions.

and team member although they can include others. Feedback from your boss, your team members, peers, and customers is termed "360° feedback"; when segments are omitted (for example, feedback from customers and peers), the term is "180° feedback." Take time to prepare for a feedback session. Book a private room to ensure no interruptions. Always start positively, talk about the recipient's achievements: encourage them to talk about what has gone well. Avoid the tendency to focus more on mistakes they might have made than their strengths; make sure the positive feedback outweighs developmental points you bring up by at least 2:1.

Being specific

Feedback needs to be specific. Deal with one issue at a time rather than trying to tackle a number of issues at once. Be clear and direct in your comments: for example, "The way you gave the information and drew the diagram was really helpful to the customer," or "At that moment, I thought the customer was feeling uncomfortable because you seemed to be imposing your values, not just giving facts." General comments, such as "You were brilliant!" or "That was awful!" do not give the recipient any opportunities for learning.

Being realistic

Be realistic when using feedback—only refer to actions or behaviors that the person is able to change. You may have to start with small steps: for example, "It would help if you smiled more when you speak. I'm sure this would help our customers to feel really cared for." Gain agreement from each person on small goals, and praise people for having reached the standards you have previously defined.

Tip

CONSIDER YOUR FEEDBACK
View a feedback session as a **learning opportunity.** Even if you are being critical, explain your **point of view** and give suggestions for improvement. Unskilled negative feedback will leave the recipient feeling negative and demotivated with nothing to build on except their feelings of resentment.

Skilled feedback gives people information about their behavior and leaves them with a choice about how and if to act on it—change that is imposed too heavily will invite some degree of resistance. Finally, always ask the recipient to summarize the actions they are going to take as a result of feedback—this helps you to double-check their understanding and commitment to change.

CHECKLIST...
Preparing to give feedback

	YES	NO
1 Are you **clear** on what you want to say?	☐	☐
2 Have you prepared a **positive start** and end to the feedback?	☐	☐
3 Can you be **specific** in your developmental feedback?	☐	☐
4 Is this the **best time** to give feedback?	☐	☐

Giving formal appraisals

When giving a formal appraisal, never show boredom or interrupt. If you find that you are talking more than the person being appraised, rethink your tactics. Use open questions—ones that demand more than a "Yes" or "No" answer—to find out what someone is thinking or feeling. The best questions often start with "What...?" because they make the fewest assumptions about the response, so try:

● What went well?
● What have we learned?

Identify activities and training that will develop the individual in their current role and prepare them for the future. Make clear the business case for any investment in development and training—does it help meet business, team, and individual objectives?
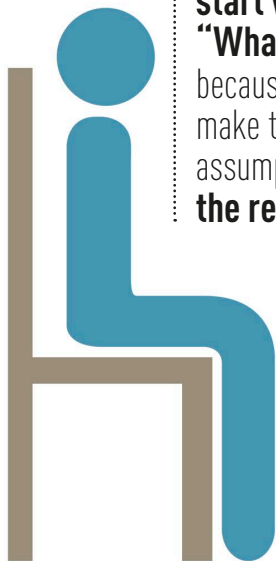
The best questions often **start with "What...?"** because they make the fewest assumptions about **the response**

Getting SMART—setting realistic objectives

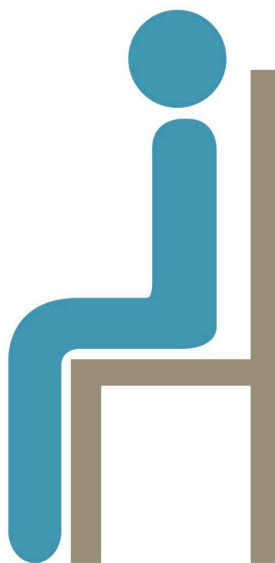| S	M	A
SPECIFIC	**MEASURABLE**	**AGREED**
Clearly expressed and within the control of the appraisee.	In terms of quantity, percentage, turnover, or some agreed qualitative measure.	Between the two of you, rather than imposed.

Setting SMART objectives

Take time to review the individual's achievements since their last appraisal and establish SMART objectives (see below) for the period until the next appraisal. Agree with them how and when you will measure change. There are many measurement tools at your disposal, including: observation; discussion during appraisals; informal one-to-one reviews; team meetings; examination of business results; other key performance indicators; surveys; and assessment against your organization's competencies.

Closing the appraisal

At the end of the appraisal, it is your turn as leader to ask for any feedback that might be helpful to your working relationship. Be sure to follow up on any support and training you have offered and review progress against agreed milestones. Throughout the year, examine how realistic the standards and deadlines were that you set at the appraisal.

R

REALISTIC
Challenging but achievable.

T

TIMELY
With schedules specified.

99%

of **organizations** use performance **reviews** or **appraisals**

Learning from feedback

When you seek out and receive feedback, you develop your character as a leader. The two-way process of disclosing things about yourself and receiving comments on your performance builds trust. This in turn reduces the gap between your public and private faces and increases the authenticity of your leadership.

Seeking the truth

Once you have learned to both give and receive feedback skillfully and constructively, you will be ready to lead your team to greater self-awareness and higher levels of performance.

You can ask for feedback (formally or informally) from any of the people you come into contact with on a daily basis—members of your team, your superiors, clients, or suppliers.

The following series of questions is a good starting point for discussion with your appraiser, especially when you ask them to back up their answers with real examples:

- What do you see as my strengths?
- What do you think I am blind to?
- What development areas do you think I should be focusing on?

- What should I do less of/more of?
- What potential do you see in me?
- Or, if you are using competencies to set and monitor your targets, try the following phrasing:
- Which competencies do I consistently demonstrate? (Enclose a copy of your competencies)
- Which competencies do you think I could go on developing further?
- What changes do you foresee in the next 12 months and on which competencies do you think I should be focusing my development?

In focus

RUNNING 360° FEEDBACK
Ideally the 360° process should be managed by an objective external coach to ensure high-quality feedback, a balanced viewpoint, and anonymity for those individuals brave enough to give feedback on their boss. However, if your organizational culture is open, and all agree to a no-blame approach, the review could be carried out internally.

Becoming a rounded leader

A more formal means of gaining information about yourself—or any individual in your team—from a number of sources is 360° feedback. Ask a selection of 4–8 people at different levels in your organization to comment on the leadership behaviors they have observed you demonstrating over the last year. If appropriate, ask them to consider this against your stated competencies.

A questionnaire, set out like a customer satisfaction survey, will help provide a consistent format for the replies.

When you receive feedback from others, compare it with your evaluation of yourself. Which leadership competencies are your strengths? Which are your development areas? Which key competencies did you find the most challenging last year and which will be even more demanding next year? Note the key development areas and think how you can broaden or deepen your knowledge, skills, or practice—for example reading up on a topic or attending a course. In addition to providing valuable insight into others' perceptions of your leadership, 360° feedback is an invaluable tool for helping you prepare for your appraisal discussion with your manager or mentor.

360° feedback is an invaluable tool for helping you prepare for your **appraisal discussion**

Developing yourself

In this action-oriented world, many of us devote insufficient time and energy to our own development. Yet dedicated time for self-development is absolutely essential when it comes to growing your character and your own individual brand of leadership, as well as the attitudes, skills, and behaviors that will exemplify leadership to others.

Reflecting and reviewing

The best way to accelerate your own development and increase awareness of yourself and of others is through regular review and reflection. Put aside an hour every week for self-analysis and contemplation.

Start by reviewing your current development needs. Ask yourself how much of your activity the preceding week contributed to achieving your stated vision and objectives. Next, look at your future development needs and assess your progress against your stated leadership competencies. Finally, consider the ideas you have for the next steps in your career; are you honing the skills now that you know will be needed for your career progress?

Tip

LISTEN TO YOURSELF
Review your own progress by questioning yourself: are you building on your strengths and minimizing your weaknesses? Are you **training** your team and delegating to them **successfully?** Are you scheduling time to develop **key relationships?**

In focus

YOUR LONG-TERM DEVELOPMENT
As you mature as a leader, you will need to undertake weekly reviews of your own development and achievements. However, you should also take time to think about your long-term goals, and your progress toward them. How well are you living up to your life principles? How have you dealt with disappointment and adversity? Have you managed to increase your level of performance? Have you fulfilled commitments to yourself and others? Are you happy in your career? What are your next steps? The more you learn, the more you realize you still have to learn. At this point, you might consider seeking advice from a career counselor.

Journaling

Great leaders possess self-awareness and character—attributes acquired through reflection and self-analysis, but also through dealing regularly with real-life situations. Using a private journal to write down what you have learned about yourself in your day-to-day life can be very helpful. Record, for example, how you have helped someone else develop and learn, and how this has honed your own strengths as a leader.

Use your journal to make personal observations about how you respond to different conditions—what happens when you are tired or stressed? The pages of the journal can help you record and work through relationships that you are enjoying or struggling with, and to reflect on the highs and lows of your moods that you could not reveal in the workplace.

At first, journaling may seem like a chore; and initially your journal may not contain many connections or life lessons. But after a number of weeks, you'll find that journaling becomes a habit that gives structure to your review and thinking time. Looking back over your journal will reveal how your leadership has developed, how you can trust yourself, even in difficult situations, and what are the recurring issues.

Assess your **progress** against your **leadership competencies**

Tip

KEEP YOUR FEET ON THE GROUND
Never become so grand that you lose touch with what it feels like to work with a customer on a project or to make a sale. Recognize that your role is now to **help others enjoy** this too.

ASK YOURSELF...
About your development needs

	YES	NO
1 Are your most time-consuming tasks related to processes? Do you need to **develop time** or project management skills, or planning abilities?	☐	☐
2 Are your most time-consuming tasks related to **content?** Do you need to address a lack of knowledge in areas like marketing, finance, sales, or IT?	☐	☐
3 Are your most time-consuming tasks related to people? Do you need **training** in recruitment, motivation, team-building, coaching, or delegating?	☐	☐

Balancing work and life

Most people would say that they want to be healthy, happy, and make a valued contribution at work to a successful organization. Creating and maintaining this sense of well-being is an integral part of your role as a leader. It involves taking a measured view of the balance between work and life and having realistic expectations of your team.

Attending to different needs

Good leaders know their team, their capabilities, and what motivates them. The real skill, though, is being able to use this knowledge to balance the needs of the task, the team, and the individual team members.

Maintaining this equilibrium is not always easy, because emphasis inevitably shifts from one area to another. For example, bursts of intense effort may be needed to meet tight deadlines—fine once in a while, but exhausting on a regular basis.

Tip

ACCENTUATE THE POSITIVE
Promote a **healthy work–life balance** and you'll not only avoid the pitfalls of stress and burnout in your team, but generate **real benefits** to the business. **Happy** staff deliver better results and empathetic customer service; staff retention and recruitment then become easier.
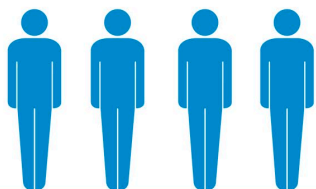
Maintaining standards

Similarly, the leader may sometimes have to focus on one member of the team who is not pulling their weight, or perhaps finding certain tasks difficult; absolving them from obtaining agreed team standards for no obvious reason is clearly not acceptable.
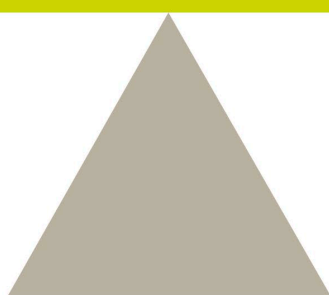
CHECKLIST...
Achieving balance in your life   **YES   NO**

1 I often buy new books and **have time to read** them........................ ☐ ☐

2 People remark on how **open** I am to **new ideas**............................. ☐ ☐

3 I have a **regular exercise** routine.. ☐ ☐

4 I usually get a **good night's sleep**.. ☐ ☐

5 I have **enough energy** to see me through each day........................ ☐ ☐

6 I **express** my feelings... ☐ ☐

7 I know who I am and that's **fine** .... ☐ ☐

8 I have a **clear sense of purpose** in my life and make a real
  contribution at work.. ☐ ☐
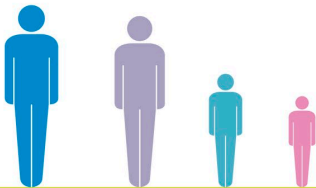
You may need to invest time in **team meetings** and **calm tensions** to **maintain balance**

Managing stress

If you have built a strong team during prosperous, good times, it will withstand short-term pressures, but you may need to invest time in team meetings and calm tensions to maintain balance. Your goal should be to keep your team members stretched and working to their best ability, but not stressed. Remember that stresses are cumulative: a team member may be able to tolerate stress at work for a short while if the other aspects of their life are running well. However, if stress in the workplace is only one of many issues a team member is dealing with at the same time, then problems may arise that you should acknowledge and discuss.

Inspiring and encouraging

From the way they formulate and express their overarching vision to the thought that they put into everyday interactions, which is the glue of any team relationship, you will find that leaders encourage and inspire others around them at every level of activity.

Setting a good example

One of the basic rules of leadership is that in order to inspire others you must aspire to be a model of excellence yourself. Your personal journey toward excellence will never end, but it will give you two vital qualities—the desire to learn, and, in turn, that will lead to the humility of knowing how much more you have to learn.

Your role is all about providing inspiration, and that starts with a clear vision for a better future, which you will need to communicate to your team on a daily basis through your words and actions:

- Make it clear to others that they have the capability and power to make a difference—that their unique attributes can help achieve the vision.
- Bring hope for the future to sustain people through change and adversity; if people feel overwhelmed and slow down, bring them back to the vision with simple messages that show the next small steps forward.
- Point out progress made and signs of success on the way to fill people once again with confidence and the desire to go forward.
- Praise new ideas and the courage demonstrated in new ventures.
- Keep team members stretched— one step ahead of what they thought they could do.
- Keep positive: explain that most experiments that do not work are not failures—just feedback; turn setbacks into positive impetus for change.

How to inspire through your vision

Your role is about providing **inspiration**, and that starts with a clear vision for a better **future**

State your vision in **highly positive terms**

BEING POSITIVE

Do's	Don'ts
○ **Telling someone you enjoy working with them**	○ Complaining to someone that you feel tired or ill
○ **Smiling at people—sincerely, with your eyes**	○ Being too shy to enjoy life or try new things
○ **Thanking others for honest feedback**	○ Excusing your falling standards
○ **Controlling your emotions**	○ Demotivating others just because you feel demotivated

Taking opportunities

Think how many opportunities you have in a single day to interact with your team, colleagues, bosses, and other stakeholders. Over 100 contacts a day—by phone, email, face-to-face, etc.—is not unusual for today's busy leaders and managers. Each of these interactions is an opportunity to encourage, inspire, and make your leadership felt.

When you make every meeting count, you create thousands of potential advocates for you, your team, your vision, and your organization. Moments add up to real commercial gain.

Tip

ZAP, DON'T SAP
At every meeting, give people a zap—a **quick burst** of **energy**—and avoid the sap—anything that leaves them discouraged.

Encourage others to **enrich the vision** by describing success in their own terms

**Contextualize the vision**—describe when, where, and with who it will be achieved

Focusing on the now

Inspiring people is less about delivering impassioned speeches and having a forceful personality, and more about focus and consistency. Treat everyone you deal with as a valued customer. Place them at the center of your universe for the duration of any interaction you have. Give them your full attention whether you are speaking face-to-face or on the phone. Be dependable in your daily interactions: your consistency builds trust and peace of mind in your team members, freeing them to focus on their key tasks rather than worrying about you.

Leading through **challenges**

In business, change is a constant. Organizations must constantly adapt to new realities and create opportunities for growth. It is your role as a leader to steer these changes, encourage others to take on new challenges, and project credibility and integrity even in times of uncertainty.
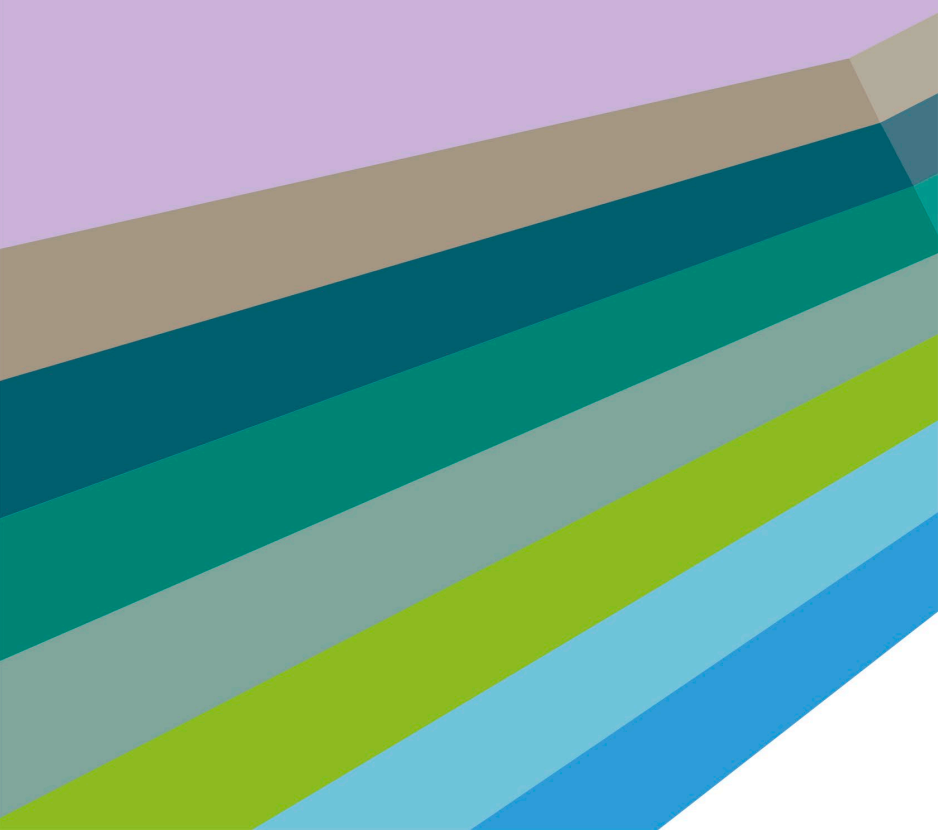
06

Focusing on the future

As a leader, you'll need to make tough decisions, plan a course of action, and take your team with you. The best way to achieve this is to involve your team from the start: explain what criteria your judgment is based upon and how plans are connected to other activities in the organization.

Making decisions

Leaders set the agenda in three key areas—by determining the direction in which the organization will move, by shaping how the organization does business, and by setting the pace of change. Any decisions you make in any of these three key areas should be based on objective criteria; for example, in a choice between two equally attractive options that require large investment, you should be able to explain why your own decision was the best one in the circumstances. Test your decision by assessing its strengths, weaknesses, opportunities, and threats (SWOT).

Locating change

Deciding which opportunities to explore, exploit, and reject requires a crystal clear understanding of your organization's purpose and mission. In particular, you must know what gives your business its edge over the competition and use this knowledge to guide your future focus. Competitive advantage is based on what customers value and the organization's strengths relative to the competition. It takes into account external trends that will help or hinder momentum. In a SWOT analysis, internal factors are strengths and weaknesses, while external issues are opportunities and threats.

ASK YOURSELF...
What's our competitive advantage?   **YES   NO**

1   Do we know what **business** we are not in? .... ☐   ☐

2   Do we know our **core values?** .... ☐   ☐

3   Do we know what **business** we are in?.. ☐   ☐

4   Do we differentiate ourselves by offering our customers
    unique benefits? .... ☐   ☐

5   Do we differentiate ourselves by offering our customers
    better prices?... ☐   ☐

Question your decisions using a SWOT analysis

S

STRENGTHS

- ○ What **advantages** or **unique ideas and proposals** do you have?
- ○ What do you do differently or **better than anyone else?**
- ○ What **unusual materials or low-cost resources** do you have sole access to?

W

WEAKNESSES

- ○ What challenges or areas should you avoid?
- ○ Do new products or processes need **further development or investment?**
- ○ Have market research results been **positive,** or is there **insufficient demand?**

O

OPPORTUNITIES

- ○ What new opportunities or **emerging trends** can you identify?
- ○ What interesting **changes in technology** and developing products are you aware of?
- ○ Are there new **consumer spending patterns** or demand for different services?

T

THREATS

- ○ Are stringent or expensive **quality standards or requirements** being imposed?
- ○ Are you in a **good financial position** to adapt to any change quickly?
- ○ Would any communication or technological issue **challenge your market position?**

Keeping objective

A weighted assessment will make clear the criteria you can use to make a decision and give your decision transparency. In the simple example, right, a decision has to be made to adopt one of two projects—A or B; both seem attractive and have similar costs. To carry out the assessment, first engage with your team to make a list of criteria that the projects should satisfy. Not all criteria are of equal importance, so give each one a score from 1 to 10 depending on how valuable the team considers it to be. Check that the criteria are varied—not all skewed toward finance, for example. Score each option (A and B) out of 10 on each criterion, and multiply each score by its corresponding weighting. Add the scores to see which project fulfills the criteria best.

Not all **criteria** are of equal importance, so give each one **a score from 1 to 10** depending on **how valuable** the team considers it to be

Weighted assessment

CRITERIA

Maximize long-term customer satisfaction

Maximize return on investment

Maximize sustainability

Maximize high quality standards

Maximize long-term profit potential

Maximize staff satisfaction

Maximize added value for customers

Minimize hassle and administrative complexity

Maximize fun and interesting work

TOTAL

WEIGHTING	SCORE PLAN A	PLAN A x WEIGHTING	SCORE PLAN B	PLAN B x WEIGHTING
10	6	60	9	90
9	5	45	4	36
8	9	72	4	32
8	6	48	10	80
8	8	64	5	40
7	2	14	10	70
7	6	42	8	56
5	10	50	7	35
4	3	12	8	32
		407		**471**

Setting the pace

When orchestrating strategic change within an organization, you need to give careful consideration to timing. If the rate of change is too slow, the process may simply run out of momentum; if it is too fast, you risk creating stress and burnout.

Aim for a sustainably fast pace at which your major initiatives will have started to produce measurable results within a year—even if the whole process is scheduled to take much longer. Steering significant organizational change is hard work:

typically, there is a trough in visible results just at the point where you need the most effort and commitment from all stakeholders. Investors, in particular, may lose heart in this trough period, so need to be reminded regularly of the benefits to come. Plan in "quick wins" throughout the process of change—achievements that have high visibility but require little effort. Celebrate and publicize these successes, and drip-feed messages about how project milestones and results achieved so far are bringing the vision nearer to reality.

Aim for **a sustainably fast pace** at which your **major initiatives** will have **started** to produce **measurable results** within a year

Connected organizational plans

Strategic Business Plan

Tip

OPEN CHANNELS
Keep **listening** to everyone you are connected to; **share ideas,** and keep **open channels of communication** that are needed now and may be needed in the future.

69%

of organizations that **quickly responded** to **change** were more likely to complete their **strategic initiatives**

Integrating change

Everything in an organization is connected. Processes and systems in one area impact on others. As a leader, you should make explicit the connections between different plans and explain how each one contributes to the vision. Understanding the bigger picture will help your team recognize their role and commit to change. The message can be a complex one, so communicate little and often, and check regularly how well people have understood the connections between plans, departments, and roles.

Human Resources and Organization Development Plan

Operations Plan (products and services)

Finance, IT Sourcing, and R & D Plans

Marketing Plan

Enabling change

Opportunities for innovation exist at every level of an organization, and leaders must continuously plan change to move forward and stay ahead of competitors. Processes, systems, skills, and competencies can always be improved, or the whole business can be moved in an entirely new direction. Leading change requires a sense of balance between priorities and keen awareness of responses among all stakeholders.

Balancing priorities

A key leadership skill is keeping a good balance between short-term improvement and long-term innovation. If you are continuously improving at the margins while neglecting strategic innovation, it will lead to organizational myopia and the risk of missing out on the next big trend. Conversely, constant innovation at the core can become counterproductive because people will eventually feel worn out and unwilling to take on yet another new initiative.

Maintaining stability

The leader seeks to progress with both short- and long-term change while maintaining equilibrium. This can be a challenge: while most people will quickly accommodate small steps that visibly improve the way things are done, bold strategic innovation requires the leader to inspire people, sometimes for many years, before seeing a return. Before implementing change, discuss its implications with multiple small groups of stakeholders. People should feel free to ask questions and express their concerns. Help people to see what will remain the same—these things can provide an anchor of stability for those who dislike change.

How to recognize the stages of adaptation to change

Expectation: anticipation and excitement

Standstill: numbness, disorientation, denial

Lack of energy: missing "the old days"
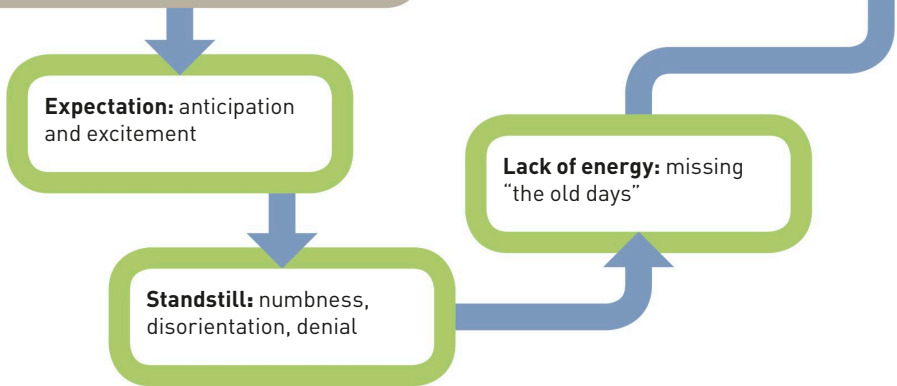
Reacting to change

People react differently to change. At one extreme are the innovators who may be so eager to walk toward a new future that they do not realize that no one has followed them. At the other end are the stragglers, who join in only when everyone else has moved on. Traditionalists hang on to the past, viewing change as a threat. Surprisingly, they have one thing in common with the innovators—they respond with emotion to the impending change. The remainder—the cautious majority—are likely to weigh up the arguments put across on the basis of reason.

Incompetence: depression, apathy, resentment

Conflict in the team: resistance, anger, squabbling

Adjusting to plans

As leader, you need to use both logic and emotion when explaining your plans. Be persistent and emphasize to everyone the benefits to come when the changes have been made.

People take different lengths of time to adjust to change and you should prepare for the long haul: typically, the adjustment process falls into distinct phases, which are characterized by different sets of behaviors. Be aware that people who adopt change quickly can show impatience with the slowest; this can lead to conflict within the team, which you may be called upon to help resolve.

Tip

EXPECT DISSENT
When you introduce **high-level change,** expect at least 50 percent of your people to hate the idea.

Low output: feelings of loss, the need to let go, detachment from others

Increasing energy: gradual acceptance of the new reality

Problem solving: exploring the new situation and ideas, experimenting, hope

Increased effectiveness: search for new purpose, commitment to new situation

Productivity: reengagement, commitment, motivation

Energizing the team

When you put together a group of people—anywhere between two and several thousand—you won't automatically get a team. For a group to become a team, it must be energized and focused and it must think of success as a collective rather than individual aim. Carrying out this transformation is your job as a leader.

Choosing your team

Selecting team members who will work together well, motivating the group, and dealing with conflict are the essential aspects of team leadership. And as increasing amounts of work are project-based, you need to develop team cohesion and focus quickly despite rapid changes in the mix of the team.

Invest time at the start of a project to choose or strengthen the team; your investment will be repaid later in the project cycle when the group comes under pressure. Select team members with complementary skills and talents that come into play at different stages of a project. As a minimum, your team should have a good mix of the following thinking styles listed below. If the team is small, members may need to be able to fill more than one of the roles.

The leader—ensures everyone understands the objectives; motivates and communicates.

The creator—an imaginative thinker who has bold concepts at the outset of a project and provides ideas when the team is stuck.

The analyst—the problem-solver who tests the plan at every stage.

The facilitator—has good interpersonal skills, is sensitive to the group dynamic, and acts as the "glue" in a team.

The administrator—pays attention to details and keeps the team on time and focused on the task.

Tip

BE INCLUSIVE
Welcome newcomers to the team and **encourage** them to speak at meetings and engage with the group from an early stage. Don't allow new recruits to become accustomed to a backseat role.

Leader

Creator

Analyst

Facilitator

Administrator
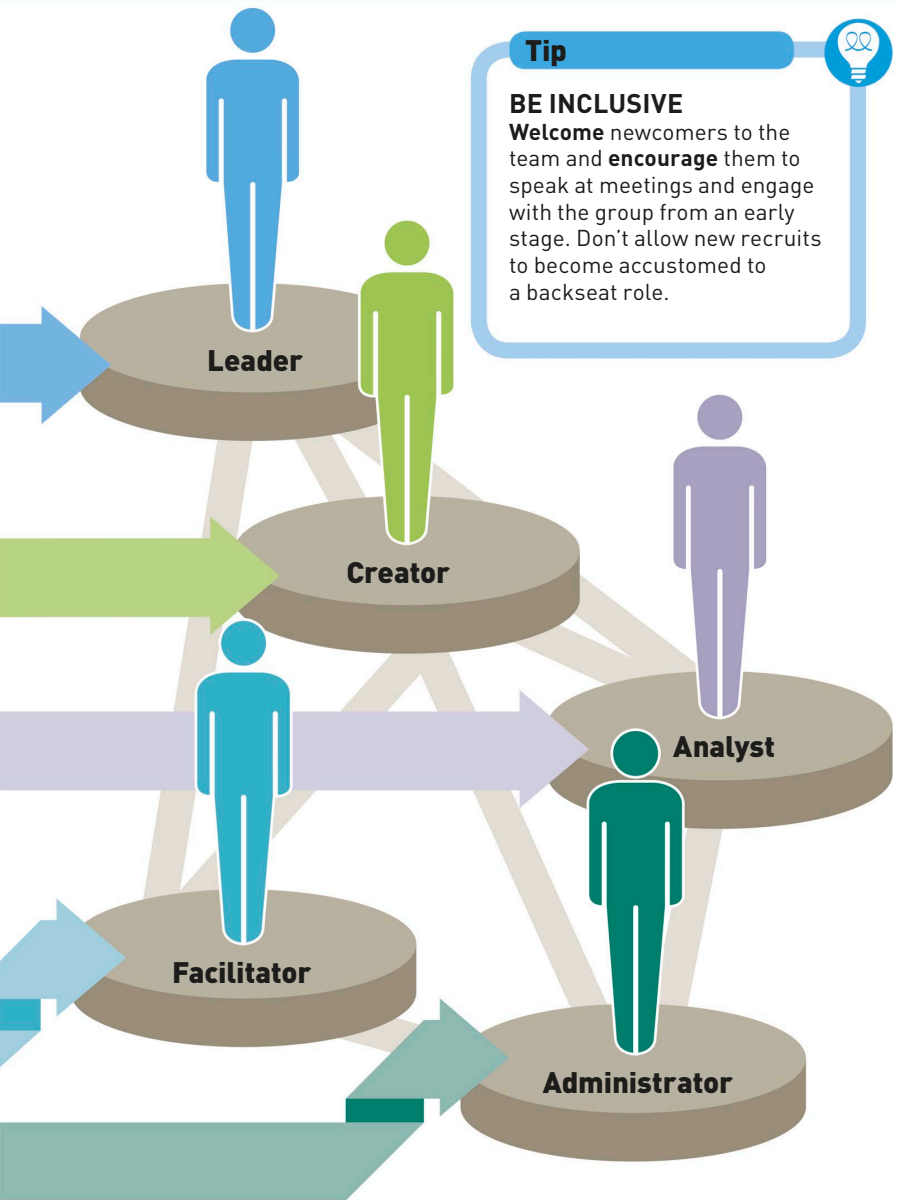
Running your team

Make clear the roles that each individual will play in the team. Devolve decision-making to the group as far as possible, and encourage everyone to participate in decisions—this will share the ownership of goals. Set out shared values, develop ground rules that describe how the team will work together from the start, and watch the way that group dynamics develop; take action immediately at the first sign of conflict or if an individual starts to act in a way not consistent with the agreed team rules.

When you build and manage your team successfully, **group members** will hold one another **accountable** for achieving individual tasks, and begin to **appreciate collective success**

The signs of an energized team

Showing commitment

Listening

Sharing

Getting results

Showing interest

Building trust

Giving recognition
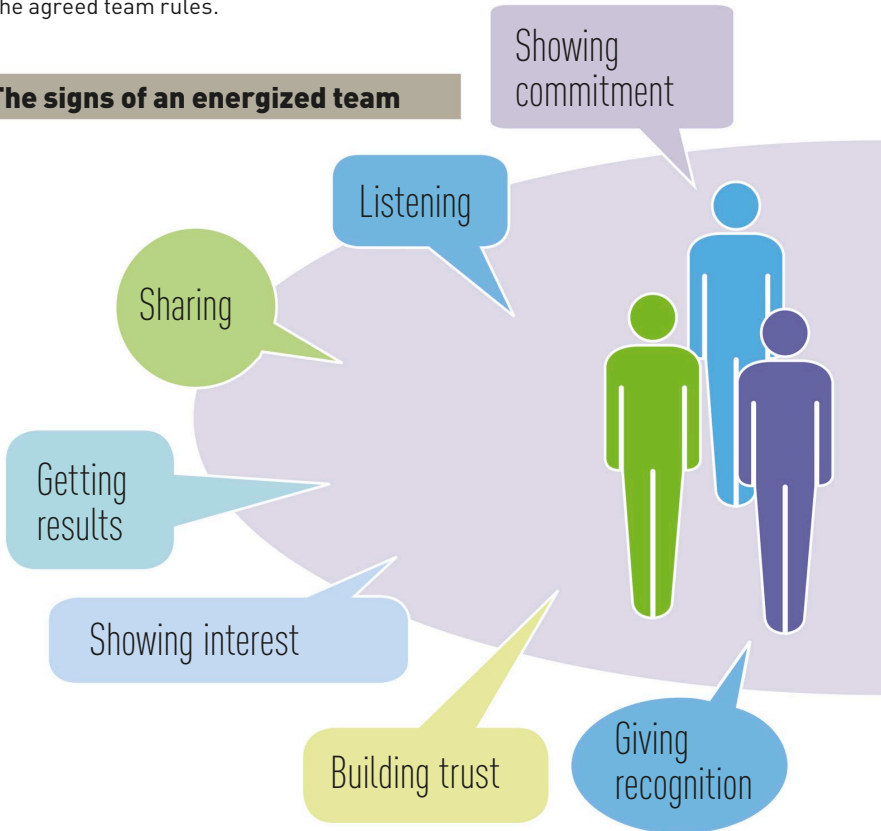
61%

of employees who have
an **input in decisions**
are engaged at work

Building trust

Be supportive, give credit for good cooperative work and knowledge shared, and always promote and celebrate team achievements.

When you build and manage your team successfully, group members will start to hold one another accountable for achieving individual tasks, and begin to appreciate and share in collective success. Trust will build gradually as each member commits to actions at team meetings and carries them out as promised.

Innovating

Supporting one another

Giving constructive feedback

Being trusting, honest, and open

Taking risks

Collaborating

Leading difficult people

Building a successful team depends on cooperation between all members of the group. But what if an individual just won't play ball? Unproductive confrontations with you as leader or between team members can take a lot of your time, create a bad atmosphere, and stop you from achieving your aims, so finding positive ways to deal with disagreement or difficult individuals is a key leadership skill.

Dealing with conflict

Conflict arises when people stop listening and approach a situation from their own point of view. As leader, you must look beyond the immediate confrontation to understand what is really happening and discover the roots of the hostility.

Begin with yourself: your role means you may be a factor in a team member's dissatisfaction. Differences in outlook, behavior, and style can lead to tension—which can be used constructively to stimulate creativity and enrich the team or, if left unmanaged, can cause division.

Meeting standards

It is tempting to work around a "difficult" person, but this undermines the team and your position as leader. You should explore all courses of action to bring about improvement. However, many people find adversarial situations hard and may sabotage their own future if they do not see a way out. If open discussion and support fails to achieve changes, you will need to work within your organization's disciplinary policy and procedures to deal with the person, and prevent an adverse effect on the rest of the team.

ASK YOURSELF...
Is it me?   **YES   NO**

1 Have I explained **new initiatives** clearly—could they be causing insecurity or anxiety? .... ☐ ☐

2 Do I come across as **approachable** and **accessible?** .... ☐ ☐

3 Have I made unreasonable demands? .... ☐ ☐

4 Have I been **fair** in my praise or my criticism? .... ☐ ☐

5 Am I portraying the **right image** for a leader? .... ☐ ☐

Why people become difficult

CAUSE	EFFECT	REMEDY
Reaching the limits of current capability	Team member **makes errors** and cannot do the job to the **required standard.** Other team members become impatient.	Offer **support and training** over a reasonable timescale. If there is little improvement, their future in your team is limited.
Becoming disengaged	**Rejection of the job;** withdrawal from involvement with the team. Often caused by frustration when high achievers have been held back over time. Will have **an adverse effect** on the entire team.	Explore causes in a **one-to-one discussion.** If you have inherited this individual, you need to release the burden of all the past broken promises and **build new trust.** Consider counseling.
Getting distracted	**Focus moves elsewhere** reducing effectiveness. The cause is often personal and while colleagues will sympathize initially, they will soon tire of the issue.	Listen sympathetically and **arrange time off** if you think this will help solve the problem. Make sure that you recognize when the problem goes beyond your ability and ask for further help.
Losing motivation	Too little or too much delegation or challenge in the role can bring about **demotivation and decreased effectiveness.** The individual can quickly have a negative effect on team morale.	Get to know what particularly **motivates each member of the team.** Ask yourself if you are over- or under-delegating to the person. Over-delegation can cause paralyzing fear of failure.

Balancing targets

Results are what it's all about. They are the synthesis of all your thinking, planning, and enabling as a leader. To get what you want from a project, you should clarify standards and objectives from the outset. Your targets need to be realistic, and they also require a means of measuring the performance of all involved.

Getting the right results

The targets you set for your team should stretch everyone but also be realistic, in line with the SMART criteria. Ensure that the aims you set are balanced; alongside financial targets, include goals in areas such as speed of response, product and service quality, customer and team satisfaction, and brand development. List the desired results in each of four key areas—customers, operations, people, and finance—so that no one objective takes assumed priority over another. Review results in each area monthly so that you can prove progress to yourself, your team, and your investors.

CUSTOMERS
- ○ Customer service staff motivated
- ○ Customers satisfied
- ○ Customer experience enjoyable
- ○ Lifetime loyalty promoted

81%

of customers are likely to give an organization **repeat business** after a **good service experience**

Setting service level agreements

Clarify the results you expect from interactions between purchasers and providers or between departments in a service level agreement. You can then present the obligations in a written format—minimum or maximum standards and timescales, or other measures of reliability or availability, for example:

- Our obligations: to provide you with information within four hours of request, etc.
- Your obligations: to respond to service requests within four hours of phone call inquiry, etc.

KEEPING MULTIPLE TARGETS IN PLAY

PEOPLE
- Perception of being a good employer
- Personal development
- Mutual respect fostered
- Interesting work

OPERATIONS
- Stocks delivered to warehouse in time
- Safe working throughout
- Delivery to customer as promised
- Competitive prices

FINANCE
- Profits
- Investment
- Sales
- Cash

List the **desired results** in each of four key areas—**customers, operations, people, and finance**

Improving confidence

Confidence is a cornerstone of good leadership. Especially in times of uncertainty, upheaval, or crisis, believing in yourself and making the right decisions will give you credibility and integrity, which in turn will enhance the organization's reputation and build trust in all stakeholders.

Being prepared

Confidence can come in a number of different ways. It comes from experience as your track record as a leader improves. It comes from having well-formed plans and anticipating challenges, and it comes from the knowledge that you have a strong business built on productive working relationships.

Tip

BOOST YOURSELF
Regularly **affirm** your own **strengths** as a leader by privately listing your **abilities and achievements.** This will give you an instant **confidence boost** and banish that internal critic living in your head.

COMMUNICATING WITH CONFIDENCE
While there are no shortcuts to building confidence, there are ways that you can project confidence to your team and to your stakeholders.

○ **Use confident language** to describe your vision. Listen and learn from political leaders, who characteristically employ optimistic language that suggests a future state—words such as "innovative," "special," "original," "latest," "breakthrough," "updated," and "leading-edge." Used regularly, this kind of vocabulary spreads through the organization.

○ **Deliver your vision** messages in sound bites no more than 30 seconds long that sum up the benefits of the opportunities you wish to explore.

○ **Consider giving your new vision** a badge—a look or a logo to symbolize the change you want to happen. By implication, those who use the new language or adopt the new symbols share the leader's vision and have committed to the change.

CHECKLIST...
Staying calm in adversity   YES   NO

1 Do I know what **triggers** an emotional overreaction in me? .... ☐ ☐

2 Can I **spot** the signs of stress in myself? .... ☐ ☐

3 Am I able to delay my **response** for a few seconds before
I respond? .... ☐ ☐

Acknowledging ideas

Your inner confidence will grow when you behave in a confident manner and gain the trust of your team and colleagues. An ability and a willingness to devolve power and decision-making is one vital characteristic that marks out a confident leader, so take every opportunity to involve others and empower them to act on their ideas. Be open about what is not working for you, your customers, suppliers, or employees; your frankness will be interpreted as an expression of confidence because you approach success and adversity with equal zeal. Encourage people to discover and understand situations for themselves rather than spoon-feeding them issues and answers—remember your power increases as you give it away.

> Organizations with **strong leaders** achieve **double the profit rate and growth** as those without strong leadership

Tip

FACE YOUR FEARS
Confidence comes from **self-knowledge;** understanding your thoughts and actions gives you the ability to control them. A good way to become more **self-assured** is to face your fears—do that presentation, confront your difficult CEO, and reply to that demanding client—now!

Being consistent

As a leader, your every word and action is scrutinized by your team and could be given far more significance than you intended. Perceptions of you as a confident leader can be undermined by conscious or unconscious slips, so try and think in a measured way about the kind of signals you are sending out. Consistency and calmness in adversity are characteristics that most people will perceive as confidence.

Learning from entrepreneurs

Entrepreneurs enjoy creating value by taking advantage of opportunities and solving problems for customers. Leaders in organizations of all sizes—and all ages—can learn from their bold approach, it is just a question of looking in new ways at old problems and producing innovative solutions.

Finding opportunities

What marks out entrepreneurs is their preparedness to listen to their customers, see new opportunities, and back their ideas with drive and determination. They also have a refreshing attitude to "failure"— everything is viewed as a useful experience, and trial and error is seen as a legitimate path to success. Entrepreneurs think ahead, don't accept the status quo, and ask questions that begin with "Why," "Why not," and "What if."
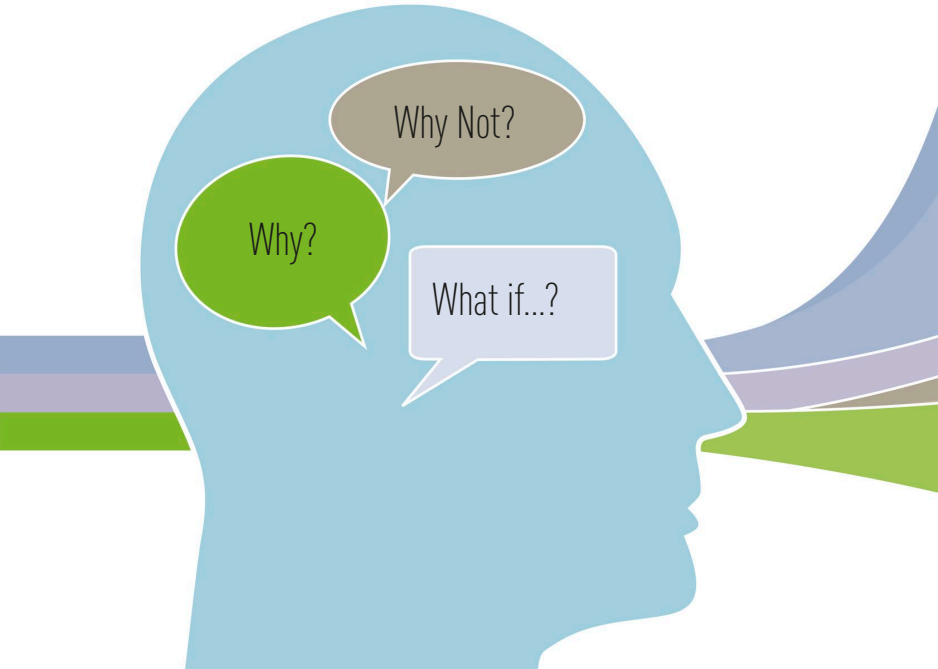
72%
of leaders in **top** US firms
are serial **entrepreneurs**

How can we help you? Celebrate both **successes and failures** as **signs of entrepreneurship,** and be sure to **reward** the contributions people make to creating value for the business, and responding flexibly to opportunities to solve problems for customers. Scrutinize your business for **new opportunities.** Think hard, and above all, **think creatively.**

Large corporations are increasingly encouraging their leaders to show **entrepreneurial zeal** within the mature organization—a phenomenon called **intrapreneurship.**

Looking at your business with an **entrepreneurial mindset** will help you generate ideas for maximizing **opportunities for growth** that no one else has seen—either within or outside the organization.

Develop your own **entrepreneurial leadership skills** by asking more questions of your customers and colleagues—what issues cause you regular hassles?

Developing entrepreneurial skills

Entrepreneurs exhibit many important traits and crucial skills that you can examine and develop in yourself to benefit your own organization. Most entrepreneurs are risk-takers, goal-focused, and determined; these are all traits you can learn. When looking for new ideas, examine your own organization first: can you exploit existing assets? In a fast changing world, is your organizations able to adapt quickly? As you search outside your company for emerging trends and products, remember to apply SWOT criteria to test and assess your decisions.

Where to look for entrepreneurial ideas

UNDERUTILIZED INFORMATION OR ASSETS

- Can we sell our **information** externally?
- Can we get **better performance** by outsourcing?
- Can we **lease** our assets?

WAYS TO CHANGE THE BUSINESS MODEL

- Will acquisitions **boost** our **capabilities?**
- Can we cut out the middleman?
- Should we **support** employee spin-offs?

Tip

HARNESS TALENT
You may already have **natural entrepreneurs** in your team. Give them the space to **innovate** and put up with their often challenging nature and you will gain a real asset.

80%

of top entrepreneurs in a survey identified themselves as **risk takers**

NEW MARKETS, NEW CUSTOMERS
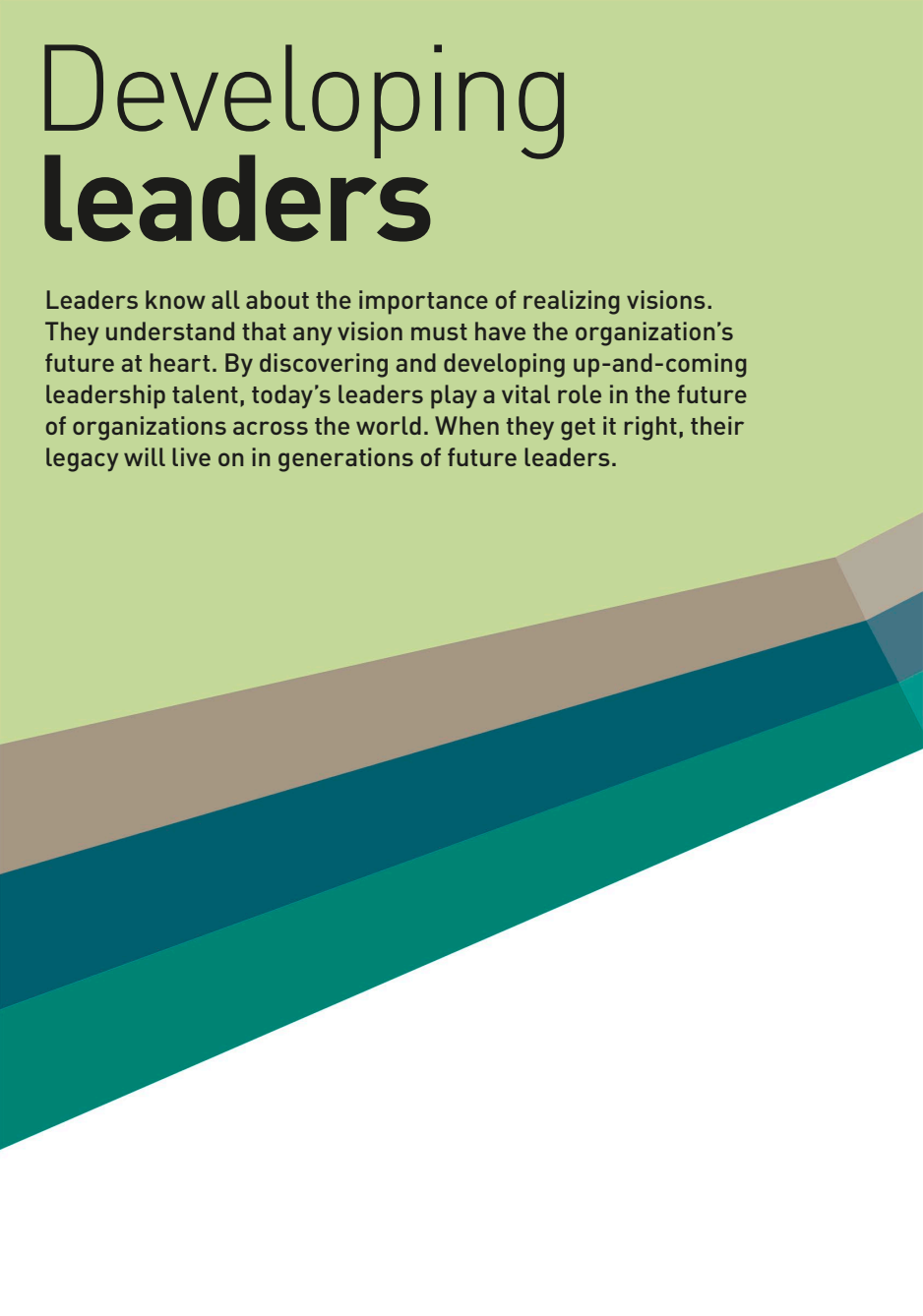
- Can we **change** our pricing structures?
- Can we do what we do for our **best customers** for others?
- How do we **extend** our markets?

NEW PRODUCTS AND SERVICES

- Can we **sell our products** or services as a system?
- Can we turn internal services into **sales?**
- Can we **meet** unmet needs?

Developing
leaders

Leaders know all about the importance of realizing visions. They understand that any vision must have the organization's future at heart. By discovering and developing up-and-coming leadership talent, today's leaders play a vital role in the future of organizations across the world. When they get it right, their legacy will live on in generations of future leaders.

07

Investing in the future

For an organization to expand, it needs to invest in the development of the new leaders that will take it forward. Individuals who display leadership potential should be considered an important asset that will grow if nurtured, and will be lost if not.

Appointing talent

A successful organization needs a ready supply of new leaders. Recruiting all future leaders from outside your organization simply isn't cost effective; it takes a substantial amount of management time and money to find the right candidates and bring them up to speed. By contrast, leaders who are promoted from within your organization already have a very good understanding of your organization's culture and working methods, and will have been nurtured and trained by you to have exactly the suite of skills and knowledge required to take on their new role.
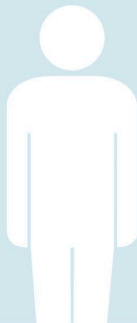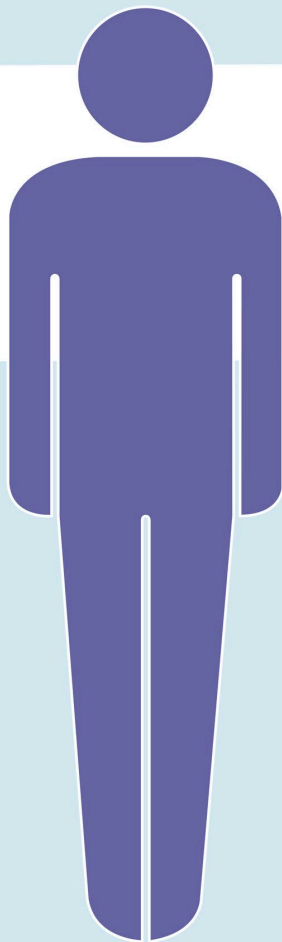
65%

of executives claim developing **leaders** is their **main** workforce concern

Realizing potential

One of your key goals as a leader is to recognize leadership qualities in others, and to know how to encourage and assist future leaders so they can realize their full potential. It can be helpful to think of leadership growing in a series of transitions in self-awareness, skill, and responsibility. Recognizing these crucial changes in others, and responding appropriately to them, will help accelerate the development of new leaders in your organization.

Each stage on the path to leadership will bring different challenges—not only in taking on new attitudes and

responsibilities but also leaving behind familiar and comfortable behaviors. This can be a highly stressful time for newly appointed leaders and the individual may not recognize or expect the strains and associated emotions of transition to their new role.

Feelings of uncertainty, being overwhelmed, and loss of confidence can immobilize new leaders at the very point that they are expected to shine. Moreover, it is unlikely that the person who is making the transition will feel comfortable raising these concerns with you, their manager, for fear of appearing to fail.

How to help potential leaders make transitions

Identify the stage of leadership the individual has currently attained

Potential leaders start taking on more responsibility and begin **questioning** the ways things are done

Others in the organization start to **recognize their vision**

Help them identify what they needed to let go of to reach this stage

CHECKLIST...
Creating future leaders in your organization   YES   NO

1 Do you look for **win–win situations** for you/your team/ other teams/the organization? .... ☐ ☐

2 Do you demonstrate **good stewardship** of talent for the whole organization's benefit? .... ☐ ☐

3 Do you have a **track record** of unselfishly releasing potential leaders to take up development opportunities?............. ☐ ☐

4 Do you **initiate** the development of potential leaders? .... ☐ ☐

5 Do you **encourage** members of your team to apply for internal promotion or transfers?... ☐ ☐
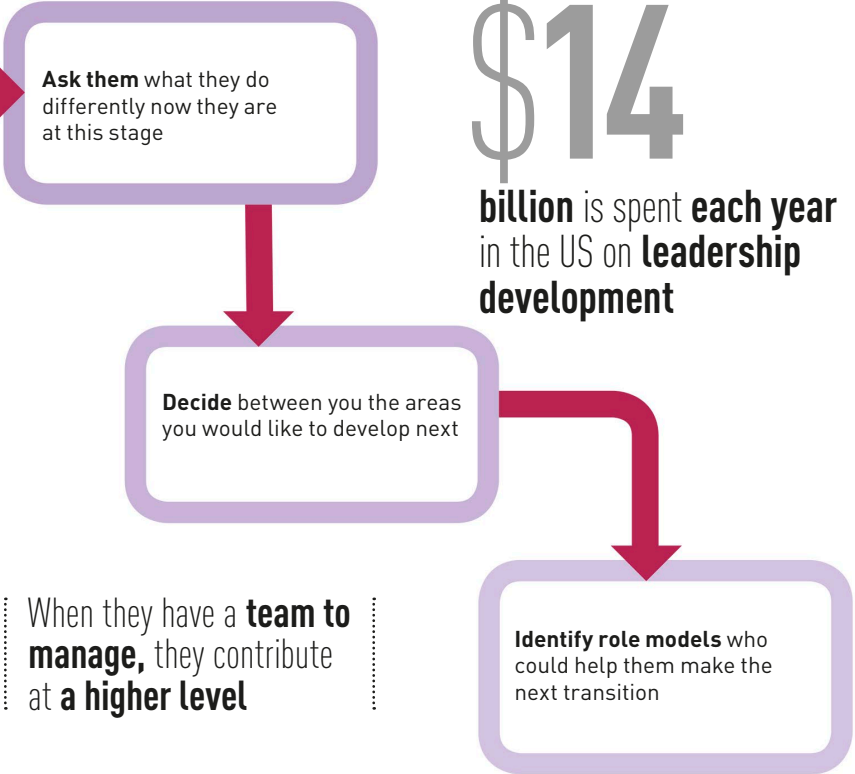
Recognizing leadership stages

The first sign of leadership potential is a transition from being self-focused, and simply performing to a high standard in your own individual role, to becoming more aware of, and helpful to, others. Potential leaders then start taking on more responsibility and begin questioning the ways things are done at the moment and coming up with ideas for doing things differently.

As the potential leader develops, others in the organization start to recognize their vision and that they have a talent for spotting important opportunities that will benefit the team or the organization as a whole. They thrive on added responsibility, and when they have a team to manage, they contribute at a higher level, work well with their peers, and show a talent for developing team members. Others naturally gravitate toward them to sound out ideas; this process may be formalized into mentoring or coaching roles. Ultimately, they start to develop the skills needed to nurture the next generation of leaders in your organization.

Ask them what they do differently now they are at this stage

$14

billion is spent **each year** in the US on **leadership development**

Decide between you the areas you would like to develop next

When they have a **team to manage,** they contribute at **a higher level**

Identify role models who could help them make the next transition

Making leadership transitions

STATE OF LEADERSHIP	TAKING UP THE NEW	LETTING GO OF THE OLD
SELF-AWARENESS	O Doing more than the job description O Performing excellently O Accepting more responsibility O Inheriting corporate memory O Becoming a team player O Suggesting improvements	O Doing the job description O Keeping to yourself O Focusing on your own performance O Carrying out everything to the letter O Referring to "I"
OTHER-AWARENESS	O Greater empathy O Helping fellow workers O Being diplomatic O Looking for win–win solutions O Preferring people to procedures O Referring to "We"	O Conforming to previous procedures O Carrying out without challenging O Not questioning the brief O Going your own way O Focusing only on own excellence
GUIDANCE	O Looking for added value opportunities O Accepting responsibility for growth and results O Understanding and promoting vision and purpose O Prioritizing high value opportunities	O Valuing people based only on technical skills O Using only financial indicators O Focusing on people not results O Going for the easy option O Blaming everyone else for poor performance

STATE OF LEADERSHIP	TAKING UP THE NEW	LETTING GO OF THE OLD
DEVELOPMENT	O Developing talent for the benefit of all O Helping others perform well O Becoming a mentor O Planning development opportunities O Choosing a team to complement you O Nurturing future leaders	O Prioritizing results above people O Holding on to good people O Failing to delegate enough O Allowing too little time with others O Postponing training if under pressure O Underestimating time for meetings
EMBODIMENT	O Facilitating others to grow O Initiating peer networks O Acting as a leader of leaders O Mentoring/coaching leaders	O Focusing only on the organization O Sacrificing social life O Allowing leader-centric power games

Coaching for success

A good coach can accelerate the development of your future leaders, helping them manage the transitions they need to make to gain leadership experience and develop the suite of competencies required to be a top leader within your organization.

Releasing potential
It isn't easy to find time to invest in coaching your potential leaders, but there is a considerable return to you, your team, and the organization, if you do.The selection of coaches needs to be undertaken with care—the careers of some of the brightest prospects in your organization will be in their hands.

The top organizations for **leadership** in the US are **twice as likely** to provide **training and coaching** for their **potential leaders** compared to other firms

The right experience
You may choose to coach your potential leaders yourself, or you may prefer to appoint other internal or external coaches. Whoever you choose, they must have the right business and coaching experience or have received training on how to coach effectively.

Challenging and supporting
The hallmark of a skilled coach is knowing when to challenge and when to support the individual being coached. Successful coaches work to build self-awareness and release potential, by, for example, unblocking limiting or constricting beliefs or confronting unhelpful behaviors. They encourage the people they are coaching to reflect deeply, think strategically, release their instinctive creativity, and feel good about who they are.

The results of successful coaching should be an increased self-appreciation in your future leaders of their personal strengths, competencies, approach, and actions. These newly developed leadership elements, in turn, should align with your organization's values and aims.

Benefiting the business

Coaching and mentoring—especially of first line and middle managers—is often focused on specific issues or to help people make leadership transitions. In this case, experienced mentors from your organization may be most suitable. Senior managers may benefit from an external coach with more experience at board level. With successful coaching you may find leaders become better at innovating and developing the overall capability of their teams. The effects of coaching work through the organization and provide significant business benefits including those listed here:

Retention of key executives

Enhanced working relationships

Greater alignment of individual/corporate objectives

New perspectives on business issues

The benefits of coaching

Successful coaches work to build **self-awareness** and **release potential**

Adopting new leadership patterns

The 20th-century idea of a job for life is rapidly being superseded by the concept of the portfolio career. Today's leaders need to be skilled in change management because their own careers are almost certain to be characterized by frequent transition. The emphasis has shifted from excelling in a particular corporate position to excelling in one vital project—leading your own life based on consistent principles.

Profiting from change

In business today, leaders need to manage and inspire not just their core teams but groups of freelancers, temporary staff, and outsourcers. Engaging such potentially disparate groups to align them with the vision and values of the organization is the new leadership challenge. Leaders today may be heading up a virtual team—with members based globally—formed around a customer problem that needs solving or an innovative idea rather than a group of people physically working together for the same employer. Leaders with the ability to be agile, to build virtual networks, teams, and alliances quickly, will be the long-term winners.

In the coming years, leaders will look less and less to their employers to provide a framework or support system for their life—they will need to develop it themselves. As an individual aiming to survive in this rapidly changing environment, you will need to be excellent at understanding customer needs and have supreme confidence in your ability to deliver, and market, yourself. Thinking creatively and with vision, both about your career and personal mission, should become a life-long process and a central theme in your continued success.

|08 **Identify your next direction for development**

|07 **Refine your brand**

|06 **Practice new skills and behaviors**

Branding yourself

So how exactly do you develop yourself as a leader for the 21st century? One way of answering this question is to think of what you can deliver to your customers as a brand. Your brand signals your professional, technical, and functional knowledge and skills, and also your position in the market. Aim to develop yourself much as you would steer a brand. Shape your product (what you offer) to anticipate customer demand, and develop your identity to make the best fit with desirable clients. For example, should your next client be a small enterprise where you can work closely on your entrepreneurial acumen, or should it be a large corporation where you can refresh process management knowledge? Carefully consider your next steps; how will they shape your brand?

How to develop continuously

01 Assess your competencies and match with customer needs

02 Take an assignment to stretch you

03 Listen to customers; engage with others; join networks; initiate alliances

04 Learn from best practice

05 Recognize your potential for development

Leaders with the ability to be **agile,** to build virtual **networks** and alliances quickly, will be the long-term **winners**
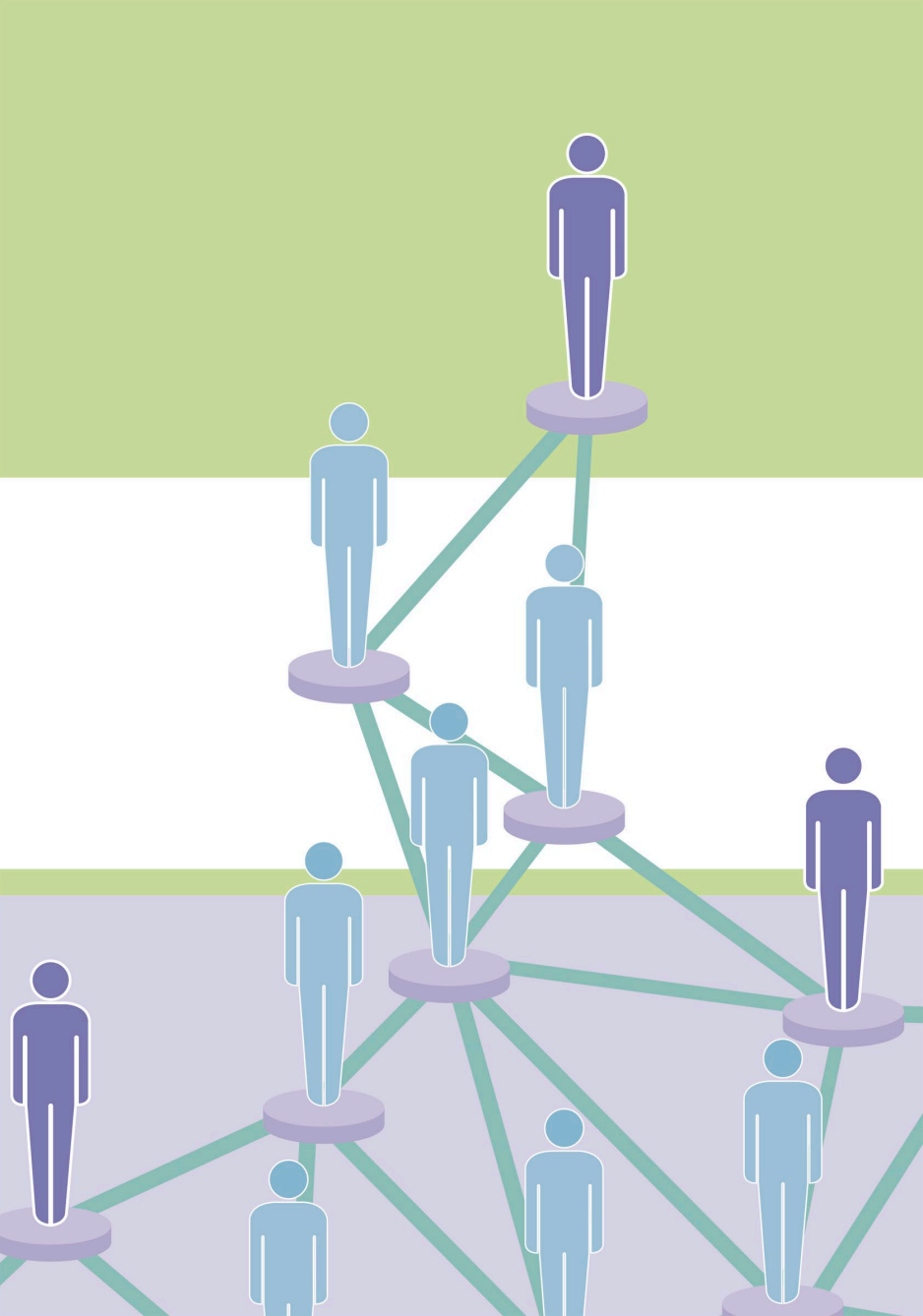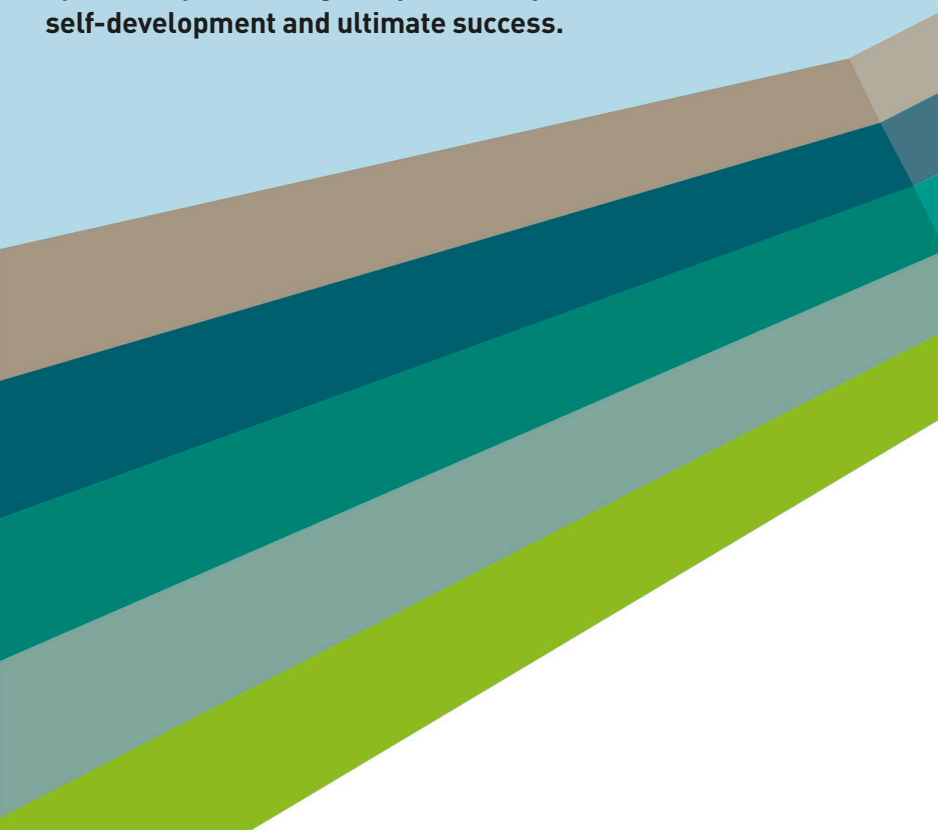
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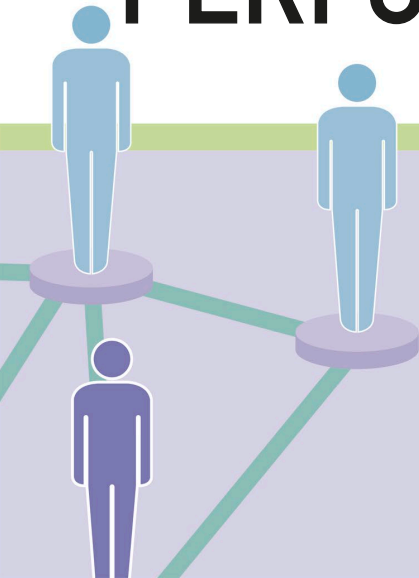
Knowing
yourself

To prosper in both life and business you need to understand yourself. What are your strengths and limitations, what do you enjoy, and what do you really want to achieve? By reflecting upon and analyzing your own characteristics and how you are perceived by others, you can begin to produce a plan for self-development and ultimate success.

08

Looking in from outside

Other people's perceptions of you may be significantly at odds with your own view of yourself. Finding out what others think of you is an important element of self-exploration, and helps you modify your behavior so that you can take on opportunities that you might otherwise have missed.

Seeking new perspectives

You may feel you lack confidence, or that you are too quiet, but others may see you primarily as someone who is trustworthy, honorable, and wise. Conversely, you may describe yourself as assertive and confident, while others see you as aggressive and avoid involving you in their projects. Other people's views are important because they shape the way they behave toward you. That's not to say you should always aim to please others, or change the person you are, but being aware of how others see you will enable you to change the signals you send out.

33%
of **employers** in one survey said they took only **90 seconds** to decide to hire a person

In focus

PSYCHOMETRIC TESTING
Psychometric tests, such as the widely used Myers Briggs, offer a more scientific approach to self-understanding. These tests look at personality and attempt to give an indication of the type of environment in which an individual is likely to thrive. Myers Briggs Type Indicator positions people against four pairs of factors:
• Extroversion and introversion
• Sensing and intuition
• Thinking and feeling
• Judging and perceiving
There is nothing wrong with any of these personality traits. However, if, for example, you are at the extreme end of the scale on "thinking," you may be ignoring people's feelings when you make decisions. If you are a "perceiving" rather than a "judging" person, you may need to set more goals and deadlines for yourself.

Getting answers

The only way to find out what other people think of you is to ask. Many international companies use a process called 360-degree feedback, which is a formal means of eliciting comment from colleagues, staff, and bosses. It is often used to develop senior management teams, but you can carry out a similar process yourself on a smaller scale.

Approach people who see you in different roles—perhaps your business partner, work colleagues at the same level of management, your immediate boss, some of your suppliers and clients, and a couple of friends. Think of the best way to ask the questions: a questionnaire has the advantage of ensuring consistency, while structured face-to-face interviews give respondents the opportunity to elaborate, but may also inhibit honest responses. When you are drafting a questionnaire, keep it short and simple, and concentrate on specific questions that you really want answered, such as:

- How confident do I appear to you?
- Am I approachable?
- Do I communicate clearly?

Tip

MAKE AN IMPRESSION
Lasting judgments can be made, based on subconscious cues, within the **first few seconds of** meeting. Think about any **visual cues** you display and the **tone of voice you use**—these can often be **more significant** than what you actually say.

Using feedback

The feedback process won't give you a definitive view of what you are like in the eyes of others, but it is certain to produce some valuable insights. It's too easy to focus on criticisms when you see them in black and white, so make sure that you value and reflect on the positive points that emerge, and use them in your planning for the future.

Setting goals

Work takes up a large chunk of your life, so job satisfaction is important. Achieving it doesn't necessarily mean changing jobs, it could just be a matter of broadening your existing role. Knowing what you enjoy and want to achieve will help ensure you're in the right job. If you're in the right job, you're more likely to succeed at what you do.

Examining your ambitions

Getting a clear view of your ambitions is not quite as easy as it seems. First, you may have arrived where you are more by chance than by design and it can be hard to avoid being influenced by your current situation. So, if you are working in sales, you may not look beyond a future in which you progress through the ranks to become sales manager and then sales director. Second, you will have family ties or other responsibilities that limit your freedom to follow your dreams. Third, your "ideal" job will change over time as you develop skills and experience.

Think graphically and generate images of **your ideal world**

Looking at the future

There are many ways to systematically look at your career and life goals. Some prefer to work with a coach—an objective, sympathetic, and experienced person who can help identify directions for progress. Others favor less formal consultation with their colleagues or peers, but it is equally valid to work through the options on your own. Indeed, the question is so central that it is worth applying more than one approach and repeating the analysis from time to time as your circumstances change.

80%

of people in one survey **admitted** that they lacked **a goal** in life

Visualizing the way

Visualization is a technique that can help you clarify your goals. Set aside some time to sit undisturbed and relaxed. Picture yourself at various points in the future, say in three, five, and ten years' time. Think graphically and generate images of your ideal world, asking yourself questions such as:

- Where will I be living?
- What job will I have?
- What type of organization will I be working in?
- Will I own and be running my own business?
- What will I be doing on a daily basis?
- Will I have a team working for me or will I be a specialist?
- Will I be commuting or working from home, perhaps?
- What will my interests be?

Note down your thoughts and assess the picture that emerges against fixed constraints, such as your obligations to your family.

Now reflect on the results. How can you work toward being where you would like to be? This process is not intended to make you dissatisfied with your present circumstances, but to open your eyes to new possibilities.

Tip

THINK BIG
Reach for the sky—it is important to **dream** before you do a reality check.

How to discover what is important to you

Take five adhesive notes.

Write on each adhesive note something you currently enjoy at work, for example "managing my team."

Take another five adhesive notes in a different color.

Write on each adhesive note something you would like to do, but currently do not, for example "travel."

Arrange all of the adhesive notes on the wall in order of priority.

Analyzing your strengths and limitations

To achieve high performance in your workplace, you need to understand and play to your strengths. You also need to recognize what you are less good at doing, so that you can develop appropriate skills and acquire the necessary knowledge and experience.

Describing your capabilities

When you ask yourself what you are really good at, your answer should encompass three important areas—your basic technical ability, your innate personal or soft, skills, and the knowledge and experience that you have acquired throughout your career.

Most people have a preference for what they like to do. Some people are good at working with numbers, while others excel at languages. These skills are the building blocks of your job—they are sometimes called your basic technical ability.

Tip

REVIEW YOUR SKILLS
Even if you plan to stay in the same job, **look closely** at what's happening around you. Your work environment is in flux and you should **constantly be learning and adapting**, to cope and thrive with the **new circumstances** your workplace presents to you.

Gaining skills and experience

"Soft" skills are less tangible than basic technical ability. You may be a good listener or a powerful communicator, or have the ability to influence people or negotiate well, or you may command respect, have great presence, and be highly motivated. You need to achieve a certain level of skill in all these areas, but that level will depend on your precise role in the organization.

The third dimension of your personal strengths and limitations is your knowledge and experience, both of the sector and the role in which you work. For example, if you work in Human Resources, do you have sufficient knowledge of employment law? Reflect on your skills and knowledge: they may be good enough for your current role, but will they suffice in the future? Try to identify the role that best fits with your ambitions, and ask yourself what skills you will need to fit that role. Published job descriptions and job advertisements provide a good guide to current industry standards and what employers are looking for. Set about gaining those skills through additional training, or by realigning your role with your current employer.

SWOT analysis for a Human Resources executive

S

STRENGTHS
- Experience in **training**
- **Presentation** skills
- Good **communicator**
- Good **knowledge** of employment law

W

WEAKNESSES
- Poor **understanding** of recruitment systems
- No **experience** of disciplinary meetings
- Don't like **conflict**

O

OPPORTUNITIES
- Set up my own **training business**
- **Broaden** my role to include recruitment

T

THREATS
- Company may outsource training
- Company may want all-round **HR skills** in the future

Carrying out a SWOT analysis

A simple way to assess yourself is to carry out a SWOT analysis. List your strengths and weaknesses, and the opportunities open and threats to you in your current role, as in the example above. This SWOT analysis provides a picture of the development you need to excel in your present situation, and the skills, knowledge, and experience you will need to acquire to succeed in your next professional role.

Developing your brand

We have looked at the importance of how other people see you and of understanding yourself, your strengths and limitations, and your ambitions. Developing your brand is about how you bring these factors together, use them to differentiate yourself from other people, and develop your career.

Giving the right impression

A company brand is a unique and consistent set of values that underpins its product or service. Just as a company builds its brand, you need to know what you stand for and how you want to project yourself to others. You need to make sure the messages you give out are consistent with your personal brand.

This does not mean you should try to be something you aren't. That may work for a short time but it will be impossible to keep up over a long period. Your "brand" has to be something that you are completely comfortable with. It should reflect your values and be uniquely yours.

> Paying attention to **your appearance**, whatever your style, **being polite and fulfilling your promises** are all "musts"

Creating the right look

There are some aspects of the way you look, sound, and behave that are essential to your brand, wherever you are working. Paying attention to your appearance, whatever your style, being polite, and fulfilling your promises, for

Tip

FOLLOW YOUR CUSTOMERS' LEAD
Match your personal style to that of your customers—it will help you create rapport with them.

example, are all "musts." Your brand needs to take into account your "target audience," such as the organization you work for and the customers you work with. If you work for an old-fashioned law firm, for example, wearing the latest fashion in shorts and flashy jewelry probably won't inspire your clients with confidence, but it may if you work for a high-fashion retailer.

Being personable

While appearance is important, how you behave becomes far more important as time progresses. If you look the part but fail to do what you have been asked or are bad-tempered and difficult, then no amount of image makeovers will help you succeed. The key to defining your brand is to pay attention to every element of the image you project, and make sure your actions are consistent and acceptable to the majority of people.

What defines your brand?

LOOKING THE PART

- The **clothes, shoes, and jewelry** you wear—style and colors
- The way you **style your hair**—always well groomed
- The way you **move**—**with a purpose**
- The appearance of your **hands and nails**—clean at all times; if you wear nail polish, it should be appropriate to your situation

ACTING THE PART

- **Shaking hands** firmly, but not squeezing too hard
- Saying **thank you**
- Returning **phone calls or emails** within a reasonable time
- **Respecting** other people's views
- Giving other people the **credit due** to them
- Doing what you have **promised** to do
- **Standing your ground** when necessary

SOUNDING THE PART

- The **tone of your voice**—lower-pitched voices carry more weight
- The **pace of your speech**—slow enough to sound purposeful but not hesitant
- The **words you choose**—short, active, and positive, or longer and more descriptive?
- The **expression in your voice**—approachable and friendly

Planning the future

There is a saying that "all plans are useless, but planning is vital." Plans are useless as they become out of date very quickly. But without the process of planning, you won't prepare for the future. You do need to plan, but don't stick to your plans so rigidly that you miss opportunities.

Knowing where you're going

Life is unpredictable, so why plan? First, all of the things you want to achieve in your life require effort and preparation. So, you need to ensure you acquire the qualifications and experience that will allow you to progress in your chosen career, and to do that, you need a plan. Having a plan gives you a framework against which to measure your progress.

Setting objectives

Have you achieved what you set out to do? If not, why not? What can you learn from your successes and failures? A plan also provides a reference against which you can judge new opportunities. How much will this opportunity contribute to you achieving your goals? If it doesn't, why do you want to do it? Is it a distraction or have your goals and plan changed?

In focus

WHAT'S ON YOUR RÉSUMÉ?

One good way to plan the future is to create a version of your résumé three, five, and ten years in the future. What qualifications would appear? What job titles would you have? Which companies would you have worked for? What experience would you have gained in each of the roles you have undertaken? If you don't know what to put on the résumé, why not look in the papers or on the internet for job advertisements. They will tell you what people are looking for when filling these roles today. Although this won't change dramatically, certain aspects, such as qualifications, computer literacy, and international experience, will be more in demand. So by looking at the job requirements today and thinking about the future, you should be able to construct an outline future résumé to work toward.

HAVING AN EFFECTIVE FUTURE PLAN

Do's	Don'ts

- **Defining key measurable goals that logically lead to achieving your vision**
- **Setting goals that are believable and achievable**
- **Always using your plan when making big real-life decisions**

- Relying on chance rather than your own efforts
- Choosing goals with unattainable qualifiers (e.g. needing to be born in a certain country)
- Reviewing and revising your plan infrequently

The things you want **to achieve** in your life require **effort and preparation**

Creating a plan

A good plan for your future needs to include four key elements:

- A vision statement that describes where you want to be
- A set of objectives that, if achieved, will lead you to the vision
- A "success map" showing how these objectives link together
- An indicator describing what success will look like at each stage.

Think first about your vision of the future: is it all about a single goal, such as becoming president of a multinational company, or is it about a lifestyle, such as being a wealthy and respected partner in a law firm? Use some of the exercises described over the previous pages to help you think about your vision. Next, write your vision down in a vision statement. This should not be longer than a paragraph, but needs to contain all the attributes that are important to you. Spend time on this statement; it is the important first step in planning your future.

> Write your vision down in a **vision statement**. This should not be longer than a paragraph, but needs to contain all **the attributes** that are **important** to you

Developing a vision

Once you have a clear idea of your overall vision for the future, break it down into its main constituent parts. Do this by creating a set of top-level objectives you will need to achieve to reach your vision.

ASK YOURSELF...

Am I on track to reach my goal?

YES   NO

Create an indicator of success for each of the objectives in your success map by asking yourself:

1 **Do I understand** why this objective is important?........................... ☐ ☐

2 Do I know how it links into my **success map?**................................. ☐ ☐

3 Can I identify **what is to be achieved** and by when? .... ☐ ☐

4 Can I **measure** this? .... ☐ ☐

5 Do I know how often I should **reflect on progress?** .... ☐ ☐

6 **Do I know what I should do** if the objective is not being met? .... ☐ ☐

20%
of people **write** New Year **goals**; they are **10 times** more likely to achieve them than those who do not

3%
of a group of Harvard MBA graduates **wrote down** their **goals**; **10 years** later they earned **10 times** more than those who did not

Creating a success map for your future

A success map is a useful tool for thinking through the key actions you need to take to achieve your goals and for representing these in a single picture.

- To create your success map start from the top—your ultimate goal. Write this at the top of your map.
- Think about how you will achieve this goal. For example, imagine your vision is to become sales director for a major pharmaceutical company. To achieve this goal, you will need to have been a regional sales manager for three to five years, to have handled some major clients within your portfolio, and to have gained a professional sales qualification. These objectives become the second-level goals on your success map.
- Next, ask yourself how to achieve these objectives, and fill in the next level of your map.
- At all stages, use arrows to connect later objectives that are dependent upon your having first achieved the earlier objectives.
- To check that your success map is complete and follows a logical progression, work up from the bottom. For each objective, ask "Why am I doing this?"—the answer should be to obtain the objective above.

To become sales **director**, you will need to have been a **regional sales manager** for **three to five years** and **gained** a sales qualification

Success map for an aspiring sales director

Raise my profile within the company

Spend a year in brand marketing

Attend a sales management program

Spead five years as a sales executive

Develop an excellent sales record

Pass the Institute's exams

55% of US workers have planned a **five-year career** strategy

Spend **three to five years** as regional **sales manager**

Handle **large accounts** and have **major clients** within my portfolio

Achieve promotion to the level of **national sales director**

Obtain the relevant **professional sales qualification**

40% of UK workers have planned a **five-year career** strategy with **clear goals**

Improving
your skills

Think of your portfolio of skills as your toolkit. Just like a good set of tools, once you have acquired your skills, they will always stay with you—as long as you maintain them. From time to time you will need to add new tools to your kit as the requirements of your job change or evolve, and as new ways of doing things emerge.

09

Managing your time

While you can raise additional capital for your business, employ more people, and buy more machinery, there will only ever be 24 hours in a day. Time is one of the few commodities you cannot buy, but there are many techniques to help you use your time more effectively.

Planning **encourages you to think** not just about the day ahead, but also the **more distant future**

How to set up a time log

At the end of the week, analyze how you have spent your time and draw a pie chart to show where your time goes.

Tracking your time
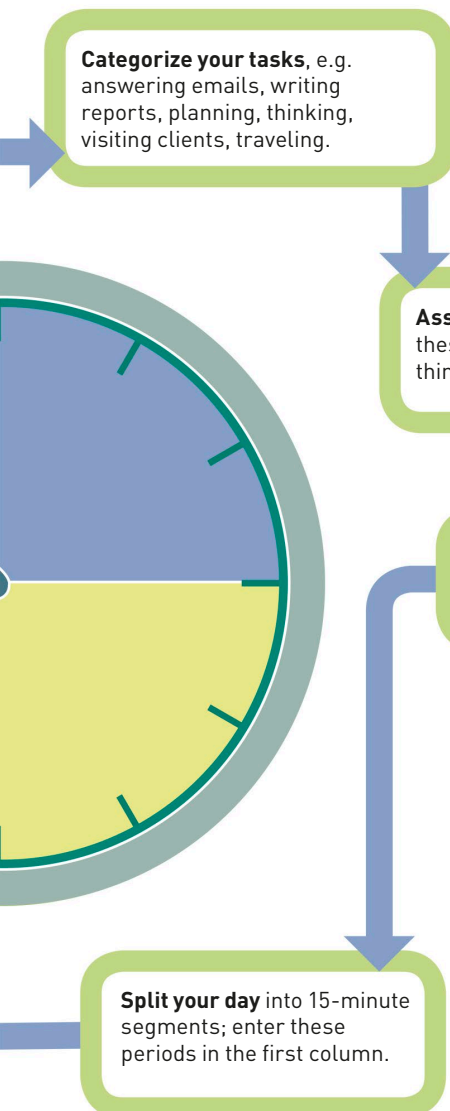
Before you can start actively managing your time, you need to find out how you spend it. Rather than just guessing, measure and record your expenditure of time over a period of at least a week in a time log. When you have completed the analysis, consider if the way you spend time reflects your key objectives. For example, you may find that you spend five percent of your time visiting customers. Is this activity one that delivers key results (because it generates sales)? If it is, you need to consider whether you would be more effective by spending more time on this activity.

As you work, record in the right-hand column the letter of the activity you have completed in the last 15 minutes.

Categorize your tasks, e.g. answering emails, writing reports, planning, thinking, visiting clients, traveling.
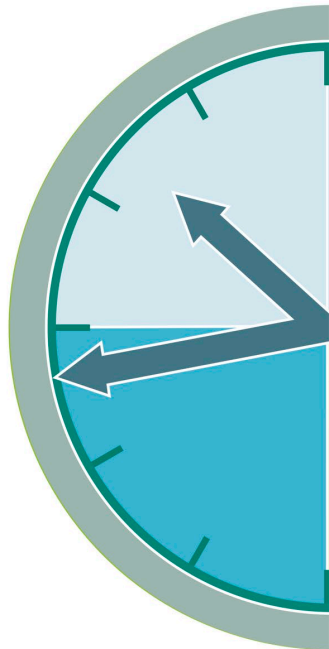
30%
of workers do not **make or use** a **"to do"** list

Assign a code or letter to each of these categories (e.g. emails = E, thinking = T).

Keep a sheet of paper on your desk, divided into two columns.

Making time
Planning encourages you to think not just about the day ahead, but also the more distant future. It's all too easy to put off big but necessary strategic projects, such as arranging training for your staff or creating a database of contacts, because you are immersed in day-to-day activities. Think about the longer-term projects you would like to implement in the next quarter. Break these tasks into manageable chunks, and estimate how much time it will take you to complete each chunk.

Split your day into 15-minute segments; enter these periods in the first column.

Planning your day

Write an action plan setting out your activities for the day ahead. The best time to do this is at the beginning of the day, when you feel fresh. Build time into your plan for day-to-day duties and the work you need to do toward your longer-term projects. Failing to stick to an over-optimistic plan can be demotivating, so be realistic in your timings, allowing for interruptions and some breaks.

Calculating priority

When writing your plan, prioritize your tasks objectively—it often helps to categorize tasks according to importance and urgency. Give priority to those that are both urgent and important (for example, producing up-to-date figures for the next day's sales meeting). Tasks that are important but not urgent (such as completing segments of your large projects) take second priority. Tasks that are not important but urgent (such as dealing with someone else's request for information) take third priority, and those that are neither important nor urgent should be delegated or not done at all.

Categorize tasks according to **importance and urgency**. Give **priority** to those that are both urgent and important. Tasks that are important but not urgent take **second priority**

Tip

BE DISCIPLINED
Try to **deal with paperwork** only once. Mark a red dot on a document each time you pick it up; attempt to minimize the number of red dots on your paperwork—**the discipline will slowly work** its way into all your processes.

How to prioritize your tasks
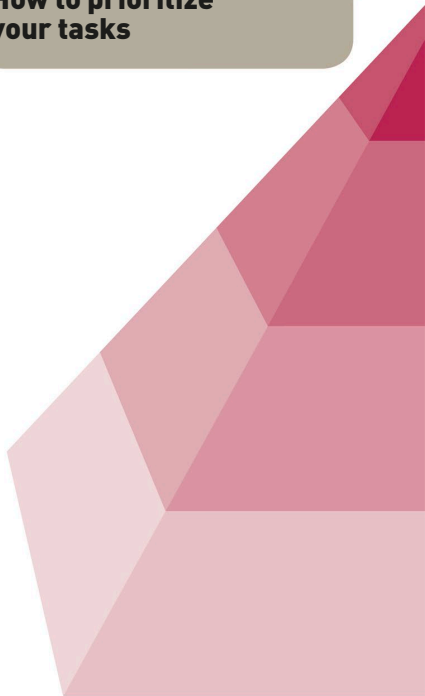
40%

of **productivity** is estimated to be lost due to workers visiting **non-work related websites** during office hours

Structuring your day

To make the most of every work day, get to know the times of day when you are most effective and creative. If you are a "morning" person, plan to tackle your creative tasks—such as writing proposals or reports—and your challenging tasks, such as talking to a difficult client, in the morning. Take on routine tasks in the afternoon. If you are an "afternoon" person, do your routine tasks first, but make sure that you don't get hooked into doing them all day.

HIGH URGENCY, HIGH IMPORTANCE |01

LOW URGENCY, HIGH IMPORTANCE |02

HIGH URGENCY, LOW IMPORTANCE |03

LOW URGENCY, LOW IMPORTANCE |04

Working effectively

To help you work quickly and effectively, always keep your desk clean and ensure that frequently used items are readily available to hand. The same goes for information you use regularly. Set up favorites for websites; keep a list of who knows what, and of key phone numbers; and use an old-fashioned card index for storing nuggets of information you refer to often.

Build thinking time into your schedule: travel is often considered to be a time-waster, but it can also provide just the change of pace and scenery you need to do some valuable creative thinking.

Set aside **15 minutes** every so often to **collect messages and return calls**. Let people know you will be unavailable between certain times

Focusing your actions

90%

of **office workers** have a **smartphone**, and **33% of them** use it to check their **emails** more than **20 times every day** during **working hours and at home**

TELEPHONE CALLS

- O **Prepare everything** you want to say before you call.
- O **Talking on the telephone** helps build relationships, but sometimes emailing instead avoids distraction.
- O **If someone calls** you and you're short on time, tell them you will call them back at a specific time. Be sure always to follow up on your promise.

Dealing with interruptions

Make sure the working day is under your control by eliminating interruptions at key times. If you are working on a report that requires concentration, divert your phone or put it on voicemail, and set aside 15 minutes every so often to collect messages and return calls. Let people know you will be unavailable between certain times. If someone drops in to talk to you at an unexpected time, tell them you are working to a deadline and avoid making eye contact—they will get the message.

EMAILS

- **Streamline** your use of email by checking for new messages and responding to them only at certain times of the day.
- **Use color** to highlight important or urgent emails.
- **Target emails:** avoid copying in people you don't need to, and ask others to do the same.
- **Clear out** your email inbox regularly.

WORKING QUICKLY

- **Make your decision** and don't keep thinking about it afterward.
- **Balance time** with quality control; a report may be excellent, but if it's too late it may be of no use.
- **Concentrate** on what you're doing at a particular time, and don't let your thoughts flit from one thing to another.

Participating in meetings

It's easy to forget the importance of meetings. This is where decisions are made that could affect your work and your future, where relationships are built, and where you have an opportunity to make an impression on others, make your views heard, and find out what others think.

Researching well

Preparation is essential to ensure that you make the most of your opportunity. Read any material in advance and note down issues you need to clarify and points you want to make. For important and complex discussions, you may want to sound out other people's opinions to help you form your own view and get an idea of who will support your thinking.

Making your mark

When you arrive at a meeting try to sit near people who are likely to support your views, and ideally in the middle rather than at the end of the group. During the meeting, it is very important to find opportunities to speak. If you are nervous about making your own points, get used to hearing your voice by making short remarks in support of others. A clear, firm: "I agree with that point" will get you noticed. Also, ask questions for clarification, which will make you sound interested. Try drafting some points to make in advance, and introduce them early in the discussion, but make sure that you do so in the context of the discussion. Be careful, too, that you don't speak too much: it's better to be known as someone who makes good points than as someone who speaks all the time.

Am I participating well in meetings?

Do I **speak clearly** and loudly enough to be heard?

Do I **support** others?

Do I **look at everyone** as I make my point?

Do I **contribute** to the meeting early on?

Do I **listen** to what is being said?

Do I interrupt others only when **it is necessary**?

Recording meetings

Minutes should be produced for all meetings, even if they are just simple notes of who agreed to do what. For regular meetings, such as staff meetings or committee meetings, it can be useful if they take a formal style, because this helps reinforce the importance of the meeting.

Taking minutes

If you are the minute-taker, clarify what form the minutes should take with the chairperson. For some meetings it is important to know who said what. In that case you may need to place nametags in front of each of the attendees. For most meetings, however, the key point is to record actions you decide on, who is taking them, and when they must be completed. If the chairperson does not summarize what has been agreed at the end of each agenda item, ask them for further clarification. Always aim to produce the minutes as soon as possible after the meeting, when the discussion is fresh in your mind. Try to keep the minutes as succinct as possible without detracting from making a full and accurate record of everything that had been agreed.

Tip

MAKE YOURSELF HEARD

Have the **first words** of what you want to say in your mind; **wait** for a pause, then **say those words clearly**. Pause, then carry on with the rest.

CHECKLIST...

Generating formal minutes of a meeting   **YES   NO**

1 Have you stated the **"title" of the meeting,** where it took place, and when? .... ☐   ☐

2 Have you **listed the people** who were present at the meeting, and those who apologized for their absence? .... ☐   ☐

3 Have you **agreed and noted** that the minutes of the last meeting were an accurate record of what happened? .... ☐   ☐

4 Have you **given a description** of any additional discussion points that arose from the minutes of the last meeting? .... ☐   ☐

5 Have you **detailed each agenda point,** describing what was discussed and what decisions were made? .... ☐   ☐

6 Have you **highlighted** the action points, and stated who will be completing each task and by when? .... ☐   ☐

Chairing a meeting

Chairing a meeting is an excellent way to gain visibility. You don't need to have expertise in the subject of the meeting, but you do have to develop a range of procedural skills. These range from the technical—how to produce an agenda—to the diplomatic, such as how to keep the discussion moving and stop participants from speaking for too long.

How to run the meeting

Ensure that there is someone to take the minutes and let him or her know the format you want the minutes to follow.

At the end of the meeting, remind everyone what has to be achieved and summarize what has been agreed, to help the minute-taker.

Inviting the right people

If you do decide that a meeting is necessary, next consider who should attend. This will obviously depend on the purpose of the meeting. If you are briefing employees about changes that are to be made to your department's structure, for example, then it's essential that everyone attends. If you want views on how the structure should change, on the other hand, you might want to invite just a few key people. Once you have decided who should attend, send out notices of the date and place in plenty of time. Give an indication of how long the meeting will take, to help your invitees plan their time.

Calling a meeting

People often complain about how many meetings they have to attend. At a time when few of us have time to spare, going to a meeting that results in no action is just a waste of time. So before you call a meeting, ask yourself: is this meeting necessary or can it be done by another means, such as by email or a conference call perhaps?

Setting the agenda

An agenda is essential to ensure that your meeting has a focus and to enable participants to prepare beforehand. How you structure it will have a major impact on the success of the meeting. The best plan is to word the agenda so that the type of treatment necessary for each item is clear.

A **successful chairperson** is able to make **everyone feel** that their **opinions have been valued**

Let everyone speak, but move the conversation on to the next person when they have had their say.

If someone is dominating the discussion, politely say "Thank you. That was useful and I think we've understood your point. I see Joe has something to add."

Keep to time, but allow sufficient airing of the issues.

Try to bring quieter people into the conversation. If you think someone may have something to contribute, ask directly if he or she would like to add anything.

Creating items

An item labeled "To discuss" on an agenda, means an open debate of the issues. The term "To note" means there will not be any real general discussion unless there is a point someone is desperate to raise. The timings you allot to each item and where you place items on the agenda will give participants an idea of the importance of that subject. For regular meetings, it is usually a good idea to ask participants in advance if there is anything they want to add to the agenda or whether there is anything they want to raise under "any other business."

Running the meeting

The role of the chairperson is to ensure the meeting achieves its aims. There are a number of key techniques for doing this. One of the main characteristics of a successful chairperson is being able to make everyone feel they have been able to air their views, that their opinion has been valued, and that they have achieved something.

Dealing with difficult people

A difficult person could be someone who is genuinely obstructive or just an individual who sees the world differently from you. In either case, to manage difficult behavior, you first need to gain an understanding of the person, and then employ a set of tactics to manage the situation.

Planning for resolution

You can't change a difficult person by being difficult yourself. You have to set a target for the situation or relationship you wish to achieve, and then create a strategy to reach that goal. The approach you take will depend on the situation, the person, and the type of behavior. One option is to call a private meeting with the difficult individual.

Discussing the situation

Select a location to meet in a place where you won't be disturbed or noticed by colleagues. Prepare what you want to say and how you will say it. Tell the person how you see the main issues and problem, logically and without emotion. Ask how the individual sees it and don't interrupt, even if you disagree. Ask for solutions and, finally, add some ways in which you think the problems might be resolved.

Tip

ACT EARLY
Tackle difficult behavior as soon as it **becomes evident**— the longer you leave it, the harder it becomes to cope with, and it may affect other members of the team.

Facing up to conflict

Truly difficult people are difficult with everyone. Few will fail to notice their behavior, so it is important to face any conflict rather that allowing it to fester and affect the whole team. It is important to keep in mind that you need to act and not let the conflict affect you deeply. If the other person becomes threatening or abusive, walk away with dignity, saying you will consider the situation and get back to them.

CONDUCTING A MEETING

Do's	Don'ts
○ **Letting the person speak**	○ Interrupting
○ **Putting your case calmly**	○ Getting over-emotional
○ **Standing your ground**	○ Becoming argumentative
○ **Breathing slowly and deeply**	○ Taking it personally

Strategies for difficult behaviors

TYPE OF BEHAVIOR	COPING STRATEGY
Negative Complains and disagrees with everything	○ **Keep positive**—avoid being dragged down to their level ○ Point out earlier instances where your suggestion has worked ○ Put their "trouble-spotting" talents to good use on a project of their own
Unresponsive Uses silence as an offensive weapon	○ **Allow silences**, rather than filling gaps in the conversation ○ Get them to talk by asking open questions to which they can't answer just "yes" or "no" ○ If you can't get them talking, call the meeting to a halt. Explain that nothing is being achieved and propose another meeting or course of action. Ask them to consider how the situation might be resolved
Overpowering Uses anger as an offensive weapon	○ Let them **express** their anger ○ Try to **empathize** ○ When they have calmed down, **find the real cause** and possible solutions
Wants to "go it alone" Doesn't see themselves as part of the team	○ Tell them how they are seen by other **team members** ○ **Explain** what team membership requires ○ Point out how their **strengths can help** the team
Shows enthusiasm but few results Underachieves repeatedly	○ Without dampening their **enthusiasm**, ask why something hasn't been completed ○ Help them **understand** how to get things done ○ Restrict their **workload**

Becoming
more effective

There is a basic set of skills that can help you become more effective at everything you do. Like the oil in a machine, skills such as listening, decision-making, and communicating can help you work more smoothly and be more successful.

10

Reading and remembering

We are bombarded with information all day. The key to success is to be able to identify what is important and then remember it. Recalling an important fact can make the difference between success or failure in the heat of a negotiation or an important meeting.

Reading rapidly

Reading a textbook is not the same as reading for pleasure. There is a process for reading a textbook. Start by reading the introduction, then read the last chapter. At this point you should know what the book is about and how it's structured; now, you can decide whether it's worth reading the rest. If you think you would benefit from reading the book, begin by looking at the headings and diagrams on each page; you will be surprised by how much you learn. Once you have done your initial review, take a break before you read the book as a whole—this greatly reinforces learning.

Scanning the details

The faster you read, the more you will remember. If you practice long enough, you will be able to scan a document and remember enough to hold a conversation about it. Start by reading whole sentences in one go. To do this, focus your eyes on the sentence rather than on each individual word. Move to looking at paragraphs. Soon you should be able to look at the page toward the top, in the middle, and finally at the bottom before you turn over.

300

words per minute (wpm) is the average **reading rate**. Skimming is **700wpm** and **speed readers** reach over **4,000wpm**

Try scanning the whole document first. Then read it at your **normal pace**. You will **be surprised** how much you pick up

Learning from documents

When you are learning, try scanning the whole document first. Then read it at your normal pace. Just scanning first will improve your understanding and memory. If you are late and unprepared for a meeting, try scanning some of your documents. You will be surprised how much you pick up. Even if it does not work, you will be able to find most of the information you need much more quickly.

Using mind maps

A mind map is an effective way to record information in a succinct format that you can easily remember. To create a mind map that summarizes the content of a book you have read, for example, start by writing the subject of the book in the center of a sheet of paper. Then draw

In focus

REMEMBERING NAMES
Most people worry about remembering the names of the people they meet. If you have difficulty, try the following: when you are introduced, always repeat the person's name. While you are doing this, look into the individual's face and identify a feature that reminds you of their names. Does Sr. Marrón have brown hair, or is his hair so startlingly different that you will remember his name? If there isn't a feature that is memorable, try imagining the person acting their names—Julia Stokes the steam engine, for example, or Paul Parsons preaching a sermon.

branches radiating from the subject that sum up the major themes of the book. Next, fill in smaller branches containing the sub-themes, and finally add detail to these sub-themes in the outer "twigs" of your mind map.

Remembering the ideas

Use pictures and color liberally, as they make your mind map more memorable and will increase your recall of the information. If you want to be sure that you will remember the content of your map, review it the day after you have drawn it, one week later, one month later, and finally one year later.

Being creative

Many problems have simple solutions, but those are the problems that everyone can solve. Being creative enables you to solve, or contribute to solving, difficult problems. This will get you noticed. Some people appear naturally creative, but creative problem-solving is a skill that you can learn and hone through practice.

Finding creative solutions

Creativity comes from abandoning linear thought and making leaps of the imagination. All your brain needs is the stimulus to make these leaps. Brainstorming is one technique for helping do this. Getting a group of people together to throw out possible solutions without the constraint of evaluating the suggestions creates energy and sparks new ideas. Another

Tip

STIMULATE CREATIVITY
Very few **good ideas** have been created by sitting alone at a desk. **Change your scene**, have a coffee and **relax**, or **interact with others**.

Practice being **creative** in your private life, and it will **develop** your **ability** to be **creative at work**
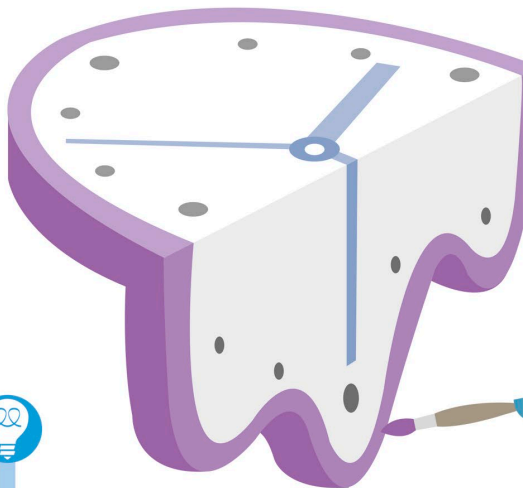
technique is asking people to consider the problem from a different perspective, such as: "How will our customers see this?" or "What if we turn the question on its head?"

Practice being creative in your private life, and it will develop your ability to be creative at work. Stimulate your brain by taking a different route to work, completing crossword puzzles, learning a new language, taking an activity holiday, or finding a new experience.

Asking the right questions

When you are faced with a problem, it is often the boundaries or rules that constrain your thinking. "We can't do this because…" is a phrase that stifles creativity. Instead, asking the question: "What if this constraint wasn't there?" will allow you to consider all the new options and benefits open to you, and can create a new world in your mind. You will often find the opportunities open to you when you remove a constraint are so great that it is worth the time and effort it takes to remove it. Did James Dyson ask the question "What if we don't have a bag?" when he invented his revolutionary bagless vacuum cleaner?

Tip

USE PRESSURE
A tight deadline can **increase your creativity**. You will often find that with a short deadline you'll come up with **more alternatives** and often a **better solution**. However, it's also true that if you have a complex problem, "sleeping on it" can help you find the answer.

Using benchmarking

Not every problem has to be solved again from scratch. Most problems have been solved before so all you have to do is find the solution. Benchmarking is a very useful tool for doing this.

Benchmarking is about comparing processes. It is about weighing up the way your organization does something against the way in which that another organization performs the same function. Start by making sure that you understand your own processes. Who does what, when, how, and why? Just doing this will create ideas for improvement, but it also forms the basis for benchmarking: comparing your processes with those of your chosen benchmark subject.

Who should you benchmark yourself against? Ideally, find an organization that is really good at the process you are trying to improve—for example, if you want to improve your delivery function, you might benchmark yourself against a company that is efficient at dealing with complex orders.

Being confident

Confidence is precious. It enables you to do what you want to do without constant fear of failure, or even despite fear on some occasions, and to maintain your sense of self-worth and not be dependent on what other people think. If you're confident, you can take center stage when you want—you don't always have to linger in the background.

Thinking positive

The first step in building your confidence is to pay attention to what you're thinking. Concentrate on your positive thoughts. It's very easy to focus on the negative. You probably find that when you have been given feedback, at your appraisal perhaps, you concentrate solely on the one negative comment even though there were five positive comments.

Creating good thoughts

To help overcome this, build a bank of achievements and positive comments that you can contemplate and reflect on whenever you feel uncertain about yourself and your abilities. Take some time to yourself and sit down with a pen and paper, and answer the following simple questions:

- What have I achieved in the last year and in the last five years?
- What am I most proud of? What did it feel like when I did it?
- What am I good at? Create a list of your talents and skills.
- What compliments have I received from others?

Concentrate solely on the positives of each situation, don't let negative "but" thoughts creep in. Commit the answers to your "achievement bank" and draw on them in moments of doubt.

Pay attention to what you're thinking. **Concentrate** on your **positive thoughts**

What have I **achieved** in the **last year** and in the **last five years**?

Focusing on others can create an **increase in confidence** of up to

67%

What am **I good at**?

What **compliments** have I **received from others**?

What am I **most proud of**? What did it **feel like** when I did it?

DRAWING ON EXPERIENCE

A young executive was given the authority by his boss, the group managing director, to negotiate the purchase of a company. This in itself was a daunting task, but, arriving at the meeting with a partner from the company's lawyers as his only colleague, he was ushered into a room to find 11 people sitting opposite. The owners of the company he was buying were there, as were their accountants, tax advisors, and lawyers, and three merchant bankers. For an instant, he was totally overwhelmed. Then he remembered an industrial relations negotiating course he had attended a few years before. He recalled how he had handled that situation successfully, his confidence immediately returned, and he successfully negotiated the deal.

Managing thoughts

Most of us have a voice in our heads telling us to be careful and stopping us from doing things that would cause harm to ourselves. The same voice can also prevent us from doing new things and progressing: "If you do this, you'll make a fool of yourself. Let someone else do it." When you hear that voice, ask yourself: "What's the worst that can happen if I do this?", "How likely is that to happen?", and "What's the best that can happen?" In most cases you will find the good outweighs the bad, and you should go ahead. If not, at least you will have evaluated the risk logically and assessed whether it is one you are prepared to take.

Looking confident

It is also important to build confidence on the outside—how you appear to others. Even if you don't feel it, "acting" confident can have an effect on both you and those around you. If you have a confident demeanor, you are more likely to be treated like a confident person by others. This will reinforce your self-belief and help you feel more confident in yourself.

All of us get into bad habits, whether it's slouching in our seat, forgetting to acknowledge people when we meet them, or not taking enough care over our appearance. Take a moment to think about the image you portray—is it one of a confident and professional person?

CHECKLIST...
Appearing confident

		YES	NO
1	Do I maintain **good posture**? (An upright posture, keeping your shoulders down and your neck relaxed, makes you look and sound confident.)	☐	☐
2	Do I **control my breathing** when I'm nervous? (Fast, shallow breaths make you light-headed and raise the pitch of your voice, betraying your lack of confidence.)	☐	☐
3	Do I avoid closed **body language,** such as crossing my arms, and instead use open gestures and occupy the space around me as if I own it?	☐	☐
4	Do I **sit comfortably** rather than rigidly, avoiding jerky movements and fighting the urge to fidget?	☐	☐
5	Do I always **dress neatly and appropriately** and feel comfortable in what I wear?	☐	☐

"What's the
best
that can
happen?"

If you have a **confident demeanor**, you are more likely to be treated like a **confident person** by others

7 **years** may be added to the **lifespans** of **people** with positive thoughts

Making decisions

The place that you have reached in your career or your personal life is the result of the decisions you have made. Every decision closes off some opportunities and opens others. Life is full of difficult choices and that is why making good decisions is essential.

Defining the process

Making big decisions isn't simply about mulling over a few options. Big decisions require thought, information gathering, and the creation and evaluation of alternatives before the decision is finally made. Timing is critical: you may sometimes be able to delay a major decision—although think carefully through the consequences if you do— but for many you will have to seize the moment.

Tip

GO WITH THE FLOW
If your **company culture** is for decisions to be made by **consensus**, do that. If you **act alone**, you will not be supported and are likely to fail, regardless of whether the decision you made was correct or not.

Deciding process

When faced with a major decision, use the process described here to give structure to your decision-making. This will work for large personal decisions that you take yourself, but is even more important if you are working with others in making the decision.

Use **the process** described here to give **structure** to your **decision-making**

| How to make a decision | | **01** | **Establish** evaluation criteria |

| **07** | **Evaluate** the outcome | | **06** | **Implement** the decision |

Making group decisions

Group decision-making can be very powerful, because it creates ownership of the decision. Make sure that all involved understand the process you will use, and are aware of the input that is required at each stage. The decision will even be supported by those who disagree with the outcome, as long as the process by which you have made the decision is seen to be transparent and fair. However, you will have to abide by the outcome of the process. If you fail to do so, the decision may be seen as arbitrary and the team will be reluctant to be involved again.

38%

of employees claimed they valued their **own judgment** of an **analysis** when making **business decisions**

Establishing criteria

There are two reasons to establish early on the criteria by which you will evaluate your decision. First, these criteria will determine what information you need to collect to make the decision. Second, they help make the decision process transparent. Everyone involved knows what the list of alternatives will be judged against.

Prioritizing elements

In joint decisions, create and agree the evaluation criteria in a group. Your organization will have its own criteria, so make sure these are included on the list. If the result is a very long list, then persuade the group to agree and prioritize the most important criteria for making the decision.

In business, the evaluation criteria are often hard numbers—to do something for the least cost, for example, or to make the most profit. In your personal life, the criteria are usually more subjective— the relative size of the property you are buying, or the desirability of its location. Often you need both types, which is why you need to use judgment.

| 02 | **Collect** appropriate data |

| 03 | **Develop** alternatives |

| 05 | **Make** the decision |

| 04 | **Evaluate** the alternatives |

Finding alternatives

Decisions are usually choices between alternatives; so successful decision-making depends on identifying the best possible set of alternatives to evaluate. Search widely, but remember you can't evaluate everything. You may need to be creative and on occasions "to think the unthinkable," but don't forget the obvious.

One alternative you should consider is doing nothing. This is not always easy, but may be a real alternative. At the very least it gives you a benchmark against which to compare the other possibilities. In some circumstances you may find it is possible to do two of the alternatives at the same time. This will require greater levels of evaluation than discussed here, but asking the question can sometimes overcome major dilemmas.

43%

of **employees** in one survey **valued analysis** more than judgment in decision-making

Decision chart for choosing between two houses

House purchase decision
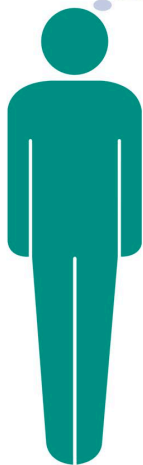
BUY HOUSE A:
BORROW $300,000

Likely interest rate	Annual mortgage cost	Chance of interest rate	Proportion of cost
10%	$30,000	20%	$6,000
6%	$18,000	50%	$9,000
4%	$12,000	30%	$3,600
House A total expected annual mortgage cost:			**$18,600**

Using decision charts

Creating a decision diagram or chart can help you weigh up a number of alternatives. For example, imagine you are considering buying a house and have found two options, one of which is more expensive than the other. To buy house A, you will need to borrow $300,000; to buy house B, $500,000. You are concerned about how much each of the houses will cost you to buy over the lifetime of your mortgage. To compare the two options, first consider what the interest rates are likely to be in the future. For example, you may evaluate three possibilities: interest rates rising to 10 percent, staying at the current rate of 6 percent, and falling to 4 percent. Next estimate the percentage chance of each change happening. For both houses there is a 50 percent chance of the rate remaining at 6 percent.

Now create your decision chart. To calculate the expected cost, multiply the annual mortgage cost by the percentage chance for each interest rate and then total the costs. The expected annual mortgage cost for house A is $18,600 and $31,000 for house B.

Use this information to evaluate your alternatives, but remember that this is the average expected cost. Averages very rarely happen, so you also need carefully to assess risk, for example, by asking yourself: "Can I afford the house if the interest rates are at 10 percent for a long period?"

BUY HOUSE B: BORROW $500,000

Likely interest rate	Annual mortgage cost	Chance of interest rate	Proportion of cost
10%	$50,000	20%	$10,000
6%	$30,000	50%	$15,000
4%	$20,000	30%	$6,000
House B total expected annual mortgage cost:			**$31,000**

Making the decision

By the time you have created the evaluation criteria and evaluated the alternatives, the decision should be all but made for you. Remember, however, that after all of your calculations and analysis, you will have to make the decision based on your judgment of the situation. You will have to decide whether one factor is more important than another, and will choose to value some things above others.

Understanding emotions

There is evidence to suggest that you cannot make decisions without also making emotional choices such as these value judgments. Decision-making is not wholly rational, so be very careful about taking a decision that you are not entirely comfortable with. Your emotions or your subconcious may be telling you something important that the "rational" analysis has missed.
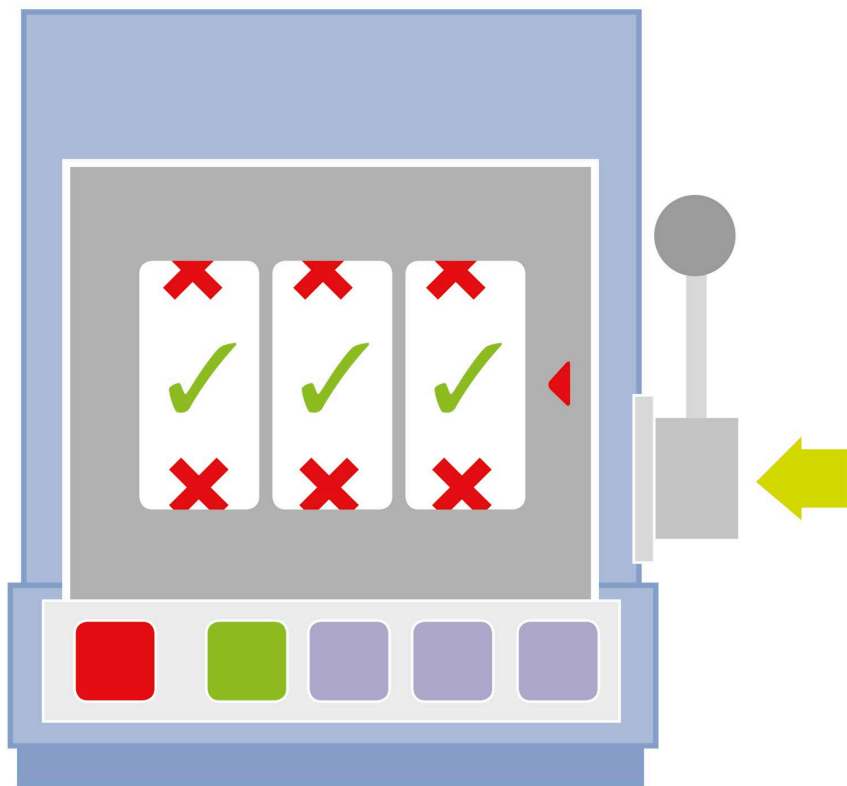
In focus

DEALING WITH RISK

All decisions contain risks. To assess the riskiness of your alternatives, ask:
• What is the best outcome I can contemplate?
• What is the most likely outcome?
• What is the worst outcome I can contemplate?
You can then estimate the probability of each outcome occurring and calculate the likely cost using a decision-tree diagram. However, regardless of the outcome of these calculations there are two further questions you need to ask:
• Can the project survive if the worst-case scenario happens?
• Am I prepared to risk that probability of failure?
Your choice may depend on your appetite for risk. Others may have a different view, so ensure everyone understands the risks involved.

You will have to **decide** whether one factor is more **important** than another

Acting on your choice

Once the decision is made, you will need to communicate it to those who have been involved in the process as well as those it will affect. Draw up an implementation plan and delegate authority to individuals who will be held responsible for implementing the decision. Appoint a project manager and a project sponsor to oversee the whole project where appropriate.

Evaluating the project

Once the project or task has been completed, evaluate how it went. This isn't a witch-hunt, but an opportunity to learn. Some of the best-performing companies regularly reevaluate their projects to gain insight and learning for the future. You can even improve your personal decision-making ability by reflecting on what went well and what did not.

Saying "no"

Successful people know what they want and how they are going to get it, and say "no" when what they are being asked to do doesn't fit in with their plans. Being successful is as much about what you decide not to do as what you decide to do.

Maintaining a balance

We all have to keep a balance in our lives. You have to balance what your employer wants from you with what you get from your employer. The latter doesn't only mean money, but also the training you receive, the experience you get, and the opportunities that working for the company opens up for your career.

Assessing work time

You also have to balance your working life and your family life. If you want to get ahead, the company you work for will expect some commitment and flexibility, but you do not have to be a doormat. Decide how much time you are willing to give to the company and how much you will keep for your family, and then stick to it consistently. There will be times when intensive effort is required and you may have to put in long hours, but if your employer doesn't reciprocate, you should consider your position.

Decide how much **time** you are willing to give to the **company** and how much you will **keep** for your **family**, and then **stick to it**

ASK YOURSELF...
What's in it for me?   **YES   NO**

1 Am I doing this because **I have to,** rather than because I want to? ☐ ☐

2 If I have to do it, will **I get something** in return? ☐ ☐

3 If I have to do it, can I make the task **more enjoyable,**
   or develop the task to align more with my goals? ☐ ☐

4 If I have to do it, will I receive **recognition**? ☐ ☐

5 If I do this, will it help me **achieve my goals**
   and ambitions? ☐ ☐

6 If I do this, will it give me **an experience** that can go
   on my résumé? ☐ ☐

7 If I do it, how can I **maximize the benefit**? ☐ ☐

8 If I say no, will there be **consequences**? ☐ ☐

Getting it right
Use your judgment to assess when and how often you say no. It doesn't look good if you are seen as someone who always says no, or who only says no to the difficult jobs, so make sure that you get the balance right. When saying no is appropriate, do so quickly and politely.

Evaluating the project
You may sometimes find yourself in the situation where colleagues try to offload work on to you because they don't want to do it themselves, and they see you as being accommodating enough to do their work for them. If this happens, think very carefully before you accept. Assess the situation: if there really is a crisis and you can help, then of course you should do so. However, if there are no good reasons

and you feel the other person may make a habit of offloading their work, you should say no. Do this politely but firmly. Do not make complicated excuses, just say something like: "I'm sorry, but I can't help out this time. I have a heavy workload myself."

Tip

THINK IT THROUGH
Think about **the impact** your decision to say no could have. For example, if your boss or a friend is in serious trouble, saying no to helping out could damage your **relationship** with them.

Listening effectively

Many people can talk, but few listen well. If you are good at hearing what others miss, it gives you a distinct advantage. Good listeners are also better at building rapport with others, so listening effectively is a good skill to develop and practice.

Being a good listener

Listening is not the same as hearing. You can hear something but not take it in or respond to it. The words are just flowing over you. When you are truly listening, the person talking to you knows you are listening and will appreciate it. Listening requires concentration, which will not be possible if you are busy thinking about what you are going to say next. Be in the present. If you are really listening you will find your next words come intuitively.

Reading all signs

Listen to what the speaker is saying, not just what you are hearing. Think about what the tone and inflection in the voice tells you about what's behind the words. Are they congruent? If not, what is not being said? Their body language is important, too, and you will probably pick this up subconsciously. Does the speaker's body language match the words?

Confirming your thoughts

As you listen, make sure that you always understand what the speaker is saying. Summarize your understanding and, if necessary, ask the speaker to repeat what he or she said, or ask for further clarification if you are unsure. Never pretend to understand if you don't.

Ending well

Finally, make sure that you end the encounter on the right note. If you need to take further action as a result of your conversation, summarize what you have heard and then discuss the action you are going to take. Make a note of what you have agreed should happen next, ideally in your colleague's presence. This will emphasize the importance of the matters that have been discussed and decided. Always make a note of important points even if this has to be after the meeting.

Tip

GIVE THE RIGHT SIGNS
Give **signs of encouragement**—nods, smiles, and winces in the right places—to the person you are **listening** to. If the story is distressing or embarrassing, it is better to **vary your eye contact.**
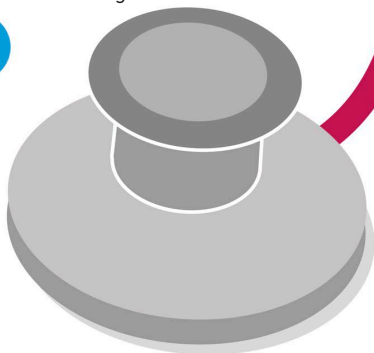
Giving advice

There will be times when you get the impression that a conversation is actually a request for advice. Be wary of this. It's better to be asked for advice than to offer it unsolicited. If you really feel you have something important to contribute, ask the person whether your advice is welcome, but be prepared to be told "no." Alternatively, give advice by telling a personal story of how you dealt with something similar. Do this carefully, however—no two circumstances are identical.

Empathizing with care

There are some times when there is nothing you can do. The person may be telling you something simply to tell someone. In this case, your role is to listen carefully and empathize, letting him or her know you are always available if you are needed. Above all, when someone tells you something in confidence, keep that confidence.

When you are **truly listening**, the person **talking** to you will realize and **appreciate it**

CHECKLIST...
Listening well
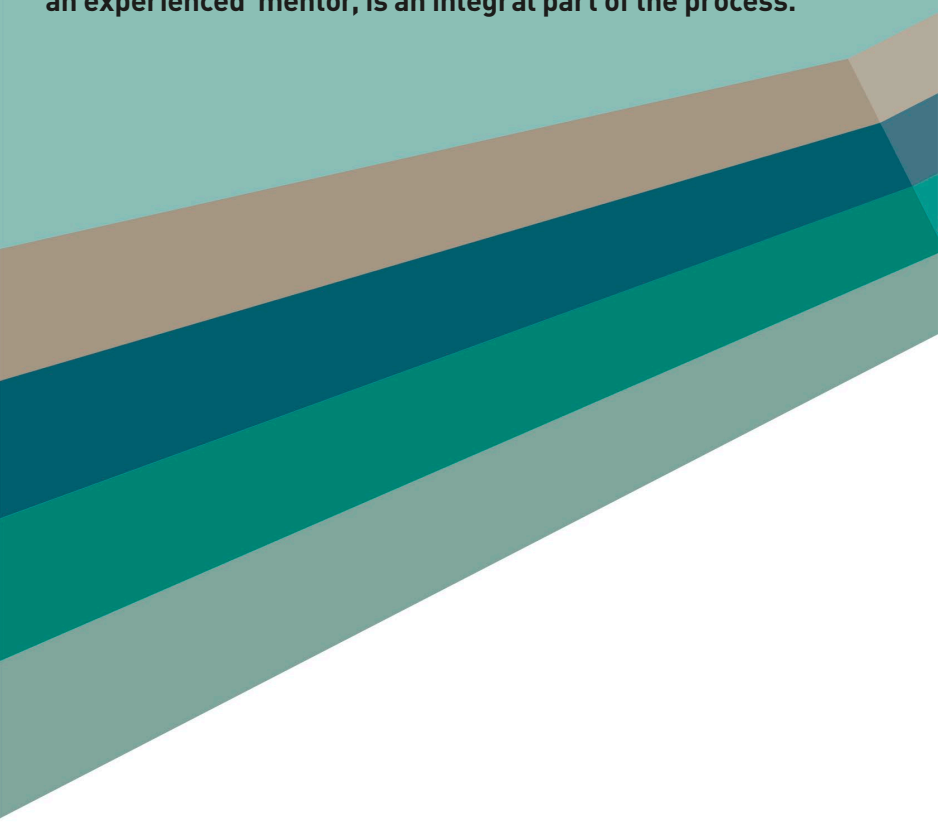
	YES	NO
Think about the last real conversation you had:		
1 Was I really **listening** to what was being said?	☐	☐
2 Were **my responses** appropriate while the speaker was talking?	☐	☐
3 Did my actions **encourage** or interrupt the flow?	☐	☐
4 Were my questions **well crafted** and appropriate?	☐	☐
5 Did I close the **discussion** appropriately?	☐	☐
6 Was I **helpful?**	☐	☐

Becoming
successful

To achieve success in your professional life you need to bring together a coherent set of higher-level skills, from leadership and management to networking and personal development. Regularly monitoring and steering your progress, whether alone or with the help of an experienced mentor, is an integral part of the process.

11

Networking

Networking is about establishing groups of contacts that will add value to your business and career. It is a two-way process in which you must give to receive. Building good relationships will give you a competitive edge, but for many people, the thought of going out to make contacts is awkward and artificial.

Six degrees of separation

Research carried out by the American social psychologist Stanley Milgram suggested that most people are connected to one another through a chain of just six acquaintances. Networking gives you access to a wealth of knowledge and expertise; it allows you to gain competitive information, build a good reputation, and even get your next job. And as you progress in your career, who you know becomes increasingly, and sometimes critically, important.

78% of people **online** could connect with each other via **six linked messages**
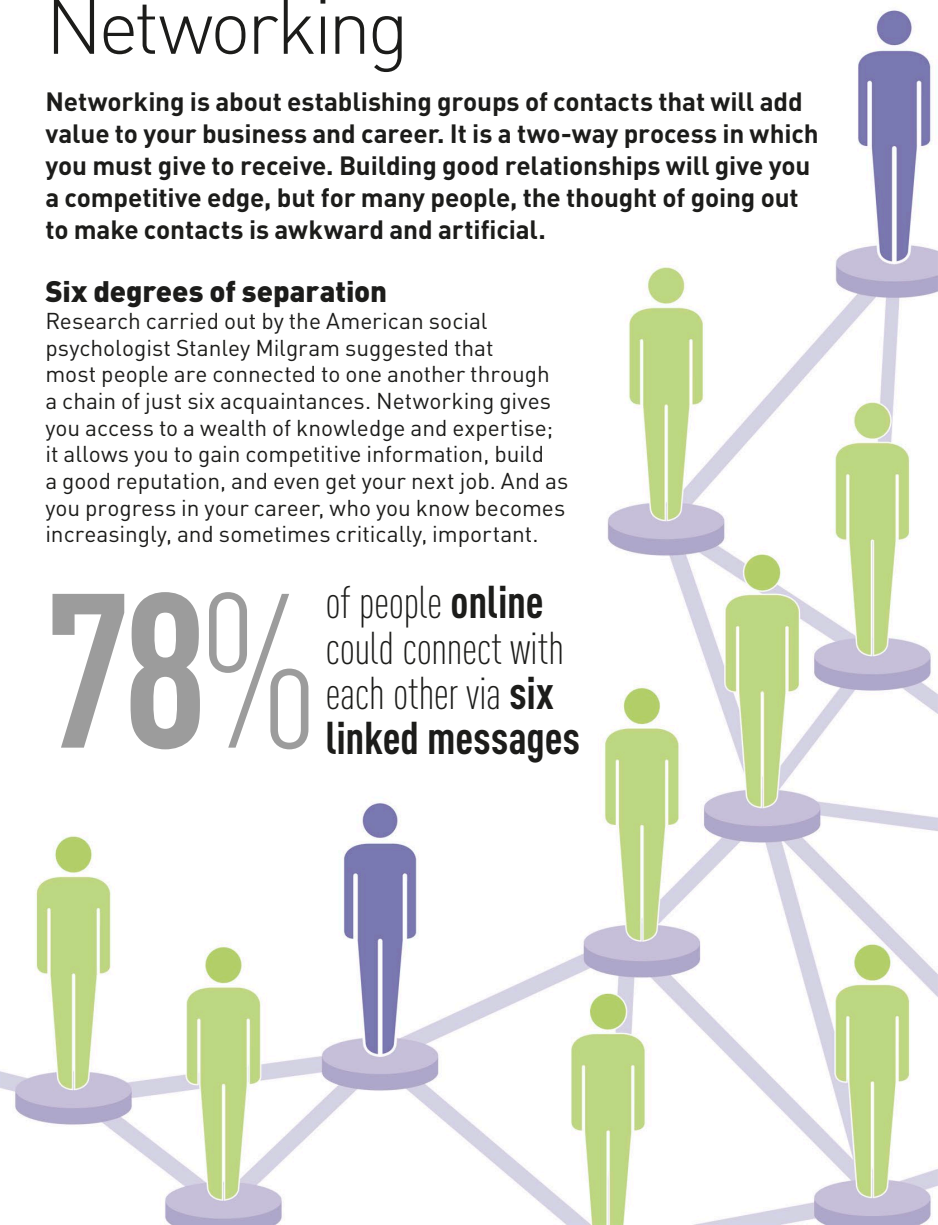
Valuing networks

Networking is about building relationships, not selling. Your network should include not just customers, but others in your profession or trade with whom you can share experience, as well as suppliers, consultants, and others with influence. Do not forget about internal networks, which may be as important as external contacts in large organizations.

Meeting people

You can meet people anywhere. Be open to chance contacts, at airports or in elevators for example; these unexpected opportunities to meet people and network can prove invaluable. Business contacts are increasingly made online, through targeted research or in business networking groups, but there is still no substitute for old-fashioned, face-to-face networking.
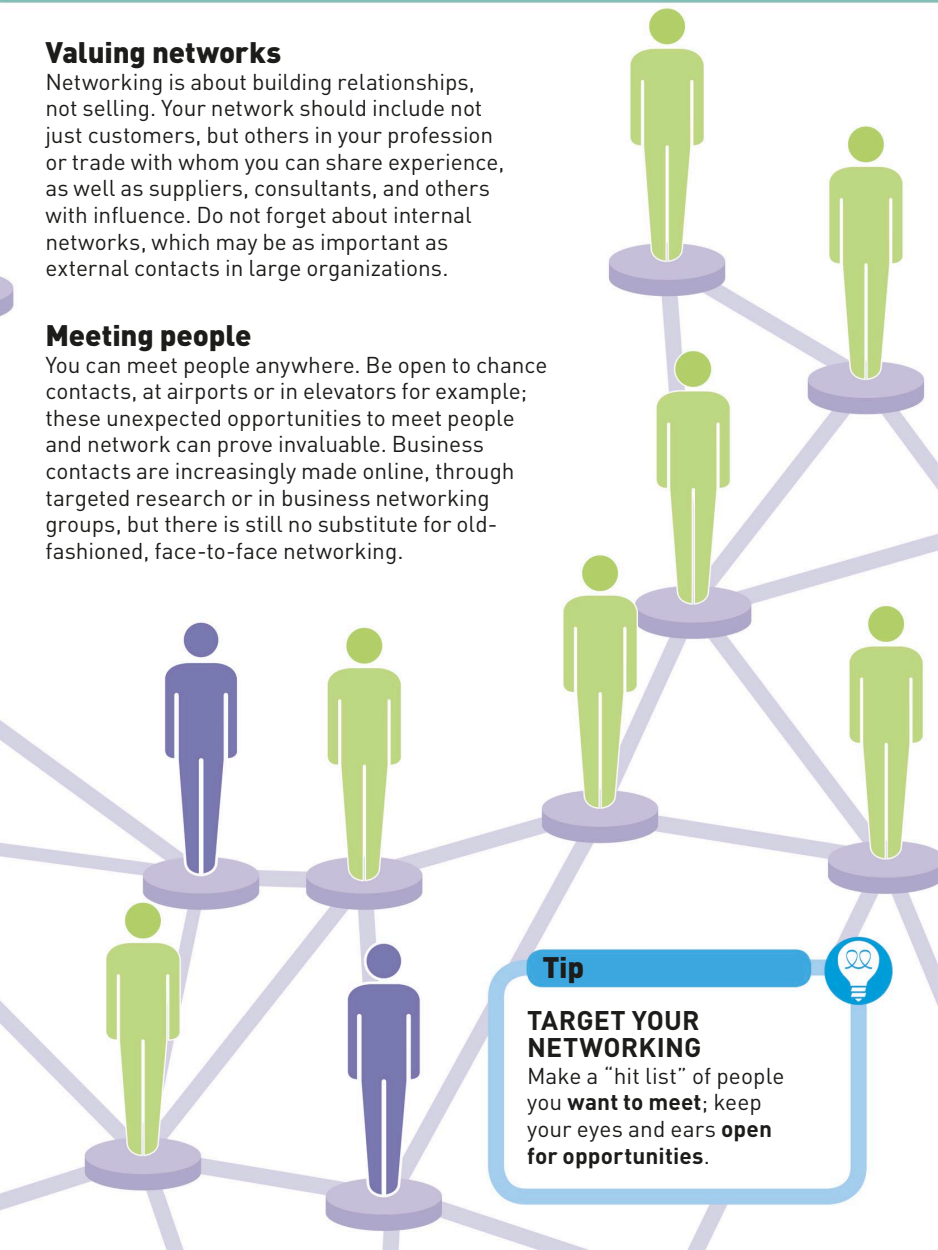
Tip

TARGET YOUR NETWORKING
Make a "hit list" of people you **want to meet**; keep your eyes and ears **open for opportunities**.

Choosing an event

Conferences are excellent arenas for networking, because they bring together a group of individuals who have a variety of interests in a common subject. At a conference on corporate responsibility, for example, you are likely to meet people from other organizations who are in a similar position to you, as well as experts in various aspects of the subject. You may make contacts with suppliers of equipment that could reduce your company's environmental impact, or consultants who could provide advice.

Working a conference

Try not to take too much with you to a conference. If you're loaded with bags, files, a laptop, and stacks of sales brochures, it's hard to appear cool and collected.
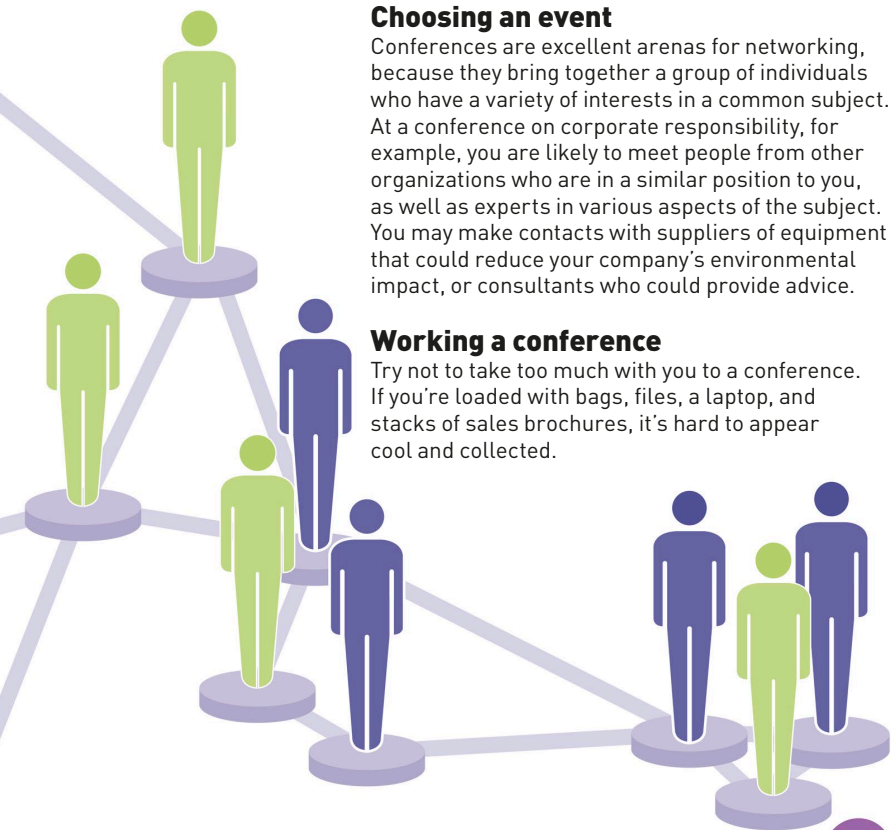
In focus

INTRODUCTIONS

At conferences, make an effort to introduce your contacts to other people. The generally accepted rule is to introduce the junior person to the more senior. So, introduce a colleague to a customer or a manager to a director. Try to say something about the person you are introducing that will provide a starting point for conversation. For example: "Leo, I'd like to introduce Annabelle, who worked on our corporate responsibility program." Don't hesitate to ask someone to introduce you to one of their contacts if it's difficult for you to do so yourself.

CHECKLIST...
Preparing for meetings

		YES	NO
1	Have I **studied** the attendance list and marked people I want to meet?	☐	☐
2	Have I **researched** those people beforehand?	☐	☐
3	Is there anyone **I know already** on the list?	☐	☐
4	Do I know what the **dress code** is?	☐	☐
5	Do I have my **business cards** with me?	☐	☐

It can be daunting to walk into a room full of people, but there are ways to appear composed. Smile as you walk in and look for any existing acquaintances. Begin by talking to people you know to help ease you in, but don't stay with them for more than a few minutes.

Introducing yourself
If you don't know anyone, join a group of two or three people who don't appear too engrossed in conversation. Smile, and say something like, "Hello, I hope I'm not interrupting your conversation. I'm …". Give your name and company. In almost all cases they will smile back and invite you to join them.

Where possible, try to enlarge the group you're talking with. This enables you to meet more people and makes it easier for you to move on when it is appropriate. Do this by noting any people standing nearby, and turning toward them when you speak. By addressing your comments to them as well as the group, you will bring them into the conversation.

Connecting with delegates
Be attentive to the people in your group, don't scan the room beyond for other prospects—this makes it impossible to create rapport. Ask open questions that will reveal common ground, and be sure to give other people in your group an opportunity to speak.

Exit your conversations politely. If you want to keep in touch, make sure that you exchange business cards. There are rules about giving and receiving business cards in some countries, however, so do your research before attending international gatherings.

Tip

BE SELECTIVE
It may be hard to imagine now, but with practice, you may well come to **enjoy networking**. Be methodical, and attend only the events where you need to be seen or are **likely to meet the people** you want to meet.

Recording your contacts

Networking time will be wasted if you do not record and follow up your contacts. Your record can be very simple—a note of name, company, and contact details, the context of the meeting, a brief account of what was said, and a summary of what you think this person could do for you, or vice versa. Some people find it useful to group their contacts as:

DECISION-MAKERS: people who can award contracts

INFLUENCERS: people whose opinions usually carry weight
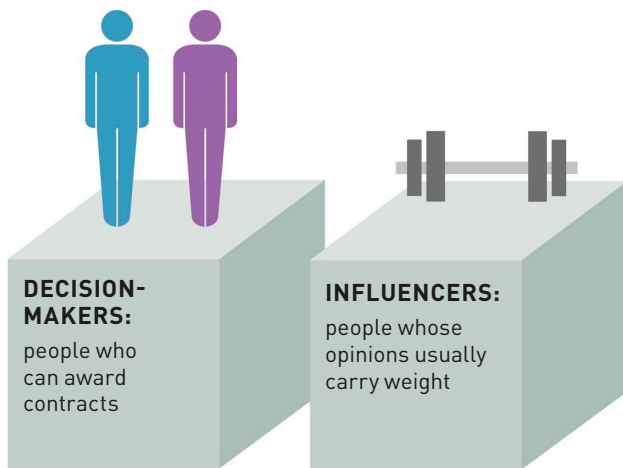
Developing your network

There are software packages that can help you record and manage your contacts, but check the legal data protection requirements in your country before compiling information digitally.

Your network list needs nurturing and maintenance; people will fall off without regular contact. Review your list periodically and identify conspicuous gaps. Remember that when people leave a company they remain as your contacts, so keep in touch—they may go on to bigger and better things and become even more useful to you.

How to follow up contacts

Always send a thank-you email or letter after every meeting you have attended.

93%

of **marketing** professionals use **social media** networks for their **business**

BRIDGES:
people who can introduce you to others

LINKS:
those with a mutual connection to someone you want to meet

GATEKEEPERS:
people who stand between you and the contact you want to meet

Set up reminder notes to contact anyone you haven't spoken to in the last two months.

Arrange to meet only if you have a real purpose for a meeting, otherwise email or post a snippet of useful information.

If you do want a meeting, make sure the other person knows why, and clarify time limits for the meeting.

Bring some new ideas with you to the meeting to stimulate thinking.

Working with a mentor

Finding and using a good mentor can be highly beneficial both to your career and to your personal well-being. A good mentor is impartial, has more experience than you in key areas, and acts as a safe and effective sounding board for your ideas.

Defining the role

Mentors are people who guide others through periods of change toward agreed objectives. They can help you in a number of ways. First, they can enable you to work through your problems in a safe environment. They may not solve your problems for you (you need to learn to do so), but they will ask questions to make you analyze your position and alert you to pitfalls or alternatives. Second, they can give advice. This may be in the form of what to do, or who to approach within the organization to obtain help. They may point you toward training and development programs, or suggest projects that you should consider being involved with.

Third, they may open up your career. They may have access to interesting job opportunities before they become widely available and may suggest roles that you would never have considered. If they are external to your company, they may have their own network of contacts, but don't expect this as part of the relationship.

Choosing a mentor

Your organization may run a mentoring service, but if they do not, you will have to set up a more informal mentoring relationship. The person you select as your mentor must, of course, possess the experience you want to access and should also be someone with whom you can build a good working relationship. He or she may not be a technical expert in the field in which you are working. This can be a real advantage because it enables you to work through issues from a fresh perspective.

77% of **companies** in one survey claimed that their **mentoring programs** helped **increase** their **employee retention**

ASK YOURSELF...
What type of mentor do I need?   **YES   NO**

1 Have I decided if I need someone who is **internal or external**
   to my current organization? .... ☐ ☐

2 Is there a **specific issue** I really want help with?............................ ☐ ☐

3 Is this a **short-term need,** not a long-term relationship? .... ☐ ☐

4 Is there an **area of expertise** my mentor should have
   (psychology, leadership, career guidance)?.................................... ☐ ☐

Qualities of a good mentor

The attributes of a good mentor depend on your circumstances and on your specific role, but he or she should always be:

- Someone you respect and trust, and who won't always just agree with what you say
- Someone you consider to be a role model
- Someone who listens, probing what you say in order to understand you
- Someone who is genuinely interested in you and what you want to do, and who is available when you need help.

Mentoring in-house

Mentors are typically separate from the line-management relationship, but your boss may be the ideal candidate, especially when the difference in age and seniority is large. Some companies establish roles where this is designed to happen—Assistant to the Managing Director, for example.

   If you have a very senior manager or director as your mentor, it can open doors to people whom you would not normally meet. Also, it may give you insights into the organization's political process, identify career opportunities, and protect you when things go wrong.

Tip

THINK BEFORE YOU SPEAK
Remember that your boss is part of the organization, so if he or she is your mentor, be cautious about being **completely open** about every aspect of your **ambitions** or personal life.

Moving on

For some, the ideal career is a series of well-timed promotions within one organization, but gaining job satisfaction often necessitates finding a new role in a new company. Each move you make should give you the experience to progress in your career, so you should choose your opportunities carefully. But when is the right time to change and when is it better to stay put?

Achieving promotion

Getting promoted within your organization depends on being seen to be doing a good job and having the capability of doing a bigger job. You will probably need to improve your visibility within the company and cultivate key internal contacts, so become known more widely. Try putting yourself forward as a spokesperson for your team, or devise presentations on aspects of your work that you can deliver to a wider audience. Many large organizations run fast-track schemes, so make sure both your boss and the Human Resources department know you are interested.

Considering options

A job is not just its title—it is the experience you gain and what you will be able to make of this experience in your later career. If you are in a clerical role, for example, why not volunteer to be involved in the continuous improvement program. And if people don't see you as management material, volunteer for an external role, perhaps with a charity, and develop your leadership skills that way. Talk to your boss about opportunities that may be open to you. If you are a valued employee, your organization will be interested in your future.

Changing jobs

You may need to leave your current organization to achieve your aims, but don't act without careful consideration. Ask yourself where you want to go to next, rather than focusing on escaping from the present. How will your move look on your résumé three or five years from now? Future employers usually look favorably on an internal promotion on your résumé. Above all, try very hard never to leave a job on a sour note—you will probably need an excellent reference or testimonial from your current employer to get your next job.

Seeking opportunity

Prospective employers are looking for evidence of five attributes:

01 Appropriate **qualifications**

02 A relevant range of **experience**

03 **Specific skills** required for the post

04 **Previous positions** held

05 How **successful** you have been

At the interview stage employers will also **assess** your **attitude and "fit"** with the organization. Examine any job advert and try to decode it in the context of these attributes.

CHECKLIST...

Deciding if it is time to leave a job

		YES	NO
1	Have I already **gained** all the **experience** I can get from my current role?...	☐	☐
2	Have I exhausted all the **development opportunities** open to me?	☐	☐
3	Do I have the appetite for **a change?**	☐	☐
4	Am I in **good health?**	☐	☐
5	Is the new job really **a promotion?**	☐	☐
6	Will the new job provide the **experience and opportunities** I need for my future?...	☐	☐

Getting that job

When seeking your next position, make sure that you consider and address each of the five qualities that recruiters are looking for in your application.

Experience is what you gain from **each job** and **each project** you undertake

Key points for successful job applications

01 **Qualifications** These give an indication of your potential and so are particularly important in more junior jobs. Even working toward a qualification signals commitment and ambition to your current, or future, employer. Examine job listings in your area of expertise and analyze what qualifications employers are seeking; if you don't have them, enroll in a suitable course.

02 **Experience** There is no substitute for experience, but employers are not necessarily looking for candidates who have spent long periods in the same role—two or three years is often adequate. If you have spent less time in a role, and particularly if you have moved several times, you may be seen as someone who lacks commitment. If you have held one job for much longer, you may be perceived to be too set in your ways.

Experience is what you gain from each job and each project you undertake. If you make a mistake, learn from it. Reflect on everything you have done and what you have learned. Also, use someone to help you through a project so you can learn in real time. A mentor, a good colleague, or even a family member can sometimes fulfill this role.

03 **Skills** Many of the basic skills you will need in any job, such as negotiating, presenting, managing your time, and chairing meetings, have been covered in this book. To hone your skills, identify your preferred learning style and choose development experiences that best suit you:
- Do you learn best from reading books, trade magazines, or online training material?
- Do you prefer learning in the classroom, at conferences, or from colleagues? Short courses give you the opportunity to develop specific skills away from your colleagues, in a safe environment.
- Do you learn best by doing the task? A great way to learn something is by teaching it to someone else.

04 **Position** Impressive job titles will look good on your résumé and may get you an interview, but they are no substitute for experience. Discrepancies are sure to come to light when you are interviewed by your new employer, so be realistic.

When you apply for a new job, check that the content of the advertised role matches the title. Is it really going to offer you the experience you want? For example, the title of Assistant General Manager may sound great, but in reality, will you be deputizing for the General Manager or will you be little more than a clerical assistant?

05 **Success** Most recruiters are looking for success and may not even shortlist you for interview if they don't see evidence of progression on your résumé. More astute recruiters will want to examine how you have dealt with difficult and challenging situations. They want to see if you are someone who learns. To address this requirement, present yourself through a success story about your past. For example, compare the two statements below:

- "I was financial controller of a division in North Dakota for three years and every month the books were closed on time."
- "I led a project to replace the accounting system with new software: it was delivered on time and within the budget."
- The second statement clearly conveys success, where the first simply describes a role. Showing that you have taken up development opportunities and have been successful makes your résumé stand out from the crowd.

TAKING YOUR CAREER FORWARD

Do's | Don'ts

- **Working toward qualifications you will need in the future**
- **Demonstrating progression from junior roles to positions of responsibility**
- **Seeking out new experiences, and actively learning from them**
- **Using a mentor to help with your personal development**

- Focusing only on improving your technical skills
- Expecting to be promoted purely on your impressive qualifications
- Leaving responsibility for your development to your employer
- Resenting your lack of promotion

Reviewing your plans

Planning your personal and professional development is essential to achieving high performance, but plans have a habit of being overtaken by events. New opportunities will arise and circumstances change, making it vital to review your progress.

Navigating your success

HOW DO I LOOK TO MY EMPLOYER?

Does my employer:

- O **think** I am helpful?
- O **value** my contribution?
- O **think** I am promotable?
- O **trust** and respect me?
- O **use** me in projects beyond my role?

Monitoring your progress

At least once a year, you should review your progress against your development plan. Ask yourself questions such as:

- Have I attained the goals I set myself in my plan? If not, why?
- Are my goals unattainable or are they just going to take a bit longer?
- What have I achieved that wasn't in my plan? What new opportunities does this give me?

Reviewing the plan

Review the development plan to see if it still reflects what you want to do with your personal and professional life. Think about whether your development has made your plan unfeasible, whether

new opportunities have arisen, or whether your objectives have changed. Do you need to modify your plan or create a new one from scratch?

Development encompasses more than your position and progress at work. Successful people tend to be well rounded, with a variety of interests and experience, and they measure their success in terms other than how much money they have made and the status they have. Assess and review your own development by asking yourself questions about your current level of success—for example, how well you perform and are developing and learning, how you benefit from work, and how you look to your employer.

Review your own **development** by asking questions about your **current success**

HOW DO I BENEFIT FROM WORK?

Am I satisfied with:

- ○ **my level** of pay?
- ○ **the benefits** I receive?
- ○ **my work–life** balance?
- ○ **the opportunities** this job gives me?
- ○ **my current** role?

HOW AM I DEVELOPING?

Have I:

- ○ **met** the development targets I have set myself?
- ○ **kept** my skills up to date?
- ○ **learned** something new at work this week?
- ○ **reviewed** my development plan in the last six months?

HOW WELL DO I PERFORM?

Do I:

- ○ **work** in a team that achieves work objectives and targets?
- ○ **consistently** meet my own work objectives and targets?
- ○ **support** my colleagues?
- ○ **have** the experience and skills and the support and tools to do my job well?
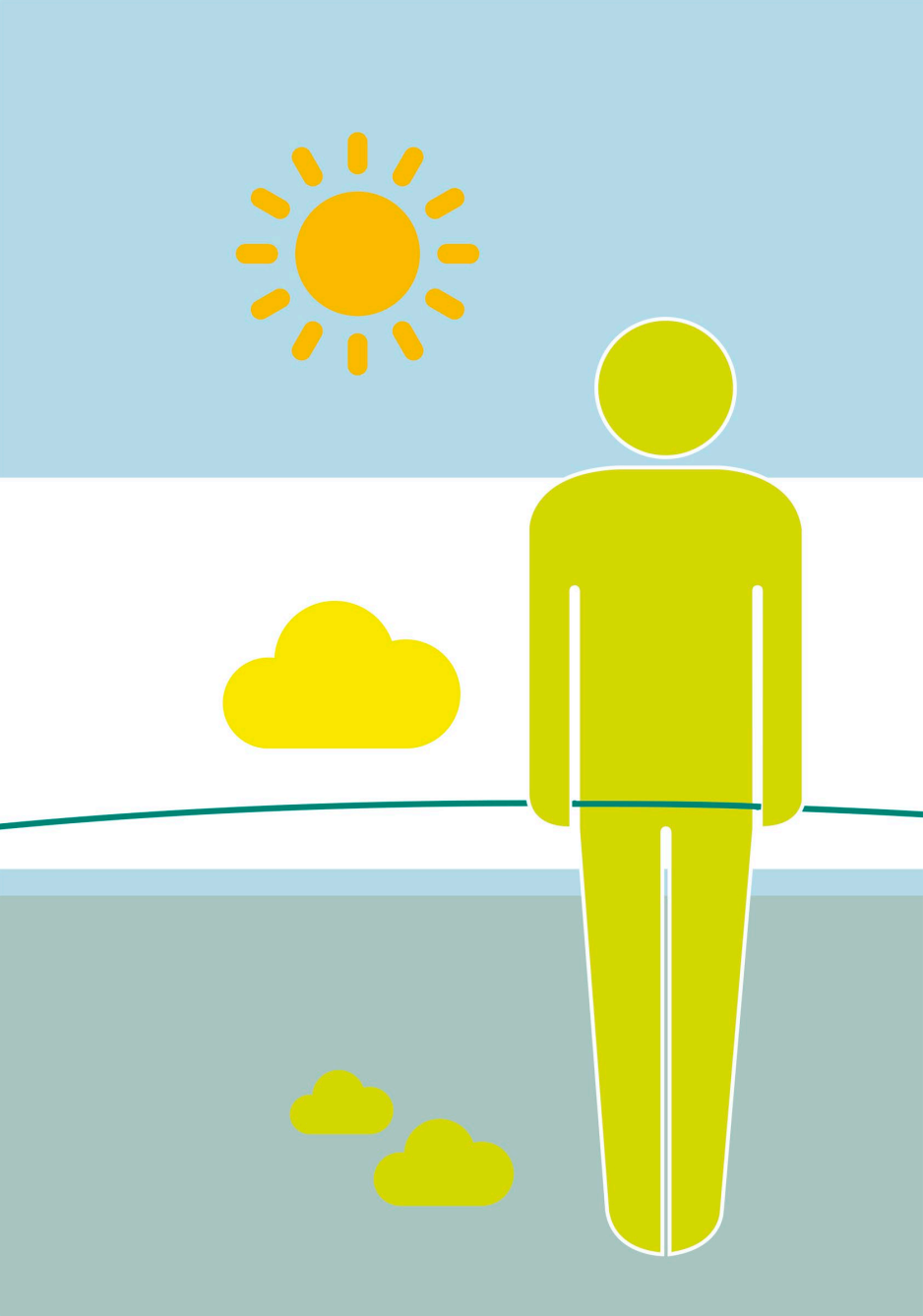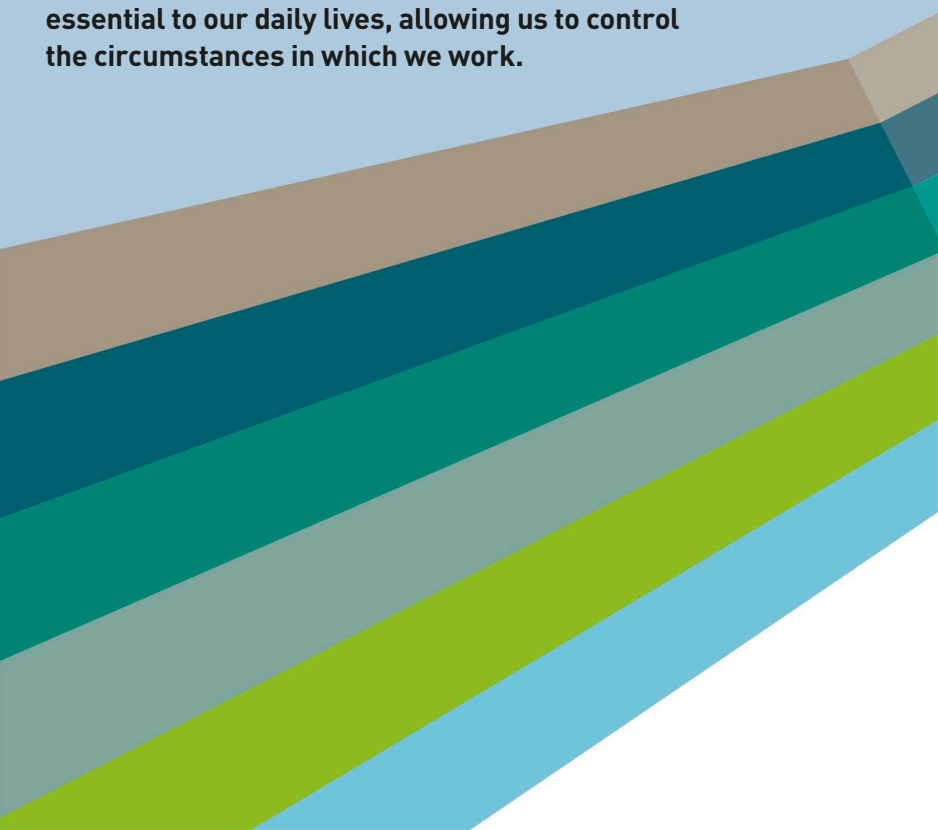
EFFECTIVE COMMUNICATION

Understanding
communication
skills

Communication is more than just a way to get ideas across or exchange points of view. It is the process by which we interact with others and seek information essential to our daily lives, allowing us to control the circumstances in which we work.

12

Defining communication

Think of communication as a process, involving senders and receivers who encode and decode messages that are transmitted by various media and that may be impeded by noise. The aim of this process is to elicit feedback in order to generate a desired effect or outcome.

Understanding each other

Humans aren't the only beings who communicate—virtually all forms of life are capable of sending and receiving messages. People, however, are the only living organisms known to communicate not just with signals and signs, but through the use of symbols with agreed-upon meanings. If we think about communication as the transfer of meaning, then for each of us, successful communication means

Defining levels of communication

INTRAPERSONAL
Communication **within ourselves**, sending messages to various parts of our bodies, thinking things over, or working silently on a problem.

INTERPERSONAL
Communication **between** or **among people**, sending messages from one person to another—verbally and nonverbally—with the hope of transferring meaning from one person to another.

ORGANIZATIONAL
Communication in the **context of an organization**, sending and receiving messages through various layers of authority and using various channels to discuss topics of interest to the group we belong to or the company we work for.

MASS OR PUBLIC
Sending messages from one person or source to **many people simultaneously**, through television, the internet, or print media.

that you will understand something just as I do: we are in agreement about what the sender intended and what the receiver ultimately understood.

Understanding the principles

Communication involves a number of principles, which apply across time and cultures. The process is always:

● **Dynamic** It is constantly undergoing change.
● **Continuous** Even when you hang up the telephone, you're communicating a message that you have nothing more to say.
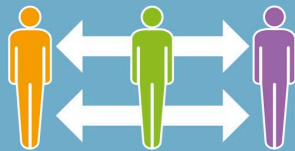
> **Tip**
>
> **REDUCE NOISE**
> The ultimate success of the **communication process** depends to a large degree on overcoming noise, so make an effort to keep your messages **clear**, **concise**, and **to the point**.

● **Circular** Communication is rarely entirely one-way. We each take in information from the outside world, determine what it means, and respond.
● **Unrepeatable** Even if we say something again in precisely the same way, our listeners have heard it before, and so respond to it differently.
● **Irreversible** We cannot "unsay" words: their effect remains even if we're asked to disregard them.
● **Complex** We all assign slightly different meanings to words. This variation is a product of our backgrounds, education, and experience, and means that there is always the potential for misunderstanding.

If communication is the **transfer of meaning**, then for successful communication to occur, you should understand something just as I do

Overcoming barriers

Why do attempts at communication often fail? Broadly speaking, there are two barriers that keep us from communicating successfully: the operations of our bodies and our minds, and our assumptions that other people understand and react to the world in the same way that we do.

Unblocking your communications

The information we receive about the world comes from our senses. It is possible, however, for our senses to be impaired or for the source of the message to provide inadequate information to be reliably decoded. In sending messages to others, we must be sensitive to the fact that they may not see, hear, touch, taste, or smell in the same way we do.

Overcoming barriers to communication

BANISH PREJUDICE

Never make a judgment **before knowing the facts** about a situation. Acknowledge that you are usually working with incomplete data.

CONSIDER CULTURE

Be aware that different **backgrounds, education,** and **experience** give people different expectations. Your way of seeing the world is not the only one.

WATCH YOUR LANGUAGE

Recognize that language has **different levels of meaning**. People will respond differently to the same words, especially if the words are vague or general.

CONTROL YOUR FEELINGS

Try to present your arguments **rationally rather than emotionally**, and accept that other people may have strong feelings about a subject.

FIGHT STEREOTYPES

Don't assume that all members of a group share the same characteristics. **Put aside any stereotypical views** you may have; treat each person as an individual.

In sending messages to others, we **must be sensitive** to the fact that they may not see, hear, touch, taste, or smell **in the same way** that we do

Ensuring understanding

Communication is more than sending and receiving messages; if the message has been delivered but not understood, no communication has taken place. Everything, from the culture in which we live to the norms or standards of the groups to which we belong, can influence how we perceive the messages, events, and experiences of everyday life. Even individual mindsets, such as holding stereotypes, can set up barriers, affecting what we understand and how we react to outside stimuli.

Learn to recognize the barriers likely to block your communications, and focus on what you can do to overcome them. When speaking to someone, for example, constantly monitor their reactions to confirm that you are being fully understood.

Communicating at work

Communication is a skill that is central to the human experience. We each know how to do it; we've done it since birth and receive additional practice each day. So why is it so difficult to communicate on the job? As a manager, it is important to understand how the workplace changes the nature of communication, for both sender and receiver.
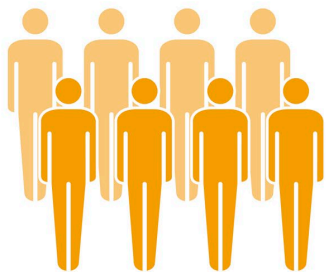
Tailoring your approach

Several factors alter the way we look at communication in the business context. We all have a personal communication style, but within an organization you often have to adapt your approach to accommodate the needs of those you work with and work for. If you put the preferences of your audience—particularly your boss and your clients—above your own, you will often get what you want faster. The way you communicate also depends on your position within the organization. The higher your level of responsibility, the more you have to take into account when communicating. And as you become more accountable, you need to keep better records—a form of communication to yourself that may later be read by others.

Adapting to your environment

Organizations, like the people who work in them, are in constant flux. Businesses change by necessity with the conditions of the marketplace and the lives of the managers who run them. Your communications must adapt to the conditions in which you find yourself. However, this never constitutes a reason for signing your name to a document that is false, or passing along information that you know isn't true.

Matching the culture

All communication must work within an organization's culture. The accepted approach can vary considerably between different organizations: some companies, for example, require every issue to be written in memo form and circulated before it can be raised in a team meeting. Other organizations are more "oral" in nature, offering employees the opportunity to talk things through before writing anything down.

Many companies rely on a particular culture to move day-to-day information through the organization. To succeed in such a business, you must adapt to the existing culture rather than try to change it or ask it to adapt to you.
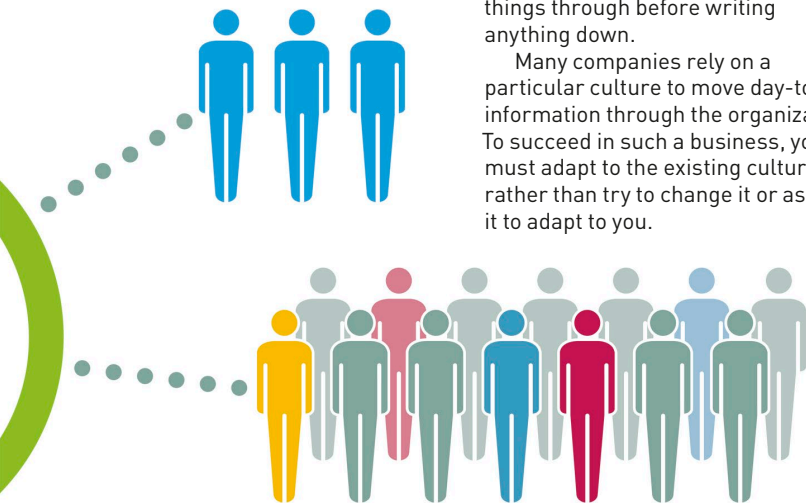
CHECKLIST...
Adapting your style   **YES   NO**

1 Do you understand how the **culture of the organization you
   work for** affects the way in which you need to communicate? ...... ☐   ☐

2 Have you adapted your **writing and speaking style** to meet
   the expectations of the culture in which you are working? .... ☐   ☐

3 Have you changed your style to accommodate any changes
   in the **structure of the company** or the conditions of
   your industry? .... ☐   ☐

4 Have you noted the communication preferences of your
   supervisor and **adapted** your **writing, speaking, and
   listening styles** accordingly? .... ☐   ☐

Planning your approach

Getting people to listen to what you say, read what you write, or look at what you show them isn't easy. How do you persuade them that paying attention to your message is in their best interest? The key to ensuring that your communication hits the mark is detailed planning.

Choosing your approach

The choices you make, from the content of the message you send to the medium you select, all have a direct impact on the outcome of your communication. Whatever the situation, ask yourself about the following:

47%

higher returns to shareholders are **reported** in companies that are led by **good communicators**

Tip

QUESTION YOUR OWN ROLE
Ask yourself whether you are the **right person** to send the message. Will your signature compel people to action, or might the message be **more effective** coming from your manager, or someone closer to the intended audience?

Tip

GET TO KNOW YOUR AUDIENCE
It's all too easy to stereotype an audience, especially when you are working against the clock. Make sure you have **collected all the information** available about your audience, and refer to the **key characteristics** as you prepare your speech or document.

Who will receive the message? What is **your relationship** to them? What do they need to know? What **action** do you want them to take?

MESSAGE

What should your message contain? How should your message **impart the information**? Should your message be broad or detailed?

MEDIUM

What's the best way to send this message? Is one medium **quicker** or **cheaper** than another? Will one offer a **better opportunity** for feedback or carry more detail?

CODE

Will your audience understand the words you've used? Will the **words and images** mean the same thing to the audience as they mean to you? Do these words and images have **multiple meanings** for various audiences?

FEEDBACK

How will you know if you've **communicated successfully**? Will the audience response be delayed? Will it be filtered through another source?

NOISE

How many other senders and messages are out there? Whose **message traffic** are you competing with? Will others try to deflect, distort, or disable your communication attempts?

Understanding your audience

Who are these people you're communicating with? What do you know about them? What do they know about you or your subject? How do they feel about it? When preparing to communicate, ask a few simple questions about the people in your audience. Once you know more about them, you can find ways to motivate them to listen.

Considering ethnicity

The ethnic origin of members of your audience may be worth knowing, but don't overestimate its value. The utility of this information may lie in knowing which issues and positions are of greatest concern to members of a particular ethnic group. The limitation lies in knowing that you cannot reasonably stereotype the views of all members of such a group. Sensitivity to ethnic issues and language styles should be sufficient as you prepare a speech.

Audience backgrounds

When you're assessing your audience, look for any similarities in personal backgrounds. For example, what is the average age of audience members? Consider whether they will be familiar with the concepts you plan to speak about, and the sort of life experiences they may have had. Next, think about the education level of your audience. This will have a significant influence on the content of your talk or document, including its central themes and the vocabulary you employ. The personal beliefs of your audience are an important factor to take into account when planning what you will say. Are they liberal or conservative? What is their political affiliation? Are they committed to a particular religious or social point of view?
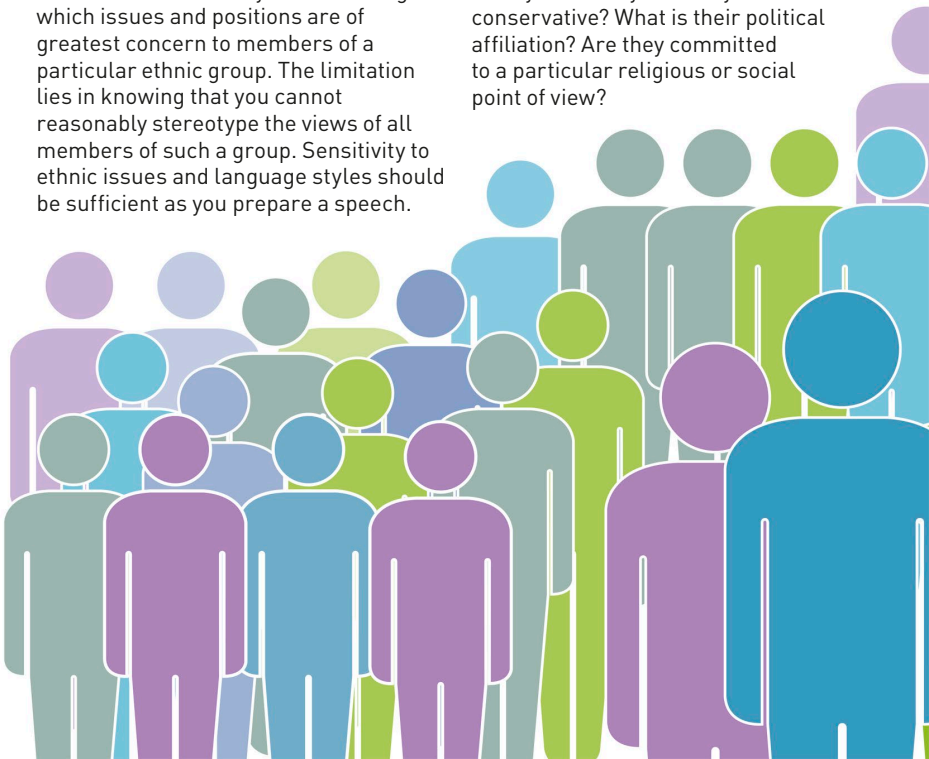
In focus

GENDER TRAITS

Gender refers to the social and psychological expectations, roles, and views of men and women. Considerable evidence now indicates that this may be among the least useful pieces of information to know about your audience. Why? Because study after study has shown no statistically significant difference in the responses of professional men and women to a wide range of stimuli. Clearly, knowing that your audience might be composed exclusively of one sex or another might alter your approach somewhat, but you would be unwise to assume that you should communicate in one way for men and another for women.

37%

of the average business executive's week is spent in **meetings and presentations**

Socioeconomic factors

For certain forms of communication, knowing the economic status and lifestyle of your audience is especially important. Gain as much information as you can about the following:

- **Occupation** Knowing how people earn their living will tell you something about their educational background and their daily routines, as well as their motivations and interests.
- **Income** Knowing how much money an audience makes can give you some idea of what their concerns are. The less they make, the more they will be driven by basic needs, such as food and housing. American psychologist Abraham Maslow documented the hierarchy of human needs, showing that higher level needs—such as self-actualization—are only relevant to people once their more basic needs have been met.
- **Socioeconomic status** This term describes where your audience is located in the social/economic spectrum. It is, of course, a direct function of other factors, such as income, education, occupation, neighborhood, friends, family, and more. Think of this as a single descriptor that explains just how much prestige your audience has in the eyes of others in their own society, and use it to target your words to address their problems, hopes, and needs.

Targeting your communication

WORK WITHIN OBJECTIVES

All of your communication should be **consistent** with and **directly supportive** of the strategic objectives of your organization—its vision, values, and beliefs.

ADAPT TO YOUR AUDIENCE

Appeal to the **basic needs** (shelter, sustenance, safety, companionship, or social approval) of your intended audience or their **senses** (use motion, color, and sound). What can you do to hold their attention?

EXPLAIN YOUR POSITION

Use words that your audience will **understand** and concepts they can **relate to**. This means, of course, that you must **know who your audience are**, as well as what they know and how they feel about the subject.

MOTIVATE YOUR AUDIENCE

Encourage your audience to accept and act on your message by **appealing to authorities** that they respect, the social conformity displayed by others they **know or admire**, the **rationality** of your argument, or their desire to behave in **consistent ways.**

KEEP THEM ON SIDE

Make your audience resistant to counter-persuasion by asking for a **tangible, preferably public, commitment** from them, or reminding them of the benefits to be derived from doing as you ask.

MANAGE EXPECTATIONS

Always let your audience know **what to expect,** and **deliver what you promise**, never less. People are disappointed only if their expectations exceed what they actually receive.

Matching the message

Once you know something about the individuals who make up your audience, begin to think about how to approach them. You'll need a strategy to help devise the right message and to choose the most effective method of communication for your audience.

Hitting the right knowledge level

A thorough knowledge of what your audience already knows about your subject is useful in a number of ways. First, it tells you where to begin. Don't speak down to the audience by explaining fundamentals they already understand. Second, don't start above their heads. Begin at a point they are comfortable with and move on from there.

Managing emotions

Even more important than what the audience knows about your subject is how they feel about it. What they know about taxation is far less relevant than how they feel about it when they listen to a talk about tax reform. You need to tailor your words carefully to what the emotional response of your audience is likely to be. The greater the degree of ego involvement (or emotional response) to a given topic, the narrower the range

Establishing the audience's role

Your message may need to reach only the audience in front of you, or you may be relying on those people to pass on the message to others. Think about everyone who might see or hear your message, including:

PRIMARY AUDIENCE

These are the people who will receive your written or spoken message directly. Make sure that you **understand and address** their needs, interests, and concerns.

SECONDARY AUDIENCE

Others might read or **hear of your message indirectly**. Could the communication be given to a reporter, union organizer, or competitor?

GETTING YOUR MESSAGE ACROSS

Do's	Don'ts
Knowing as much as you can about who will read or hear your words	Assuming the audience knows all or nothing about your subject
Tailoring your message to the needs and interests of your audience	Acting as if the audience already shares your ideas and interests
Understanding who the key decision-makers are, and their criteria for making decisions	Failing to check who exactly is in your audience, and what they need to know in order to act
Knowing who is respected by your audience and seeking their approval for what you recommend	Assuming your ideas are good enough to stand up on their own, and not discussing them

of acceptable positions open to you. In other words, people are much more open-minded on topics they are indifferent about than they are on topics they care about passionately. If you misjudge an emotional response, your communication will fail.

Tailor your words carefully to what the **emotional response** of your **audience** is likely to be

GATEKEEPERS

These are the individuals who you have to **route your message** through, and who might filter or block it. Does someone in particular stand between you and the audience you hope to reach?

OPINION LEADERS

These are individuals who have **significant influence** over members of the audience. Who do they admire or listen to on this subject?

KEY DECISION-MAKERS

These are people with the **power to influence** the outcome of the communication.

Choosing your medium

Most managers make decisions about whether to write or speak to someone based on two criteria: convenience and their own personal preferences. But an effective choice of communication medium or channel depends on much more than what suits you at the time.

Learning to ignore instinct

Many managers choose a form of communication instinctively, and not always for the right reasons. For example, if you need to pass bad news to a colleague but don't want to provoke a confrontation, you might choose to send an email, even though your colleague would prefer to hear from you in person. On another occasion, you might choose to make a phone call rather than write a letter, because it seems quicker or easier.

You might make this choice even when the message is complex and would benefit from extensive explanation, detailed description, or visual aids. In fact, just two factors

should govern your choice of medium for any message. You should think first about the preferences of the person or audience receiving your message, and second about the characteristics and benefits of speaking versus those of writing.

When to write

Writing produces a **permanent record**, can be used to convey great detail, is often much more precise, and can be used for careful wording. If it's important that you say something in a specific or exact way, you may want to write it down. And, of course, if your audience has a preference for source material or **large amounts of detail**, such as tables or large lists, you can provide that information as an appendix or attachment to a memo, report, or proposal.

Keep in mind that you may have to share your message with many people and it may be impractical or impossible to speak to each of them. Writing in a **precise, persuasive** way may be the best approach to influence your audience.
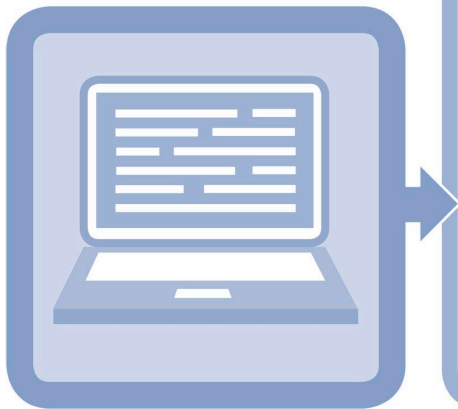
In focus

THE PLATINUM RULE

We're all familiar with the old rule: "Do unto others as you would have them do unto you." It's a good rule, but it contains a small flaw. What if others don't want to receive the same treatment as you? What if their preferences are, in fact, significantly different? The Platinum Rule, devised by communication expert Tony Alessandra, who has advised companies such as Apple, Ford, and IBM, is a variation of that age-old maxim: "Do unto others as they want to be done unto." This means treat others as they want to be treated, not how you think they should be treated. Communicate with others in the manner that they prefer and you'll get what you want: their time, attention, and cooperation.

When to speak

Speaking provides a **richer context**—it includes the use of nonverbal cues and allows for more emotion. This communication form is **less rigid**, as it leaves no permanent record. It may also be much quicker.

Speaking to others also **invites their participation**. It may be the best way to elicit ideas, size up other people's feelings, and even discover any possible objections to your message before decisions have been made and formalized in writing. Once something is written down, people tend to feel committed to that course of action, even if the documents can easily be revised. A conversation or discussion, on the other hand, has a more transitory feel to it: it is **flowing and flexible**, and less permanent and formal than written forms of communication.

Tip
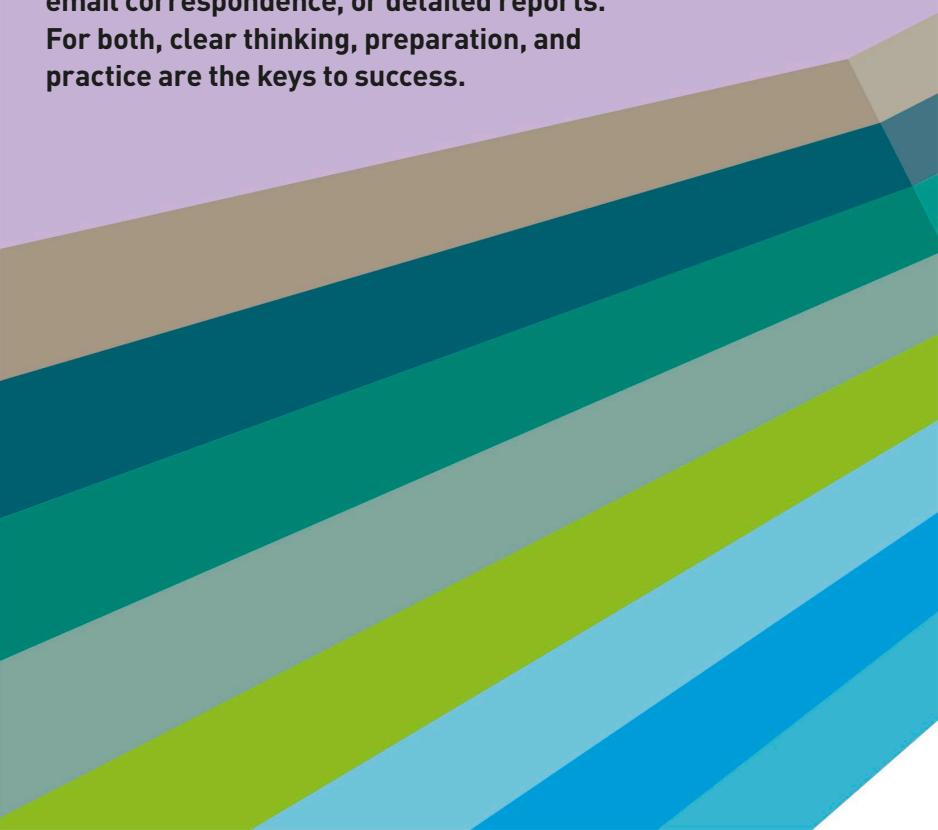
TURN OFF THE AUTOMATIC PILOT

Don't just choose the easiest form of communication. Stop, consider your options, and choose the right channel and medium for your message.

Speaking
and writing

**Two of the most important skills for a manager,
and often also the most daunting, are to
stand up in front of an audience and deliver
a presentation, and to communicate effectively
in writing, whether in formal business letters,
email correspondence, or detailed reports.
For both, clear thinking, preparation, and
practice are the keys to success.**

13

Planning your speech

Preparing for a business presentation is the most important stage of the process. While it may seem daunting at first, planning your speech becomes much easier once you break the task down into manageable steps, ensuring that you address all the relevant issues at the right time.

Defining substance and style

When it comes to giving a speech, content is king. Substance matters and there is absolutely no substitute for knowing what you're talking about. This means that, whenever possible, you should select a topic that you know and understand, so that you can talk about it with confidence. However, this also depends on your audience; never forget that they are the reason you are in the room. Using your knowledge of your audience to tailor the content to meet their expectations is not a guarantee of success, but it is certainly a step in the right direction.

Tip

MAKE TIME FOR RESEARCH
You're being paid for your time preparing and delivering the speech, but the **80:20 rule** applies—spend around 80 percent of your time on **research and preparation**, and only around 20 percent on **practice and delivery.**

Identifying your **role** as a speaker and your **importance** to the listeners is essential

Determining your purpose

Before you start to plan the details of your speech, make sure that you know why you are speaking. If you can't come up with a reason for speaking, then don't speak. Identifying your role as a speaker and your importance to the listeners is especially important. It may be that this audience wants your views on the subject at hand and is keenly interested in your opinions. Alternatively, your purpose may be purely to inform them about a topic, and the demand for your opinions may not be as high as you imagine.

Find out, too, all you can about the context in which the presentation will take place. You need to know the answers to questions such as: is your audience still in the fact-gathering stage, or are they ready to make a decision? What is their reason for listening to you? How urgent is the subject you'll be speaking about? Have recent events, either locally or globally, affected their view of the topic in any way? Are your listeners involved in a process that will require them to take action after hearing what you have to say?

CASE STUDY

PREPARING TO SUCCEED

Elizabeth Allen, chief communications officer of the international office supplies firm Staples, Inc., was given the task of drafting a press-conference speech for her CEO, Tom Stemberg, to announce Staples's sponsorship of a new sports arena in Los Angeles. Ms Allen knew that this financial arrangement would be covered by the sports press, not the business press. She also knew that sports figures, civic officials, investors, and reporters would be in the room: "Many people thought the name would be a local,

California company…. This was a Boston company putting its name on a Los Angeles landmark. There were cultural factors at work here, as well as political and business factors." As she considered how to prepare the speech, she decided three things: she would reduce her thinking to one or two main points; she would include a few examples and anecdotes that the local audience would relate to; and most importantly, she would cite at least one powerful reason why the relationship between her company and the City of Los Angeles would be productive and long-term.

Preparing your speech

Once you have a clear picture in your mind of why you are giving the presentation, who your audience is, and what they want to hear from you, start to make a detailed plan of your speech. This planning stage is vital, so make sure that you don't leave it to the last minute. You need to be completely familiar with the structure and content of your speech by the time you deliver it. There are eight key steps to preparing a successful presentation.

Steps to preparing a speech

01

COMPOSE A THESIS STATEMENT

Write a **one-sentence declaration** of what you want the audience to **know, understand, believe**, or **do.** Make it brief, simple, comprehensive, and as complete as possible.

02

DEVELOP THE MAIN POINTS

Restrict yourself to just **two or three main points**, so that you will have time to explain and support them all. Make sure that all of your **evidence** relates to and is supportive of your principal reason for speaking.

03

GATHER SUPPORTING MATERIALS

Now gather evidence to support your main points. Use your knowledge of the audience to select the kinds of proof that they will find **most convincing**. Make your evidence **compelling**, **recent**, and fully **transparent** to your listeners.

04

THINK ABOUT STRUCTURE

Consider the order in which you will **deliver the information**, and think about what you will say in your **introduction**, in the **body** of the speech, and in your **conclusion**.

|05

PREPARE YOUR OUTLINE

Write a one-page outline of your speech. Think about the **issues** you plan to raise, the **sequence** in which you will address each of them, and the **evidence** you'll offer your audience in support of those ideas.

You must be **completely familiar** with both the structure and the **content** of your **speech** by the time you **deliver** it

|06

CONSIDER VISUALS

Think about what visuals will best enhance your speech, by helping to **explain**, **reinforce**, and **clarify your main points**. Sometimes it is easier to show the audience something than to say it.

|07

WRITE THE SPEECH

Now prepare the content of your speech in detail. Some people choose to write in **short bullet points**, others write their **script** out more fully. Choose the way that best suits you, but remember that your audience want to hear you **speak to them**, not read to them.

|08

PREPARE YOUR NOTES

Finally, transfer your speech into the **notes you will use to deliver it**. These may be bullet points on a PowerPoint presentation, written notes on notecards, or the full manuscript.

Your purpose may be purely to **inform your audience** about a topic, or to **deliver** your **opinions** and judgments

Developing visual support

Behavioral scientists have known for many years that visual images can have a powerful effect on the process of learning. In some cases, pictures may reach people who simply don't listen well to the spoken word, or who may not understand what the words mean.

How does visual support help?

Behavioral scientists have found that visual support is important in communication for three main reasons:

- It can help explain, reinforce, and clarify the spoken word during a presentation. If you can't say something easily, you may be able to show it to your audience.
- Some people pay more attention to what they see than what they hear, and can more quickly and easily recall information and concepts with a visual component than those that are just spoken aloud.
- People tend to recognize ideas most easily when they are presented as a combination of both words and pictures, rather than when presented as either words or pictures alone.

94%

of **professional speakers**
use PowerPoint or similar software
for part or all of their **presentation**
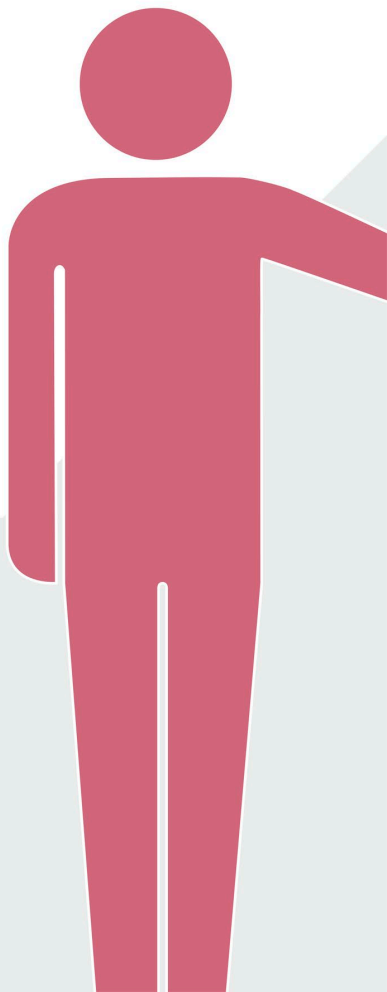
Choosing when to use it

Displaying information in a visual manner will enhance most presentations, but tends to work best:

- When you have new data for your audience
- When the information you hope to convey is complex or technical in nature
- If your message is coming to the audience in a new context
- For certain types of information—such as numbers, quick facts, quotations, and lists
- For explaining relationships or comparisons
- For revealing geographical or spatial patterns
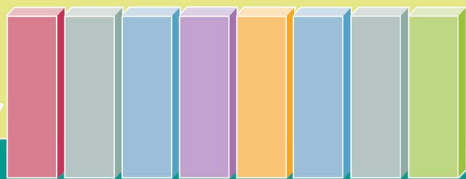
Tip

CHOOSE THE RIGHT CHART
Charts and graphs are a useful way to display data. Be sure to select the type of chart (such as a pie chart, bar chart, or line graph) that **most clearly illustrates** any comparisons you want to make, and use color carefully to **emphasize your point**.

Visual support can help **explain**, **reinforce**, and **clarify** the spoken word: try **showing as well as telling**

Using visuals effectively

Good visuals have a number of characteristics in common. The most important is simplicity. The more complex a visual display becomes, the more difficult it is for an audience to understand. Keep your visuals clear, ordered, and simple when trying to explain an important idea or relationship.

Good visuals use color to explain and attract. Very few people tend to have exactly the same taste in colors, but almost everyone appreciates occasions when colors are used meaningfully and consistently. Certain traditions, such as using red numbers or bars to indicate a loss and black ones to indicate profit, allow audiences to quickly grasp information. Try using a simple legend to explain color use on your charts and graphs; it helps the audience and will ensure consistency and simplicity in your visual aids.

> Keep your visuals **clear** and **simple** when trying to explain an **important idea**

Using visuals well

Thinking carefully about the **needs and interests** of your audience as you plan your visual aids

Choosing visuals that **capture the essence** of your main points

Using color in a consistent, careful manner so that related items are **color-coded** and **grouped together**

Making sure your visual support is **simple**, **crisp**, **clean**, and **uncluttered**

Tip

Although you should respect your company's **brand guidelines**, you don't have to be a slave to corporate PowerPoint templates if they result in dull, predictable visuals. Try experimenting with **novel presentation software**, such as Prezi, or make your own slides using your preferred graphics software and save them in a standard format, such as PDF.

40%

increase in the **persuasive effect** of a presentation can be achieved by the careful use of **visual aids**

Limiting the amount of text alongside your visuals to a few key words: this will produce **a more powerful message** than wordy slides

Avoiding generic, or "stock" images, and visuals that are only indirectly related to your main points

Building up a **personal library of images**, symbols, and graphics to enhance your messages

On important occasions, using a **professional graphic designer** to create a polished presentation

Improving your confidence

It's one thing to know your material. It's another matter entirely to believe that you can get up on stage and speak with confidence to a group of strangers. Understanding your message and having a well-organized speech are important to your success, but so is self-confidence.

Improving your delivery

Rehearsal will help improve your speech and raise your level of self-confidence. Simply knowing that you've been through the contents of your speech more than once builds familiarity and is reassuring. It will also ensure you talk for the correct amount of time. A run-through or two will show whether you have too much, too little, or just enough to say. Rehearsal will also help you improve your transitions. By practicing your speech, you'll be able to identify the rough spots and work on smoothing the transition from one point to another and from one part of the speech to another.

Using notes

The best speakers seem to confidently deliver their speeches extemporaneously, or "from the heart," without notes. Such speeches aren't really memorized word-for-word, but rather are thoroughly researched, well rehearsed, and professionally supported. Many extemporaneous speakers will use

Tip

KEEP NOTES SIMPLE
Losing your place in lengthy notes can give your **confidence** a serious knock, so make sure your notes are quick and **easy to use**, giving you the information you need at a glance.

their visual support—usually PowerPoint slides—to prompt their memories. Others prefer to work from bullet points on notecards, or use the full manuscript. Whichever you choose, make sure that your notes are simple, easy to follow, and allow you to maintain eye contact with the audience.

CHECKLIST...
Being prepared **YES NO**

1 Have you double-checked the **time and location**
for your speech? .... ☐ ☐

2 Are you sure about the **length of time** allotted to the speech?....... ☐ ☐

3 Have you decided how to **arrange the room**? .... ☐ ☐

4 Have you found out whether you are **using a lectern**
or are free to walk around the room during the speech? .... ☐ ☐

5 Have you tested the **microphone** and **sound system**? .... ☐ ☐

6 Are you familiar with the **arrangements** and **systems**
for visuals? .... ☐ ☐

7 Do you know what **lighting is available**, and have you
determined whether it needs to change for **screen visuals**
or handouts during your talk?.. ☐ ☐

8 If you are **using a computer** during the presentation,
are the relevant files backed up on a second hard drive
to use if necessary? .... ☐ ☐
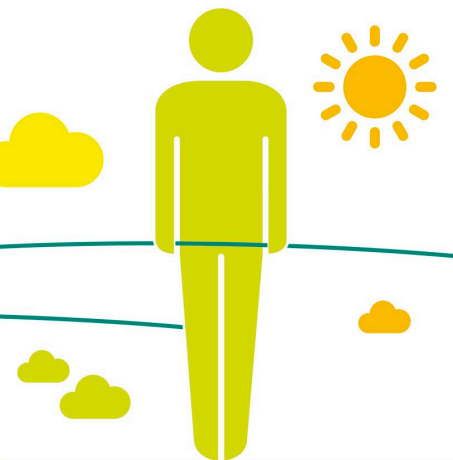
Gaining confidence

The better prepared you are, the more confident you will feel at the podium. Make sure you have thought about all aspects of your presentation, from the layout of the room to the type of microphone you will use. The knowledge that you have personally arranged every detail, and have meticulously planned and rehearsed your talk, will help build your confidence. If you get cold feet, remember that you've been asked to speak because the audience is interested in your expertise and viewpoint. Trust in your ability, intelligence, and confidence to deliver an effective speech.

Delivering your speech

You've researched the topic thoroughly, written and organized your thoughts, and rehearsed your remarks. Use the confidence that you've developed in planning and rehearsal to take the next step: get up and speak. You are the medium, or bearer, of the message, and your delivery is critical to the successful communication of your ideas.

Improving your delivery

As you approach the challenge of becoming an accomplished public speaker, keep in mind that no one is born with great public-speaking ability. Language is the habit of a lifetime, and your ability to speak with conviction and sincerity is a function of your willingness to work at it. Your skills will improve with every speech that you make, and as you master the art of presentation, chances are that others in a position of influence will notice and reward you for your effort.

Your ability to speak with **conviction** and **sincerity** is a function of your willingness to **work at it**
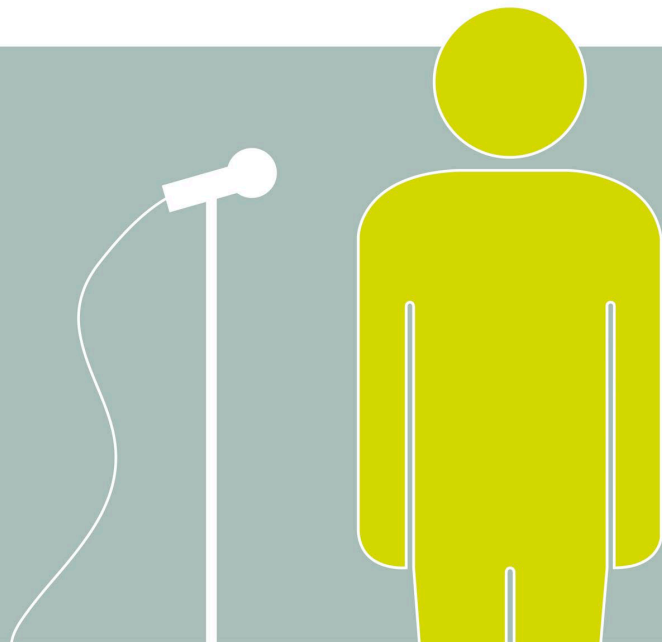
Ways to keep your audience interested

MAKE A CONNECTION

Step up to the lectern, breathe deeply, smile, think positively, and speak

Humanize and personalize your speech—share your experiences, values, goals, and fears

Do your best to be one of them (unless it's clear you are not)

Use humor where appropriate (unless you are not funny)

Actively involve the audience as much as you can

Focus on current local events and issues known to the audience

HELP THEM UNDERSTAND

Blueprint the speech: tell the audience where your talk is going

Begin with the familiar, then move to the unfamiliar

Talk process first, then add in the detail

Visualize and demonstrate your ideas where you can

Summarize your key points as you progress through a speech

Give examples to illustrate your concepts and ideas

Tell stories, and dramatize your central theme

Use the **confidence** that you've developed in **planning** and **rehearsal** to take the next step: **get up and speak**

Becoming a better writer

Very few people think writing is easy. Good writing—that is, writing with power, grace, dignity, and impact—takes time, careful thought, and revision. Such writing is often the product of many years of training and practice. Even though writing may sometimes seem like hard work, with a little effort you can learn to do it well.

Organizing your writing

Good business writing is simple, clear, and concise. By not calling attention to itself, good writing is "transparent," helping the reader focus on the idea you are trying to communicate rather than on the words that you are using to describe it.

The key to good business writing is organization. You need to know where you are going before you start, so do your research and identify the key issues you need to cover. Compose a list of the most important points, and use them to create an outline. If your document will include an overview section containing your purpose for writing, write this first. Next, tackle the most important paragraphs, before filling out the details and any supplementary material.

Have I "translated" any **technical terms**?

Have I explained adequately?

Does my writing **flow in a logical way**, and have I given **complex explanations** in a step-by-step form?

Use **simple**, **down-to-earth** words, and avoid needless ones and wordy expressions

Writing for clarity

When composing a memo, letter, or report, keep in mind that your reader often doesn't have much time: senior managers, in particular, generally have tight schedules and too much to read. They need your written communication to quickly and clearly give them the details they need to know.

Ensure that your writing style is both precise and concise. Use simple, down-to-earth words, and avoid needless ones and wordy expressions. Simple words and expressions are more quickly understood and can add power to your ideas. Be direct and avoid vague terms such as "very" and "slightly"; this will show that you have confidence in what you are saying and will add power to your ideas. Make sure, too, that everything you write is grammatically correct—you don't want your busy reader to have to reread your sentences to try to decipher their meaning.

Keep your paragraphs short; they are more inviting and more likely to get read. If your document must include numbers, use them with restraint—a paragraph filled with numbers can be difficult to read and follow. Use a few numbers selectively to make your point, then put the rest in tables and graphics.

Have I said enough to **answer questions** and **allay fears** without giving too much detail?

Have I used **visuals** to help explain **complex facts**?

Have I cautioned the reader, where necessary, against **common mistakes** and **misreading** of the information?

80%
of people will read the **headline** of a piece of text; only **20% will read the rest**

Tip

ALWAYS EDIT
Revising and editing are **critical to good writing**. Putting some time between writing and editing will help you be more objective. Revise your writing with the intent to **simplify**, **clarify**, and **trim excess words**.

Making your writing come alive

To escape from outdated, excessively formal writing styles, try to make your writing more like your speaking, and then "tidy it up." Imagine your reader is in front of you and aim all the time for writing that is clear, fresh, and easy to read. You may need to write a first draft for structural purposes, and then go back over your document.

VIGOROUS AND DIRECT

Use **active sentences** and avoid the passive voice. Be **more definite** by limiting the use of the word "not."

Make sure that your writing is:

In focus

THE RIGHT ORDER

A poorly organized letter reads like a mystery story. Clue by clue, it unfolds details that make sense only toward the end—if the reader gets that far. Your job is to make it easier for the reader, by explaining each point with an overview, followed by details. To avoid any confusion, always give directions before reasons, requests before justifications, answers before explanations, conclusions before details, and solutions before problems. Try the approach used in newspaper articles. They start with the most important information and taper off to the least important.

CONNECTING WITH THE READER

Reach out to your reader by occasionally using questions. A request **gains emphasis** when it ends with a question mark. Rather than writing, "Please advise as to whether the meeting is still scheduled for February 21st," simply ask: "Is the meeting still scheduled for February 21st?

Tip

MAKE IT PERFECT
Eliminate factual errors, typos, misspellings, bad grammar, and incorrect punctuation in your writing. Remember that if **one detail** in a memo you have written is recognized to be incorrect, your entire line of thinking may be considered suspect.

MADE UP OF SHORT SENTENCES

This won't guarantee clarity, but short sentences will prevent many of the confusions that can easily occur in longer ones. Try the ear test: **read your writing aloud** and break apart any sentence you can't finish in one breath.

FREE OF CLICHÉS AND JARGON

Tired **words and expressions** make your writing appear superficial.

When **writing** text, imagine that your reader is with you: this will help make your writing **more accessible**

Meeting your reader's needs

Before you write, find out what the reader expects, wants, and needs. If you later discover that you must deviate from these guidelines, let the reader know why. When composing your document, don't include material that you don't need: you may be accused of missing the point. Make sure, too, that you always separate facts from opinions in your writing. The reader should never be in doubt as to what you know to be true, and what you think may be the case. Always apply a consistent approach to avoid misunderstandings.

Capturing and keeping your readers' attention

USE CONTRACTIONS

Make your writing softer and more accessible by occasionally using the contractions that we naturally speak with, such as "I'm," "we're," "you'd," "they've," "can't," "don't," and "let's."

ALLOW SENTENCES TO END WITH A PREPOSITION

Don't reword a sentence just to move a preposition (e.g. "after," "at," "by," "from," "of," "to," or "up") from the end. You are likely to lengthen, tangle, and stiffen the sentence.

WRITE WITH PERSONAL PRONOUNS

Use "we," "us," and "our" when speaking for the company. Use "I," "me," and "my" when speaking for yourself. Either way, be generous with the use of the word "you."

USE THE PRESENT TENSE WHENEVER POSSIBLE

This adds immediacy to your writing. Be careful, however, not to slip from the present to the past tense and back again, because this will make your writing confusing. Select one tense and stick to it.

Find out what your reader **expects**, **wants**, and **needs**: if you deviate from this in your writing, **let the reader know why**

USE SHORT TRANSITIONS

Use "but" more than "however," and "more than" rather than "in addition to." Use more formal transitions only for variety. Don't be afraid to start a sentence with words like "but," "so," "yet," "and," or "or."

Writing a business letter

Business letters are primarily external documents, although managers will occasionally use letters to correspond with subordinates and executives within their organization. Good letters are crisp, concise, and organized so that readers can follow and understand the content with little effort.

Writing successful letters

Your success as a business writer depends, in large measure, on your ability to convince others that what you have written is worth their attention. This is more likely if your letter meets three criteria: it should be concise, it should be informal, and it absolutely must be organized. Be careful, however. Brevity is desirable, but you can overdo it. Make sure that your letters are not too brief or curt. It is extremely important to make sure that your reader has enough information to understand the subject. Include each issue relevant to the subject, and explain the process, the outcome, or the decision to the satisfaction of the reader. If you were receiving the letter, would the information be sufficient? Would you be satisfied that the writer had taken you seriously?

Tip

BE PROMPT
When you receive a business letter, always **send an answer within three business days**. If you can't reply within this time—because you need to speak with someone else or gather information—drop the writer a note to **let them know** that you are working on their problem.

Showing interest

When responding to a letter you have received, aim to show that you are genuinely interested. The person writing to you thought the issue was important enough to write about; you should think so, too. Show by your words and actions that you care about the person and the contents of the letter.

Give everyone the benefit of the doubt. Don't automatically assume that the person corresponding with you is doing so for the purpose of cheating you or your company.

Hitting the right tone

If a correspondent makes a joke, play along. Show that you have a sense of humor; however, consider the culture of your audience and keep in mind that some humor may not translate well.

If you have to deliver bad news by letter, say you are sorry. Use phrases such as, "I am sorry to say that..." or "I regret to say that we'll be unable to [do something] because..." You can soften the blow by saying that you're sorry it happened, or that you regret the outcome. If it's bad news and your reader thinks you don't care, you may spark an unwanted reaction. If you're bearing good news, say that you are glad: "I am delighted to tell you that..." Alternatively use a phrase such as: "You will be pleased to learn that..."

Keep a cool head

Never write and quickly send off an angry letter. Venting your spleen in an angry, hostile reply to someone may make you feel good, but it's almost never a good idea to post such a letter. Take your time and cool down before you compose an angry letter. Then, if you have written something you aren't sure about, wait until the following day so that you can reread it before sending. Chances are, you'll think twice about mailing.

A letter should be **informal** and **organized**. Brevity is desirable, but you can overdo it: make absolutely sure that your reader has enough information to **understand the subject**

In focus

FORM LETTERS

It may be tempting to compile a "one-size-fits-all" approach to writing when there are many recipients, but it is usually a recipe for disaster. A letter must answer all of the questions its audience is likely to have, responding to their fears, doubts, and concerns. In situations in which it is absolutely necessary to use this approach, you can test market form letters, by showing them to several people who are (or have been) members of the audience in question and asking for suggestions for improvement.

Using email and texts effectively

Email is now a key means of staying in touch, passing data and graphics, and managing the flow of information needed to run a business. Text, or SMS, messaging, when properly managed, can also become a productivity booster, a direct, interactive link to customers, and an essential tool to communicate with other staff.

Reducing your emailing time

Email is a tool; don't let it become your master. Limit the time you spend on email by following these tips:

- **Send less, get less** Think carefully about whether you really need to draft new messages or respond to those you've already received.
- **Escape the endless reply loop** Silence in response to an email message may feel rude, but is acceptable. If you wish to reassure someone that no reply is necessary, finish a message with "no reply needed," or a request with "Thanks in advance." Avoid asking any questions for which you don't really want or need answers.
- **Think twice about the "cc" box** If you copy in a large number of people to your emails and they all respond with a reply that needs an answer, you may create unnecessary traffic.

Sending better emails

@

1

Pick the subject line of the email carefully: make it informative and brief so the recipient can easily find and act on it.

4

Be careful with criticism: be sure to provide enough context and background to avoid a misunderstanding.

5

Keep it short. If you need more than three paragraphs, call instead or send the material as an attachment.

CHECKLIST...
Knowing when email is not appropriate **YES NO**

1 Do I need to **convey or discern emotion**?...☐ ☐

2 Do I need to **cut through** the communication clutter? ....☐ ☐

3 Do I need to **move quickly**?...☐ ☐

4 Do I want a remote communication **to be private**?............................☐ ☐

5 Am I trying to **reach someone** who doesn't have
(or check) email? ....☐ ☐

6 Do I want to **engage people** and get an **immediate response?**........☐ ☐

Be sparing in your use of email: think very carefully
about whether you really need to **draft new messages**
or respond to those you've **already received**

2

Now **write the main body**
of the email, using correct
grammar, punctuation,
and capitalization.

3

**Avoid abbreviations and
cyberjargon:** most business
professionals dislike them.
WIDLTO (when in doubt, leave
them out).

6

Use a signature to conclude your
email, but keep it simple: don't
be tempted to add humorous
or "inspiring" quotes.

7

Before you send the email,
check your attachments. Send
only those that your recipient
needs or wants to see.

Developing good email habits

Don't check your email constantly. Check it at regular intervals, such as first thing in the morning, once after lunch, and again before going home. Be disciplined about your email management. Aim to handle each message just once. If it's unimportant or irrelevant, hit the delete key. If you spend more than three hours a week sorting through junk mail, you have a problem and need to reorganize your system.

If a message is something you'll need to respond to, decide whether to do it now or later, when you will have the time and information you need. Once you have responded, move the message out of your inbox and into an archive folder.

An inexpensive way to reach out to customers

High open rates: more than 90 percent of texts are opened and read by recipients

Advantages of text communication
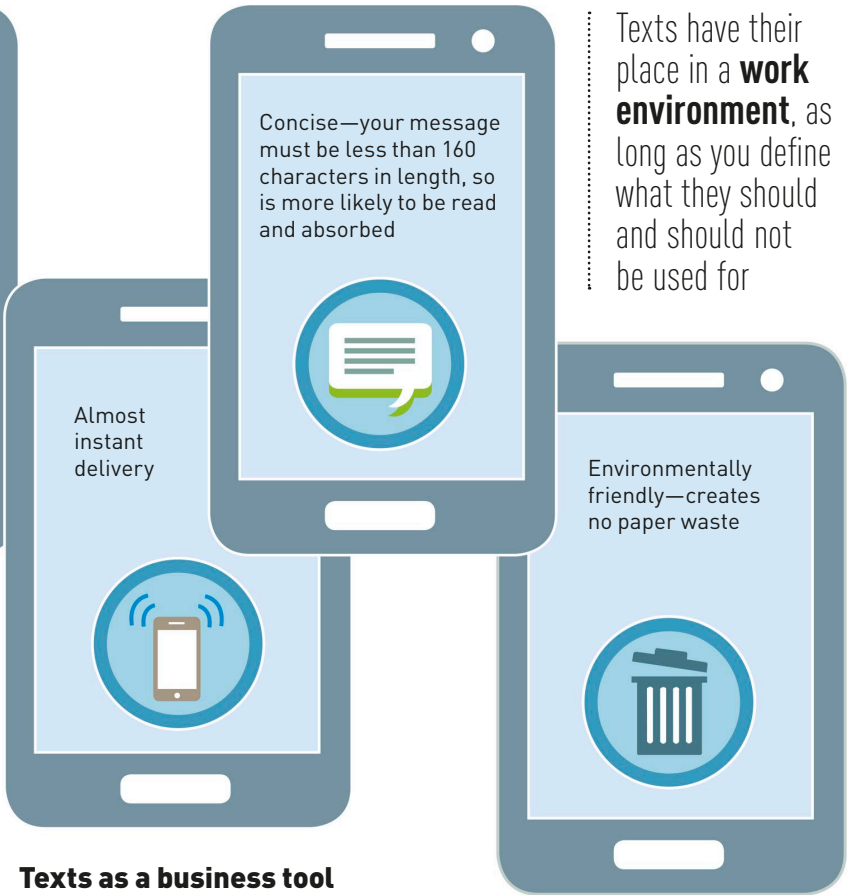
Tip

ESTABLISH A RESPONSE TIME
If you usually respond to email messages immediately, people grow to **expect an immediate response**, and become annoyed if you differ from this. The rule of thumb in business is to respond to emails by the **end of the same day**. If it's really urgent, use the telephone instead.

Concise—your message must be less than 160 characters in length, so is more likely to be read and absorbed

Texts have their place in a **work environment**, as long as you define what they should and should not be used for

Almost instant delivery

Environmentally friendly—creates no paper waste

Texts as a business tool

Using text messages to reach out to customers is established practice in many businesses, but relatively few companies use texts for other types of business communications. The reason for this is that the content of a text message can be perceived as being trivial, impermanent, and not tied to any coherent communications strategy. However, texts do have their place in a work environment, as long as you define what they should—and should not—be used for. Texts are an ideal medium for alerts, such as notifications of downtime of computer servers; they can be used for company announcements, to motivate staff, or to quickly introduce new members of a team to the company. Avoid using texts to explain complex ideas, or when you need a verifiable information trail.

Writing reports

Reports are longer and more comprehensive than most documents, and are written for the purpose of documenting actions, describing projects and events, and capturing information on complex issues. They are often written by more than one person for audiences with multiple needs and interests.

Planning your report

There are three main questions to consider when compiling a report:

- **Who is in your audience?** Think about their level of interest in the content, and their familiarity with the issues, ideas, and vocabulary you plan to use.
- **What is the ideal format?** Consider how your readers will use the document—will they start from the beginning and read through page by page, or will they skip to sections that interest them most?
- **Is the document properly organized?** Consider using a bold typeface for headings and subheadings to help organize the information and make it retrievable.

Busy business leaders may only read the **executive summary** of a report, so it must tell them all they need to know in order for them to **understand** your recommendations

Tip

INCLUDE A COVER LETTER
As a courtesy to your reader, always include a cover letter to accompany the report, explaining **what the report covers and why**. Where appropriate, include the report's most **important recommendations** or **findings**.

Writing the report

Reports are divided into three sections: front matter (including title page, abstract, table of contents, and list of figures and tables), the main body of the report, and end matter (bibliography, appendices, glossary, and index). Begin the main body with an executive summary, detailing the report's key points and recommendations. Busy executives may only read this section, so it must tell them all they need to know in order for them to agree with your recommendations.

Dividing your report into sections

SECTION	CONTENT
TITLE PAGE	A single page containing the full title of the report, the names of the authors, the date of issue, and the name of the organization to which the report is submitted.
ABSTRACT	A paragraph that summarizes the major points. It enables a reader to decide whether to read the entire work.
TABLE OF CONTENTS	A list of all of the headings within the report in the order of their appearance, along with a page number for each.
LIST OF FIGURES AND TABLES	Reports with more than five figures or tables should include a page listing each one with its page number.
FOREWORD (OPTIONAL)	An introductory statement usually written by an authority figure. It provides background information and places the report in the context of other works in the field.
PREFACE (OPTIONAL)	This describes the purpose, background, or scope of the report.
EXECUTIVE SUMMARY	This provides more information than the abstract, and enables readers to scan the report's primary points. These summaries are usually restricted to a few pages.
MAIN TEXT	This forms the main body of the report, and explains your work and its findings.
CONCLUSION	This contains not only concluding remarks but also any recommended actions for the readers.
BIBLIOGRAPHY	A listing of all the sources consulted to prepare the report; it may also suggest additional reading and resources.
APPENDICES	Information that supplements the main report as evidence, such as lists, tables of figures, and charts and graphs.
GLOSSARY	An alphabetical list of definitions of unusual terms used.
INDEX	An alphabetical list of topics with page numbers.

Communicating
with your team

A team is only as good as its communication; misunderstandings can cause a huge amount of extra work and lost time. When managing a team, focus on giving constructive feedback, briefing thoroughly, and dealing effectively with conflict.
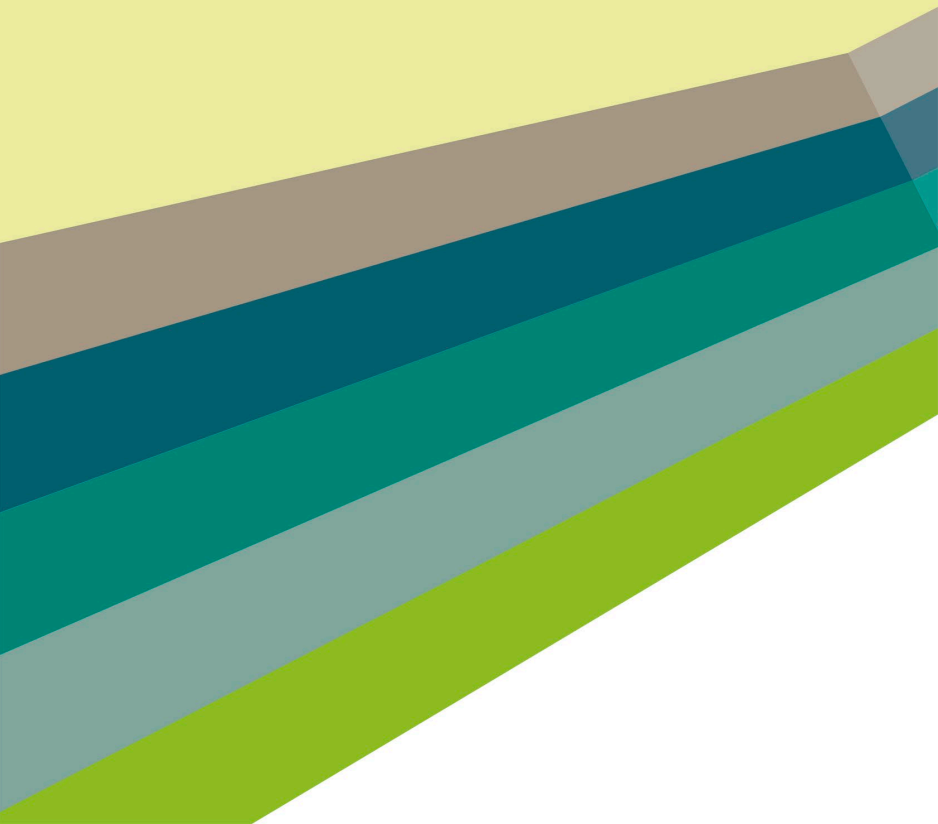
14

Listening to your team

Studies show that adults now spend more than half of their daily communication time listening to someone else speak. As a manager, being able to listen effectively and understand others is at the heart of creating a team that performs to the best of its ability.

Learning when to listen

Listening is a skill you acquire naturally, but can improve upon if you're motivated to do so. The first step toward becoming a better listener is, surprisingly, to stop: you need to stop talking, stop trying to carry on more than one conversation, and stop interrupting. Let the other person speak. As others are talking, allow yourself to respond cognitively and emotionally, taking in the factual information and the tone of their remarks, without responding. Then ask carefully thought-out questions that will clarify what they have said and reassure you of its basis in fact.
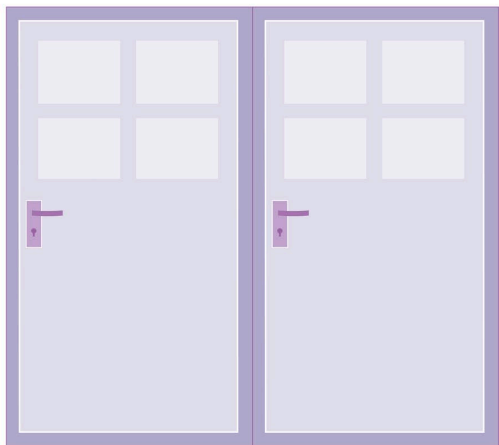
Tip

BEWARE WISHFUL THINKING
Just because you want to hear something doesn't mean it is what the speaker is **actually saying**. It is all too easy to fall into the trap of **selective hearing**, so make sure that you listen to everything that the speaker is telling you.

75%

of what you say to others is not **absorbed** or remembered by them. How can you be sure that they are **receiving** the **most important** parts of your message?

Getting the message

Start by trying to see things from the speaker's point of view, and let your actions demonstrate this. Show interest with your body language: look the speaker in the eyes and maintain an open and nonthreatening posture. Give the speaker physical signs of your undivided attention: close the door, hold your calls, and put aside whatever you're working on.

Listen carefully to how something is said: look out for hints of sarcasm, cynicism, or irony in what you hear. Try to tune in to the speaker's mood and intention. Communication is a shared responsibility, so it is up to you to ensure that you understand the message.

Once you have listened to what a person has to say and clarified anything you're not sure of, evaluate the facts and evidence. Ask yourself whether the evidence is recent, reliable, accurate, and relevant.

> To become a better listener, you need **to stop talking**, stop trying to carry on more than one conversation, and **stop interrupting** and let the other person speak

LISTENING ACTIVELY

Do's	Don'ts
○ **Listening regularly to difficult material to hone your listening ability**	○ Assuming that everything interesting should be provided in written form
○ **Giving your full and undivided attention to the speaker**	○ Pretending to listen while actually doing something else
○ **Listening to the argument in the speaker's terms, and in the order he or she wishes to follow**	○ Criticizing the speaker's delivery and interrupting the flow of what they are saying to ask questions
○ **Focusing on the reasons for the speaker's approach and discussion**	○ Assuming you already know what the issue is and how to resolve it

Understanding nonverbal communication

Most of the meaning transferred from one person to another in a personal conversation comes not from the words that are spoken, but from nonverbal signals. Learning to read, understand, and use these wordless messages isn't easy, but is essential for effective communication.

Reading nonverbal signals

The movement, positioning, and use of the human body in various communication settings serves a number of functions:

- To highlight or emphasize some part of a verbal message
- To regulate the flow, pace, and back-and-forth nature of verbal messages
- To reinforce the general tone or attitude of a message
- To repeat what the verbal messages convey (holding up three fingers to indicate the number three, for example)
- To substitute for, or take the place of, verbal messages (such as giving a "thumbs up" gesture)

Nonverbal cues are often difficult to read, especially because there are few body movements or gestures that have universally agreed-upon meanings. A colleague who looks tired or overworked to one person may appear disinterested or

Body language can contradict the **verbal messages** being sent

Using nonverbal signals

indifferent to another. While looking for meaning in a particular movement, position, or gesture, be careful not to miss more important signals that reveal the true feelings of a speaker. Body language can sometimes contradict the verbal messages being sent. Tears in a person's eyes, for example, might involuntarily contradict a message telling you that the speaker is fine.

55%

of a message may be conveyed by **facial expression**, according to some psychological studies

WATCH YOUR APPEARANCE
Make sure that your clothing and grooming are appropriate to your audience, your reasons for communicating, and the occasion.

RESTRAIN YOUR MOVEMENTS
Small gestures, close to your body, will convey an image of confidence and authority. Keep your voice low but audible and your posture relaxed.

TAKE CARE WITH TOUCH
The rules on touching others in a business context vary from culture to culture. Make sure you know and respect local customs.

WATCH YOUR EYE CONTACT
Eye contact usually reinforces trust; however, in some Asian cultures, looking a superior in the eye as you speak can be considered disrespectful.

USE VOCAL DYNAMICS
Tone, volume, rate, pitch, forcefulness, and enunciation all convey meaning about a subject, and how you feel about the people in the room.

Running briefings and meetings

Briefings and meetings are an inescapable part of business life. They are a means of sharing information, initiating strategies, perpetuating a culture, and building consensus around business goals. Done well, they're good for business and good for morale.

Organizing a meeting

Be clear about the purpose of any meeting before you start planning. Invite only those people who are directly related to your goals, and make sure you include all the key decision-makers. Once you've arranged a time, place, and date that is convenient to everyone, send them all an agenda, making clear the meeting's theme and goals. In putting together the agenda, consider the following questions: What do we need to do in this meeting? What conversations will be important to those who attend? What information will we need to begin?

Prioritize the most important items so they will be discussed early on in the meeting, and assign a certain amount of time for each agenda item.

Giving a briefing

Briefing is a process by which you provide information to those who need it. As with any form of communication, think about your audience, your purpose, and the occasion. Find out all you can about the audience, and what they hope to take away from the session. State your purpose clearly and simply at the beginning of the meeting: "The purpose

ASK YOURSELF...
Do I need to call a meeting?   YES   NO

1 Do I need to **motivate people,** giving them a jump-start to get going? .... ☐ ☐

2 Do I need to **share** general company or market **information** with people to help them do their jobs? .... ☐ ☐

3 Do I need to **initiate a new program** or project? .... ☐ ☐

4 Do I wish to **introduce people** to one another, so they can benefit from each other's experiences? .... ☐ ☐

CASE STUDY

A COMPETITIVE ADVANTAGE
As CEO of the international retail giant Walmart, David Glass knew the company would have to be quick off the mark with merchandising strategies, particularly in response to moves made by competitors. Each Saturday morning, when sales results for the week were transmitted to the corporate headquarters, Glass would gather key subordinates to share information from people in the field. They would tell the sales team what their competitors were doing; the senior team would then focus on corrective actions they wanted to take. By noon, regional managers would telephone district managers, and they would discuss and agree the changes they would implement in the next week. "By noon on Saturday," Glass said, "we had all our corrections in place. Our competitors, for the most part, got their sales results on Monday for the week prior. They were already 10 days behind."

of this briefing is to look at budget projections for the next 90 days." Let them know why you're calling the meeting now.

Delivering a brief
When giving a briefing meeting, choose the delivery that best suits your speaking style and the needs of the audience. There are three forms to choose from:

- **Memorized presentations** These are delivered verbatim, just as you wrote them. This gives you total control over the material, but unless you're a trained actor, there's a risk that you'll sound wooden and the material contrived. Worse yet, you may forget where you are and have to start again or refer to notes.
- **Scripted briefings** These are more common, but they can also sound stilted. The problem with reading is that you risk losing eye contact, lowering your chin, and compressing your vocal pitch. If you do use a script, rehearse carefully and look up frequently, making regular eye contact with your audience.
- **Extemporaneous briefings** These are delivered either without notes or with visual aids to prompt your memory. They are the most effective choice, looking more spontaneous, while actually being thoroughly researched, tightly organized, and well rehearsed.

Tip

ANTICIPATE QUESTIONS
Do your best to **address** audience concerns, questions, doubts, and fears in advance. **Plan the content** of your briefing around the needs of those in the audience.

Communicating to persuade

Whether your are trying to sell a product, convince your superiors to release more resources, convince an investor, or win a promotion, you need a clear strategy to persuade your audience. Removing the barriers to people saying "yes" is a two-way process.

Understanding the audience

Before you can expect your request to be understood and considered, you first need to understand your audience. What are their interests, their motivators, and their possible objections to your proposal? Most successful attempts at persuasion involve four separate, yet related, steps. Following these steps won't guarantee success with any particular audience, but they will set the stage for the attitudes you're trying to shape in your team and the behavior you hope will follow.

GETTING THEIR ATTENTION

If you want to motivate people to do something, you first have to catch their attention. Research shows that we **selectively choose** what to pay attention to, both as a defense mechanism against sensory overload, and because we **seek out messages with particular value** for us. We ignore virtually everything else. There are two ways to capture attention:

- Use **physical stimuli**, such as bright lights, sound, motion, or color.
- Present stimuli that **relate directly to the needs** or goals of those you want to persuade.

PROVIDING A MOTIVATION

Next, you need to **provide a reason** for people to act. A persuasive writer or speaker is one who can **lead others to believe in** what he or she is advocating, and then encourage some form of behavior in line with that belief. This amounts to giving good reasons for what you believe. These are not reasons you think are good, but reasons your team thinks are good.

Identify the needs and interests of your team and connect them to your message. Which of their needs are you fulfilling? **Appeal to their sense of rationality**—show why it makes sense to act on your message. Or **call on their sense of conformity**, by showing how well others will view them if they act on your message.

When to use one- or two-sided arguments

ONE-SIDED ARGUMENT	TWO-SIDED ARGUMENT
The audience initially agrees with you and your aim is simply to intensify support.	You suspect or know that the audience initially disagrees with your position.
The audience will not be exposed to any form of counter-persuasion.	You know the audience will be exposed to subsequent counter-persuasion.
The audience is not well educated or may become easily confused by an opponent's argument or evidence.	You hope to produce a more enduring result with a knowledgeable audience.

MOVING OTHERS TO ACT

Once you have captured the attention of those you want to persuade and have given them good cause to believe the message, you must provide them with a **clear channel for action**.

First, however, take time to **reassure** them: show them that there is a high probability that **you can deliver** on the promised reward. Your team needs to know that what you've promised will actually come true.

Next, **recommend a specific proposal for action**. Tell your team exactly what you want them to do, describe how you would like them to go about it, and set out a realistic timescale. Make sure that everyone on your team knows how and when **progress will be measured** and identify the end point and the rewards for achievement that lie ahead.

KEEPING THEM ON SIDE

The arguments that you use to persuade others can be one-sided, presenting your case alone, or two-sided, presenting your case as well as dealing with real and potential counterarguments. **Choose your approach** based on the knowledge and preconceptions of your audience. If you decide to use a two-sided argument, you should:

- Warn your team that others may try to change their minds.
- **State some opposing arguments** and then refute them. If you are aware of an opposing message, consider previewing at least part of it to the audience and then explaining why it is flawed.
- **Encourage commitment** in some tangible or visible way. It's more difficult for people to back away from positions for which they've publicly proclaimed their support.

Managing conflict

Conflict can arise from a variety of sources, but many experts see it as a function of such workplace issues as personality, personal and professional relationships, cultural differences, working environments, demands of the marketplace, and of course, competition. As organizations increasingly use teamwork, differences among team members can lead to conflict.

LIMITED RESOURCES

Everything from office space to budgets may put people in competition with one another. Allocate scarce resources fairly to avoid this.

VALUES, GOALS, AND PRIORITIES

Confrontation can occur when people in an organization don't agree on strategic direction or basic priorities. Agreement on goals, large and small, can help to avoid this.
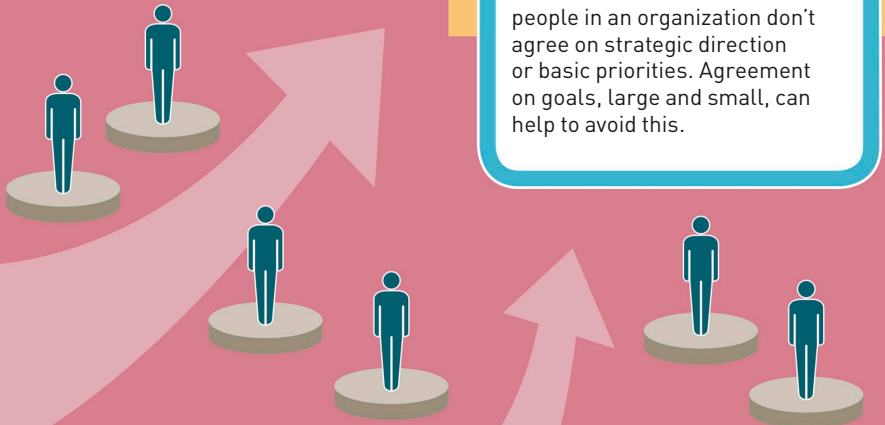
Identifying the sources of conflict

Not all conflict within an organization is unhealthy, but conflict between and among people within an organization can quickly become counter-productive, divisive, and destructive if not properly managed. Conflict may develop over any number of issues or factors, but these five appear regularly:
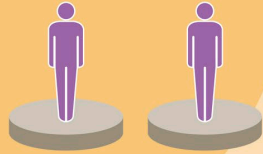
HUMAN DRIVE FOR SUCCESS

Conflicts can arise as a result of the natural sense of goal orientation that every human experiences. Many organizations actively foster a sense of competition among their members, creating many competitors and few rewards.

CHANGE

Many changes, including those to annual budgets, organizational priorities, lines of authority, or limits of responsibility, as well as restructuring, mergers, divestitures, and layoffs, can create anxiety, uncertainty, and conflict in an organization.

POORLY DEFINED RESPONSIBILITIES

Conflict may result from differences between formal position descriptions and daily expectations of the job. Review and agree who is responsible for what (and to whom).

Conflict resolution techniques

Resolving conflicts between team members is an important function of an effective manager. To begin the process, you should first ensure that both parties acknowledge that the conflict exists and the effects that it is having on team performance and morale. It may be that one party sees the problem as trivial, or is ignoring the issue. Next, encourage the parties to set aside time to address the problem—schedule the first meeting, and offer to participate in the process.

Get people to **agree on the small stuff** first: when this happens, the big issues become **easier to address**

LISTEN CAREFULLY

Find out what's on people's minds, and ask them what they're thinking and how they feel.

FOCUS ON INTERESTS

Don't focus on a person's demands, but on their interests—the reasons behind their demands.

RECOGNIZE FEELINGS

Accept feelings in others, and work to communicate empathy. Keep your own emotions in check, to ensure that you act professionally.

SEPARATE PEOPLE FROM PROBLEMS

Rather than saying "I can't support you," say "I'm not in favor of that solution."

KEEP COMMUNICATING

Keep the lines of communication open and speak as frankly and honestly as possible.

START SMALL

Get people to agree on the small stuff first. Once they start to agree on a few things, the big issues won't be as difficult.

Reconciling two sides

SUMMARIZE THE AGREEMENT

Review all the details with everyone involved. Make sure all are in agreement.

DEVISE OPTIONS

Find alternatives for mutual gain. By working together on the options, you can shift the dynamic from competition to cooperation.

CUT YOUR LOSSES

Sometimes the conflict has simply gone too far, and you must decide to make personnel changes.

FIND THE SOURCE

Track the conflict to its source. Don't accept the first answers you find; employees may have underlying concerns.

Communicating
externally

In today's global economy, you may find yourself communicating across companies, countries, and cultures, through a variety of media, including the internet. Focus on your company's core goals and identity to ensure consistent messaging.
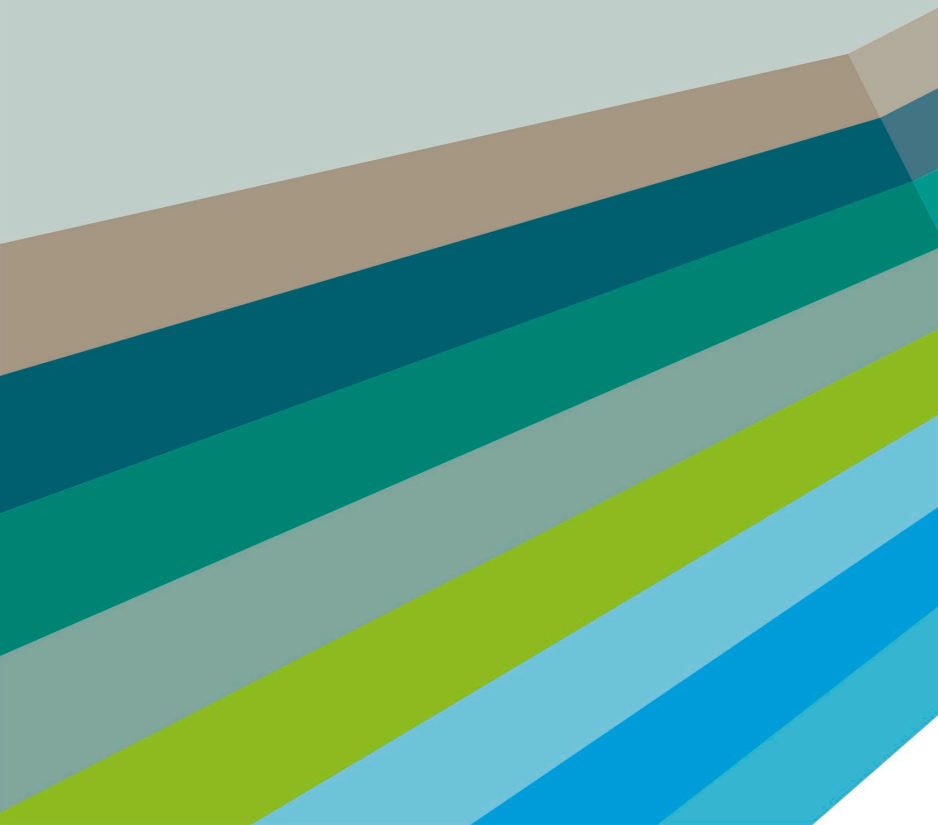
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Selling

Selling is both a form of persuasion and a process of relationship building. Most people don't want to feel as if they're being sold something; they would prefer to believe that they're buying it. This involves a balance of thoughtful questions, active listening, and a well-prepared presentation.

Prospecting and presenting

Selling involves actively looking for prospects who have the money, the authority, and a desire to buy. Before you contact a prospect, make sure that they fulfill these criteria, and that you know both what you want to achieve, and how. Develop a presentation that you can deliver confidently. This may be entirely memorized, formulaic (allowing some buyer–seller interaction), or entirely flexible and interactive.

If you're offering a solution to a specific problem, base your proposal around a detailed analysis of the buyer's situation. Before you contact a prospect, always:

- Determine your call objectives. Are they specific, measurable, achievable, realistic, and well-timed?
- Develop a customer profile. What do you know about the person who is making the buying decision?
- Familiarize yourself with all the customer benefits.
- Develop a sales presentation.

Develop a presentation that you can deliver **confidently**. It may be **memorized**, **formulaic**, or entirely flexible and **interactive**

Closing the sale

First ask the prospect's opinion about the benefits you're offering, using a question such as: "How does this sound to you?" If this throws up any objections, handle them as they arise. Don't repeat negative statements or concerns; focus on positive outcomes. There are various ways to close a sale, so choose the one that is most appropriate to your situation.

Ways to close a sale

USE THE MINOR POINTS CLOSE

Ask the prospect to make low-risk decisions on minor, low-cost elements. Then ask for the order.
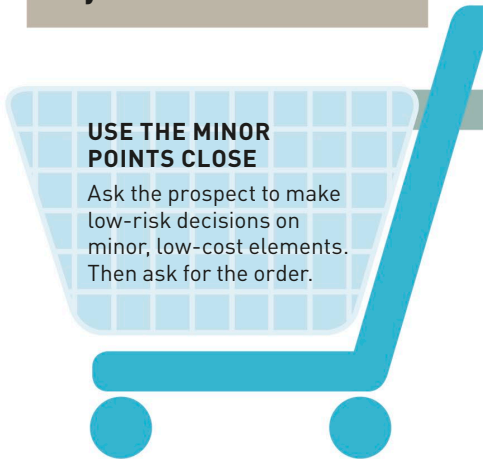
Tip

MAKE A POSITIVE FIRST IMPRESSION
Be positive: smile, be enthusiastic, and open conversation with a **thoughtful compliment** or a **prediction** related to your product.

USE THE ASSUMPTIVE CLOSE
When the prospect is **close to a decision**, say: "I'll call your order in tonight."

GIVE AN ALTERNATIVE CHOICE
Give **two options**, and then ask: "Which of these do you prefer?"

SUMMARIZE THE BENEFITS
Present the main **features**, **advantages**, and **benefits**, then ask for the order.

USE THE SCARCITY CLOSE
If true, tell the prospect that these items are **so popular**, there may not be many of them left.

USE THE CONTINUOUS "YES" CLOSE
Develop a **set of questions** the prospect will answer "yes" to, then ask for the order.

Communicating across countries and cultures

The industrialized nations of the world are experiencing unprecedented change. In much of Europe, for example, it is possible for EU citizens to travel from country to country without a passport, conducting transactions in a common currency. Barriers to trade have tumbled or vanished in recent years, but through it all, each of us has retained something essential to our identity as humans: our culture.

Defining culture

Culture is everything that people have, think, and do as members of their society. Culture affects and is a central part of our economy and the organizations that employ us. It is composed of material objects, ideas, values, and attitudes, as well as expected patterns of behavior. Whatever your business, you're likely to encounter people of different ethnicity, citizenship, and cultural origin. Dealing with people of different cultures, conducting business over international borders, traveling safely, and communicating effectively are not always easy, but are essential for success in today's business world.

> Culture is composed of material **objects**, **ideas**, **values**, and **attitudes**

Understanding culture

When you're communicating with a culture other than your own, you need to **be sensitive** about the particular beliefs and values of that culture, and how they differ from your own.

CULTURE IS INGRAINED

Few of us would give a moment's thought to learning how to be a part of the culture we have grown up in. Our first culture is so **closely defined** for each of us that we're barely aware that we have one. Learning a second culture, though, takes a **purposeful effort**.

Recognizing change

The culture of any country is constantly undergoing change. The clothing people wear, the transportation they use, the books they read, the topics they talk about, and so on, all change over time. This is due to the internal forces of discovery, invention, and innovation; and external forces, including the diffusion of ideas from other cultures. Some cultures change fast, while others evolve more slowly, either by preference or because they are more physically isolated. Changes in culture are often reflected in changes in the way people speak and write; make sure that your own communications reflect these changes.

Tip

INVESTIGATE THE SUBCULTURES

Virtually all large, complex cultures contain subcultures. These are small groups of people with **separate** and **specialized interests** —essentially, they are niche markets.

CULTURE IS UNIVERSAL

All societies have an interest in passing along values and norms to their children, thereby creating and **defining a culture**. No matter where you travel, you'll find people with cultures that differ from the one in which you grew up; noticing these differences will **strengthen your communications**.

CULTURES ALLOCATE VALUES

Some cultures **engage in behaviors** that others might consider reprehensible. Be careful never to cause offense when communicating by inadvertently breaking taboos or talking about matters that are considered "off limits."

Communicating internationally

On a personal level, communicating across international borders means becoming more aware of the ways in which your thinking or actions are culturally biased.

Start by recognizing that your own education, background, and beliefs may be considered fine, or even laudable in your own culture, but they may not count for so much to someone from a different country. Take a nonjudgmental position toward those from other cultures, and you are likely to find that they will extend the same hospitable tolerance toward you. If you find yourself making personal judgments, keep them to yourself. When you're writing or speaking to people from another culture, try to understand life

LEARN TO RECOGNIZE "NO"
Some cultures consider it rude to say "no." If you are met with vague answers to requests, such as **"I'll try"** or **"yes, but it may be difficult"** in these cultures, it may be safer to assume that your request has been refused.

from their perspective. Learn to communicate respect for other people's ways, their country, and their values.

In focus

ETHNOCENTRISM

All cultures, to one degree or another, display ethnocentrism: the tendency to evaluate a foreigner's behavior by the standards of one's own culture, and to believe that one's culture is superior to all others. We tend to take our own culture for granted. We're born into it, and we live with its rules and assumptions day in and day out. We quickly come to believe that the way we live is simply "the way things should be." As a result, we often see our behavior as correct. However, culture is not value-neutral. We have good reasons for believing and behaving as we do, but that doesn't necessarily mean that others are "wrong."

Adopting the right attitude

You don't have to adopt the local culture and begin doing things the way they do. Just be aware and respect that they do things differently. "Your way" of communicating might work brilliantly in your own culture, but less well in another. Try to adopt an open-minded approach, focusing on:
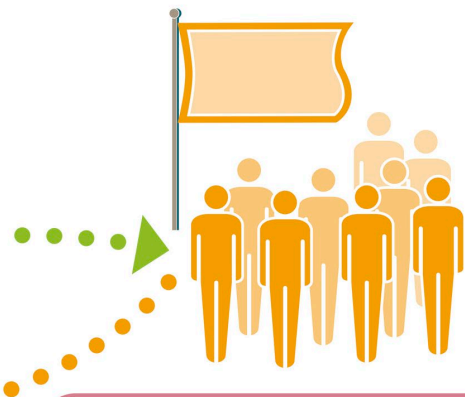
- **Developing a tolerance for ambiguity** Accept the fact that you'll never understand everything about another culture. However, you can still appreciate and function within that culture satisfactorily.
- **Becoming more flexible** Things won't always go the way you want. A small measure of flexibility will prove enormously helpful.
- **Practicing a little humility** Acknowledge what you do not know or understand. Because you weren't raised in another's culture (or may not even speak the language well), you'll never fully understand all aspects of it. Displaying humility and acceptance will win friends, influence people, and make life easier. Communication consists of the transfer of meaning, so do everything you can to make sure that your messages are not misunderstood.

ASK YOURSELF...
Do I understand the culture?   **YES NO**

1 Do I understand the **basic business etiquette** of introductions and meetings in this new culture? .... ☐ ☐

2 Do I know how to recognize the **key decision-makers** within a group? .... ☐ ☐

3 Am I familiar with the culture's **business dress code**? .... ☐ ☐

4 Do I know how many **languages are spoken,** and which is the **official language**? .... ☐ ☐

5 Have I learned the preferred **forms of negotiation**? .... ☐ ☐

6 Do I know which **forms of media** are popular among which **demographic groups**? .... ☐ ☐

Writing for the web

The way that people read a website is very different from the way in which they read other written information. You must take this into account when developing content for a website. It is not sufficient to simply repurpose content written for print; you need to write specifically for the internet, thinking carefully about your audience and what they need.

Engaging your readers

Why is writing for the internet different? First, people rarely read websites word for word. Instead, they scan the page, picking out individual words and sentences. Rather than starting at the beginning of a page and reading from start to finish, internet readers will scan a site looking for relevant items and then, if they find something useful, print it for later reference. Guide your reader by highlighting the most important or useful points in your document using headings, lists, and eye-catching typography.

Preparing content for the web

Try to provide information in **segments** or "chunks," and use **lists** rather than paragraphs—this will allow readers to quickly **find** what they're looking for

THINK ABOUT LENGTH

Limit the length of each **paragraph** and each **page** to about half of what you might consider for a printed page. Don't arbitrarily divide a page that is likely to be printed.

AVOID FRAGMENTATION

Be careful not to **subdivide** your information into too many pieces. Your readers may be overwhelmed or frustrated if they have too many choices. Ensure that each segment is **sensibly organized, coherent**, and **easy to scan**.

16%

of users read a web page **word for word**; most people only **scan** the text, picking out **highlighted words**, bold or colored **section headings**, and bulleted points

Navigation aids

Web readers generally do not read pages in sequence. Instead, they jump around on a website looking for content that interests them, navigating back and forth across images, ideas, and words. Providing information in precise segments or "chunks" will allow readers to quickly find what they're looking for. A well-constructed chunk provides readers with a comprehensive account, as well as links to related or supporting pages. When your content lends itself to such treatment, use lists rather than paragraphs. Readers can pick out information more easily from a list than from a fully developed paragraph.

ENSURE EASY ACCESS

Your principal goal should be to **provide access** to the information people are most likely to want. Provide **easy-to-follow clues** that will lead people to chunks of information that will be useful to them.

USE SUMMARIES

Include brief but **comprehensive summaries** of longer documents, so that readers can easily tell whether they need to read more or can move on to other content.

PREPARE FOR PRINT

Make it easy for your readers to find, print, and save information. If some aspects of your content are more detailed or lengthy, consider **linking to a PDF** file that is both downloadable and printable.

Communicating through social media

Social channels on the internet—notably Facebook, Twitter, Google Plus, and LinkedIn—have transformed the way people do business. A social media presence is no longer an option, but an essential—more than 80 percent of people are influenced in their buying decisions by a brand's presence on social media. So how do you maximize the impact of your social media output?

Devise a strategy

Social media can be used in many different ways—from increasing awareness of your company's brand, increasing traffic to your website, and forging new business contacts at home and abroad, to boosting sales or attracting customers to stores. So, the first decision you should make is to set the purpose of your social media interaction. Be specific in your goals, and list them in order of importance.

Next, carry out some research—formal or informal—into the internet habits of your customers or target audience: who are they? Which social media channels do they use? What do they expect from these channels? You will have far more success if you tune in to the needs of your customers.

58%
of adult users of **social networks** follow at least one brand

Focus on success

Always consider how your social media activities will translate into business growth—there is little point in maintaining a costly presence on social channels if it doesn't affect the bottom line. Think about how you can measure the effectiveness of your activities. Having a large number of followers on Facebook or Twitter, for example, may be impressive, but may be of little value

Three major uses of social media

	SELLING	BUILDING PROFILE	CUSTOMER SERVICE
ACTIVITIES	○ Posting information and user reviews of new products. ○ Announcing events or sales. ○ Issuing vouchers or discounts.	○ Providing useful information or resources for users. ○ Becoming the "go to" place for discussion of an industry topic.	○ Engaging with customer queries and solving their problems. ○ Measuring customers' sentiments toward your business.
REMEMBER TO	○ Balance the hard sell with useful content and user interaction.	○ Keep your content lively, current, and varied. Just giving links to other web sites will not encourage repeat visits from others.	○ Set up a separate account for this purpose and ensure that your responses are quick and authoritative.

if it fails to translate into improved business performance. Similarly, building up many connections on LinkedIn may be of little use if you fail to leverage these connections to create new business. Always consider how you'll gauge the value of the effort you invest in social media.

Remember too what social media is—social. Too many companies use it as a one-way form of communication, like a corporate website, and fail to invite user comment or contribution. The more dialogue you can build with your customers, the more effective your use of social channels will be.

Engaging with your audience

How you communicate through social channels depends on your goals (see above). However, you should always:

● Post regularly: a media stream to which you contribute sporadically will soon dry up.
● Post interesting comments: try to encourage debate, comment, or likes, rather than making passive statements.
● Vary contributors for differing perspectives.
● Always respond to posts from users within a reasonable time frame.

Running a teleconference

Recent improvements in technology have made video conferencing an essential tool for many businesses. Whether you are using a dedicated teleconferencing system or a computer package such as Skype, it is vital to plan carefully to avoid technical hitches and make the experience rewarding and successful for those involved.

Preparing for a teleconference

Running a successful and productive teleconference depends largely on the time you spend planning and preparing for it. If possible, find out as much as you can about the facility you have chosen before the day of the teleconference. If you're in charge, it is up to you to make sure that the setting has everything you need. Try to meet with the support technician, if there is one, and learn what your physical responsibilities will involve.

Plan your teleconference
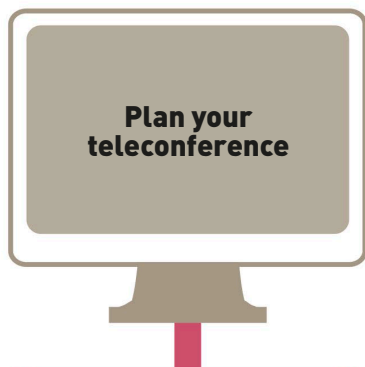
Visit the facility in advance and try to identify any aspects of the location or equipment that affect how you need to plan the teleconference.

Identify the purpose of the teleconference: explain to people what they will be doing and why.

Plan the agenda; don't just try to "wing it" as you go along. Place easily accomplished items first on the list.

Identify a chairperson who will be responsible for starting, stopping, and running the teleconference.

CHAIRING A TELECONFERENCE

Do's	Don'ts
O **Asking people to give their names, titles, and locations**	O Introducing some of the participants, but ignoring others
O **Keeping to the agenda and staying on time**	O Introducing new items not agreed to in advance
O **Taking control and providing people with opportunities to speak**	O Allowing people to talk with one another in side conversations
O **Making notes of what is being said and by whom**	O Failing to capture what's been said and agreed to

Success depends on the time you spend planning and **preparing for the teleconference**: try to find out as much as you can about **the facility** you have **chosen**

Share important resources in advance; send through any materials that are important for everyone to see.

Confirm the teleconference with all participants and send a reminder just before it is due to take place.

Distribute the agenda so other people know what will be discussed and will have time to gather necessary information.

Schedule the teleconference for a time and date that suits everyone.

Appearing well

On the day, dress conservatively: avoid busy patterns, thin stripes, and small prints that draw attention. Act always as if people are watching you, and refrain from quirky mannerisms—these may go unnoticed in a meeting but are magnified in a teleconference. Sit up straight, pay attention, and project a professional image. Make sure you know where the camera lens is before you start the call —it is not always above the screen. Make sure to look directly at the camera lens when you are speaking. You'll enhance your credibility dramatically if you focus squarely on the camera; others will think you're speaking directly to them.

Ensure the office from which you are calling is **neat** and that there's nothing distracting in the **background.**

Pay particular attention to the lighting in the room, making make sure that **your face is well lit**; try placing a large sheet of white paper flat on the desk in front of you to **reduce any harsh shadows** on your face.

Try moving your computer's video camera closer to you so that your **head and upper shoulders** occupy the whole screen—any smaller and it becomes difficult to see and read your facial expressions.

Succeeding with Skype

Larger companies often have dedicated video-conferencing systems housed in rooms that are optimized for the purpose —and a technician to maintain the facility. However, if you work for a smaller firm or from home, you will probably use a computer-based conferencing system such as Skype and so must take responsibility for all aspects of a call.

The more you use Skype, the easier and more natural it becomes, but be aware of a few simple tips that'll make your calls more professional and productive.

Add another light behind you to illuminate the room and provide a sense of place.

Use the **fastest internet connection** you have available.

Close other programs on your computer—especially if they make a noise (email clients, for example).

Check what the other person **can see** before you call.

Look into the camera, not at your picture on the screen.

Take some time to **get to know the program's controls**, so that you can—for example—mute the microphone if necessary.

Switch off any potential distractions, such as the telephone, and set your Skype status to "**Do not disturb**" so that you won't get interrupted by other incoming calls.

Use gestures and expressions to **emphasize** your words

Sounding good

Once you're in the room, avoid idle talk or unguarded comments—assume that someone may be watching and listening. Speak a bit more slowly than usual, to ensure that everyone understands you, and use gestures and facial expressions to emphasize your words. Don't read a speech or a prepared statement, but keep summarizing key issues as you move along. Refer to the agenda and remind people of elapsed time as you move from point to point.

At the end of the teleconference, summarize the issues discussed and agreed to. After the event, prepare and distribute minutes within a few days.

Communicating in a crisis

There is a huge difference between business problems and crises. Problems are commonplace in business. A crisis, on the other hand, is a major, unpredictable event. Without careful communication, crises have the potential to damage an organization's reputation and financial standing, together with those of its employees, shareholders, products, and services.

Identifying the crisis

Some business crises can be prepared for (to a certain extent), while others require an immediate and creative response. There are two main types:

- **Internal crises** These arise within the company, such as accounting scandals, or labor strikes.
- **External crises** These are caused by an external factor, such as a natural disaster, a technological disaster, or external threats by special-interest groups.

It is important to recognize the type of crisis you are facing, because this will help you pinpoint the groups of people you will need to communicate with, and give you an idea of how fast and how far the effects of the crisis could potentially spread.

Assemble an effective **team** and isolate its members from other **day-to-day concerns**

CASE STUDY

MERCK & COMPANY

In September 2004, pharmaceutical firm Merck & Company made the decision to remove its painkilling drug Vioxx from the market because of cardiovascular risks. More than 100 million prescriptions had been written for the drug. Within 60 hours of the initial announcement, Merck's communications team launched a website and established a toll-free telephone number to address concerns. Traffic on the company's Vioxx website grew from 4,000 hits daily to 234,000 in just 24 hours. The toll-free number received more than 120,000 calls in the first six days following the announcement. Without its sophisticated web presence and competently staffed call center, Merck would not have been able to address the enormous wave of public concern that arose overnight about Vioxx, and its reputation would have been badly damaged.

Dealing with a crisis

Communicating in a crisis is different from managing a business problem. You are likely to be unprepared, have insufficient information, and be under time pressure. Crisis communication often offers few precedents to work from and intense scrutiny from outside the organization. This can lead to a loss of control and a sense of panic, so it is important to keep your head, and address the crisis systematically.

Addressing a crisis

WHAT TO DO	HOW TO DO IT
01 **Get information**	o Deal from an informed position and separate fact from rumor. Document what you know and don't know for sure. Become the source of reliable information, and keep the information flowing. o Determine the real problem in the short term and the long term. Check whether this is really your problem.
02 **Put people in place**	o Put someone in charge. Give him or her responsibility, authority, and the resources to get the job done. Tell people who it is. o Assemble an effective but nimble team. Staff it with the expertise needed, and provide resources. Isolate team members from other day-to-day concerns.
03 **Draw up a plan**	o Develop a strategy, which should include ways to resolve the problem, deal with affected parties, and communicate both today and in the long term. o Establish goals. Define your objectives for the short term, mid-term, and long term. Measure relentlessly and don't be discouraged by critics, negative press, or short-term failures.
04 **Start communicating**	o Centralize communications. Incoming communication provides intelligence, while outgoing communication gives a measure of control over what is being said about the situation. o Rely on a strictly limited number of spokespersons who are knowledgeable, authoritative, responsive, patient, and good humored.

Preparing for media interviews

Being the subject of a news media interview is never easy, and can be stressful and risky. You might say the wrong thing or forget to say what's most important about the subject of the interview, or your comments might be taken out context when they're aired. However, by following a few basic rules, you can limit risk and use the interview to your advantage.

Capitalizing on opportunity

Learn to see media interviews as an opportunity to reach a large audience. They represent a chance to tell your story and to inform the public of your business or expertise. They also offer an opportunity to address public concerns and set the record straight, if you're the subject of misinformation in the press.

They can be a forum in which to apologize if you've done something wrong, and a chance to reinforce the credibility of your organization and its leadership. Don't feel bullied into giving an interview if you're not ready: you can say "no" or delegate to another staff member who is more accustomed to dealing with the media.

Never feel bullied into **giving an interview** if you're not ready: you can say "no" or **delegate** the task

Preparing for an interview

The best way to **ensure a good interview** is thorough preparation.

Gather all the **information** you will need. Make sure you know the latest **facts and figures**.

Research the reporter; deal only with **established**, professional journalists.

CHECKLIST...
Succeeding in media interviews | **YES** | **NO**

1 Are you clear about **what you hope to achieve** from the interview? .... ☐ ☐

2 Do you know **which items of information** you can share, and which are confidential? .... ☐ ☐

3 Have you decided on a method for **avoiding arguments** if the reporter goads you? .... ☐ ☐

4 Do you know **how to respond** to false allegations, without repeating the phrases the reporter uses? .... ☐ ☐

5 Are you focused on remaining **professional and likable**, no matter what happens in the interview? .... ☐ ☐

Gather all the information you will need: make sure that you have the latest **facts and figures**

Tip

GET YOUR POINT IN EARLY
A reporter may not ask the one question you're most hoping to talk about. **Raise the issue** yourself, **get your points in**, and **repeat them frequently**. Use the free air time or print space to your benefit.

Ask your Public Affairs or Corporate Communication office for **help** and **guidance**.

Find out the **subject and background** of the story and ask who else is participating.

Double-check the **time**, **date**, and **location** of the interview.

Building brands

Communicating the essence of a brand is more than simply using words and visuals to convey an image. This is because a brand is both a process and a product. It's a living, breathing organism that must be nurtured and protected if it is to survive and thrive.

Winning hearts and minds

A brand is, first of all, a promise of an experience. It is what a product, service, or company stands for in the minds of customers and prospects. At its very core, a brand is a perception or a feeling. It's the feeling evoked when we think about a product or the company that delivers it. And, of course, a brand is the basis for differentiation in the marketplace—a way to separate yourself from all other competitors in the hearts and minds of your customers.

Defining the brand

The most crucial characteristics of a brand are content and consistency. To succeed, a brand must make a clear and unambiguous promise to its stakeholders (customers, employees, investors, suppliers, creditors, and others) and then deliver on that promise.

The Starbucks brand, for example, is clearly aligned with the customer experience. When regulars in Starbucks' coffee shops began to complain about the smell of hot breakfast sandwiches, the company's CEO Howard Schultz decided to focus on the core experience (and aromas) of freshly ground coffee, and the relaxing experience of visiting a Starbucks. Retail giant Wal-Mart's brand promise is "Everyday low prices." It makes no promises about customer service, brand-name products, or the shopping experience.

Communicating brand image

VISION

Be certain that one consistent, strategic **vision** drives your goals for the brand. Prioritize your plan to **deliver** on the promise (what is most important and why?). Align all stakeholders behind the vision.

CULTURE

Empower your entire organization to **get behind the brand**. Give them the authority, responsibility, resources, and training to **satisfy customer expectations**.

In focus

BRAND VALUE

Brands that have a clear sense of themselves and have worked diligently to deliver on their promises are often quite durable, withstanding economic downturns, changes in customer preferences, and game-changing innovations in their product category. The value of developing brands is highlighted in two quotes. John Stuart, former CEO of Quaker Oats Company, said: "If this company were split up, I would gladly give you the property, plant, and equipment, and I would take the brands and trademarks... and I would fare better than you." Carlton Curtis, VP of Corporate Communication at Coca-Cola, stated: "If all of Coca-Cola's assets were destroyed overnight, whoever owned the Coca-Cola name could walk into a bank the next morning and get a loan to rebuild everything."

ACTION

Specify and communicate those actions that are **essential to brand success** to those within the organization who must deliver on the promise.

VALUE

Consistently and continually **measure results**. Show your investors, associates, and business partners what you've accomplished and what improvements you have yet to make.

INNOVATION

You cannot stand still; you must **continually innovate** to stay ahead of the demands of the marketplace and the shifts in everything from demographics to target-group tastes and preferences. Demonstrate that you are both innovative and protective of the brand experience.
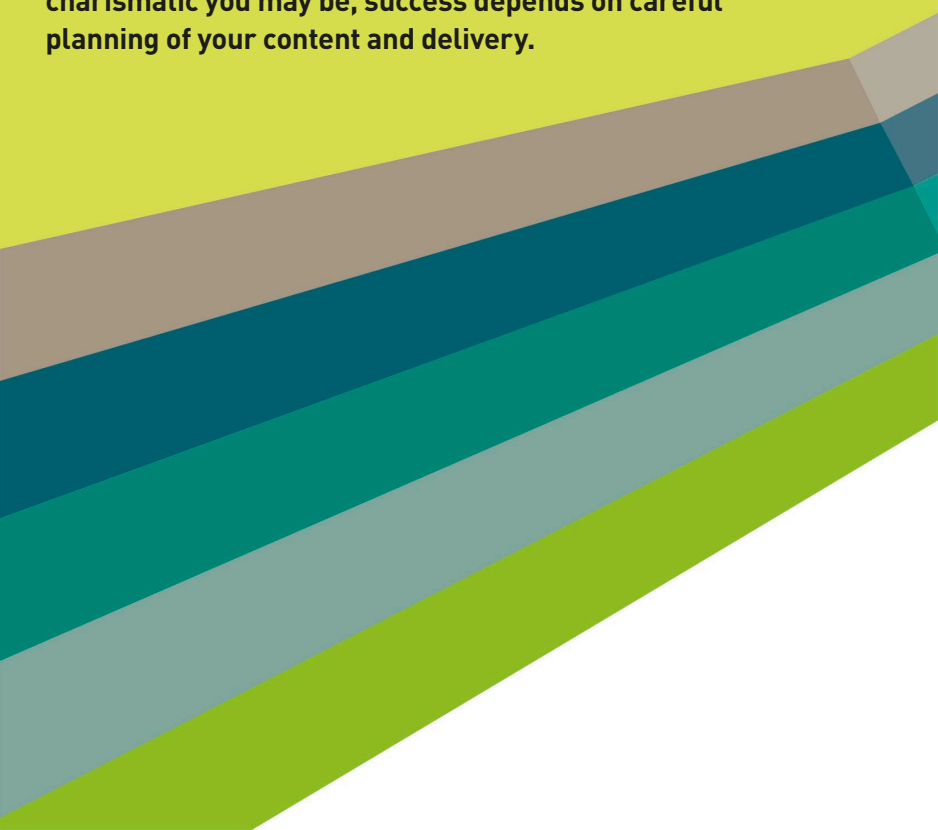
A **brand** helps separate you from your competitors in the **hearts and minds** of your customers

PRESENTING

Planning to **present**

A presentation is a way of informing, inspiring, and motivating other people. Whether your audience is a group of receptive colleagues, demanding clients, or strict regulators, your job is to influence the way they think and feel about your message. No matter how charismatic you may be, success depends on careful planning of your content and delivery.

16

Putting the audience first

Presenting successfully means stepping back from your own knowledge of your subject. Examine what you want to say and how you convey that information from the perspective of the audience. Their priorities will almost always be different from yours.

Identifying the need

A presentation serves a very different purpose from a written report—it is far more than just another vehicle for information. A presentation allows an audience to gain knowledge by watching, listening, and being inspired by you. Audiences come not to learn everything you know about a subject but to gain your perspective—they are likely to remember only the big themes even a short time afterward. Good presenters understand that audiences are looking for information in context, not in full detail, so ask yourself what you can add through your presentation of the subject.

> **Audiences** are likely to **remember** only the **big themes** even a short time afterward

Researching the audience

Get to know your audience, even before you plan your presentation. Talk to the organizer of the event about their expectations, and if possible, engage with those attending ahead of time; ask them about their existing level of knowledge, and what they hope to hear about. Work out if they need persuading, informing, educating, motivating, or a mixture of all these. The more you understand your audience's expectations, the better you'll be able to meet them.

ASK YOURSELF...
Who is my audience?   **YES NO**

1 Do I know who will be **listening...** ☐   ☐

2 Do I know how much they already know? Is there a **common
   understanding** to build on?**...** ☐   ☐

3 Do I know their **expectations?** Will they hold any
   preconceived notions about the subject?**...................................** ☐   ☐

4 Do I know what I want them to **learn?** What do I expect
   them to do with that **knowledge?..** ☐   ☐

5 Do I know what I will say to **accomplish my goals?.....................** ☐   ☐

Focusing your message

Identify the essential information you
want your audience to understand and
remember—no more than three such
core messages. Build your presentation
around these points and add supporting
details where necessary—but remember
that less is more when it comes to
presentation. Make your key points
emphatically and repeatedly and don't try
to be too subtle or clever. Look for the
overlap between what you want to say
and what your audience wants to hear.

Tip

MATCH THINKING STYLES

Is your audience made up of
creative thinkers or analysts?
Bear in mind that you'll need
to tailor your **presentation**
content and your **delivery** to
match their thinking style.

Presenting and selling

Presentations serve a variety of purposes. They can be used to inspire and motivate people or they can be designed to convey information formally (as in a lecture) or informally (as in a team briefing). But most often, they are used to promote a product, service, or idea, or to persuade stakeholders about a particular course of action. In other words—whether overtly or covertly—most presentations aim to sell.

Pitching your ideas

The better you can meet the needs of your audience, the more successful your presentation will be. So when selling anything, from an idea to a product, your presentation should focus on how it will help your audience, how it will solve their problems. Whenever you talk about your idea, product, or service, don't just list its features—express them as benefits.

Throughout your presentation, your audience will be constantly assessing both your trustworthiness and the strength of your "sell." You need to be able to "read" their reactions so that you can address their concerns. Successful presenters do this by inviting many questions from the audience and encouraging them to interrupt; the questions and comments from the audience provide vital feedback.

> Your presentation should **focus on** how it will **help your audience**

Selling successfully in your presentation

SELL BENEFITS, NOT FEATURES

The presentation must center on **what matters most** to the buyer—general discussion won't do. Talk about **specific benefits.** How does the product or service help to solve a problem or improve a situation?

BELIEVE WHAT YOU ARE SAYING

An **animated, enthusiastic** presentation is a must. Buyers do not want to buy from someone who doesn't appear **fully committed** to the product, even if it is relevant to their needs.

EXPECT TO CLOSE

If the presentation is **effective,** the decision to buy, or buy in, is a natural next step. Be prepared to ask for some kind of **commitment** and agree to take **immediate action,** even if it is only setting up another meeting.

SHOW, DON'T TELL

Visual representations and physical demonstrations bring sales presentations to life. People **remember** what they **see and do** for themselves, so be **creative.**

KNOW YOUR STUFF

To establish your **credibility,** you need to know a great deal about your product or service. As well as handling general, predictable questions, be prepared to demonstrate your **knowledge in every respect**.

In focus

THE TWO-MINUTE PRESENTATION

We often encounter people casually— between meetings or in quick conversations at conferences. It pays to develop a focused two-minute pitch that introduces you, your business, and the unique value you can offer. The pitch should be very easy to understand, describe the solutions you offer, and reflect your passion about what you do. A good two-minute pitch will get you a surprising number of follow-up meetings.

Tip

GET TO THE POINT

Engage your audience by addressing what they want to know as quickly as possible. Avoid **opening** your presentation with background about you or your company—when it was founded, where it's located, etc.

Presenting formally

In many presentations, you are in control of what you say and how you say it. But be aware that some types of presentation are much more formal, following rules, requirements, timescales, or formats dictated by the audience or by a third party. They include presentations to boards, regulatory bodies, and examination and assessment panels, all of which require high levels of planning and rigorous attention to detail.

Keeping focused

When you are asked to make a formal presentation, always request guidance about what is expected from you—what is the desired length, content, and context of your material. Play it safe— don't attempt to be too innovative with the structure; rather, stick with a tried and tested formula.

Introduce the topic, the argument you are about to make, and the conclusion that you will reach.

How to structure a formal presentation

Preparing to succeed

Before a formal presentation, seek out people who know the members of the board. Find out everything you can about their backgrounds, concerns, and predispositions. Use what you have learned to prepare your arguments carefully; if appropriate, try to gain advance support for your position with members of the board.

Confidence is another key success factor. You will be expected to take a strong stand and support all your arguments with compelling evidence. Handle challenges with calm assurance and keep in mind that it is your position, rather than your personality, that is under attack. Finally, if you are presenting with colleagues, make sure you "get your story straight"—that all your materials are consistent.

Presenting to a board

Keep your presentation concise and limit the detail that you include. If presenting to a board of directors, for example, bear in mind that they don't get involved in day-to-day management and have many demands on their time. Focus on what they really need to know, but ensure you don't withhold anything important—choose your words very carefully to ensure that you cannot be interpreted as being misleading.

Being a panelist

Panel presentations are often a feature of conferences. If you are asked to be a panelist, make sure you understand the specific areas or questions you have been invited to address. Find out who is talking before and after you, and what they are focusing on to avoid repeating their content.

Build flexibility into your presentation, since time slots often shift to accommodate delays. Make sure you have time to present your key points. If you feel the topic is too complex for the time frame, suggest an alternative.

You will be expected to **take a strong stand** and support it with **compelling evidence**

Following protocol

Some expert panels are very formally structured, with individual members asked to stand and present on a topic in turn before fielding questions from other panelists or the audience. Others are much looser, with any panelist permitted to interject, or add remarks or questions at any time. If the format of your panel is unstructured, always be attentive while others are speaking, don't interrupt others too often, and don't speak for too long. No matter how informal the structure, always take the time to develop your key messages in advance.

Develop your arguments clearly and persuasively, justifying what you say.

Make a conclusion: summarize your main arguments and explain the relevance of the conclusion made; explain why you are confident of your conclusion.

Tip

EXPECT TOUGH QUESTIONS
Formal presentations to boards and panels may be met with adversarial questions—boards may view harsh questioning as perfectly acceptable, so come **prepared** with **robust answers.**

Facilitate discussion of your presentation; check that everyone has understood exactly how you have arrived at your conclusion.

Planning the structure

There are many ways to organize your ideas to create an effective and convincing presentation. Sometimes, the content you need to convey will fall more naturally into one type of structure rather than another. There may also be an element of personal preference—you may simply feel more comfortable with one type of structure than another. But however you choose to organize, the end result must achieve your communication goal. In other words, content always dictates form, not vice versa.

Setting out the basics

All presentation structures share three high-level elements: the introduction or opening, the body or main content, and the conclusion or close. Most of your time will be spent delivering the body, but don't underestimate the importance of opening with an introduction that captures the audience's attention, and tying everything together at the close.

Quick and easy storyboarding

Sticky notes are a useful tool when storyboarding your presentation. Use a different colored note for each type of element: for example, blue for a key message, pink for each proof point that backs up a message, and orange for a visual aid. Reposition the notes to experiment with running order, the balance between "showing" and "telling," and to identify weak sections. Storyboarding is a method of sequencing your ideas that can help you decide how to represent them in a logical and compelling order when planning your presentation. It adds a physical dimension that is especially useful for organizing and understanding the impact of a presentation using visual aids.

75%

of the presentation should be content, **10%** should be **introduction,** and **15%** should be **conclusion**
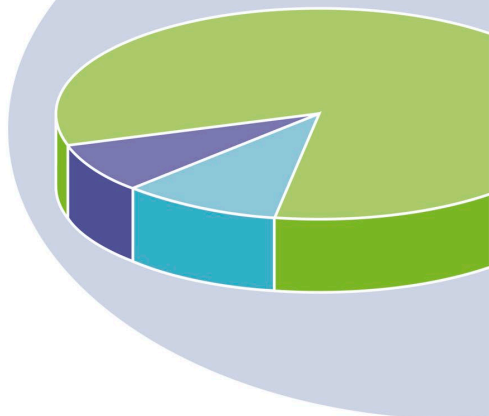
THE INTRODUCTION

Think of your opening as a promise to the audience. It should tell them what they are going to hear, and **why it is important.** This section needs to get their **attention** and give them a reason to keep **listening.**

THE BODY

This is where you **deliver on the promise** you made in your introduction. Here you deliver the facts, analysis, explanation, and comment to fill out your message. **Sustain interest** by keeping the opening promise in mind, and making sure every element advances that **goal.**

THE CONCLUSION

Your close is the "so what?" of your presentation. Remind the audience of your **key points** and clearly articulate where they lead, or conclusions that can be drawn. An effective close demonstrates your **conviction** about the action you are suggesting or the position you hold. While you should spend no more than **15 percent** of your presentation time on the close, remember that it will probably be the section that your audience remembers most clearly after you have finished. Whatever you want them to remember, say it now.

Tip

KEEP IT BALANCED

Your structured content should fall roughly into these proportions: **10 percent** introduction, **75 percent** body, and **15 percent** conclusion. Let each section fulfill its function: don't overload the introduction or bring in new ideas in the conclusion.

Selecting a framework

To structure your presentation for maximum impact, choose a framework sympathetic to its content. For example, if your material is data-driven, use a numbered list; if you are selling a concept, employ case studies. Described here is a selection of useful structural alternatives.

189%

is the estimated increase in audience **retention** of information when irrelevent **pictures and words** are deleted

NUMBERED LIST

Use this model to present **modular information** such as the top competitors in your market. Often **quantitative information** helps your audience to understand the relationship between a list of the items.

1

2

PROBLEMS AND SOLUTIONS

Outline a problem, then reveal how to **fix it.** This structure is excellent when discussing change. It can **help** to position you as someone who can **read a situation** clearly, **explain it,** and offer **a way to move forward.**

FEATURES AND BENEFITS

Work through the **elements** of a product or proposal and explain the **positive outcomes** each one can generate. This method works well for more **persuasive sales presentations.**

DEDUCTIVE OR INDUCTIVE?

Deductive reasoning moves from general principles to the specifics ("our market is growing, we should do well"); **inductive reasoning** moves from specifics to **principles** ("we've **done well,** our market is growing").

3

4

Apple was rated the **top brand** for telling the most compelling **story** to its **customers**

MESSAGING

Tell them you are **going to tell** them, **tell them,** and then **tell them you have told them.** This simple structure **works well,** provided the messages are clear and backed up with proof.

STORIES AND CASE STUDIES

Present your idea or **argument through a good narrative.** People love **hearing stories,** making this a compelling and forceful presentation method. Keep your story simple and explain the "moral."

5 7 6

COMPARE AND CONTRAST

Put your material **in context** by comparing it with something else. Ensure that similarities and differences **are clear**.

OPTIONS AND OUTCOMES

List some choices and the **pros and cons** of each. Make sure the options are different, not refinements of one idea. If you are going to suggest the best way forward, be prepared to **back it up** with data.

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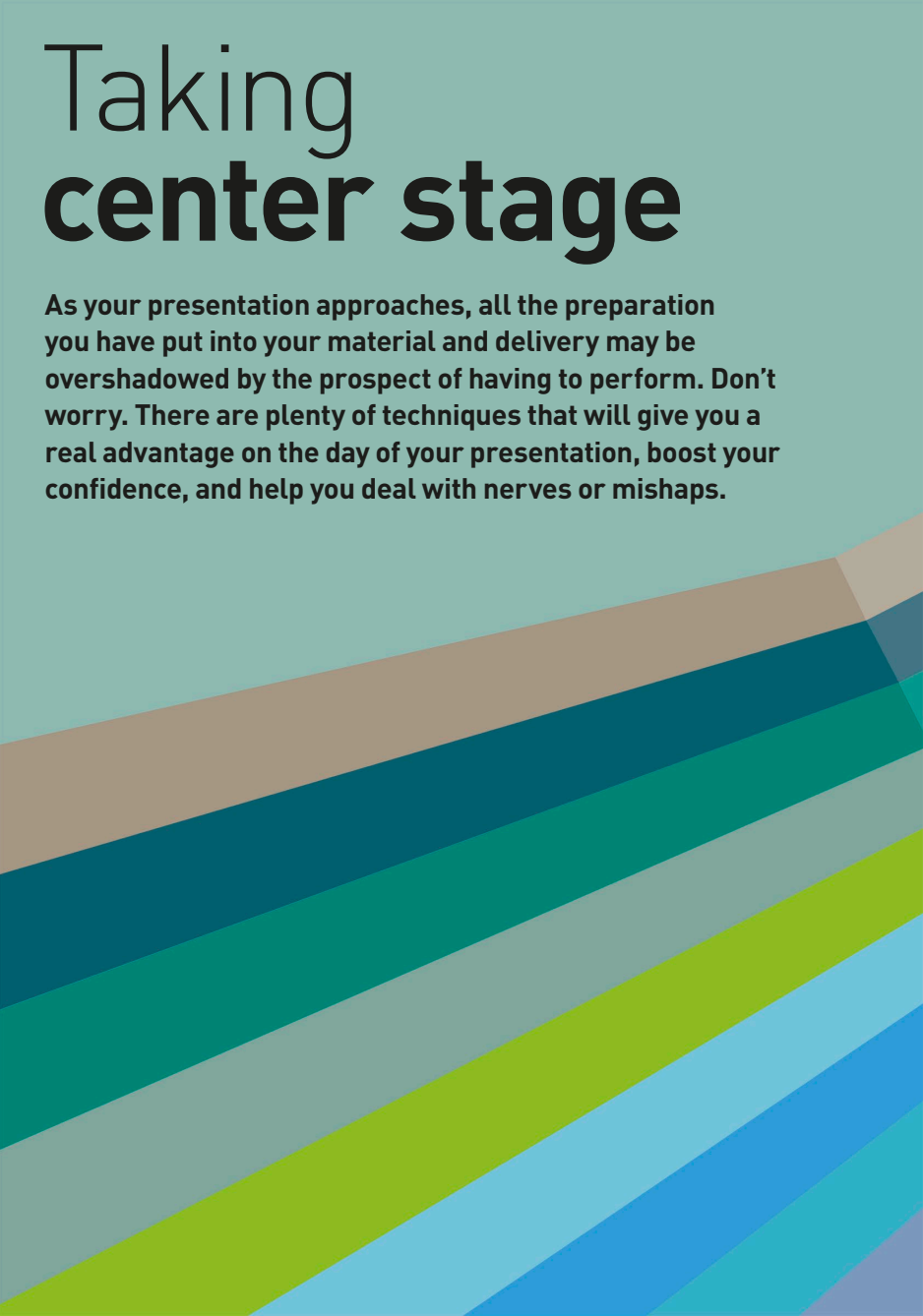
TIMELINE

A **chronological structure** is useful for showing **progressive** developments. Its linear structure is intuitive and easy to understand. To avoid seeming one-dimensional, ensure that your material has both **purpose and pace.**

9

Taking
center stage

As your presentation approaches, all the preparation you have put into your material and delivery may be overshadowed by the prospect of having to perform. Don't worry. There are plenty of techniques that will give you a real advantage on the day of your presentation, boost your confidence, and help you deal with nerves or mishaps.

17

Creating a first impression

The first thing your audience will notice is how you look, and this first impression is hard to change. Give plenty of thought to the message you want to send through your attire, grooming, and posture. Study yourself in a mirror, and ask colleagues for their opinion on your appearance.

Connecting with the audience

Appearance alone won't win over your audience, but it plays an important role in setting out your intent and credibility. When choosing what to wear, consider which outfit will have the greatest influence on the people you would like to impress the most.

For example, if the audience consists mostly of your casually dressed peers, but also includes two suited directors, dress up not down. And if you are the manager of a factory addressing the factory floor, think how differently your message will be perceived if you are wearing a suit or clean corporate coveralls.

Tip

LOOK SHARP
Change into a **fresh, pressed** outfit just before you begin your presentation; **check** beforehand that changing facilities are available.

ASK YOURSELF...

		YES	NO
1	Is my **hair clean,** neatly styled, and away from my face?	☐	☐
2	Are my **fingernails** clean and trimmed?	☐	☐
3	Have I **trimmed** my beard and moustache?	☐	☐
4	Are any potentially offensive tattoos visible?	☐	☐
5	Is my **perfume/cologne** overpowering? Many people find scent unappealing, so it should be avoided.	☐	☐
6	Have I **applied** antiperspirant?	☐	☐

Dressing to impress

There are no fixed rules about dress and appearance, but if unsure, veer toward neat, professional, and conservative rather than trying to reassure your audience by "blending in" with their style. You are dressing to create an air of authority and confidence rather than to please yourself, so steer clear of casual clothes like jeans and sneakers, leather, shiny fabrics, and anything with prominent emblems or designer labels. Avoid distracting blocks of bright color, though color can be used to provide an accent. Make sure your shoes are clean, polished, but comfortable—if it is painful to stand in them for the length of the presentation, change them.

Minimize jewelry—you don't want your accessories to be the most memorable part of your presentation—and always pay attention to details, even if you won't get that close to the audience. You can

Tip

KEEP IT REAL
It is important to feel at ease while presenting. While you shouldn't forsake **style** for comfort, avoid wearing clothes so **formal** that they make you feel self-conscious and false.

bet that they'll notice if your clothes are wrinkled or your cuffs are frayed. Remove bulging keys, change, and other loose items from all your pockets, and check that your lapels are free from any name tags.

Whatever your dress, always take the time to groom yourself—your audience will not forgive an unkempt appearance or poor personal hygiene.

Looking confident

The audience is on your side—they want you to succeed; they want to learn and be inspired by you. But to win their attention and trust, and to exert your influence, you need to impose your presence and demonstrate confidence in yourself and in your presentation material.

Growing self-belief

Inner confidence comes from a combination of self-belief and real enthusiasm for your message. When you are confident, you behave naturally, and in the full expectation of a positive outcome; your self-assurance is genuine and the audience buys into your message.

You can build your confidence over time through exercises in which you visualize success and, of course, through experience. Looking confident and feeling confident may seem two very different things to you, but to your audience, they are one and the same. Employing techniques that make you appear more confident will bring positive feedback from your audience, which will boost inner confidence.

Tip

ACCENTUATE THE POSITIVE

Refrain from **crossing** your arms or leaning backward, away from the **audience;** these **actions** send out very strong negative signals.
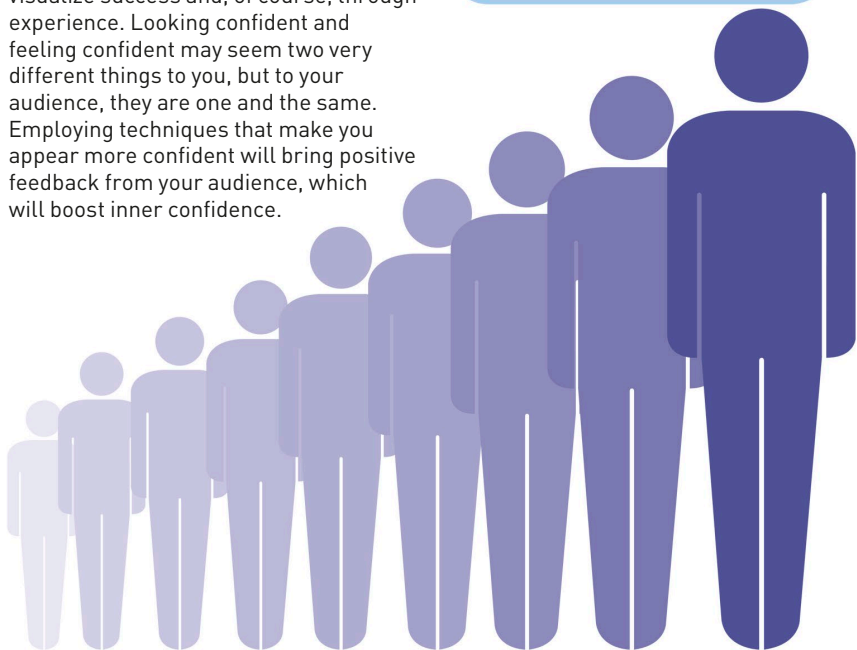
When you are **confident,** you **behave naturally,** and in the **full expectation** of a **positive outcome**

Establishing your presence

You can win the attention and respect of an audience before you begin simply through your posture, and by the way you occupy the space around you. Even if you cannot rearrange the seating in the room, you should become familiar with the room, your position, and the lines of sight—"owning" the space will make you feel more comfortable and confident. Give yourself room to move, and make sure the audience can see your hands; don't trap yourself behind a desk or use the lectern as a shield—the audience may interpret your position as defensive.

Tip

USE PROPS
If nerves deter you from using your body, **hold a prop**—such as a pen or wireless remote—in one hand until you find your comfort level and **confidence.**

1/10

of a **second** is all it takes for people to **assess** each other

ASK YOURSELF...
Do I appear confident?

	YES	NO
1 Is my **eye contact** strong?	☐	☐
2 Am I projecting my **voice?**	☐	☐
3 Am I maintaining **good posture?**	☐	☐
4 Are my **hand gestures** natural?	☐	☐
5 Is my **language** conversational?	☐	☐
6 Are my **movements** purposeful?	☐	☐
7 Do I appear **calm** and in control?	☐	☐

Using body language

If your content is irrelevant or your delivery dull, you shouldn't be surprised if your audience switches off. But they will also disengage if the nonverbal messages that you send out are

30
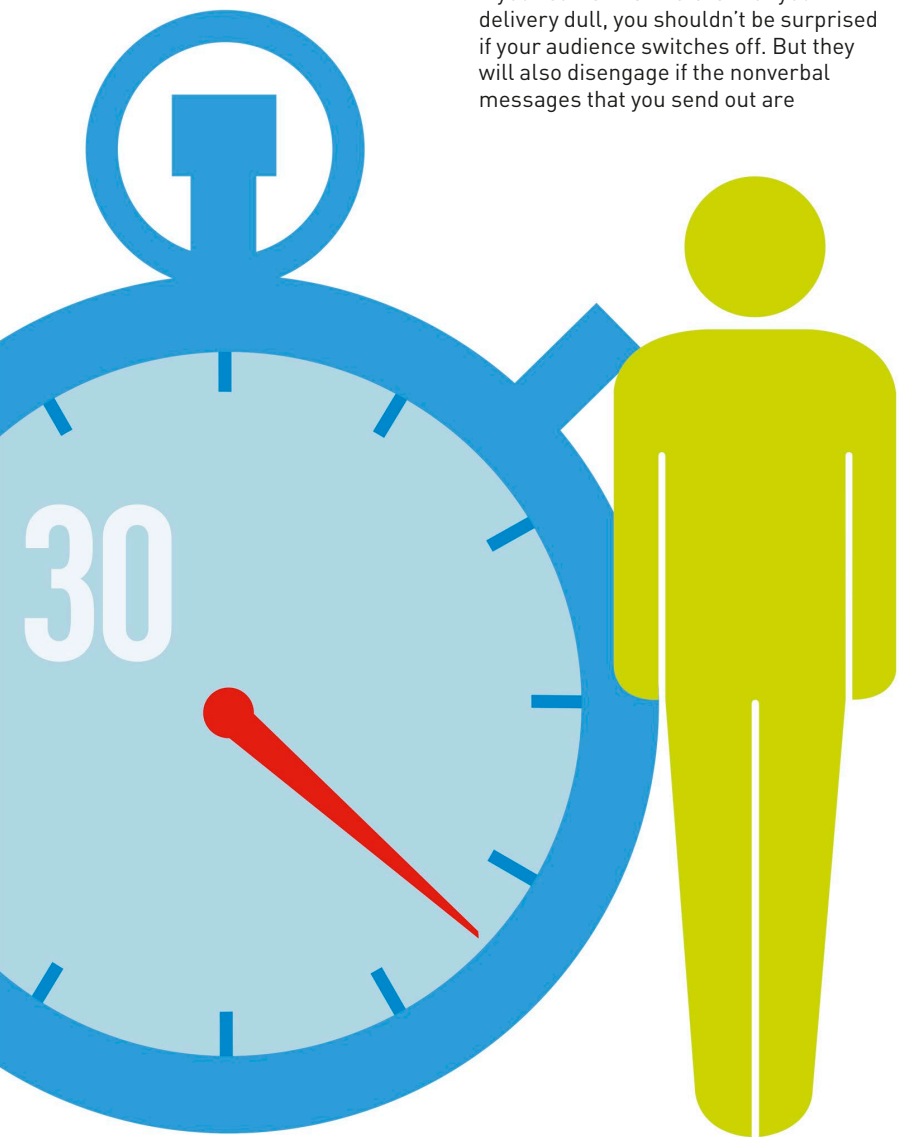
inconsistent with your words. Your stance, gestures, and eye contact must support what you say; in the event of any conflicting information, the audience will tend to believe what your body language appears to be saying.

Start your presentation with a neutral but authoritative posture. Maintain a balanced stance, with your feet slightly apart and your weight spread evenly between them. Keep upright, facing the front, with shoulders straight, not hunched, and your arms loosely and comfortably at your sides. Don't lean on a chair or perch on furniture for support.

Timing your movement

For the first 30 seconds of your presentation, try not to move your feet. This "anchoring" will help establish your authority with your audience. As you build rapport, you can relax your posture—this will help win you trust and make the audience feel much more comfortable—leaning forward sends a positive and friendly message.

30
seconds at the **start** of your presentation should be spent standing in a **balanced stance**

Your **stance, gestures, and eye contact** must support what you say, **the audience** will believe your **body language**

Moving for effect

Human attention is drawn to movement—it is programmed into our genes—so one of the most powerful ways to hold on to your audience, and to make viewers focus on you, is to move.

Always use movement purposefully and intentionally—if you merely walk back and forth it will be interpreted as nervous pacing and will distract the audience. However, using movement in tandem with words will boost impact. Listed below are a few examples where actions will reinforce the message:

When you want to refer the audience to **a projected slide,** step back toward it, and sweep your arm to **guide the viewer's eyes** up toward the slide: be careful not to turn your back on your audience as you move.

Move to a different spot on the stage area when **moving from point to point**—this can help the audience to separate out your **key messages.**

Coordinate your movements to **emphasize an important point**—for example, walk across the room, and turn quickly to coincide with the conclusion of a point.

Your movements need not be too theatrical—your goal is to **hold the attention of the audience** rather than to entertain them.

> You may need to **"amplify" small movements** to take into **account the scale** of a room

Using gestures

Use gestures to reinforce points, just as you would in casual conversation; you may need to "amplify" small movements to take into account the scale of a room: for example, a hand gesture may need to become a movement of the whole forearm if it is to be seen from the back. You may need to practice to make such gestures appear "natural." Avoid at all costs any intimidating gestures, such as pointing fingers at your audience or forcefully banging your hand or fist on the table or lectern.

Making eye contact

Many presenters deliberately avoid making eye contact with the audience. But if you can keep your nerve, engaging with the audience in this way creates trust and intimacy, and is one of the most effective means of keeping attention, especially throughout a longer presentation.

95%

of an audience thought the **style** of a talk was equally **important** as the **content**

SHAKING HANDS CONFIDENTLY

Do's	Don'ts
O **Bending your elbow and extending your right arm**	O Offering just the fingers of your hand
O **Pumping your hand two or three times before releasing**	O Holding on to the other person's hand too long or too lightly
O **Making and keeping eye contact with the person you are greeting**	O Looking around the room while shaking someone's hand
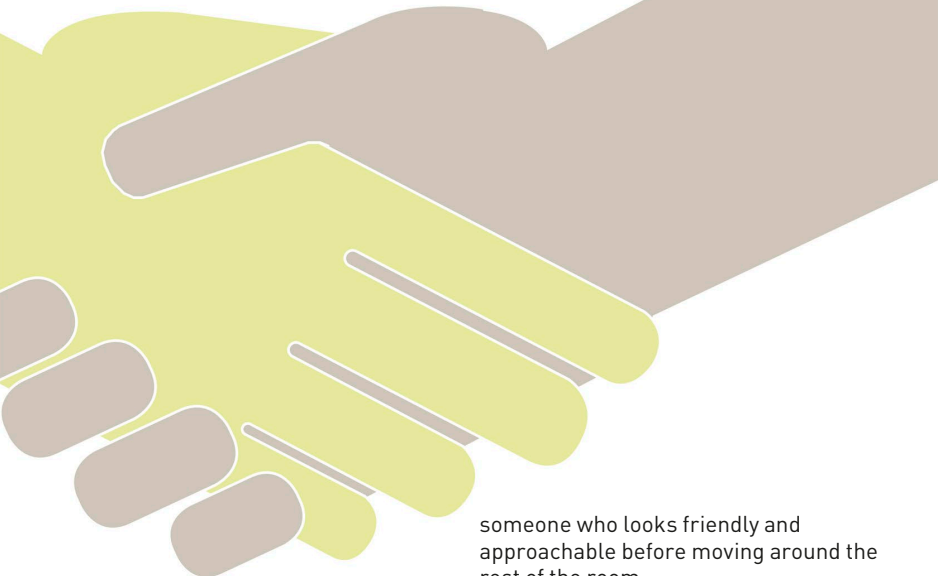
Keeping a connection

Unless you are presenting to a very large group, attempt to make eye contact with every member of the audience at least once. Maintain contact for no more than three seconds—longer contact may be seen as hostile. If you find this unnerving, start by making eye contact with someone who looks friendly and approachable before moving around the rest of the room.

Remember also to target people at the back and sides, or those who appear less enthusiastic. If you remain too nervous, look between two heads or scan the room—never avert your eyes from the audience. Not only will you lose their trust, but your voice may become muffled and indistinct, too.

Holding the audience

Novelty and expectation will keep your audience focused through the early parts of your presentation. But keeping their attention once they are accustomed to the sound of your voice and your presentation style can be more of a challenge. Look for signs of disengagement, and be prepared to act quickly to bring the audience back on track.

Keeping interest

You have prepared an interesting presentation. You are delivering it with conviction using a good range of visual materials and rhetorical devices. Yet when you look out, you don't get the reassurance of attentive expressions on the faces of the audience; you may even detect signs of distraction.

Perhaps your audience is tired, or your presentation is the last in a grueling day, or maybe you are delivering some difficult material. In any case, you need to take action fast:

- **Ask the audience** if they can hear and understand your words and if they are comfortable. Take remedial steps if necessary.

Reading signs from the audience

POSITIVE SIGNS

- Chin resting on hand
- Legs relaxed and parallel
- Clasped fingers
- Making eye contact
- Nodding in agreement
- Leaning forward

MONITOR THE MAJORITY

Regularly **assess** your **audience** for signs of discontent or agitation, but remember that isolated displays of **body language** may be misleading, and they can vary between **cultures.**

Get **interactive and pose questions** to the audience and **invite answers**

- **Consciously change** your delivery; slow your pace, or introduce pauses after key points. Change your pitch or volume.
- **Get interactive** and pose questions to the audience and invite answers. Field questions. Leave your position behind the podium and walk out into the audience, making extensive eye contact.
- **Don't get frustrated** with the audience. Compliment them so that they feel valued.
- **Tell your audience** what's coming up, and when—"we'll work through a few examples before moving on to a question and answer session in five minutes." This will help them feel more involved in proceedings.

NEGATIVE SIGNS

- Tapping feet
- Crossing legs
- Talking to a neighbor
- Looking around the room
- Folding arms across the chest
- Leaning away from the speaker
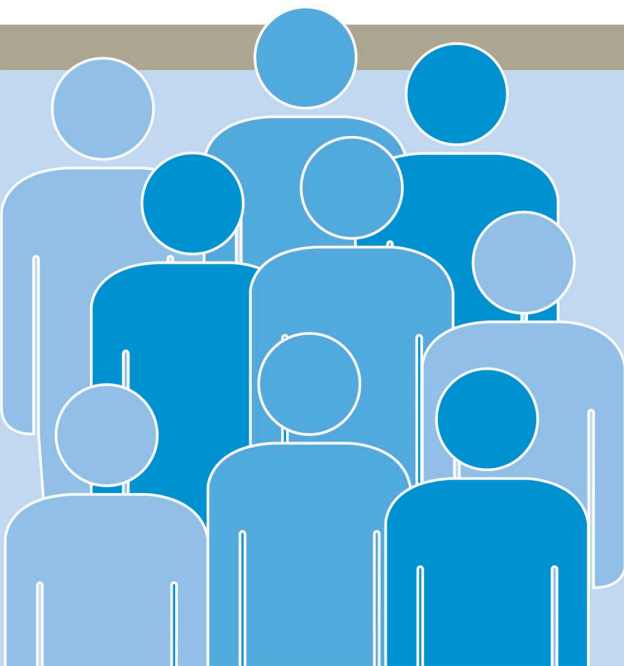
Calming nerves

Public speaking ranks at the top of many people's list of worst fears. Be assured that this fear is understandable and normal—and even highly experienced presenters sometimes feel some anxiety. Rather than fighting your fear, try to harness it so it works for you; as ever, this requires preparation, practice, and persistence.

Channeling your energy

Before your presentation, you will be brimming with nervous energy. Start by giving that energy a release: vent any concerns to a trusted colleague, then go for a walk, or do some gentle stretching and warm-up exercises. Your body's physical response to stress tends to work against your mental preparations.

In focus

RITUALS AND CONFIDENCE
Repeating the same sequence of actions and thoughts before each presentation is a helpful tool in preventing nerves. Rituals are used by people to combat much stronger fears—such as agoraphobia and fear of flying—because they set up a safe zone of familiarity. Your ritual can be anything from cleaning your glasses to arranging your papers geometrically on the desk—just make sure that it is a sequence of simple, undemanding tasks that won't cause stress themselves.

Tip

CONTROL THE SYMPTOMS
There are many **symptoms** of nerves: feeling "butterflies" in your stomach is common, as is dryness of the mouth; twitching eyes; fidgeting or playing with your hair or a pen; and rocking from side to side. Work on **controlling** the **external signs** so they are not visible to your audience.

Take the following preventative action before you begin your presentation:
- Take several deep breaths, holding each for a count of four, then slowly release through your mouth. This will help moderate a quickening pulse and heartbeat.
- Don't take your position too early. Keep your body moving in the moments just before your presentation.
- Shrug your shoulders to help ease tension.
- Give your voice a warm-up by humming; stretch and release your facial muscles.

Letting yourself shine

Once you begin the presentation, control the release of energy. Don't dissipate it too early by pacing around or rushing your delivery. Maintain eye contact with individuals in the audience; this will help your nerves because it gives you a mental focus, and you will probably get positive feedback from your audience (smiles and nodding heads) that will boost your confidence. Behavioral research has found visualizing a stressful event is enough to trigger a real physical reaction. Conversely, we can all achieve a calmer state through positive images. So, before your next presentation, try visualizing your own success.

Public speaking is ranked the **3rd most frightening experience** in the **US;** in the **UK, it ranked 2nd**

How to visualize success

Tell yourself you are well prepared. **You CAN do it!**

Imagine yourself taking the stage **confidently** and **speaking well.** See yourself **enjoying** the moment.

Remember how you feel at your most **confident.** Tell yourself you can and will **succeed.**

Tell yourself you don't need to be **perfect;** the audience is on **your side.**

Picture yourself as **relaxed and prepared**— you look more confident than you feel.

Speaking powerfully

How do you sound? In control? Authoritative? Dynamic? Voice is a powerful tool in the presentation arsenal. Don't worry—you don't need to have the booming resonance of a stage actor to convince your audience that you are fully involved in what you are saying.

Using confident vocals

As you speak, your audience "reads" your voice—its nuances of pitch, volume, pace, and so on. This process happens imperceptibly, below the radar of consciousness, yet it shapes your audience's perceptions of your message. Sound hesitant and your audience will question your content. Sound confident and your audience will side with you. Try using the various facets of your voice (see right) when you practice your presentation and use them to effect.

INTONATION

Using an upward inflection (upspeak) at the end of sentences may signal you are uncertain. Using **declarative sentences** with the voice ending in a downbeat will give even neutral phrases an **authoritative** touch.

PACE

Vary the pace of your delivery. This helps keep your audience alert. Speak slowly when delivering **key** messages: **new ideas** need time to be processed.

Remaining calm

Slow and deep breathing enhances your performance. It boosts the supply of oxygen to your brain, making you more alert; it helps you stay calm; and it increases the flow of air over your vocal cords, enhancing the clarity of your voice. To keep from stumbling during your presentation, declutter your speech by removing unnecessary words and any trite expressions.

Finally, learn to be comfortable with silence in front of an audience: it feels odd at first, but remember that "dramatic pauses" after key points add memorable emphasis.

TONE

Whether **presenting** good or bad information, do so with a **tone** that matches the content of what you are saying.

Master your voice

VOLUME

Be comfortable **projecting your voice** so that it can be heard everywhere in the room. Vary your projection to grab and **keep attention.** Your goal is not only to be heard, but also to **alert** listeners to the importance of what you are saying.

DICTION

Enunciate words clearly, adjusting the pace of your **delivery** where needed. Be careful with acronyms or unusual words your audience might misunderstand. Repeat important numbers for emphasis and to be certain they are heard.

PITCH

Slow your delivery and breathe deeply. Only then will you be able to use the **full range** of highs and lows of your voice. A confident speaker **varies pitch** more than a rushed one, whose pitch is flat and unengaging.

Sound confident and your audience will **side with you**

Succeeding with formal speeches

Formal speeches such as keynote addresses, appearances at award ceremonies, and addresses to trade conferences and plenary sessions follow structured formats and are often delivered in large group settings. Look on them less as a chance to inform—more to entertain your audience while enhancing your own reputation.

Crafting your content

Delivering a formal speech at an official or ceremonial occasion requires a particular method of preparation. Formal speeches may be read verbatim from a script, delivered from detailed cards, or delivered extemporaneously based on careful preparation. However, they lack important features of other presentations: visual aids are rarely used, and the speaker is physically separated from the audience, limiting the degree of interaction.

As with other presentations, consider who will be in the audience and what they need, as well as the messages you want the audience to receive.

Tip

KEEP DOWN THE DETAIL
There is a limit to the **level of detail** people can **absorb** while listening as opposed to reading. **Test your speech** on someone who hasn't heard it and check that they understand.

Speaking naturally

Match your delivery to the nature of the occasion; evening receptions, for example, are not the time for complex content—the audience is more inclined to be entertained. Without visual aids, handouts, or interactivity, your words must carry the full weight of your message. Keep your sentences short and confine yourself to one point per sentence.

Emulate the natural rhythms of speech in your script, keeping your sentences flowing naturally. Although the occasion may be formal, don't use "sophisticated" vocabulary solely to try to impress your audience. Instead, use everyday language in a concise and accurate way.

59%

of presentations in one survey were **appreciated** for their **clarity,** followed by **pace**

Adapting your delivery style

Even though you will probably be reading your speech, look for different ways in which you can show personality and commitment to your message. Use hand gestures as you would naturally when you speak, to emphasize your points. A simple device such as this will help to keep things interesting for your audience.

Don't feel you have to read each word or phrase exactly as written. You should feel free to depart from your speech as required; this will give your delivery a much more spontaneous feel. Aim for a style of delivery that does not call attention to itself, but that conveys your ideas clearly and precisely without distracting the audience.

Tips for speaking with confidence

Break up your sentences more than usual so you can deliver them more easily.

01|

Write **delivery reminders** to yourself on your **script**—for example, highlight words you want to **emphasize** or write in "pause" to remind yourself of **pacing.**

02|

Err on the side of **brevity.**

03|

Practice your speech until it becomes **second nature** to you.

04|

38%

of the degree we **like** people is due to their **tone of voice**

Tips for speaking with confidence

Practice reading ahead so you can speak with your **eyes on the audience** for as long as possible.

05|

If someone else has drafted your speech, rewrite or **adapt** it so that it **reflects your own "voice."** Add a few personal references to make it seem **less formal.**

06|

Visualize yourself as a **professional TV host**—try to inhabit the role.

07|

Ask for and **learn** from **feedback.**

08|

Using teleprompters

Text-display devices such as hidden screens and teleprompters can avoid the need for a podium. They allow you to appear more fully engaged with your audience by looking in their general direction as you read and delivering your text more naturally.

However, it takes practice to use these devices well. You need to be sufficiently at ease with them, so they aren't a distraction, either to you or your audience.

Teleprompters allow you to appear **more fully engaged** with your audience by **looking** in their general direction and **delivering your text more naturally**

How to use teleprompters

Follow these simple steps in order to ensure a smooth, professional performance:

- Teleprompters do vary. **Rehearse** with the actual device you will be using.
- As with every visual aid, make sure you are in **control**. Be sure to **set your own pace** of delivery.
- If your script is hard to read in this format, **rewrite it.** Adjustments now will **pay off** later.
- Build in and script pauses to **sound natural.**
- Read ahead in **phrases** to look more natural.
- Deliberately **increase** your **blink rate** in order to prevent "teleprompter stare."

USING A PODIUM

Do's	Don'ts

Do's

- **Placing papers high up on the podium to reduce "head bobbing" as you read**

- **Sliding rather than turning pages to reduce noise and distraction**

- **Allowing the audience to respond; pausing to acknowledge applause or laughter if interrupted**

- **Varying voice, tone, and pacing throughout the speech**

- **Testing and adjusting podium height before beginning**

- **Standing squarely balanced on both feet at all times**

Don'ts

- Maintaining a "death grip" on the sides of the podium

- Leaning on the podium

- Tapping fingers on the podium or near the microphone

- Allowing your voice to trail off at the ends of sentences

- Turning your head away from a stationary microphone

- Fiddling with pens, paper clips, or anything else on the podium

Speaking from podiums

Speaker podiums give the presenter a place to stand, room to place a hard copy of the speech, and, sometimes, a stationary microphone. However, podiums can also pose problems. While they do provide some comfort, they may also create a physical barrier between speaker and audience that is a challenge to overcome. Even transparent podiums, designed to mitigate this problem, still force the speaker into a small, tightly constrained space, making it difficult for the audience to gauge their commitment and belief in what is being said.

Working the room

To counteract the constraints of a podium, exaggerate your gestures so you can be seen clearly. Use a handheld or lapel microphone to avoid obstructing
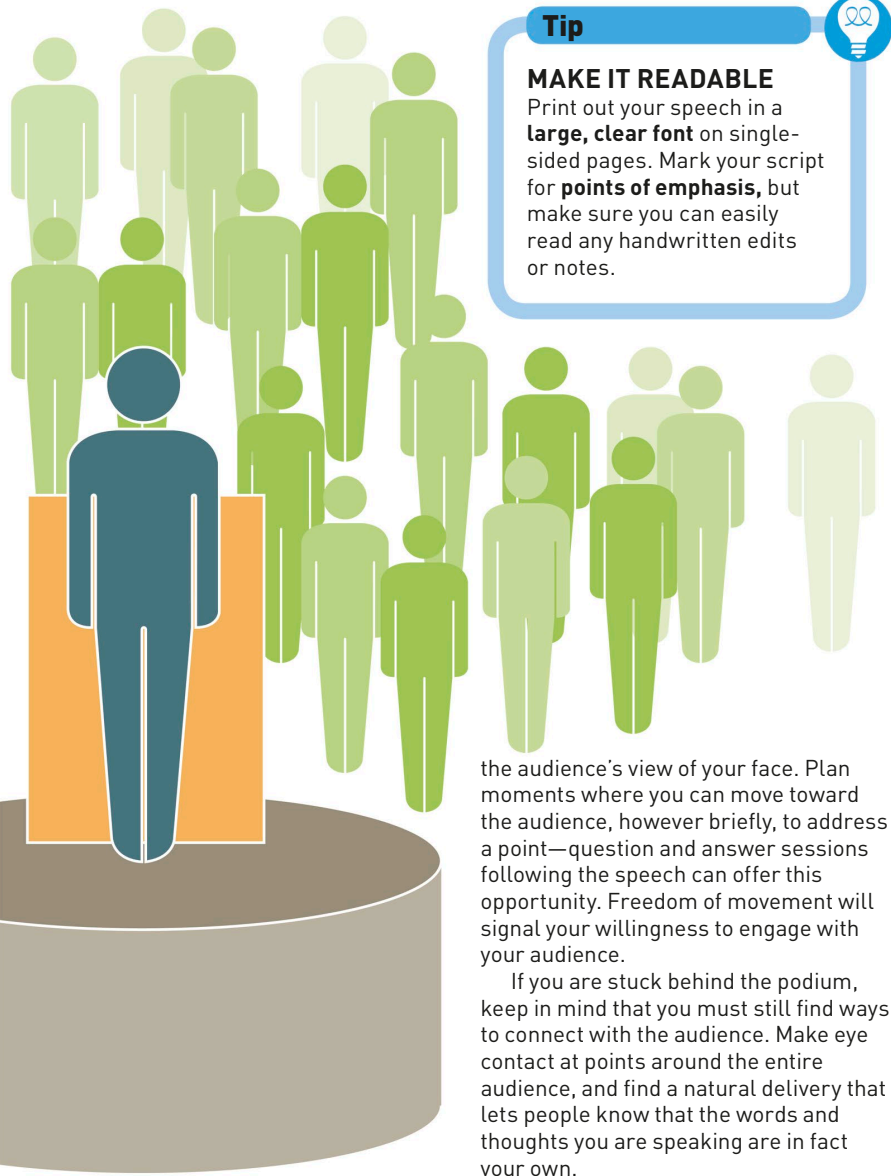
the audience's view of your face. Plan
moments where you can move toward
the audience, however briefly, to address
a point—question and answer sessions
following the speech can offer this
opportunity. Freedom of movement will
signal your willingness to engage with
your audience.

If you are stuck behind the podium,
keep in mind that you must still find ways
to connect with the audience. Make eye
contact at points around the entire
audience, and find a natural delivery that
lets people know that the words and
thoughts you are speaking are in fact
your own.

Running the Q&A

The question and answer part of your presentation is a great opportunity to drive home your key points and cement the bonds you have established with your audience. Q&A sessions keep an audience engaged and provide you with an invaluable insight into how they have received and understood your communication.

Making time for questions

Always allow time in every presentation for questions and answers or some other form of audience feedback. If your format doesn't allow for a session following your presentation, consider addressing questions as they come up.

Audiences often look forward to the question and answer session more than to the presentation itself. It is at this time that their needs move to center stage—they can engage with you directly and test the strength with which you hold your ideas. You should welcome the Q&A because the questions will indicate if you have been effective, and if you have addressed what the audience really wants to know. Consider the Q&A as feedback—a way of strengthening your presentation content and delivery.

> **Tip**
>
> **MAINTAIN OPENNESS**
> Stay away from defensive **language**—phrases such as "You misunderstand my point"—and seek to be **empathetic:** "I can certainly understand your objections."

In focus

WRAPPING UP
Signal in advance your intention to close off questions, with a statement such as, "We have time for two more questions and then I'll wrap this up." Don't just end abruptly after the last question is answered. Instead, take a moment to summarize your key points and offer your audience next steps or actions they can take. Be succinct in this final closing, and restate without repeating what has come before. Remember to leave on an upbeat and positive note, and thank people for their time and their attention.

Staying in control

Clearly signal the start of the Q&A session not only with your words but through body language; an open posture indicates you are ready for questions. Stay in control of the session at all times by directing the format and focus of the questions. Although this part of the presentation is unscripted, there are techniques to help keep the session focused:

● Keep questioners on track: if they begin to wander off the point, you could say, for example, "We're running short of time and I want to make sure we return to the immediate issue at hand."

Tip

GOOD QUESTION!
Don't overuse the **response:** "That's a good question!" or it will lose its meaning with your audience.

● Don't allow audience members to engage in their own separate debates, or to interrupt one another. Step in and direct the process with a quick assertion of control: "Susan, I'd like to hear your question, then we will turn to the issue Brian is raising."
● Seek to find common themes, or larger points that will get the discussion back to a message: "These are good points that deal with different ways to reach the goal we've been talking about."
● Don't dismiss questions even if it is clear that someone missed a key element of your presentation. Graciously repeat a quick summary for the questioner without making them feel awkward.

Tip

USE TOUCHSTONES
Keep repeating **key words and phrases**—or touchstones— in your answers. This will **emphasize crucial points** and help audience retention.

Answering tough questions

Even the best-prepared presenter will come up against hard questions, or difficult questioners. How you deal with these challenges can win or lose you the presentation, as the audience waits to see just how confidently and competently you can defend your position. In many cases, just staying calm and remaining in control under pressure is more important than having all the answers.

Anticipating situations

IIt is always easier to appear confident when you have done your research, so be prepared for your Q&A session. Although it is unscripted, you should be able to anticipate the questions you are most likely to be asked, and those you hope not to be asked. Be ready with suitable answers to both types, but also prepare to be surprised by unconventional

questions. No one expects you to have all of the answers all of the time, so don't be afraid to say, "I don't know."

Maintaining poise

The key to handling difficult questions is keeping your poise. Maintain a calm demeanor, even if the questioner does not. Avoid signaling any discomfort through body language—stepping back from the audience or breaking eye contact, for example. If you have been standing up for the duration of the presentation, remain standing for the Q&A session.

Tip

REPEAT THE QUESTION
In larger rooms, when wearing a microphone, **repeat or summarize** each question for the **benefit** of others in the audience before offering an answer.

Answering calmly

Keep a level tone, even if your answer is a candid "I don't know." If caught off guard by a question, buy some time; ask for the question to be repeated, or say that you will return to the question later. Even if your audience perceives the question as hostile or unfair, they will still want to see how you handle the response. Try not to take statements or questions personally, and address the answer to the entire audience while responding. Avoid being provoked and remember, you are in charge of your presentation.

Responding to questions

PROBLEM	SOLUTION	EXAMPLE
Long-winded or unfocused questions	**Pose the question differently**	"So what you're saying is there's been a lack of progress—is that right?"
	Ask for clarification	"I want to be sure I understand the question. Are you asking why we haven't made progress?"
Sceptical or hostile feedback	**Validate the concern**	"You're right about this approach carrying some risk, but we can mitigate that risk by the way we handle this."
	Empathize with the concern	"I understand your frustration. This has indeed been a long process. We'd all like to move forward now and get on with implementation."
	Stand firm	"I hear your concern, but let me respectfully disagree with your statement. Here's why."
Questions that stump	**Keep your cool**	"That's a good question. I don't have the answer for it. Here's what I can tell you though…"
	Return the question	"Let me ask you how you would answer that?" or "Can you clarify why you're asking that question?"
	Delay	"We can certainly discuss it after the session."

Dealing with the media

Media attention carries more credibility with audiences than advertising because it is perceived as being less partial and not paid for. It can help your organization to advance ideas or products, and build awareness and credibility with a targeted audience. However, not understanding media priorities can have severe negative consequences, even for smart businesses.

Understanding your role

Dealing effectively with independent media means recognizing the nature of the relationship that you are about to enter into. When you are interviewed, your role is not just to answer questions passively, it is to shape the agenda so that you can present your key messages succinctly and effectively. While you can't control the questions asked or the context, you do have control over access and over what you say. Maintaining a balance of control in interviews is a matter of delivering your messages well, through preparation and practice.

$16,250 (£10,000) was spent by UK government ministers on **acting lessons** from a **drama school** to **improve** their interviews and **speeches**

Shape the agenda so that you can **present** your key messages succinctly and **effectively**

Investing in training

Having expertise on a subject doesn't mean you are media-ready. In fact, being close to a topic often makes it difficult to speak in the broad and brief terms media interviews demand. Given that every media interview can impact on your organization's image and reputation, it is worth thinking about investing in training for all managers who are likely to come into contact with the media. Media training often provides managers with the best possible means to prepare for interviews. Training also helps managers to shape a story through their careful responses to the reporter's questions, and to meet the organization's requirements and the demands of reporters at the same time.

Ground rules for media interaction

AN INTERVIEW IS A BUSINESS TRANSACTION

Set yourself **a goal** for each interview, then **accomplish** it as briefly and as **memorably** as you possibly can. Know when to stop talking.

EVERYTHING IS ON THE RECORD

Reporters will **assume** that you know this. Anything you say **can and will** be **quoted** or broadcast.
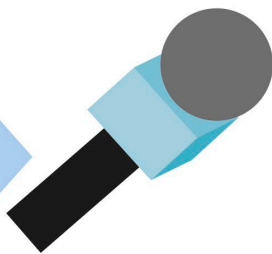
BE CONCISE AND CONSISTENT

Understand your own message, and its **context.** Be firm when communicating it to the reporter.

AN INTERVIEW IS NOT A CHAT WITH A FRIEND

Reporters are **focused** on getting **a story**. They do not work for you and will **report** a story whether it serves your interests or not.

Talking to reporters

Anyone in business is a potential interview subject for a reporter searching for an expert opinion. Whether it is TV, radio, or print media, that opportunity, provided you get it right, can win you a wider platform to gain attention for a product or service, or to raise your own profile.

Preparing for the interview

Reporters are always under pressure to produce their stories. You will need to respect their deadlines while allowing yourself time to prepare thoroughly for an interview. Before the interview takes place, ask the reporter for the following information:

- What was it that captured their interest?
- What do they think that you can add to the story?
- What approach is being used—do they want a personal story, or a balancing opinion?
- What other sources will they be using—what can you uniquely add?
- Who is their primary audience?

Tip

MAKE INDEPENDENT STATEMENTS
Make sure everything you say to a reporter can **"stand alone";** that is, make sure your statements are not entirely dependent on a specific context to be **understood correctly.**

Tip

FORM CONNECTIONS
Let the **reporter** know if there are others you are aware of who can provide information or **points of view** that can **aid** in understanding. Help the reporter get in touch with those resources.

Keeping it in context

Speaking to reporters under such circumstances—especially about controversial or news-based subjects—makes many people worry that they will be taken out of context. You can reduce the likelihood of this happening by planning ahead:

- Work your messages into a short, memorable form—sound bites for broadcast and quotes for print media. These are what you want the reporter to take away with them.
- Formulate "bridges"—ways of moving between an answer to an anticipated question and a sound bite that you have prepared.
- Seize the initiative by talking to the reporter about the subject, even before the questions begin. This is your opportunity to influence the direction of the interview.

BEING INTERVIEWED

Do's	Don'ts
O **Setting a clear goal for every interview**	O Assuming the reporter will explain your points for you
O **Taking the initiative in getting your points across**	O Hoping the reporter asks the right questions
O **Keeping answers short and memorable**	O Giving detailed responses and letting the reporter select the relevant parts
O **Staying focused on your messages and speaking about what you know**	O Guessing at a correct response or the views of others
O **Keeping your voice natural and lively**	O Speaking in a monotone
O **Anticipating the obvious questions as well as the toughest**	O Winging your way through and hoping for an easy ride
O **Correcting any inaccurate assumptions posed within questions**	O Letting inaccuracies stand

Getting your message across

A standard line of questioning for reporters concerns the "worst case scenario." Reporters who are seeking interesting comments are prone to press subjects to speculate on what might happen in a given case that the public might need to know. However, speculation—no matter how carefully phrased—is likely to create problems if you are quoted out of context. Replace speculation with an interesting comment about what you do know. You will be in a good position to do that if you understand what the reporter wants and develop your own well crafted messages to provide it.
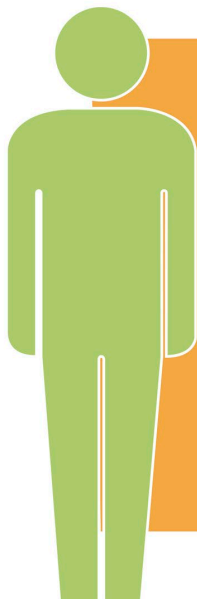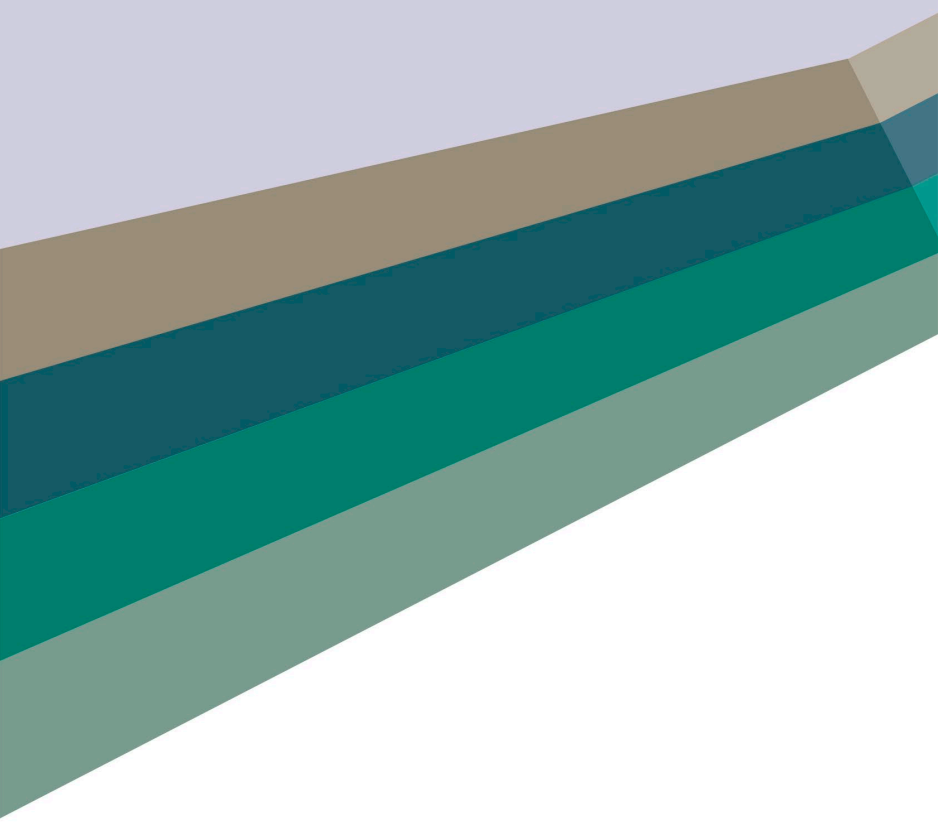
NEGOTIATING

Preparing to **negotiate**

Negotiation is a skill that you can learn and develop through practice and experience. By framing the process correctly and by searching in advance for creative options, you will be able to find solutions that satisfy the interests of all parties.

18

Becoming a negotiator

Many people shy away from negotiation because they think it implies conflict. In fact, negotiation is what you make it. When undertaken with confidence and understanding, negotiation is a creative interpersonal process in which two parties collaborate to achieve superior results.

Seeing the benefits

When you become skilled in negotiation, you can be of real value to your organization. Negotiation allows you, for example, to secure cost-effective and reliable flows of supplies, enhance the financial value of mergers and acquisitions, settle potentially damaging disputes with government officials or union leaders, and resolve internal conflict constructively. Negotiation is increasingly recognized as a core competency. Many companies develop their own approaches and methodologies, and offer training and mentoring programs for negotiators.

80% of negotiators start by **assessing** the **other party**

Tip

LEARN YOUR ART
Developing the **skills** needed to be a **successful negotiator** can take time, so be patient. Try to **learn** from every negotiation you undertake, both for your organization and in your life outside work.
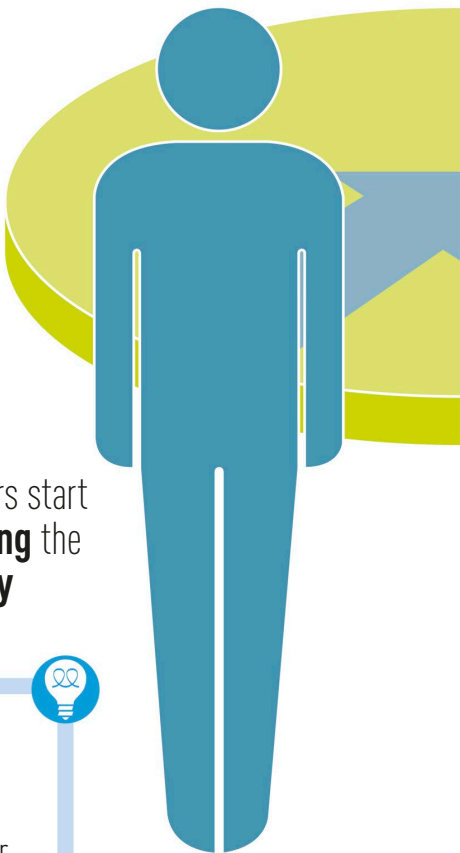
Understanding the basics

Good negotiators are made rather than born. Although some may be naturally gifted and intuitive (possessing, for example, the ability to empathize with others), most have developed their principles and tactics over time and recognize that negotiating is a largely rational process.

To be a successful negotiator, you have to feel psychologically comfortable in the negotiation situation. This means being able to tolerate uncertainty, deal with unexpected behavior, take measured risks, and make decisions based on incomplete information. You need to think about solving problems and creating opportunities rather than winning or losing: if you are confrontational, you are likely to have a fight on your hands. And if you "win" there will necessarily be a loser, with whom you may have to work in the months to come.

BUILDING A FOUNDATION

Do's	Don'ts
Keeping an open mind to learning new techniques	Believing that negotiating is an innate ability
Treating negotiation skills as a mixture of rationality and intuition	Negotiating from a fixed viewpoint
Developing trust slowly	Appearing too eager
Expressing empathy while negotiating assertively	Behaving assertively without expressing empathy
Having a strategy and sticking to it	Chasing haphazard opportunities

Understanding negotiation dilemmas

The negotiating task is very complex because it embodies a number of fundamental dilemmas. To be successful in your negotiations, you need to understand the difference between the true dilemmas that you need to address, and the many myths that surround negotiating.

Identifying true dilemmas

Over time, a number of myths have evolved about the nature of negotiations. Many negotiators continue to hold to them, failing to recognize the difference between these myths and the real dilemmas they face. For example, it is a popular misconception that a negotiator must either be consistently "tough" or consistently "soft" if they are to be successful. In reality, effective negotiators do not need to choose between these approaches, but are flexible and use a repertoire of styles.

Using processes

Some believe that negotiation is largely an intuitive act, rather than a rational process. Many effective negotiators will use their intuition to a certain extent (to know the right moment to make a concession or present an offer, for example). However, most of the negotiating task requires systematic processes such as masterful due diligence, identifying interests, and setting clear objectives.

Skilled negotiators are able to recognize the myths and focus their energy on the true negotiation dilemmas, balancing their approach and making the difficult decisions needed to achieve the most successful outcomes in their negotiations.

The five negotiation dilemmas

THE STRATEGY OR OPPORTUNITY DILEMMA

Unexpected opportunities sometimes arise in negotiation. It can be tempting to divert from your **well-planned strategy,** but be aware that this may distract you from achieving your objectives.

40%

of **people** think they are **trusting,** but in fact they **mistrust** others

THE HONESTY DILEMMA

How much should you **tell the other party?** If you tell them everything, they may exploit the information and take advantage of you, so you need to **strike a balance** between honesty and transparency.

THE EMPATHY DILEMMA

If you **develop empathy** with the other party, it may stop you from acting assertively and negotiating for your interests. Try to do both well—maintain good relationships, but **protect your interests** too.

Skilled **negotiators** recognize the myths and **focus** on the **true negotiation dilemmas**

THE TRUST DILEMMA

Trust is needed for a negotiation to **move forward,** but if you trust the other party completely, you put yourself at risk of being taken advantage of. **Invest in building trust,** albeit with measured caution.

THE COMPETE OR COOPERATE DILEMMA

You must compete for the benefits on the table, but also **cooperate to create** them with the other party. You therefore need to be **skilled** at both, to be able to create and then claim value.

Being prepared

Your success in a negotiation depends largely on the quality of your preparation. Start by thinking through your position and your objectives. Having clear goals will protect you from making too many concessions and motivate you to perform better. Objectives should be specific, quantifiable, and measurable. Only then can they be used as valuable benchmarks to measure your progress during the negotiation process.

Setting the limits

You should always go to the negotiating table with clear answers to the following questions: why do you want to negotiate the deal? How will this deal create value for you? What are your "deal breakers"? What must you have from the deal, what would you like, and what are you willing to give away? There may be alternative outcomes that you would be willing to accept—what are they?

> **Tip**
>
> **DO THE RESEARCH**
> **Information is power.** Find out as much as you can about your counterpart before you sit down to negotiate.

Knowing your objectives

Set your objectives high but not outrageously so. It is tempting to censor your aspirations, setting them too low to protect yourself from the prospect of failure, but in doing so, you will almost certainly achieve less than was possible. If you fail to set clear objectives, there is also a danger that you could get trapped in an "escalation of commitment"—an irrational urge to "win" the negotiation at any cost.

Escalation of commitment is a real hazard in negotiation, and happens when you refuse to give up your pursuit of a negative course of action when the wiser choice would be to cut your losses and move on. Always set a limit for how far you are prepared to go and prepare an exit strategy (a means of walking away from the deal).

> **Tip**
>
> **VALUE THE ISSUES**
> Draw up a list of **potential negotiating points,** starting with the most critical. Give each issue a **value,** and estimate the value that your counterpart is likely to place on it.

In focus

AVOIDING ESCALATION OF COMMITMENT
It can be easy to fall into the trap of competing with the other party at all costs, to ensure that you get that "win." For example, in the late 1980s, Robert Campeau, a Canadian businessman, made a hostile bid to acquire Federated Department Stores (FDS). Macy's, a competitor of FDS, was also interested and a bidding war began between Campeau and Macy's. Determined to win, Campeau kept increasing his already high bids to a point where he offered to pay an additional US$500 million. Campeau won the competition, but two years later he declared bankruptcy. This is a classic case of escalation of commitment, and a lesson for all negotiators in keeping a sense of perspective in their negotiations.

Preliminary research

- Who will come to the table? **Research** their personality and their history of negotiation. Have they been previously successful or unsuccessful and **what approaches did they use?**

- What can you find out about their **negotiating style,** life history, hobbies, and interests?

- If you have more than one counterpart, do they **share the same backgrounds** and functional area, and are they likely to be **united** in their desired outcome?

- Are they **authorized** to make binding decisions? If not, who are the "players" behind the scenes who will make the **final decision?**

Looking across the table

A negotiator was once asked if he could formulate a proposal that took into consideration both his and his counterpart's interests. He was puzzled. "Why should I care about the other party's interests?" he asked. "His interests are his problem." Such an attitude of blinkered self-interest characterizes the unprepared negotiator. In order to succeed, you not only need to understand yourself and your interests, but also the other negotiating party, and the situation as a whole. Ask yourself the questions listed above when preparing for a negotiation.

Understanding your counterpart

It is important to understand the issues and interests of the other party before you start the negotiations. Negotiators come to the table because they each need something from one another, so you must identify your counterpart's key issues and interests. How important is each one? Which are the deal breakers and which may they be willing to concede?

Try to assess whether it is you or your counterpart who holds the power. What are your counterpart's strengths and weaknesses? What is their level of information and expertise? How badly do they want to make a deal with you? Do they have other attractive options? Are they pressed for time? If you know that the other side has a tight deadline that you are able to meet, you may be able to negotiate a better price. Similarly, if you know that your counterpart has recently expanded production capacity, you may be able to gain better terms for larger volumes of orders.

Can your counterpart walk away from the table and exercise a Best Alternative To a Negotiated Agreement (BATNA)? This term is used by negotiators to describe the course of action taken if negotiations break down.

Thinking strategically

Much of what occurs in the negotiating room is, in fact, determined by what happens outside the negotiating room. This requires you to think strategically about your situation in relation to the situation of your negotiating counterpart. For example, in some negotiations, you and the other party may be representing others. Make sure you are very clear about the identity of your constituency, and that of your counterpart. What are their expectations for the negotiators and can you influence them?

If there are several negotiating parties, analyze all of them and begin to think in terms of coalitions. With whom and how can you build a winning coalition and how can you block a threatening coalition?

Advantages of knowing your counterpart

- O Better understanding of what can be **accomplished.**
- O Proposals are more likely to be **accepted.**
- O Ability to **adjust your strategy** as the situation changes.
- O Successful negotiations and **superior outcomes.**
- O **Better trade-offs** on the issues.

25%

of people in an **international** survey **trust** others. 78% of the Danish population trust each other, making **Denmark** the most trusting nation in the world.

Tailoring your strategy

Make sure that your negotiating strategy and behavior reflects the other party's situation and approach. For example, in many negotiations, the other party is free to leave or join the negotiating table as they wish. In some cases, however, the parties are bonded together over the long term and cannot simply walk away, and your strategy should reflect this.

Some negotiators prefer to negotiate away from the public eye, while others insist on keeping all stakeholders and the public informed. Consider which mode is more advantageous to you, taking into account the sensitivity of the issues, the history between the parties, and the legal and governance systems of each party.

Some negotiation counterparts observe formal protocols in negotiations, while others are freer in what can and cannot be said. Take particular care to do your research when negotiating internationally to learn the formalities expected of you.

Designing the structure

Before producing a blueprint for a building, an architect first studies the functionality of the structure—the purpose it will serve. When you are planning a negotiation, you need to think like an architect and devise a structure and a process that will best fit the purpose of the negotiation.

Structuring your approach

Every successful negotiation starts with a clear structure: defined roles, agreed rules, a set agenda, and a schedule for action. A framework for the negotiation will most likely be suggested by each of the participants. It is then subject to negotiation and joint re-creation so that all parties are satisfied that it reflects their concerns. Consult with the other party before you negotiate to agree on all procedures that you will use. If you cannot agree on the procedures, it may be better to postpone or abandon the negotiations altogether.

Basic ground rules These need to be agreed to with your counterpart. For example, is it acceptable to change negotiators in midstream? Are observers allowed? Is the meeting open or closed? How should people be addressed and how should priority of speech be given? What will be the course of action if you cannot reach an agreement? All parties should agree to listen respectfully to one another, attempt to understand the positions of others, and refrain from legal proceedings for the duration of the negotiation.

Negotiation starts with defined **roles,** agreed **rules,** an agenda, and a schedule

Tip

CREATING THE RIGHT TEAM
In **team negotiations,** carefully **consider** the size and composition of your team so that you include all necessary **skills** and represent all key constituents.

Making a framework

Your agreed framework needs to be sufficiently flexible to accommodate changes in circumstance, but should at least cover the elements below.

A **framework** for the negotiation will most likely be suggested by **each** of the **participants**

Elements of a successful framework

An agreed venue Chinese philosopher Sun Tzu's Art of War states that one should "lure the tiger from the mountain"—that is, make your counterpart leave their comfortable environment. Ask yourself how the choice of venue will affect you and your team. At the very least, ensure that you will have access to the necessary support (computers, secure phone lines, and the necessary advisers).

A clear agenda This should include all the substantive issues and interests that you and the other party wish to negotiate. Clarify the level of importance of each issue and decide the order in which issues should be discussed. Some negotiators prefer to start with easy issues, others tackle everything together.
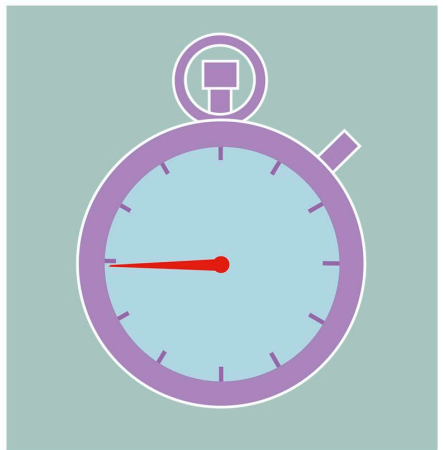
Managing processes

Once you have an agreed framework in place, you also need to structure the processes that will steer the negotiation through its various phases. There are three distinct processes—the negotiation process, the temporal process, and the psychosocial process—that come together in any negotiation. Each requires a different set of skills.

The negotiation process involves managing all the information and communications during the discussions, planning and replanning, coordinating efforts between negotiators, making moves and countermoves (all in real time), and making important decisions under conditions of uncertainty and time pressure.

The **negotiation** process

The **temporal** process

The **psychosocial** process

Structure **the processes** that will **steer the negotiation** through its **various phases**

28

months is the **average time** it takes for countries worldwide to agree on terms for **regional trade agreements**

Keeping time

The temporal process involves managing time and the way in which the negotiation moves from one stage to the next by appropriately pacing the speed of each stage and synchronizing the actions of the negotiators. Many negotiations (and sales presentations) stall because the negotiators belabor points for too long and are unable or unwilling to move the process toward its closure phase.

Thinking straight

The psychosocial process requires a sound knowledge of human behavior and an understanding that people will take on "roles" during negotiations. You need to be able to overcome barriers to rational negotiation and avoid psychological traps, such as the illusion of optimism, a sense of superiority, and overconfidence. Other hazards include a reluctance to reverse a decision that produces poor results or intense conflict, and competition between negotiators in the same team.
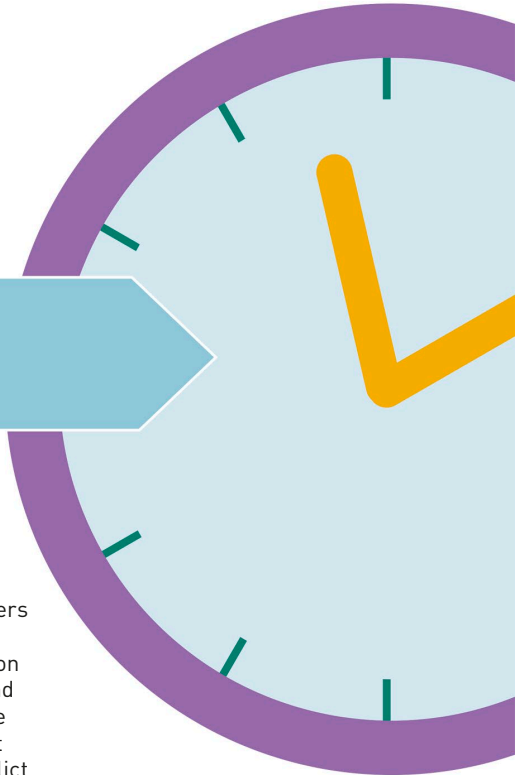
Playing by the rules

The purpose of processes and structures is not to constrain the progress of the negotiation, but to give you tools to resolve challenges or impasses. Having clear rules will allow you to:

- Move from multiparty negotiations to one-on-one negotiations.
- Change the level of negotiation, upward or downward.
- Replace negotiators who are self-serving or too rigid.

Avoiding common mistakes

Never underestimate the risks associated with poor preparation: when you fail to plan, you plan to fail. The most common errors in forward planning include:

AVAILABILITY BIAS

It is very **easy to find** information that is widely available. So make a real effort to **uncover** information that is obscure and not so easy to obtain.

CONFIRMATORY BIAS

Do not filter out **important information** because it does not fit with your existing **points of view** and **beliefs.**

OVERCONFIDENCE

If you underestimate your counterpart you will neglect to **plan well.** If you already think you know how a negotiation will end, you may exclude new sources of information and overlook **creative solutions.**

38%

of people **believe** what they read in **quality newspapers;** only **10% believe** the tabloids

- Expedite the process by issuing a deadline.
- Change the venue or schedule.
- Conduct some of the negotiations behind the scenes by introducing a back channel.

Never underestimate the risks associated with poor **preparation:** when you fail **to plan,** you plan to fail

RELYING ON SECONDARY INFORMATION

Always seek out reliable **sources** of **primary information.** By all means read industry report analyses, reports of management projections, and corporate annual reports, but consider that these reports may sometimes be inaccurate or biased.

INFORMATION ASYMMETRY

Do you **really know** as much as you think? To be safe, you should assume by default that you know less than the other party.

UNDERESTIMATING RESOURCES

In any negotiation you must be able to **present supporting facts, anticipate** how the other side will respond to your arguments, and prepare **counterarguments.** Do not underestimate how long it can take to assemble such information, especially if you require input from experts and colleagues.

Setting
your style

There are many approaches to negotiation. Some negotiators advocate a hard-line, uncompromising style. But skilled negotiators know that you are more likely to achieve a satisfactory outcome by taking the interests of the other party into account and trying to create win–win deals, develop mutual trust, and build relationships for the future.

19
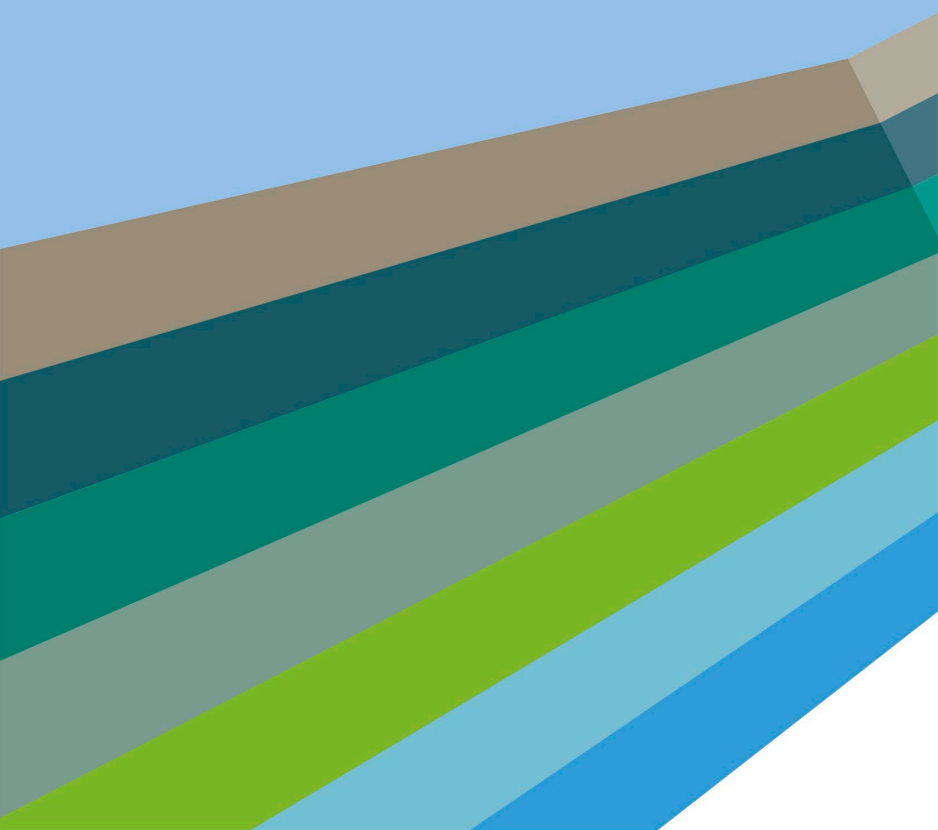
Defining negotiation styles

Negotiators come to the negotiation table because they have needs that they believe may be fulfilled through negotiations. In order to fulfill these needs, negotiators use different styles and engage in a variety of behaviors that they trust will help them get what they want.

Spotting different approaches

There are three styles of negotiation: distributive, integrative, and mixed motive. Negotiators that mainly use the distributive style view negotiations as a competitive sport, a zero-sum game with a winner and a loser. Such negotiators compete fiercely for the distribution of the outcomes (the size of the pie) and engage in value-claiming behavior.

These negotiators use competitive actions in an attempt to gain a win-lose outcome in their favor. They dismiss the value of building relationships and trust as naive, tend to make excessive demands and use threats to obtain concessions, and exaggerate the value of the small concessions that they make. They also conceal their needs, do not share information, do not look for possible creative ideas, and even use deceptive tactics.

Using the integrative style

In contrast to value-claiming negotiators, integrative negotiators believe that the size of the pie is not fixed and can be expanded, and that the negotiation process is able to produce a win–win solution. The integrative style of negotiation is designed to integrate the needs of all the negotiators. Negotiators engage in value creation behaviors. They invest time and energy in building relationships and nurturing trust, share information openly, and are cooperative, flexible, and creative.

Mixed-motive style
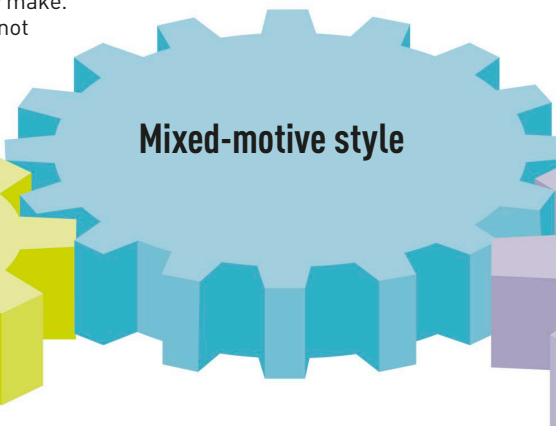
Distributive style

RESPONSES TO DISTRIBUTIVE TACTICS
If the other party is using a distributive win–lose approach, a negotiator who favors the win–win style must protect their own interests. Some respond with the same hard tactics, meeting toughness with toughness. However, since the win–lose negotiation style is most likely to produce suboptimal outcomes, it is advisable first to try and influence the other party to move toward a more integrative style. Value claimants often think the other party is oblivious to their tactics, and so some negotiators inform the other party tactfully but firmly that they know what they are doing and that it doesn't contribute to productive negotiations. If all approaches to dealing with value-claiming tactics fail, however, and if they do not require the deal, many negotiators will simply leave the table.

42%

more value may be gained in a deal when **zero-sum games** are abandoned

Integrative style

Tip

TAILOR YOUR APPROACH
Utilize all of the negotiation styles—**distributive, integrative, and mixed motive**—where appropriate, depending on with whom you are negotiating and what their negotiating style is.

Using mixed-motive tactics

The true nature of effective negotiations is often mixed, requiring both cooperative and competitive tactics. The rationale for this is that, through cooperation, negotiators create value; they put money on the table. Following this, once value has been created and the money is on the table, the parties have to split it between themselves. In order to secure the most profitable split, a negotiator has to switch from the cooperative mode to the competitive mode.

Defining interest-based negotiation

Negotiators often make the mistake of turning the negotiation process into a contest of positions. Some are hard bargainers, thinking of the other party as an adversary; others take a soft approach, considering the other person as a friend and making concessions easily. Instead of utilizing hard or soft bargaining tools, effective negotiators tend to focus on the interests of both parties.

Focusing on interests

In interest-based negotiation, the negotiators come to the table with a clear understanding of what they want and why they want it, but also with an understanding that the other party has its own set of needs to fulfill. Knowing that both parties' needs can be satisfied in multiple ways allows for the negotiation process to be more about constructive problem solving—that is, collaborating to find out what they can do together in order to achieve their respective interests.

Understanding reasons

Focusing on interests concentrates on the "why" instead of the "what." People always have a reason for wanting something. For example, imagine that you and your friend are arguing over who should have the last orange in the fruit bowl. Your friend may want the orange to make juice, while you may want it because you need the rind to make cake. If, rather than arguing, you talk about why you need the orange and uncover the underlying interests behind your respective positions, you will discover that one orange can satisfy both of you.

AIM FOR JOINT GAINS

Instead of limiting the thinking to only one or two options, **work jointly** to **creatively explore** potential solutions.

FOCUS ON INTERESTS

Make sure that you have a **clear understanding** both of your own interests and those of the other party.

KNOW YOUR BATNA

Make sure that you have a clear understanding of your **Best Alternative To a Negotiated Agreement** (BATNA)—the **best option** available to you if the negotiation process falls apart.

Conducting interest-based negotiations

People **always** have a **reason for wanting something**

SEE BOTH SIDES

Assess the situation from the other party's **perspective.** This improves **communication** and helps the other party understand how they stand to **benefit** from the deal.

SEPARATE THE ISSUES

Keep people issues, such as emotions, separate from **substantive issues** (such as price or delivery dates).

EXCHANGE INFORMATION

Before making any decisions, **exchange** information with the other party to explore **possible solutions jointly.**

USE STANDARDS

Base your negotiation on **precedents, laws,** and **principles,** rather than arbitrary judgments. This makes the agreement **fair** and makes it easier to explain the rationale to others.

Negotiating from the whole brain

We all think differently, and naturally bring our own "style" to the negotiating table. Understanding the strengths and weaknesses of your thinking style, and tailoring your approach to take into account the style of your counterpart, can greatly improve your success in negotiation.

Understanding your own style

Ned Herrmann, author of *The Creative Brain,* proposed that there are four thinking styles: the rational self, the safekeeping self, the feeling self, and the experimental self, which relate to dominance in different quadrants of the brain. Negotiating is a whole-brain task, requiring the ability to be diligent and rational (quadrant A activities), to plan and organize well (quadrant B activities), to interact well with others (a quadrant C trait), and to be bold and take risks (a quadrant D characteristic).

Improving your style

However, only four percent of the population is dominant in all four quadrants. So most negotiators have strengths and weaknesses in performing the negotiating task, and should work to improve their weakest areas. Negotiators who have limited abilities in the feeling self (quadrant C), for example, can improve by developing their emotional intelligence. A negotiator with limited abilities in the experimental self (quadrant D) can improve by taking creativity workshops.

CHECKLIST...		
Utilizing thinking style differences in negotiation	**YES**	**NO**
1 Have you **determined** what your own thinking style is?	☐	☐
2 Have you **identified** your weaknesses in negotiation and are you working to **improve** in those areas?	☐	☐
3 If putting together a **team** of negotiators, have you taken each person's **thinking style** into account? Do they **complement** one another?	☐	☐
4 Are you able to **quickly assess** the thinking style of others?	☐	☐
5 Do you take your **counterpart's thinking style** into account when negotiating with them?	☐	☐

Influencing others

The whole brain model can sometimes help you to influence your counterpart negotiators. For example, if you believe that your counterpart's strength is in the feeling self (quadrant C) and their weakness is in the rational self (quadrant A), you will be more successful if you connect to him or her emotionally by building the relationship, and not by trying to connect cognitively through long speeches or rational arguments.

The four types of thinking styles

A: THE RATIONAL SELF

Individuals with brain dominance in **quadrant A** tend to be **logical,** analytical, **fact-oriented,** and good with numbers.

B: THE SAFEKEEPING SELF

Individuals with brain dominance in **quadrant B** tend to be cautious, **organized, systematic,** neat, timely, methodical, obedient, and **risk-averse.**

C: THE FEELING SELF

Individuals with brain dominance in **quadrant C** tend to be **friendly,** enjoy human interactions, engage in **open communication,** express their emotions, enjoy teaching, and are supportive of others.

D: THE EXPERIMENTAL SELF

Individuals with brain dominance in **quadrant D** tend to think holistically and see the big picture. They are also often **creative,** comfortable with uncertainty, future-oriented, and **willing to take risks.**

Creating win–win deals

Some negotiators talk about wanting to create win–win deals, but when they hit major roadblocks leave the negotiating table prematurely, thus missing out on an opportunity to make a good deal. Effective negotiators utilize techniques to ensure they can create win–win deals.

Getting the conditions right

Effective negotiations, unlike competitive sports, can produce more than one winner. However, it takes motivation by both parties to find creative alternatives that fulfill their interests to create a win–win outcome. To promote win–win deals, effective negotiators focus on both the substantive issues of the deal (price, terms of payment, quality, and delivery schedule) and on formulating a social contract between the negotiators—the spirit of the deal. This involves setting appropriate expectations of how the deal will be negotiated, implemented, and revisited, in case future disputes arise. If, by contrast, negotiators believe that negotiations are a zero-sum game that must inevitably be won at the expense of the other party, a win–win deal is not possible.

> To promote **win–win deals,** negotiators focus on the **substantive issues** and on formulating a **social** contract
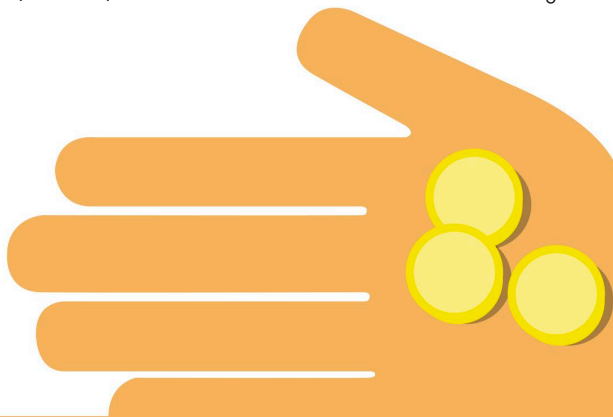
Bundling the issues

Effective negotiators do not negotiate a single issue at a time because this implies that there is a fixed pie and only leads to a win–lose scenario. Instead, they bundle several issues together. Trade-offs can then be made between negotiators because negotiators do not place equal importance on every issue. The principle of bundling issues involves placing an issue that is of high value to you (for example, price) with another that you consider to be of low value (for example, warranty).

When you trade-off on issues, you can then keep your high-value issue (price) and give your low-value issue (warranty) away to the other party. The other party, in return, will allow you to have your high-value issue, because your low-value issue is, in fact, of a high value to them. If your low-value issue is also considered to be a low-value issue by the other negotiating party, then they will reject the trade-off. Therefore, it is important for you to know what the other party considers to be their high-value issues.

WIN–WIN NEGOTIATING

Do's	Don'ts
O **Negotiating on multiple issues simultaneously**	O Negotiating on only one issue at a time
O **Understanding what is important to the other party**	O Focusing exclusively on your own interests
O **Identifying and leveraging differences in the interests of and the risks to the other party**	O Ignoring differences in your counterpart's interests and risks

Capitalizing on risk

You can also capitalize on differences in risk tolerance. Some negotiators are more comfortable with high-risk situations than others. As a win–win and risk-taking negotiator, it is possible for you to design a deal where you assume more risk and receive more benefits while your counterpart, who is also a win–win negotiator but risk-averse (avoider), assumes a lower level of risk but receives fewer benefits from the deal.

> **Tip**
>
> **SHOW THE WAY**
> If you are dealing with a win–lose negotiator who thinks that the idea of **win–win** deals is naive and unrealistic, show them how to **create value** and reach **superior** agreements by focusing on interests and **bundling issues** together.

Building relationships

Contract negotiators are typically task-oriented and pragmatic, tend to focus on negotiating specific issues, and do not invest in building relationships. Relationship negotiators, in contrast, invest first in building good relationships before negotiating on specific issues. Effective negotiators need to be skilled at both approaches.

Making a personal connection

Today, more and more negotiators from the West value what Asian, Arab, and Latin societies recognized thousands of years ago—the high value of good relationships. Experienced negotiators invest in building relationships because good relationships "oil" the negotiation process and make it more efficient. For example, former US Secretary of State James Baker has stated that he has seen this occur time and again—that once negotiators have a good relationship, even the most difficult and conflict-inducing issues have been resolved, simply because the negotiators were more transparent and flexible in their dealings with each other.

Making contact

Effective negotiators know that, in the long run, good relationships are best built through face-to-face interaction rather than by talking on the telephone or corresponding via email. Where possible, try to create opportunities to socialize with the other party before the negotiations begin. This is not to talk about the negotiations and "discover secrets," but rather to get to know the other person better and connect with them on a human level. The atmosphere of the negotiation process may be very different if you are not meeting your counterpart for the first time at the negotiation table.

Case study

BEING PREPARED

When US businessman Robert Johnson was looking for financial investment to enable him to create a new cable channel, Black Entertainment Television, he did his homework. Before pitching the idea to John C. Malone—one of the industry's biggest players—he learned about Malone's business philosophy of believing in the entrepreneurial spirit and of individuals helping themselves rather than relying on others. When they met, Johnson was able to connect with Malone by highlighting their shared business values. This similarity provided a positive start for their successful business negotiations.

Interacting informally

In your interactions with the other party, take advantage of any opportunities to express your appreciation genuinely and congratulate them for their achievements. Use small talk and humor where appropriate—taking opportunities to interact informally will help you build a relationship. Be cautious, however, and use "safe humor" so as not to offend the other party. Where possible, focus on the common ground between you. You may find that similarities are personal (you may share the same hobby, for example) or ideological, such as a similar business philosophy. These findings offer a solid start for building a long-lasting, friendly, and constructive business relationship.
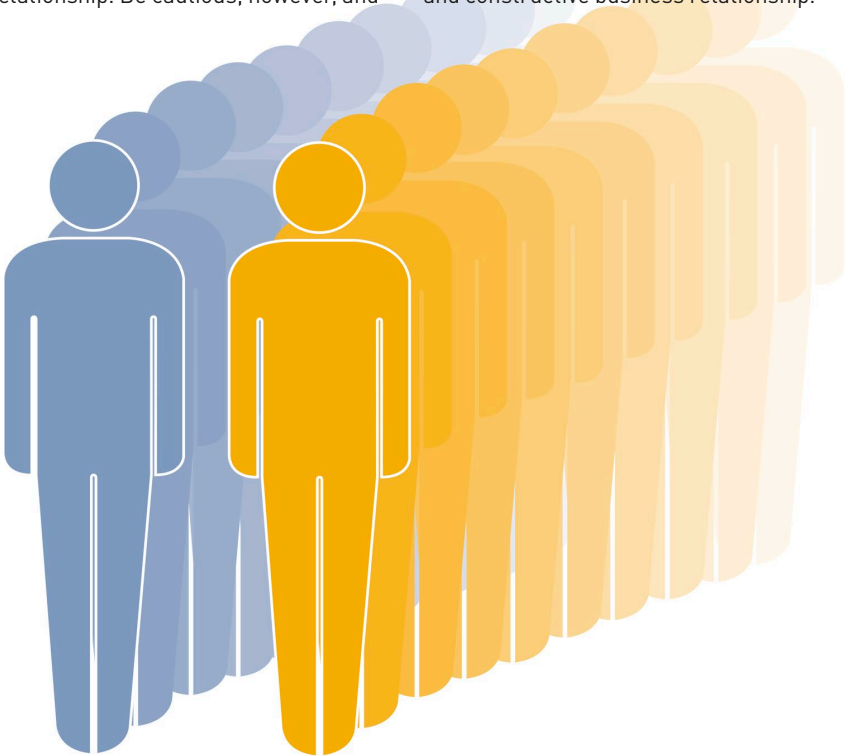
Thinking long-term

You should also protect the "face," or dignity, of others and treat them with respect when you are taking more from a deal than they are. This is especially helpful when you are trying to build long-term relationships.

In team negotiations, it can work well to include socially skilled negotiators in your team who can take greater responsibility for building lasting relationships, while other team members (contract negotiators) focus more on the specific issues.

Developing mutual trust

Trust is an essential component of success in all types of negotiation, whether business, diplomatic, or legal. Ambassador Dennis Ross, former US Coordinator of the Middle East, has stated that the ability of negotiators to develop mutual trust is the most important ingredient of successful negotiation, and that without it, negotiations fail.

Understanding the benefits

Trust involves a willingness to take risks. It has to do with how vulnerable one is willing to make oneself to a counterpart. There are many benefits to having trust between negotiators: it promotes openness and transparency, and makes the negotiators more flexible. Negotiators who trust each other take each other's words at face value and do not have to verify their statements. This reduces emotional stress and other transaction costs, and makes the negotiation process more efficient. Trust also means that the likelihood of achieving good and lasting agreements is also higher.

Keeping your commitments

Building trust is difficult but losing it is easy, especially if you break your commitments. The French diplomat Francois de Callier, who wrote the first negotiation book in 1716, stated that a relationship that begins with commitments that cannot be maintained is doomed. Shimon Peres, the former President of Israel, has said that promises have to be kept, otherwise one's reputation is at stake. Although people do sometimes make genuine mistakes and promises in good faith that they ultimately cannot keep, if you want to build trust, you need to make every effort to keep your commitments.

> **Tip**
>
> **TREAD CAREFULLY**
> Although there are many **benefits** to a trusting relationship, it is not always possible to **build trust.** Some individuals and groups are simply untrustworthy, so be cautious in your efforts to develop trust.

Developing trust

Reciprocation is important for building trust. When negotiators offer information or concessions, they expect the other party to reciprocate. Without reciprocation, no further gestures of goodwill will be offered. With reciprocation, the negotiating parties will be able to find ways to collaborate and create value for both.
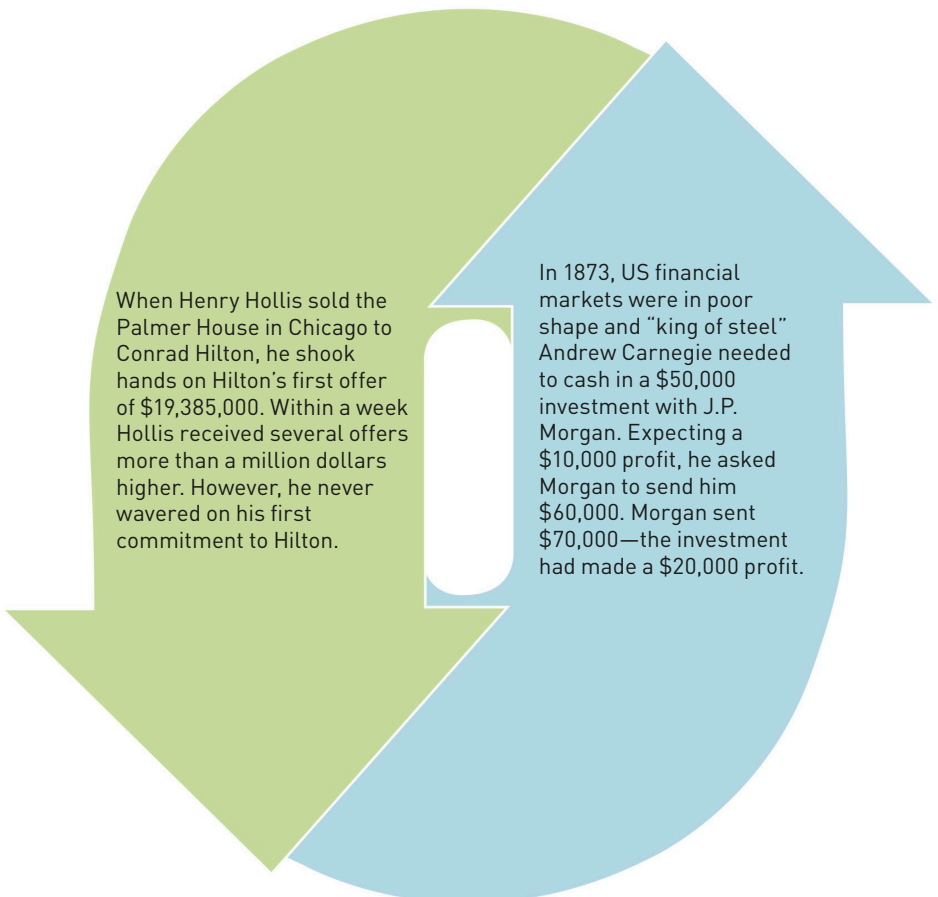
It is also important to be seen to be fair. As fairness is a subjective matter, however, make sure that you understand the standard of fairness that your counterpart adheres to. Past behavior is often used as a predictor for future behavior, so try to behave consistently.

Building your reputation

One of the most important currencies negotiators have is their reputation. It may sometimes be tempting to maximize short-term gains by overlooking the long-term consequences, but experienced negotiators know that people prefer to do business with those that they trust, and guard their reputations fiercely.

Examples of actions used by negotiators to build trust

When Henry Hollis sold the Palmer House in Chicago to Conrad Hilton, he shook hands on Hilton's first offer of $19,385,000. Within a week Hollis received several offers more than a million dollars higher. However, he never wavered on his first commitment to Hilton.

In 1873, US financial markets were in poor shape and "king of steel" Andrew Carnegie needed to cash in a $50,000 investment with J.P. Morgan. Expecting a $10,000 profit, he asked Morgan to send him $60,000. Morgan sent $70,000—the investment had made a $20,000 profit.

Negotiating fairly

Fairness is an important characteristic in negotiations. Negotiators need to believe that the negotiation process and its outcomes are fair, otherwise they may choose to end the negotiations without coming to an agreement, or fail to put the agreement into action.

Ensuring fairness

There are several categories of fairness that contribute to creating successful negotiations. Distributive fairness relates to the distribution of outcomes (the splitting of the pie). Negotiators use three different principles of distributive fairness:

- Equality: this states that fairness is achieved by splitting the pie equally.
- Equity: this states that the outcome should relate to the contribution made by each party.
- Needs: this states that, regardless of their contribution, each party should get what they need.

Ways to ensure that the pie is sliced fairly

35%

of people in a survey assumed the **pie was fixed** and did not consider all the factors that would increase it

CLARITY
Be certain that the **final decision** is clear, without any potential misinterpretations.

CONSISTENCY
Make sure that you apply the **fairness principles** (equality, equity, or needs) in the same manner throughout the negotiation process.

CONSENSUS
Confirm that all parties in the negotiation are in **complete agreement** on the method of slicing the pie.
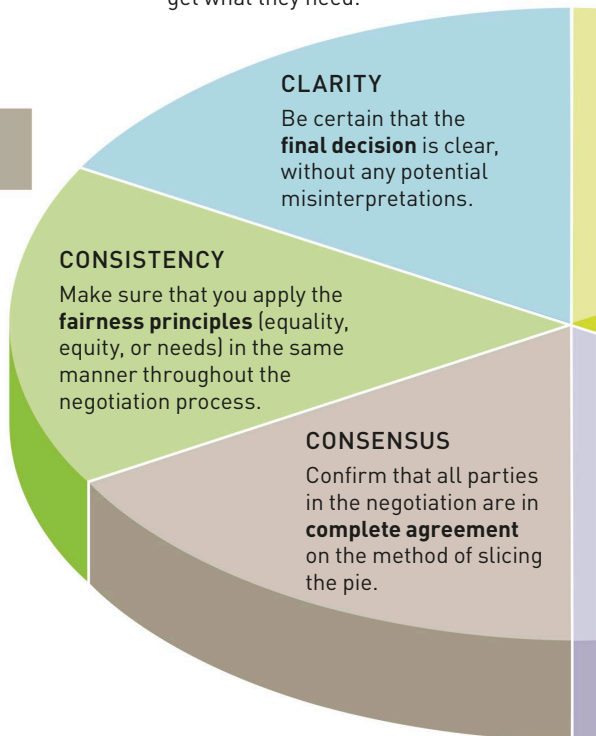
Creating a fairness frame

In addition, a negotiator's level of satisfaction and willingness to follow through with an agreement are usually determined by their perception of the level of fairness of the procedure (procedural fairness), and also the way they feel they have been treated by the other party (interactional fairness).

Fairness is a subjective issue. When negotiating, if you first define what you consider to be fair, you can then use this "fairness frame" as a bargaining strategy in your discussions with the other party. Alternatively, if you state the importance of fairness at the beginning of the negotiation process, it may encourage the other party to be fair.

Define what you consider to be fair—you can then use this **"fairness frame"** as a **bargaining strategy** in your **discussions**

SATISFACTION

Make sure that all parties are **happy** with the **results**—they are then more likely to follow through with the agreement.

JUSTIFIABILITY

Make sure that all parties are able to **explain** why you are slicing the pie this way to someone else.

SIMPLICITY

Ensure that all negotiating parties can **understand** and describe the **pie-slicing** procedures you use to guarantee smooth implementation.

Conducting
negotiations

The negotiation process is a strategic interplay between the parties on either side of the table. To be successful, you need to know how to build a strong position, deal with difficult situations, influence your counterpart, and close your deals.
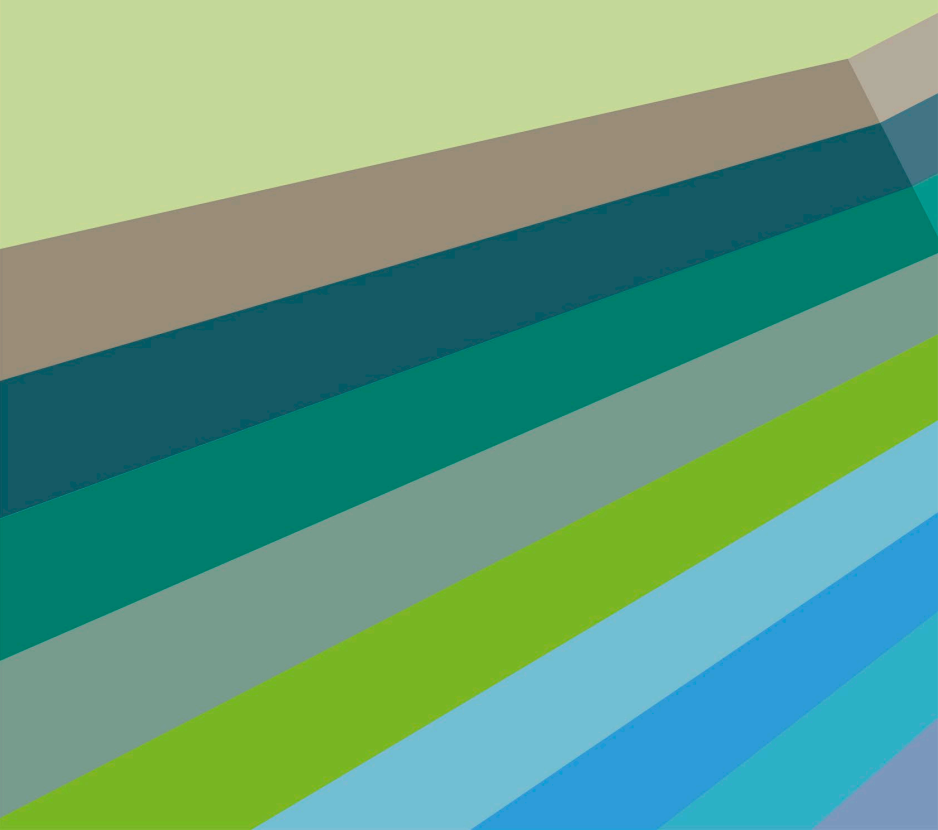
Negotiating with power

Power is a central factor in determining the outcomes of the negotiation process. Effective negotiators understand that power is not static and thus engage in continuously assessing and enhancing it. It is, however, equally important to know how to negotiate when you do not have power.

Understanding power sources

INFORMATION

BATNA

Having an **attractive alternative** to a negotiated agreement gives you the **power** to say "no" to a bad deal and walk away from it.

RESOURCES

NEEDING THE DEAL

TIME

SUNK COSTS

SKILLS
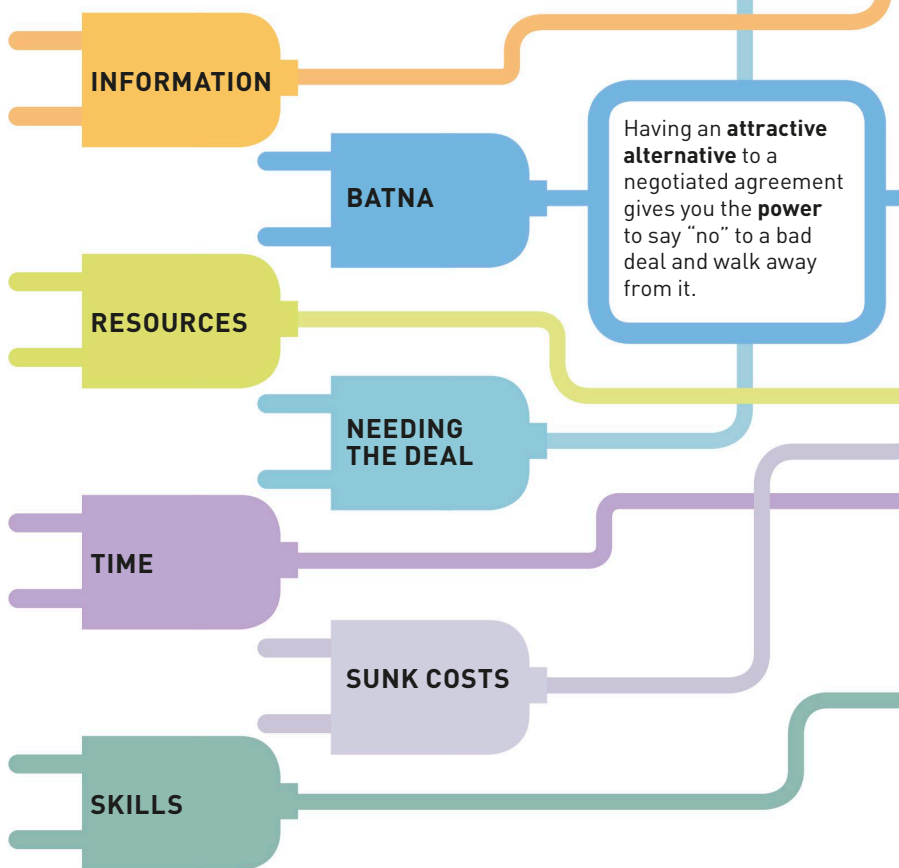
Being **well informed** enables you to **support** your arguments and also to **challenge** the other party's arguments.

The less badly you need the deal, the **more power** you have not to settle for it.

The party that has **more resources**—financial, technological, or human—has more power.

The more **willing** you are to let go of your sunk costs (such as financial and emotional expenses), the more **power** you have.

The fewer **deadlines** you are pressed with, the more power you have to wait and explore **opportunities** for **better deals.**

Tip

RECOGNIZE YOUR TRUE POWER
Weak parties often underestimate their own **power** and overestimate that of powerful parties, so try to make an **objective assessment** of the amount of power you have.

The more **skilled** you are in the **art of negotiation,** the more **power** you have to produce better **joint outcomes.**

Negotiating from a weak position

If your position is weak, never share this information with the other party. New opportunities or information may arise at any point, which may strengthen your BATNA and your negotiating position. Even if your position is weak overall, try to identify any areas of strength you have and use them as leverage. Even the most powerful party will have some weaknesses, so try to discover these and target them.

Never make "all or nothing" deals from a weak position—you may miss out on opportunities that would have arisen as the value of what you are bringing to the table increases during the negotiation process. Instead, make deals sequentially and in small chunks, to ensure that the other party will be more likely to recognize the added value that you bring to the table.

Even if your position is weak overall, try to **identify** any **areas of strength** you have and use them as **leverage**
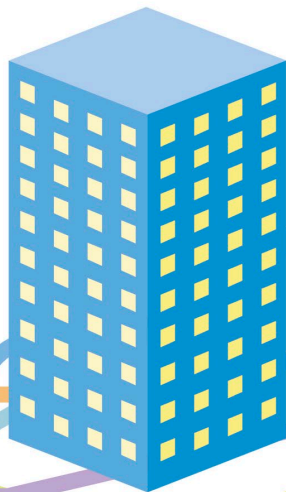
Case study

CREATING POWER
When Thomas Stemberg, the founder of office products retailer Staples, needed a new round of capital to expand his business, he went back to the venture capitalists who had already financed the company. This time, however, they closed ranks and demanded a higher equity share than Stemberg was willing to provide. Determined to break the venture capitalists' cartel, Stemberg sought alternative sources of funding—the pension funds, the insurance companies, and high net worth individuals— with which he could negotiate from a more powerful position.

Tip

USE LIKEABILITY AND INTEGRITY
When in a weak position, do not
underestimate the power of **personal
likeability.** People do business with
people they **like** and whom they can
trust to **keep their promises** and
deliver **good value.**

Making offers and counteroffers

Before you go into a negotiation, it is vital to plan your opening move. Do you open negotiations and make the first offer or do you wait and allow the other party to go first? Make sure that you have an opening offer in mind, and plan how you will respond to your counterpart's offers.

Knowing when to go first

Some experts suggest that you should not make the first offer and should always allow your counterpart to go first. Skilled negotiators, however, question the conventional "never open" rule. They choose to tailor their approach to each negotiation. How should you decide whether to go first or second? You should present your offer first when you are confident in the thoroughness of your due diligence and also when you suspect that your counterpart is ill-informed. By going first, you will "anchor," or set a benchmark, that will be used as a reference point for the counteroffer.

If you are not fully informed, do not go first. Consider the other party's first offer, do not respond to it, and do your due diligence. In some cases, two negotiators are equally skilled and well informed and neither wishes to go first. Such cases often require the involvement of a trusted third party to act as a neutral go-between and get the negotiations started.

> You should **present** your offer first when you are **confident** in the **thoroughness** of your **due diligence**

In focus

POSSIBLE RESPONSES TO TOUGH OPENING OFFERS

It is easy to be thrown if the other party's opening offer is extremely low. Effective negotiators make sure that they are not startled by a tough first offer, and avoid making a quick, emotional reaction. It is vital that a low opening offer does not become a benchmark for the negotiation. Possible responses to low offers include rejecting the offer as unreasonable; asking the other party to revise the offer; or asking questions and probing the other party for justifications for the toughness of the offer.
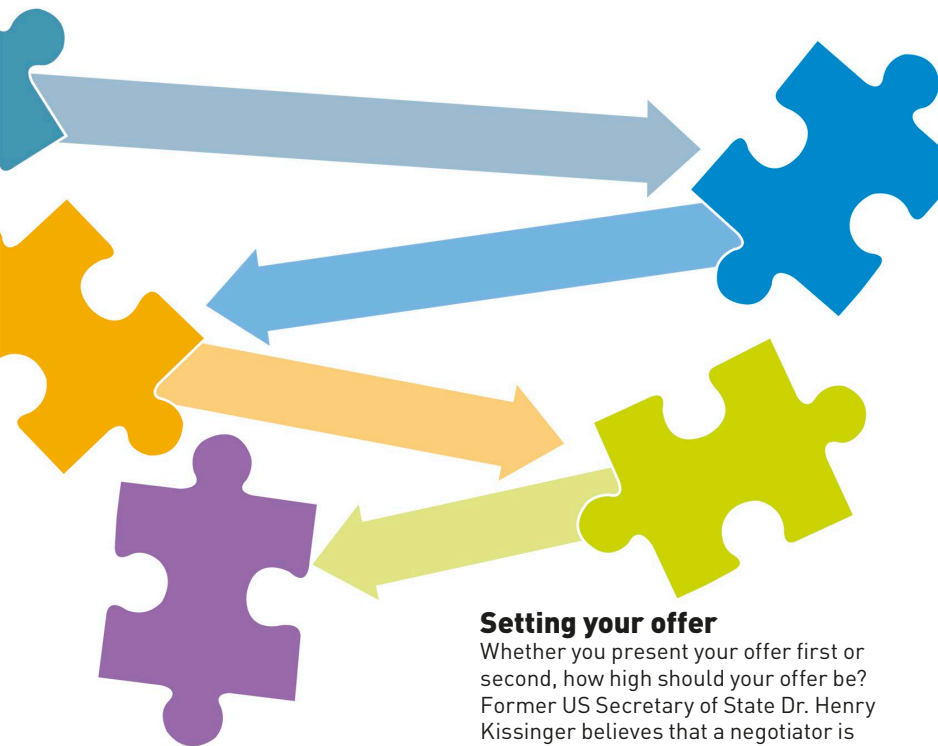
Tip

CONSIDER THE LONGER TERM
If you are hoping to form a **long-term relationship** with the other party, do not take advantage if they make you a very low first offer. You will **generate goodwill** and nurture the relationship if you instead respond with a counteroffer that is higher, but still reasonable to you.

Setting your offer
Whether you present your offer first or second, how high should your offer be? Former US Secretary of State Dr. Henry Kissinger believes that a negotiator is better off starting with a high offer. Most negotiators, however, tend to negotiate first with themselves and thus restrain themselves from making bold offers. They tend to justify their modest offers by thinking that their counterparts would not go for a higher offer. Experts today suggest that a seller who puts forward a high offer may risk his or her credibility and offend the buyer, who may very well walk away without even providing a counteroffer. Instead of coming up with offers that are either too high or too modest, it is often better to make offers that are bold and daring. Bold and daring offers are reasonably high, tend not to be acceptable, but are still negotiable.

Making concessions

Experienced negotiators know that successful negotiations involve a certain amount of give and take, and are well versed in the process of making concessions. They tend to develop offers that leave room for concessions, as these are the oil that lubricates the making of a deal.

Conceding in small steps

Each negotiation event is unique, so there are no absolute rules for how to make concessions that apply to all situations. However, it is generally true that people like to receive good news or benefits in installments, rather than all at once. Skilled negotiators, therefore, tend to make multiple small concessions in order to increase the level of satisfaction of their counterparts.

Knowing what to concede

Inexperienced negotiators often make a first sizeable concession as an expression of goodwill. However, this can set the expectation that there are many concessions to be provided. Experienced negotiators, by contrast, tend to untangle the relationships from the concessions. Sometimes, in order to set the tone of reciprocating concessions, these knowledegable negotiators concede first by making a concession on a minor issue.

Wait before you make the first sizeable concession. During this time, advocate for your initial offer and convey the idea that it is not that easy to make concessions. The second concession

Tip

WATCH YOUR TIMING
Think carefully about the **timing** of your first **sizable concession.** If you make it too soon after your initial offer, it will give the other party the impression that the initial offer was not a credible one.

should be smaller in size than the first and be a longer time in coming. Making concessions in progressively declining installments will then lend more credibility to when you finally say: "There is no more to give."

30%

of **bargaining behavior** is influenced by the behavior of others, not self-interest

Making and interpreting concessions

ENABLING RECIPROCITY

Label the concessions you make as ones that are costly to you and then reduce your value. This sets up the **expectation** that you will receive a concession in return, implying **value for value.**

USING CONTINGENCY

If you suspect that your concession will not be **reciprocated**, offer a concession that is contingent upon the other party providing a **concession in return.** For example: "I will be willing to extend the terms of payment to 45 days if you will increase your order by 500 items."

SETTING BOUNDARIES

Some negotiators put the deal at risk by asking for too much. Set boundaries for the other party by being **clear and precise** about what you can concede and what you absolutely cannot.

SETTING RULES

Sometimes negotiators make **final concessions** but then withdraw them or make them contingent on receiving a new concession. Set a **clear rule** that a concession cannot be withdrawn, unless it was explicitly offered as a tentative or conditional concession.

SPOTTING DEAL BREAKERS

Some concessions are deal breakers: without them, your counterpart will walk away from the negotiation table. Try to distinguish these from **value-enhancing concessions,** which are demands that will get a **better deal,** but if not provided, would not result in the other party abandoning the negotiations.

Being persuasive

A successful negotiation process requires effective persuasion. When attempting to influence your counterpart, it is crucial to identify your moments of power and take advantage of them. Seasoned negotiators understand how to use appropriate persuasion techniques to sell their ideas to the other party.

Influencing others

Effective negotiators use a range of influencing techniques that take advantage of the natural responses of negotiators to certain types of information. For example, negotiators are generally more motivated to avoid losses than they are to obtain gains.

Negotiators use a range of persuasion techniques that take **advantage** of the natural **responses** to certain types of **information**

50% of Americans do not believe what they **see, hear,** and **read** in advertisements

Emphasizing benefits

A group of home-owners in California was given the advice that "if you insulate your home, you will gain 50 cents a day." Another group was told that "if you fail to insulate your home, you will lose 50 cents a day." More home owners under the second set of instructions insulated their homes than under the first set of instructions. Similarly, you are more likely to persuade the other party of the benefits of your deal if you emphasize what they would lose if they don't agree, not what they could gain if they do.

Negotiators are generally more motivated to avoid losses than they are to **obtain gains**

Offering small concessions

Making small unilateral concessions can be a successful way to influence your counterpart. Negotiators feel obligated to reciprocate, no matter how big or small the concessions are. Even a small concession on your part can help the other party to comply. The more beneficial your concession is to the other side, the more likely they are to feel obliged to return the favor.

98%

of people will **agree** to a **request** if given a reason

97%

of people will **agree** to a **request** even if the reason does not make sense
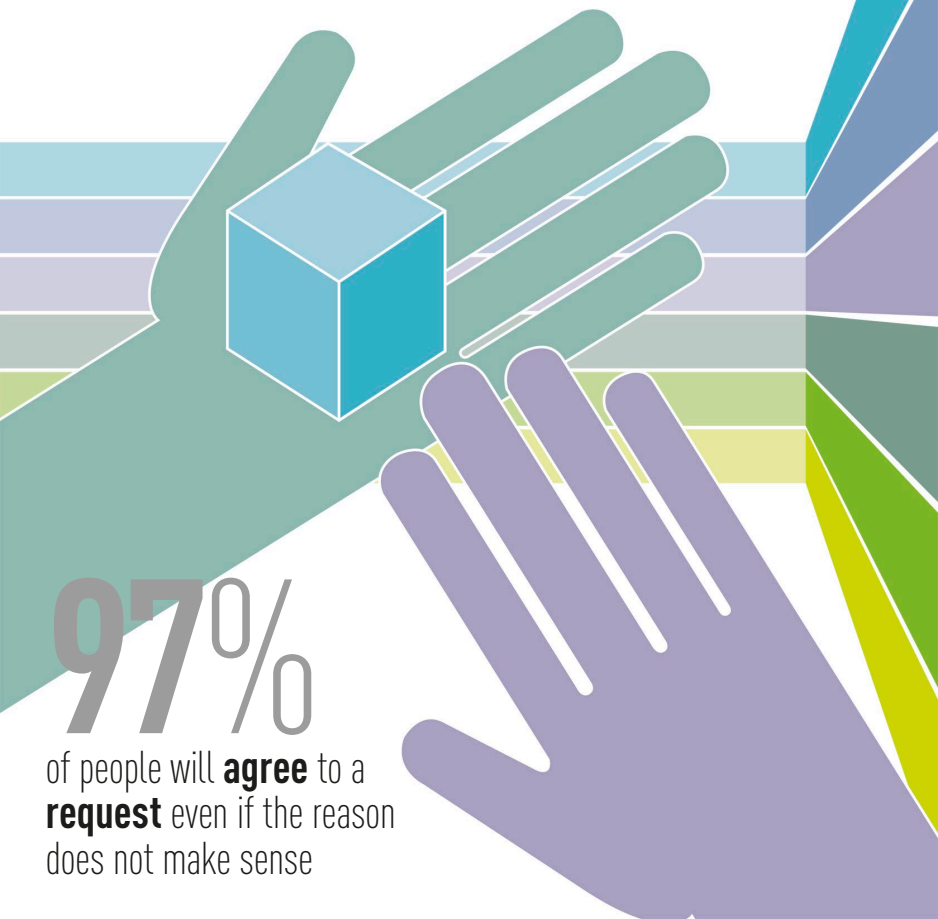
Strengthening your hand with persuasion techniques

USE SCARCITY

It is human nature for people to **want more** of what they cannot have. When you present your offer to the other party, inform them of the **unique benefits** you are offering that they would not be able to get elsewhere.

GAIN COMMITMENT

Encourage the other party to agree to an initially modest request. They are then **more likely** to follow up with their **commitment by agreeing** to your key demand to justify their past decision to say yes to you.

GIVE A REASON

People are much more likely to **agree to a demand** if you have given legitimate justification for it. Try to give a reason that can be backed up with evidence, but using even a frivolous **reason increases** your chances of reaching agreement.

GIVE "SOCIAL PROOF"

People often use **"social proof"** when making decisions—they think that if many people are doing things a certain way, it must be good. Demonstrate how your product or service has been **successfully used** by others.

LET THEM SAY "NO"

Give the other party the **opportunity** to say "no" by making an outrageous demand, before retreating immediately and putting forward a more **reasonable demand.** This can also serve to make the other party feel obligated to make a concession.

SET A BENCHMARK

Negotiators who are not fully informed tend to compare the cost of an item to a **reference point or benchmark.** You can influence the way they make their decision by setting a benchmark for them.

Managing impasses

Negotiations do not always conclude with an agreement. You may encounter an impasse or a deadlock during the process. How should you deal with a deadlock? Should you leave the negotiation table, concluding that the process has failed, or should you encourage yourself and your counterpart to remain at the table and keep the negotiations going?

Dealing with deadlock

Skilled and experienced negotiators expect there to be impasses in the negotiating process. They anticipate deadlocks and develop counteractions to deal with them when they occur. They view an impasse as a natural ingredient in negotiations and do not give up easily in their attempts to reach an agreement.

Impasses usually generate negative emotions and sometimes deep feelings of resentment. Prior to and during the negotiation process, you should always be sensitive to the other party's concerns, feelings, and, particularly, their self-image. Research has suggested that negotiators have an image to uphold and that negotiations are less likely to be successful when either or both parties are not sensitive enough to each other's dignity, or "face." You should always be mindful not to harm the self-image of your counterpart, and this is never more important than during critical moments of an impasse.

12%
greater profits are **achieved** when parties negotiate over **a meal**
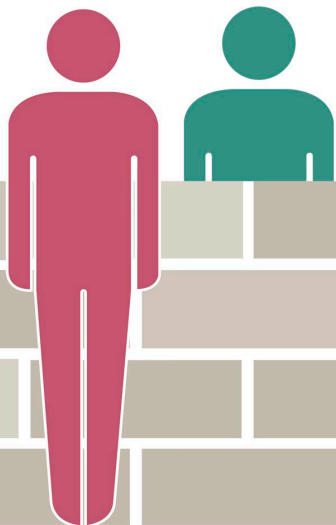
MANAGING DEADLOCK SITUATIONS

Do's | Don'ts

Do's	Don'ts
O **Anticipating potential impasses and planning in advance how to deal with them**	O Believing that you can just think on your feet if a problem arises
O **Being open-minded and flexible, and finding creative solutions**	O Thinking that deadlocks always lead to "no deal"
O **Reacting calmly and using your emotional intelligence, because you know that deadlock situations can be resolved**	O Leaving the negotiating table early because you are deadlocked with the other party

Oiling the wheels

If you are facing an impasse, experts suggest that, in the intensity of the moment, you should first take time out to cool down. This will help to defuse the emotional situation and you can resume the discussion at a later time.

When you reconvene, start with any existing mutual benefits. Impasses often occur after some progress has been made. So, it may be useful to frame the impasse in the context of what has already been achieved and highlight the potential losses to both parties if agreement is not reached.

If you are still deadlocked, you may need to try expanding the pie. If you maintain a zero-sum, fixed-pie mentality toward the negotiation, this will restrain your creativity in negotiating for the best deal. The purpose of negotiation is not to win an argument, but to find solutions that would maximize the benefits for both parties. Consider new ideas to help you reach agreement. Expand the issues you are discussing, but avoid making concessions. In this way, you may be able to overcome the impasse on one critical issue by adding another issue that is attractive to the other party.
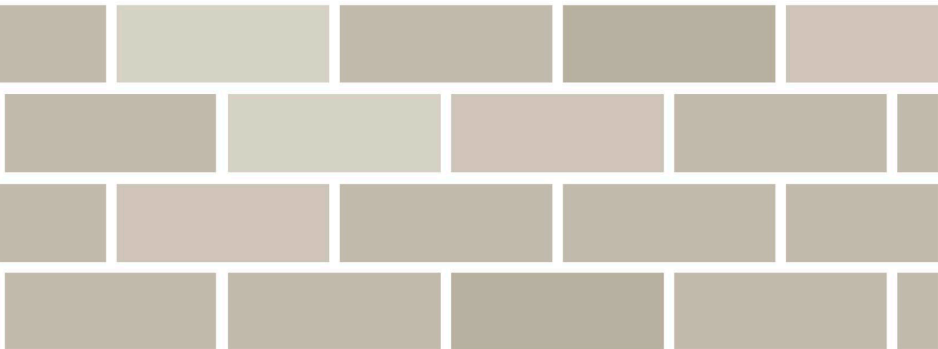
Avoiding decision traps

Most negotiators believe that they are rational. In reality, many negotiators systematically make errors of judgment and irrational choices. It is important for you to understand and try to avoid making these common errors, as they lead to poor decision-making.

Making the right decisions

Understanding the decision traps that negotiators can fall into will help you avoid making the same mistakes yourself, and may allow you to use the other party's errors to leverage your own power. There are many tactics and strategies you can use to avoid decision traps or to use them to your advantage.

Hot and cold cognition

Psychologists have identified two approaches to decision-making: "hot cognition" and "cold cognition." High-speed, pressurized decisions use "hot cognition," while logical, slow decisions use "cold cognition." In high-pressure environments try to overcome your emotions and use "cold cognition."

Understanding decision traps may **allow you** to use the other party's errors to **leverage** your **own power**

Tip

WATCH YOUR TIMING
To keep from feeling that you have not made the **best possible deal,** never accept the first offer that is made, even when it is a **great offer.** Always negotiate a little.
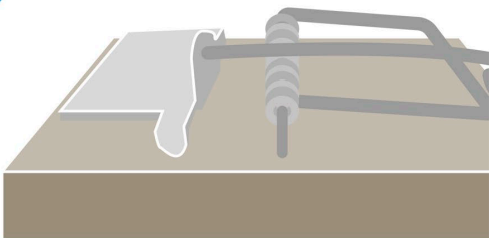
Strategies for decision-making

Do not hesitate to reverse your original decision and cut your losses; **create an exit strategy** even before you get involved in the negotiation process.

Set a **benchmark** that could give you an **advantage** when your counterpart is ill-informed, but be aware that they could do the same to you.

Engage a **trusted expert** who will challenge your overconfidence in your ability to negotiate and put pressure on you to do a reality check.

Make sure that your offer is based on **solid research.** When buying, demand a performance **guarantee** of the product.

Invest time and energy in looking for **information** that is not easily available. You will often find accessible information that can improve your position.

Present information more or less vividly to influence others, but be wary of overvaluing information that is attractively presented to you.

As a negotiator, be aware of how the other party **frames the situation** and presents its offers.

Approach each negotiating event as a **unique case.** They are never identical.

Understanding decision errors

ERROR	DESCRIPTION
Nonrational escalation of commitment	O **Acting contrary** to your self-interest by increasing your commitment to an original decision, despite the fact that this decision produces negative outcomes ("throwing good money after bad").
Anchoring and adjustment	O **Using a faulty anchor** as a benchmark from which to make adjustments and decisions. An ill-informed home-buyer, for example, may use the seller's asking price as an anchor for their counteroffer, rather than solid due diligence on home values.
Overconfidence	O **Believing that you** are more correct and accurate than you actually are. This leads to an overestimation of your power within the negotiation, the options open to you, and the probability of your success.
The winner's curse	O **If you settle quickly** on a deal when selling, feeling that the "win" was too easy and that you could have gotten more from the deal. O **If you settle quickly** on a deal when **buying,** thinking "I could have gotten this for less" or "What is wrong with this item? I must have gotten a bad deal."

ERROR	DESCRIPTION
Information availability bias	O **Making a decision** based on limited information, even though information is readily available or would have been available if enough effort had been put in to finding it.
Vividness bias	O **Recalling and assigning** more weight to information that was delivered in a vivid fashion, and giving less weight to equally important, but dull, information.
Framing and risk	O **Making decisions** based on how the issues were framed (for example, a glass may be described as being half empty or half full). Risk-averse negotiators are more likely to respond positively to offers that are framed in terms of losses, for example, because they are afraid of losing out; risk-seeking negotiators, by contrast, will respond slowly, because they are willing to wait for a better offer.
Small numbers bias	O **Drawing a conclusion** based on a small number of events, cases, or experiences, believing that your limited experience allows you to generalize from it.

Managing emotions

In the heat of a negotiation, the emotions you display can significantly influence the emotions of the other party. Effective negotiators try to synchronize their behavior with the other person's, developing an interpersonal rhythm that reflects a shared emotional state.

Understanding the approaches

There are three types of emotional approach in negotiations: rational (having a "poker face"), positive (being friendly and nice), and negative (ranting and raving). Of the three emotional strategies, the positive and rational approaches are more effective than the negative approach in achieving targets in an ultimatum setting. The positive approach is more helpful in building a long-term, constructive relationship than the rational or negative methods.

POKER FACE
Some negotiators believe that exposing their emotions to the other party makes them vulnerable and will result in them giving away too much of the pie, and so try to always keep a "poker face" when they are negotiating. They also believe that emotional displays may result in an impasse or in defective decision-making, or cause negotiations to end.

STRATEGIC USE OF ANGER

Some negotiators successfully use displays of anger strategically to try to encourage the other party to agree to their demands. They aim to gain concessions from their opponent because the other party takes their anger as a sign that they are close to their reservation point. Inducing fear in their opponent pushes that person to cave in and agree. It sends the signal that they would rather walk away from the table without reaching an agreement than settle for less than what they want. The opponent may also wish to end the unpleasant interaction by giving in.

BEING POSITIVE

Some negotiators believe that displaying positive emotions enhances the quality of the negotiated agreement, because a good mood promotes creative thinking, leads to innovative problem-solving, and smoothes out communication. Negotiators with a positive approach use more cooperative strategies, use fewer hard tactics, engage in more information exchange, generate more alternatives, and come to fewer impasses than negotiators with a negative or rational mood.

BEING NEGATIVE

Negotiators who use the negative approach display anger, rage, and impatience to influence the other party. Anger is sometimes used strategically, but negotiators who are genuinely angry feel little compassion for the other party, and are less effective at expanding and slicing the pie than positive negotiators. They tend to achieve fewer win–win gains when angry than when they experience positive emotions. Angry negotiators are also less willing to cooperate and more likely to seek revenge.

85% of our **success** is based on our **ability** to understand human **behavior**

Monitor and **regulate** your **emotions**

You **need to** find ways to **empathize** with the **other party**
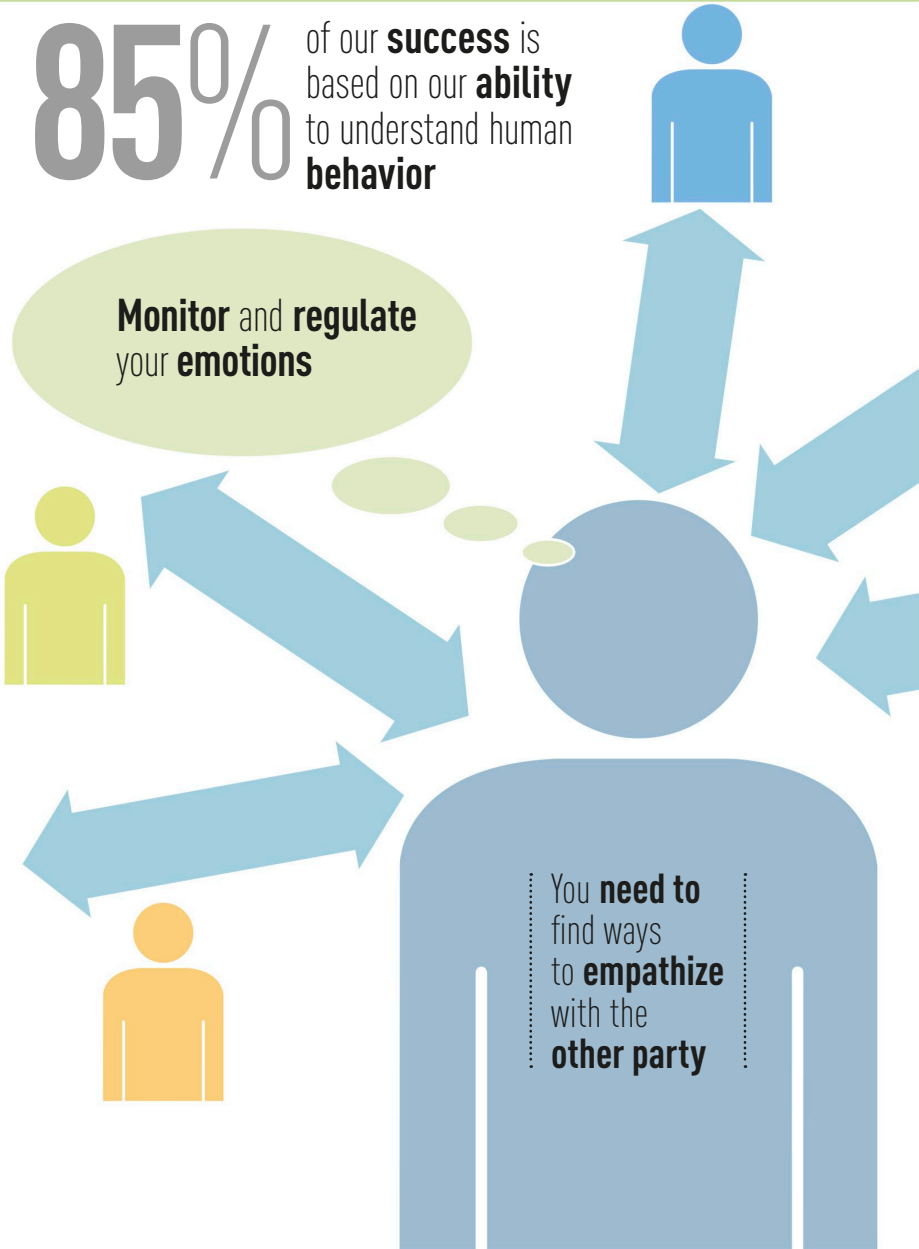
Using emotional intelligence

When negotiators are emotionally overwhelmed, their mental capacity to negotiate effectively is impaired. To overcome this, you must manage your emotions intelligently. You need to be aware of the emotions you are experiencing and be able to monitor and regulate them, and you need to find ways to empathize with the other party. When negotiating with any other group or individual, it is important to make a conscious attempt to modulate your irritation. For example, while it might be frustrating if your counterpart retracts from an earlier commitment, you could disguise your irritation and use the term "misunderstanding" instead of openly displaying your anger.

ASK YOURSELF...
Do I use emotional intelligence when negotiating? **YES NO**

1 Am I able to make an **emotional connection** with my counterpart, even if I do not know them very well? .... ☐ ☐

2 Am I able to **judge** when my own emotions threaten to affect my ability to make **rational decisions?** .... ☐ ☐

3 Can I **manage** my emotions to ensure that I am always **effective?** .... ☐ ☐

4 Am I able to react in a **measured way,** keeping my emotions under control, even if the other party is using value-claiming tactics or behaving in a manner that I do not agree with? .... ☐ ☐

Dealing with competitive tactics

In competitive win–lose position-based negotiations, negotiators use various manipulative tactics to maximize their interests while disregarding the interests of their counterparts. They usually believe that these tactics are quite effective. Often, however, these tactics can backfire, escalating the level of negotiation or even leading to an impasse. Skilled negotiators recognize these tactical traps and know how to avoid and neutralize them.

Competitive tactics and how to avoid them

MAKING A HIGHBALL OR LOWBALL OFFER

A negotiator assumes that you are not fully informed and tries to take advantage by making a very high offer as a seller, or a low offer as a buyer. Their objective is to replace the benchmark you have in your mind with one in their favor.
To avoid: Be confident in your benchmarks and try to see clearly through this ploy.
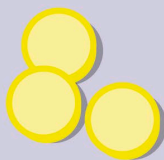
PLAYING GOOD GUY/BAD GUY

One negotiator plays tough and uses aggressive tactics, such as threats and ultimatums. Another empathizes to make you believe that he or she is on your side. Neither is on your side—both are trying to maximize their own interests.
To avoid: Focus squarely on protecting your own interests.

APPLYING TIME PRESSURE

The other party uses the pressure of time to try to get you to concede by setting tight deadlines for an offer, or using delaying tactics to reduce the time free for the negotiation.
To avoid: Use your judgment to decide whether a deadline is real or not.

SEPARATING THE ISSUES

A negotiator insists on reaching an agreement on a single issue before moving on. This prevents you from bundling issues together and creating opportunities for trade-offs.
To avoid: Negotiate multiple issues at once, stating that "nothing is agreed upon until everything is agreed upon."

USING EMOTIONAL BLACKMAIL

A negotiator tries to intimidate or influence you by fabricating anger, frustration, or despair. They try to emotionally shake you and make you feel responsible for the lack of progress.
To avoid: Use your emotional intelligence. Stay calm and centered, and try to steer the negotiations back on track.

NIBBLING

The deal is done, but at the last minute the negotiator asks for another small concession. Most negotiators concede, fearing that the last-minute demand might derail the deal if it is not fulfilled.
To avoid: Remember that refusing to budge on a small concession at the last minute is not usually a deal breaker.

15.5 of **16** concessions were **won** in a survey when **threats** were made **late** in the negotiation

Closing the deal

Closing the deal after reaching an agreement is the last but most critical part of any negotiation process. It is certainly not simple, and is not just about outcomes. It also has to do with building relationships and making sure that the negotiated agreements can be carried out smoothly. Closing the deal properly is especially important when negotiated agreements are complex and multidimensional.

Preparing to close

Before you close the deal, both you and your counterpart need to understand that the purpose of making the deal is not to sign the contract, but rather to accomplish what the contract specifies. What goals is each party pursuing through the deal and what will it take to accomplish them? As you depend on each other to accomplish your goals,

it is important to make sure that both parties are signing the contract wholeheartedly. Review both parties' key interests and ensure that nothing has been neglected. It is quite possible for the other party to decide to overturn the entire deal if he or she feels pushed into an agreement without having their own needs taken care of.

Treat closing as **the start** of a collaborative process between you and the other party.

↑

When **closing the deal,** make sure that neither **party** overcommits.

↑

How to ensure effective implementation

Considering implementation

Most negotiators underestimate the importance of implementation. If not considered, the intense process of negotiation can undermine your ability to achieve your goals after the deal has been signed. For example, if you have used hard negotiation tactics to push the other party to agree to the deal, the other party may feel, upon signing the contract, that they have been unfairly treated and sabotage the deal, or fail to deliver.

Before you put pen to paper, discuss the implementation of the deal with the other party. What you agree must fulfill the needs of both parties if you are to ensure successful implementation Unless both parties have confidence that the deal can be successfully implemented, there is no point in continuing the discussion.

Reaching agreement

A written agreement usually marks the closure of a negotiation. The agreement, which includes solutions for both parties, may be summarized and you may ask the other party to sign this document. This is

Continue to work with the other party until implementation is completed.

Share any concerns you have as the process progresses.

Include all **stakeholders** in the implementation process.

the most simple and natural way to conclude a negotiation. Changes should be allowed after the agreement has been signed. In other words, if circumstances change, both parties should feel quite comfortable contacting the other party to discuss these changes. Upon mutual agreement, such necessary changes can be incorporated into the new agreement. Make sure you include this last point in the agreement, as a deal is not done until it is done—it is better to allow for some flexibility than to force the other party to overthrow the entire deal, should the circumstances change.

CHECKLIST...
Closing a deal

	YES	NO
1 Have you **considered** all possible stakeholders?	☐	☐
2 Have you **clarified** the purpose of the deal?	☐	☐
3 Have you made sure that **both parties** understand what it takes to implement the agreement?	☐	☐
4 Have you built a relationship with the other party, to pave the way for **future collaboration?**	☐	☐
5 Have you made enough **arrangements** for another team to implement the agreement, if another team is taking over?	☐	☐

Developing
your technique

However experienced you are at negotiating, there are always ways to improve your technique. Negotiating in groups, in an international arena, and using your skills to mediate conflicts all require a tailored approach to achieve the best results.

Negotiating as a team

Many business situations are too complex for a solo negotiator to be fully informed about every aspect of the deal. In such cases, working in a team may give better results, though this requires a high degree of internal coordination and a smooth flow of information between members.

Deciding when to use a team

Some negotiations demand a diverse set of abilities. In addition to sound negotiation and psychosocial skills you may need specific technical expertise, for example, in areas of law, drafting joint ventures, or the planning system. You may need to exercise leverage on your counterpart through the use of PR, or require a keen appreciation of politics and strategy to identify the multiple stakeholders in the negotiation and figure out their interests. If you lack any of these abilities, you will probably benefit from the collective wisdom of a team.

You may **need** specific **technical expertise,** for example, in areas of **law,** drafting **joint ventures,** or the **planning system**

MAKE TIME TO PREPARE
Make sure that you have enough time to **create a cohesive,** trustworthy team, and allow time to prepare your **strategy as a group** before you enter into a team negotiation.

3% of **men** in negotiations lied to men, but 24% **lied** to women

You may **need** to **exercise** leverage

In focus

DECISION TIME
Negotiating as a team begs the question of how to decide on a course of action. Broadly, there are three ways to reach a decision. The first is unanimity, in which all team members agree on a given issue. This is a tough rule and not recommended for most situations. The second is the majority rule.

The majority will decide and the minority comply with the decision. The hazard here is that the majority may impose a tough solution that the minority cannot live with. The third, and usually best, decision-making rule is consensus: making a decision that not all the team members agree with fully, but that all can live with.

Advantages and pitfalls

Understanding the advantages

There are many benefits to negotiating as a team. Being part of a team provides for multiple creative trade-offs and options and has other advantages, too. Sheer "strength in numbers" makes a team feel secure and powerful and sends a clear message to the other party that you are serious about the deal. You are also likely to feel less pressured when negotiating as a team, and are unlikely to make too many concessions too early in the process.

Avoiding the pitfalls

Working in a team can lead to a lack of focus and consistency, so appoint a chief negotiator to lead your team and agree in advance each member's roles and responsibilities. Avoid falling into "group think," when team members feel pressured to conform to an existing group mindset and reluctant to present ideas that conflict with it. It can also be easy for a team to create a false sense of cohesiveness: "us," the good team, versus "them," the bad team. If this happens, genuine conciliatory attempts made by the other party can be dismissed as dishonest "tricks" and rejected, resulting in missed opportunities to make a deal.
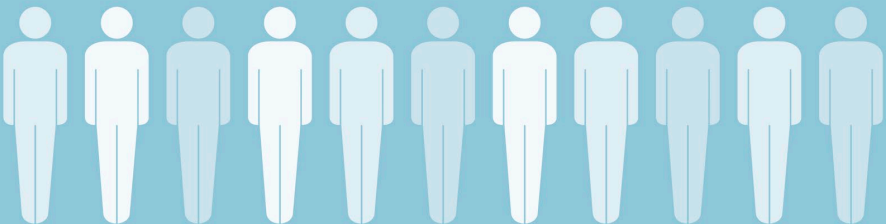
Dealing with many parties

Many business partnerships or deals involve agreements between three or more different parties, each with its own positions, needs, and goals. Negotiating in this environment requires dexterity and a constant eye on the pitfalls, such as coalitions between the parties opposing you.

Balancing complex issues

Multiparty negotiations are in many ways similar to two-party situations but require a wider set of skills to deal with their additional complexities, which include those listed here:

Social complexity With more negotiators involved, the social context becomes complex. In a two-party negotiation, your focus is on one individual, but multiparty negotiations require you to understand, analyze, and build relationships with each negotiator. You must learn to resist social pressure and protect your interests, even when faced by a coalition of parties in the negotiation.

Strategic complexity Multiple parties have many interests, and often conflicts of interest, between them. Each party has its BATNA (Best Alternative To a Negotiated Agreement), which may change as alliances are formed. To be well prepared for a multiparty negotiation, you will need to constantly reassess both your own and your counterparts' BATNAs.

Emotional complexity Negotiating in a multiparty context can be very taxing. Hold your emotions in check; emotional distress often results in poor decisions.

SUCCEEDING IN MULTIPARTY NEGOTIATIONS

Do's	Don'ts
○ **Forming or joining coalitions**	○ Insisting on acting independently
○ **Resisting group pressure to modify your core interests**	○ Settling too easily when faced by a coalition
○ **Being clear when you disagree**	○ Keeping quiet: silence may be interpreted as assent
○ **Monitoring the positions of all the parties**	○ Focusing on only one part of the negotiations

Informational complexity
The number of parties involved produces multiple exchanges of information, proposals, and multiple trade-offs. You need to develop a solid information system that can record and recall all the information exchanged in the negotiation room.

Procedural complexity The design of the negotiation process may be fraught with difficulty. Its structure, the rules of engagement, selection of venue, sequence of issues, and how decisions will be made, must be perceived to be fair. In high-value negotiations, it is wise to employ an expert to facilitate the process more effectively.

Case study

CHAIRING MULTIPARTY TALKS

The central challenge for the Chair of a meeting is to gain the trust of the negotiating parties. Former Senator George J. Mitchell, US Senate Majority Leader, stated that in mediating the dispute in Northern Ireland, his ability to be effective ultimately depended more on gaining the delegates' trust and confidence than on his formal role and authority. The Chair should be clear about his or her role, introduce the agenda, introduce ground rules, provide parties with opportunities to express themselves, and distill common interests. The Chair should also regularly summarize the progress that has been made in the negotiation.

Building winning coalitions

The moment there are more than two parties in a negotiation, there are opportunities to make coalitions. To protect your interests and remain in the negotiating game, one of your major objectives will be to think well in advance about offense (how to build a winning coalition) as well as defense (how to put together a blocking coalition).

When attempting to build a stable coalition, there are three essential factors to consider. The first is the issue of agreement. Some parties will agree and others will disagree with your vision and the strategies and tactics you plan to use to achieve it.

To build a coalition, there are **three factors** to consider

Tip

DIVIDE THE PIE
Make it clear to your coalition partners how the **benefits**—the proverbial pie—will be divided if you achieve your goals. The division certainly must be fair, but **fairness** does not necessarily mean an equal share.
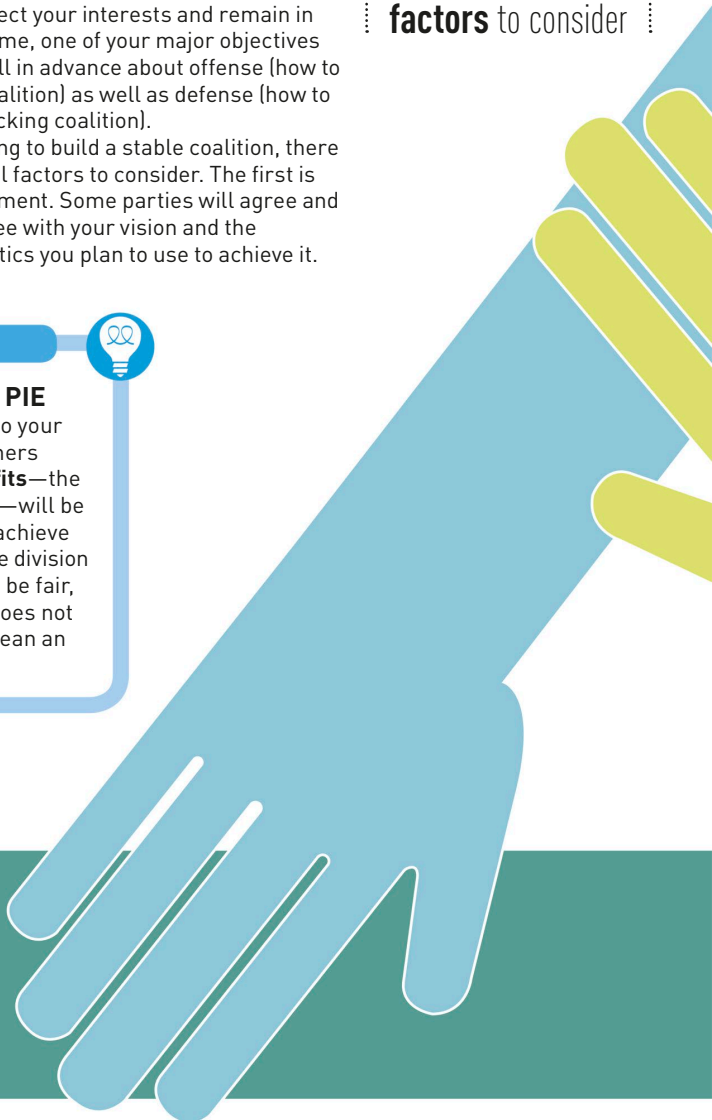
Gaining influence and trust

The second important factor to consider when building a coalition is influence. Some potential partners may be highly influential and can use their positions of power to assist you in moving your agenda forward, while others will be weak and unable to help much. The third factor to consider is trust. Coalitions are temporary entities driven by self-interest, so partners are easily seduced to defect once the payoffs elsewhere become higher. Your main objective should be to recruit potential partners who are trustworthy and will remain loyal to the coalition.

Tip

GAIN POWER
Consider **building a coalition** if you think you hold a weaker hand than one of your opponents. Being part of a **successful** coalition may help you shift **the balance of power.**

Recruiting coalition partners

When building a coalition, start by identifying all stakeholders, both supporters and opponents of your objectives. Classify each one according to their level of agreement (high, medium, or low, on a scale from one to 10), the degree of influence they could bring to the coalition, and their level of perceived trustworthiness. First, approach your best potential allies—the parties who agree with your vision and agenda and are very influential and trustworthy.
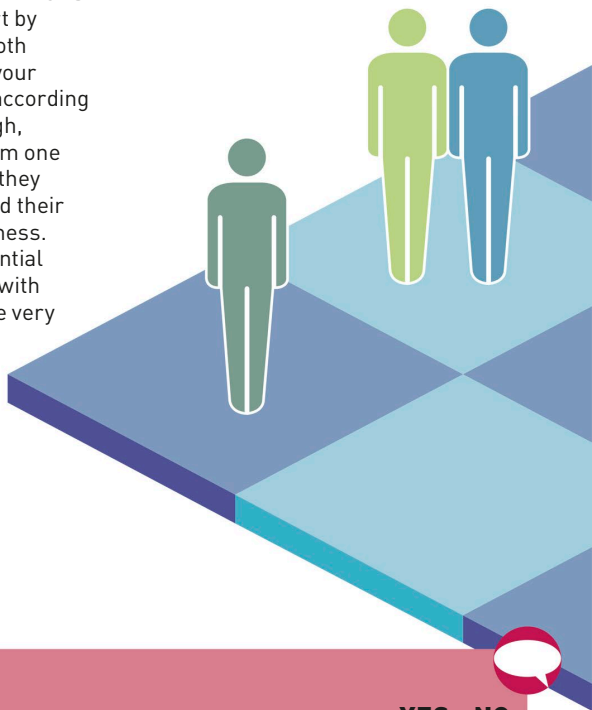
First, **approach** your **best potential allies**

ASK YOURSELF...

About forming a coalition

		YES	NO
1	Do you know your **agenda** for the negotiation and what you are trying to **achieve?**	☐	☐
2	Have you considered the **main factors** that you need to consider in building your coalition?	☐	☐
3	Can you **identify** potential coalition **partners** that are most likely to work with you to allow you to fulfill your objectives **jointly**?	☐	☐
4	Should you **sequence** the recruitment of each potential coalition **partner?**	☐	☐
5	Do you know the **best way** to approach potential partners?	☐	☐
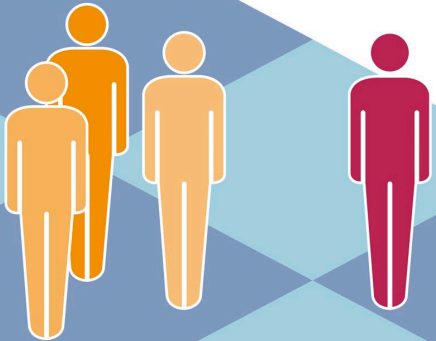
Focus on the
allies who **agree**
with your **vision**

Gaining allies

Next, focus on the allies who agree with your vision and are trustworthy, but who do not hold positions of power at the moment; they may gain influence as the negotiation proceeds. Ignore the weak adversaries: those who disagree with your agenda and have little influence. At the same time, think how you could block your powerful adversaries.

Can you make a coalition with one of their potential partners? Coalition partners are often motivated solely by gains. Once the gains elsewhere are higher, they may defect, so you should attempt to cement integrity within the coalition. One way to do this is to ask each partner to make a public commitment to the coalition, making it harder for them to defect.

Negotiating internationally

In today's global economy, ever more business deals are made across national borders. Negotiating international deals is a challenge because you must be familiar with the complexities of the immediate negotiation context, such as the bargaining power of the parties and the relevant stakeholders, as well as the broader context, which may include currency fluctuations and government control.

Understanding the differences

You are likely to experience significant differences in several key areas when you engage in international negotiation:

Agreements Western negotiators expect to conclude the process with a comprehensive bulletproof legal contract. In other regions, and notably in Asia, memorandums of understanding (MOAs), which are broader but less substantial agreements, may be more common.

Time sensitivity In countries in which a "doing" culture is prevalent, people believe in controlling events and managing time strictly. In some countries, time is not viewed as such a critical resource, and negotiations can be slow and lengthy.

Degree of formality Negotiators from informal cultures tend to dress down, address one another by their first names, maintain less physical distance, and pay less attention to official titles. In contrast, negotiators from formal cultures tend to use formal titles and are mindful of seating arrangements.

Factors to consider in international negotiations

01 POLITICAL RISK
While some countries have long traditions of an abundance of resources and **political stability,** others have scarce resources and are marked by volatile political changes.

02 IDEOLOGY
In individualistic cultures like the US, the purpose of the business is to serve the **interests of its shareholders,** but in collective cultures, the business has a larger purpose: to contribute to the **common good** of society.

03 CULTURE
Different cultures have starkly **different cultural beliefs** about the role of individuals in society, the nature of relationships, and the ways in which people should communicate. These have a fundamental effect on how you need to **approach** a negotiation.

04 INTERNATIONAL FINANCE
Currencies fluctuate and affect the balance of **expenses and profits.** The **stability** of the currency your investment is made in affects the risk to you. Many governments also control the **flow of currency,** limiting the amount of money that can cross their borders.

05 BUREAUCRACY
Business practices and government regulations vary from country to country. In some countries, the government bureaucracy is deeply **embedded** in business affairs, and businesses are constantly required to secure **government approval** before they act.

06 POLITICAL AND LEGAL SYSTEMS
Different countries have different tax codes, labor laws, legal philosophies and enforcement policies, laws that govern joint ventures, and **financial incentives** for attracting business **investments.**

Negotiating in Asia

Succeeding in any international negotiation means taking the time to understand the complex negotiating environment, being sufficiently flexible to be able to change your ways of working if necessary, and learning to work within different governmental bureaucracies. The overall cultural and business landscape in Asia is especially unfamiliar to Western organizations. With the region's rapid rise in economic prominence, however, every manager needs to be aware of how it differs.

The Asian style of negotiation

RELATIONSHIPS ("GUANXI")

EMOTIONS

FAIRNESS

TRUST FROM THE HEART

FACE

LEGALISM

DECISIONS

Tip

BE PATIENT
Indian negotiators are more concerned with getting **good outcomes** than with the efficiency of the negotiation process, and may negotiate for weeks or even months to get the **best deal.** Never put pressure on your counterpart to reach agreement more quickly or you may lose the deal.

Chinese business leaders invest heavily in making **interpersonal connections** and creating a dependable **social network,** known as **"guanxi."** They prefer to do business within their trusted network.

The Confucian teaching **xinping qihe,** meaning **"being perfectly calm,"** makes it difficult for Western negotiators to "read" their counterparts and to know where they stand.

The concept of **fairness** is based on needs: those who have more should give to those with less.

Asian businesses like to do business with **trustworthy individuals** rather than faceless organizations. The lengthy process of building trust is based on openness, **mutual assistance, understanding,** and the formation of **emotional bonds.**

Dignity and prestige are gained when individuals behave **morally** and achieve accomplishments. Face is a **formidable force** in the Asian psyche that negotiators in Western organizations must be particularly aware of.

You risk insulting your Asian counterpart if you emphasize penalties for not honoring commitments in detail. Contracts are short and merely a **tangible expression** of the relationships being created. They are not treated as "fixed" legal instruments.

Although Chinese and Japanese societies are hierarchical, they use the **consensus** style of decision-making. Lead negotiators refrain from dictating a decision in order to **preserve relationships** and give face to others.

Acknowledging differences

Asian culture is characterized by concern for people's feelings. It emphasizes interdependence, cooperation, and harmony, while Western culture tends to be more competitive and achievement-oriented, and rewards assertiveness. Like Asian culture, in South America good relationships are vital, but so is emotional expression.

Asian and South American societies tend to give a higher priority to collective goals; self-sacrifice for the good of the whole is a guiding principle. Also, there is a greater acceptance of unequal power distribution, and relationships are built based on differences of status, age, and gender.

Tip

MAKE A CONNECTION
Present your partners with a **long-term vision** of the **mutual benefits** of a deal, stressing your **personal relationship** rather than legal obligations.

Asian and South American societies give a **higher priority** to **collective goals;** self-sacrifice for the **good of the whole** is a **guiding principle**

Business people in China and Japan like to avoid uncertainty, preferring **structured and clear** situations in which they make decisions after **careful evaluation** of information

Avoiding uncertainty

Another cultural differentiator is the level of comfort of individuals in ambiguous situations. Business people in China and Japan like to avoid uncertainty, preferring structured and clear situations in which they are able to make decisions after careful evaluation of a large amount of information. Contrast this with some Western societies, where people are more comfortable with ambiguous situations and are prepared to make quick decisions based on a limited amount of information. In South America, people may be deliberately ambiguous to avoid being directly negative.

Be aware too that there are differences in communication styles: Asians may be "high context" (indirect, implicit, and suggestive), while those from the West are "low context"—more direct and specific.

Understanding emotions

South American business people often seek to form close, friendly relationships at the outset of any negotiation. They may talk and express their emotions with a level of intensity that many Asian and European cultures avoid.

The South American style of negotiation

GREETINGS
A close, **personal greeting** to every team member at the start of each meeting will make people feel valued and important. In South American cultures, being **open and welcoming** is part of professional life.

EXPRESSING EMOTIONS
Using **expansive gestures** and speaking loudly and with passion is considered usual in many **conversations.** Do not wait for a pause to join the debate—a **continuous flow** of conversation builds bonds and **deepens trust.**

FAMILY TIES
Extended families form the **core** of South American society. Often there is limited distinction between personal and business life, so **expressing interest** in the families of South American colleagues and discussing your own family is important when negotiating.

RESPECT
Treating people with the **correct level of respect** in relation to both their role in a company and **standing in society** is equally important. A **chain of command** guides business processes, but at each level team members work together with **mutual respect**.
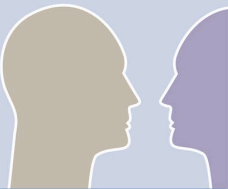
AVOIDING CONFLICT
The word "no" is rarely expressed in conversation. Refusing a **request** or being negative is considered impolite, so many South Americans will avoid certain subjects or use reserve and closed expressions to imply their **true intentions.**

Using a coach

Many negotiators have blind spots, hold false assumptions, and are prone to repeating their mistakes. Some people continue to fail to understand the other party's perspective, are unable to convert positions to interests, or are unable to manage their emotions. Working with a coach is an excellent way to gain perspective on your weaknesses and strengths and develop your skills for greater success.

Understanding the benefits

Many negotiators do not realize that they could improve their techniques. They continue to make the same type of mistakes because they filter information, hearing only what they want to hear, rather than absorbing the complete information that is required to perform well. Another self-serving trap is attribution. Negotiators often attribute problems in negotiations to their counterpart negotiators. An objective coach who is willing to challenge you can help raise your awareness of your limitations and improve your negotiating performance.

57%

of people who thought they had been **assertive** in negotiations were **seen** as under-assertive

WORKING WITH A COACH

Do's	Don'ts
O **Embracing coaching as a way to become more successful**	O Rejecting an offer of coaching because you can't improve
O **Respecting your coach's assessment of your weaknesses**	O Believing that your coach doesn't understand your superior approach
O **Using the feedback your coach gives you to improve your skills**	O Dismissing your coach's advice because you know better

ROLE PLAY
Scenario role play can be an effective method of preparing for negotiations. A coach can help you rehearse your role and make sure there are no gaps or weaknesses in your case and in the negotiation process. For example, the coach can help identify your BATNA or make sure that you are not too enamored with the potential deal to the extent that you are unable to walk away from it. Although it is impossible to perfectly script a negotiation process ahead of time, it is helpful to "know your destination and all the terrain" so that even if the other party takes the process off track, you can still find a way to achieve your goals.

Being assessed

When you first work with a coach, they will make an assessment of your performance. This often starts with a 360-degree feedback session, in which your coach collects data from people you negotiate with, in order to identify your strengths and weaknesses. The coach may also "shadow" you in some actual negotiations, to take note of your existing performance. Witnessing you in action allows a coach to provide relevant and insightful suggestions for improvement. The key outcome from the diagnosis is for the coach to identify your patterns in beliefs and behaviors so that you have a higher level of self-awareness.

A **good coach** helps the negotiator **test** his or her **own assumptions,** consider **different perspectives,** and reach a **conclusion** about how to proceed

Fine-tuning your style

The coach then works with you to identify the skill sets and attitudes you want to focus on throughout the coaching period. Coaches are experienced in diagnosing possible pitfalls in your negotiation styles, and can help you be proactive in preventing them from occurring. They can also help you to uncover issues and resolve them on your own. They can expand your repertoire of behaviors by trying out different approaches and styles with you. Coaches ask a lot of questions. A good coach helps the negotiator to test his or her own assumptions, consider different perspectives, and reach a conclusion about how to proceed. Many coaches will use scenario role play to help you practice new ways of doing things.

Once you have used the new ideas and approaches in a real negotiation, a coach can provide a non-threatening evaluation and help you learn from your mistakes, achievements, and missed opportunities. Your learning can then be applied in your next round of negotiations.

Being a mediator

As a manager, you will often have to negotiate directly with others within your organization, but will also sometimes be asked to get involved as a third party to try and help parties engaged in disputes to resolve their conflicts. You therefore need to understand the principles of effective mediation and how your role is different to that of other mediators.

Defining mediation

Mediation is a structured process in which an impartial third party facilitates the resolution of a conflict between two negotiating parties. For mediation to be successful, the person selected to mediate a dispute must be acceptable to both of the parties. They must be entirely happy that the mediator is unbiased and will assess the circumstances of the dispute objectively.

Acting appropriately

If you are asked to mediate a dispute, you need to be certain that you will be able to remain impartial and not let yourself get swept up in the emotional side of what is taking place. Your role will require you to look at the situation from the perspective of each of the disputing parties to find areas of common ground between them, and use this information to make some recommendations that would be acceptable to both parties.
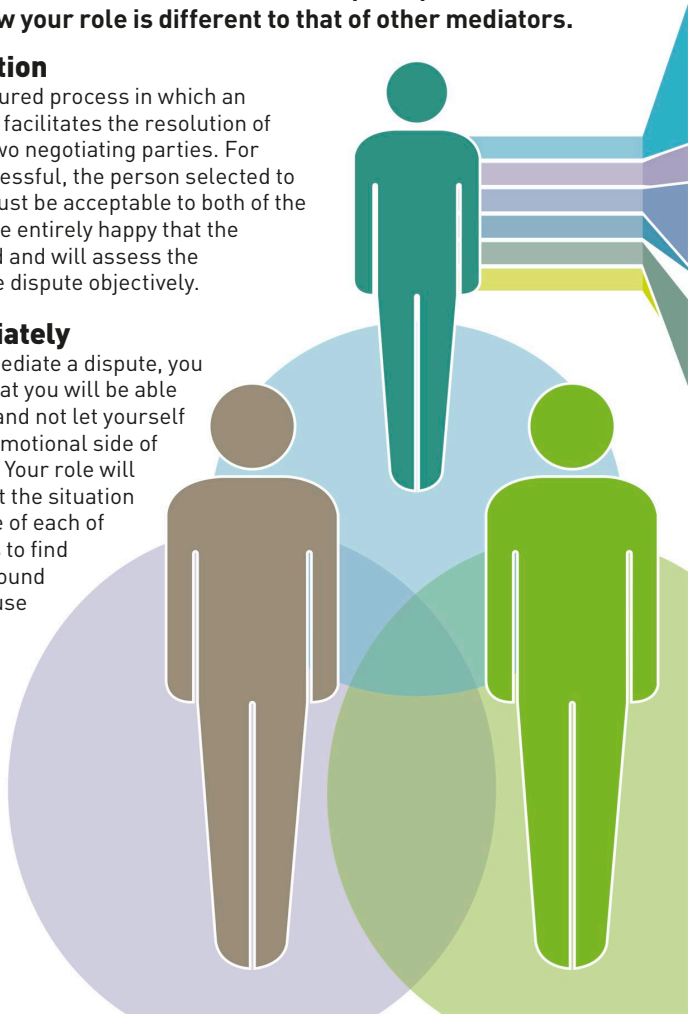
Principles of effective mediation

ENCOURAGE SELF-DETERMINATION

Ensure that the disputing parties **recognize** their differences and know that their **participation** in the mediation process is **voluntary** and they are free to leave at any time.

GIVE OWNERSHIP

Let the disputing parties know that they must take **responsibility** for the conflict and for its **resolution,** and are expected to identify the issues and **engage creatively** in **solving** the conflict.

REMAIN NEUTRAL

Ensure that you remain **neutral** and help to **facilitate** the mediation process, rather than actively trying to influence the outcomes of the conflict.

ADVOCATE CONFIDENTIALITY

Make it clear to all parties that the mediation process is **confidential.** Disputing parties are only likely to share important information if they believe that the mediator is **neutral and trustworthy.**

USE AN INTEGRATIVE APPROACH

Try to understand the **interests** of each of the disputing parties, and help them reach an integrative **(win–win)** resolution that they would both find acceptable.

KEEP THE GOAL IN MIND

Always remember that the **aim** of mediation through **integrative negotiation** is not to achieve absolute justice, but to develop options and find the most **workable** and **satisfactory option.**

Remaining impartial

The manager's role as a mediator is similar to that of other neutral third-party mediators. He or she is working to the same goal as other mediators: to help the disputing parties resolve their disputes. However, as the types of conflict a manager has to deal with often affect organizational goals and performance, he or she may sometimes find it difficult to remain neutral to its consequences. In order to protect the organization's interests, the manager may sometimes have to exercise more control over how the conflict is mediated and also over how the dispute will be resolved. In addition, managers will often have a shared history and possibly a future relationship with the disputing parties. Given these challenges, a manager must do his or her utmost to mediate the dispute in an unbiased manner.

> To protect the organization's **interests,** the manager may exercise **control** over how the conflict is mediated

80%

of business disputes are estimated to have been **resolved** through **mediation**

MEDIATING AS A MANAGER

Do's	Don'ts
○ **Ensuring that the disputing parties reach an integrative agreement that is satisfactory to all**	○ Failing to take the time to fully listen to and understand the interests of the disputing parties
○ **Trying to resolve the conflict as quickly and efficiently as possible**	○ Allowing the conflict to disrupt the organization's day-to-day business
○ **Ensuring that the mediation process is fair to both parties**	○ Introducing your own biases
○ **Allowing disputing parties to express their feelings**	○ Disregarding the emotions of the disputing parties

Understanding the process

The mediation process is a step-by-step, structured process. However, unlike the rigid legal process used for mediation, the process used by managers is flexible. It involves five main steps:

- **Initial contact** Start by meeting with each party to identify the issues and provide general information about the mediation process and principles.
- **Assessment and preparation** Next, you need to introduce your role as the mediator and talk to each disputing party to obtain information about the nature of the dispute. You should also make an assessment of your ability to mediate this dispute, by deciding whether the disputing parties are ready for mediation. You also need to get the parties to commit to engaging in constructive mediation, by asking them to sign a contract. Finally, make a list of the issues in dispute for later discussion.
- **Joint opening session** Once you are fully prepared, you then need to establish a psychologically safe environment in which the mediation can take place. Clarify the rules of engagement, such as mutual respect, taking notes and meeting privately with each disputing party. Educate the parties on the differences between each of their positions and interests and begin to work on the issues.
- **Joint sessions** Facilitate a productive joint problem-solving situation by continuing to move the disputing parties from positions to interests. Prioritize and narrow down the issues, identify areas of agreement and areas of disagreement, and encourage the disputing parties to make realistic proposals. This may take one or a number of sessions.
- **Agreement** Write down aspects of the agreement as the disputing parties begin to agree on more issues. Ensure that the final agreement is very precise, is owned by the disputants, and is forward-looking.

Learning from the masters

Irrespective of the field in which they practice their trade, be it business, law, diplomacy, labor, or sports, master negotiators possess a unique set of combined characteristics that clearly differentiate them from common negotiators, and define their success. Every negotiator can benefit by understanding the skills and attitudes of a master negotiator.

Becoming a winning negotiator

Master negotiators have superior negotiating capabilities in three major areas: the ability to understand and analyze issues (cognitive skills); the ability to manage emotions, especially negative ones (emotional skills); and the ability to connect with others by developing relationships and trust (social skills). These are the areas that you need to work on if you are to hone your negotiating skills and work toward becoming a master negotiator.

Defining key attributes

Using masterful due diligence Master negotiators understand the dangers of being poorly prepared, and invest ample resources in planning and gathering useful information.

In focus

BAD DEALS

Master negotiators know that negotiations are not about making the deal and signing the contract, but rather about diligently pursuing their interests. No deal is better than a bad deal, so they condition themselves mentally to walk away from the table if and when their interests are not met. Inexperienced negotiators tend to be biased toward securing a deal and often tend to stay at the table and get a poor deal. There are two reasons for this: first, negotiators do not want to let go of the sunk costs (expenses) involved in attempting to make the deal. Second, they do not want to face the fact that it simply is not possible to make the deal and thus feel that they have failed to produce results. Master negotiators, in contrast, are willing to let go of the sunk costs and do not feel that they have failed in the negotiation task if the deal does not go through.

Thinking strategically
Negotiations are rarely a one-on-one business, so master negotiators spend time analyzing the interests of the "players" who are not at the table, how the power balance lies, and what opportunities exist to increase their own power.

Seeing the other side Master negotiators know that they can only present a good offer or trade-off if they know what their counterpart's interests are. They are able to easily shift from seeing things from their point of view to seeing things from that of the other party.

Being firm and flexible
Master negotiators are firm and clear about the issues they must have, and flexible on the issues they would like to have.

Investing in relationships
Master negotiators use all possible opportunities to nurture trust and develop relationships, and make sure that those connections remain intact over time.

Managing emotions
Master negotiators make an active choice to always monitor and constructively control their emotions.

Appreciating uniqueness Master negotiators approach every situation afresh and are always ready to modify their practices and adapt themselves to the specific conditions of any ongoing negotiation.

Index

Acknowledgments