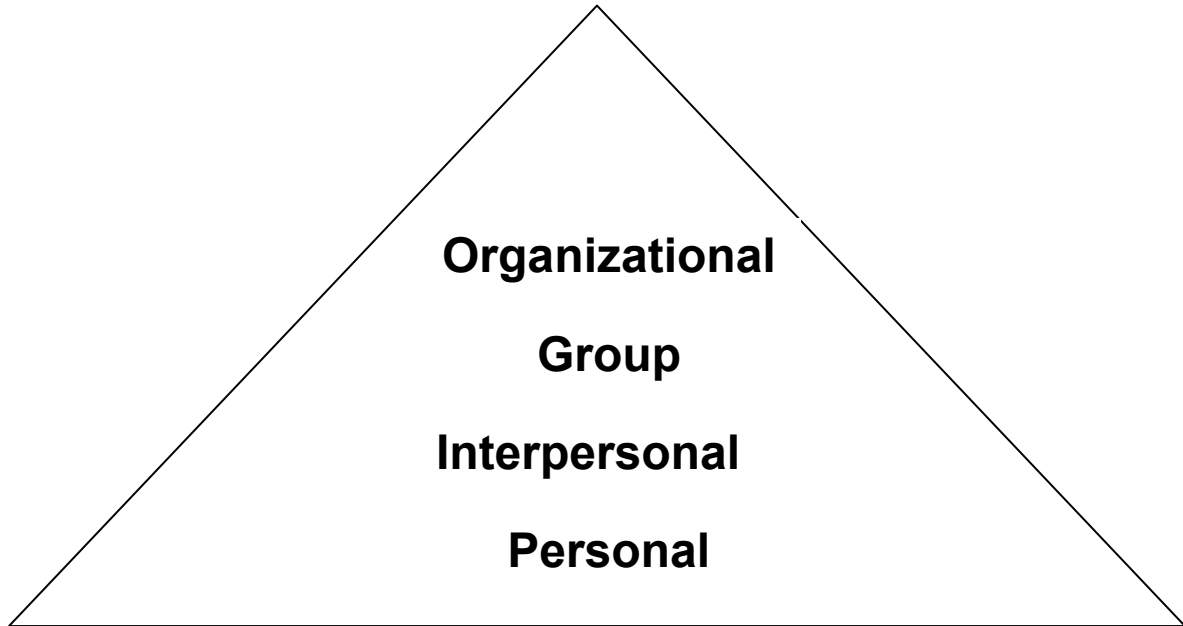


# PROFESSIONAL LEADERSHIP SKILLS

## A Competency Pyramid

**Introduction:** Communication is the means by which we work with others. Effectiveness as a team member requires competence in communication at four levels:



### Personal Effectiveness

Communication ability starts with your personal knowledge, attitudes, and skills. Some of the elements of personal effectiveness include:

- understanding the communication process.
- listening actively.
- sending clear verbal and nonverbal messages.
- providing praise and constructive feedback.
- stating areas of disagreement and conflict constructively.
- giving clear and interesting presentations.

Personal effectiveness as a communicator is necessary to initiate, develop, and maintain productive work relationships.

# Leadership Skills: A Competency Pyramid

## Interpersonal Effectiveness

Interpersonal effectiveness includes your ability to influence, and build understanding and cooperation in others. Some elements of interpersonal effectiveness are:

- Understanding and using different communication styles. Being versatile and adaptable in how you use styles and knowing when a particular style is appropriate.
- Respecting and valuing the various ways in which people perceive events and process information.
- Understanding communication rules and norms. Knowing when to change them in order to enhance communication.
- Sensing and overcoming the barriers that can be caused by status, sex, cultural and other differences between communicators.
- Problem solving, rather than blame placing, when communication difficulties occur.
- Meeting the communication needs of others so that they will give the cooperation and support you need from them.

Personal and interpersonal effectiveness in communicating with others represent the team member's most important tools for building and maintaining good working relationships.

*Most people don't care how much you know  
until they know first that you care.*

# Leadership Skills: A Competency Pyramid

## Group Effectiveness

Group effectiveness grows out of the openness, trust, respect, and mutual support that occurs in one-to-one communication. When your personal and interpersonal communications do not help you build positive relationships, teamwork and meeting effectiveness suffer. Elements of group effectiveness include:

- Blending the talents, ideas, and perspectives of individuals in order to achieve mutual goals.
- Applying effective meeting planning, procedures, disciplines, and skills to assure productive, high-quality meetings.
- Recognizing and implementing strategies for building and sustaining a strong sense of team among co-workers.

*There is no end to what can be accomplished  
if people willingly share the credit.*

# Leadership Skills: A Competency Pyramid

## Organizational Effectiveness

**Organizational** The knowledge, attitudes, skills, and strategies for organizational effectiveness are built from foundations of personal, interpersonal, and group effectiveness.

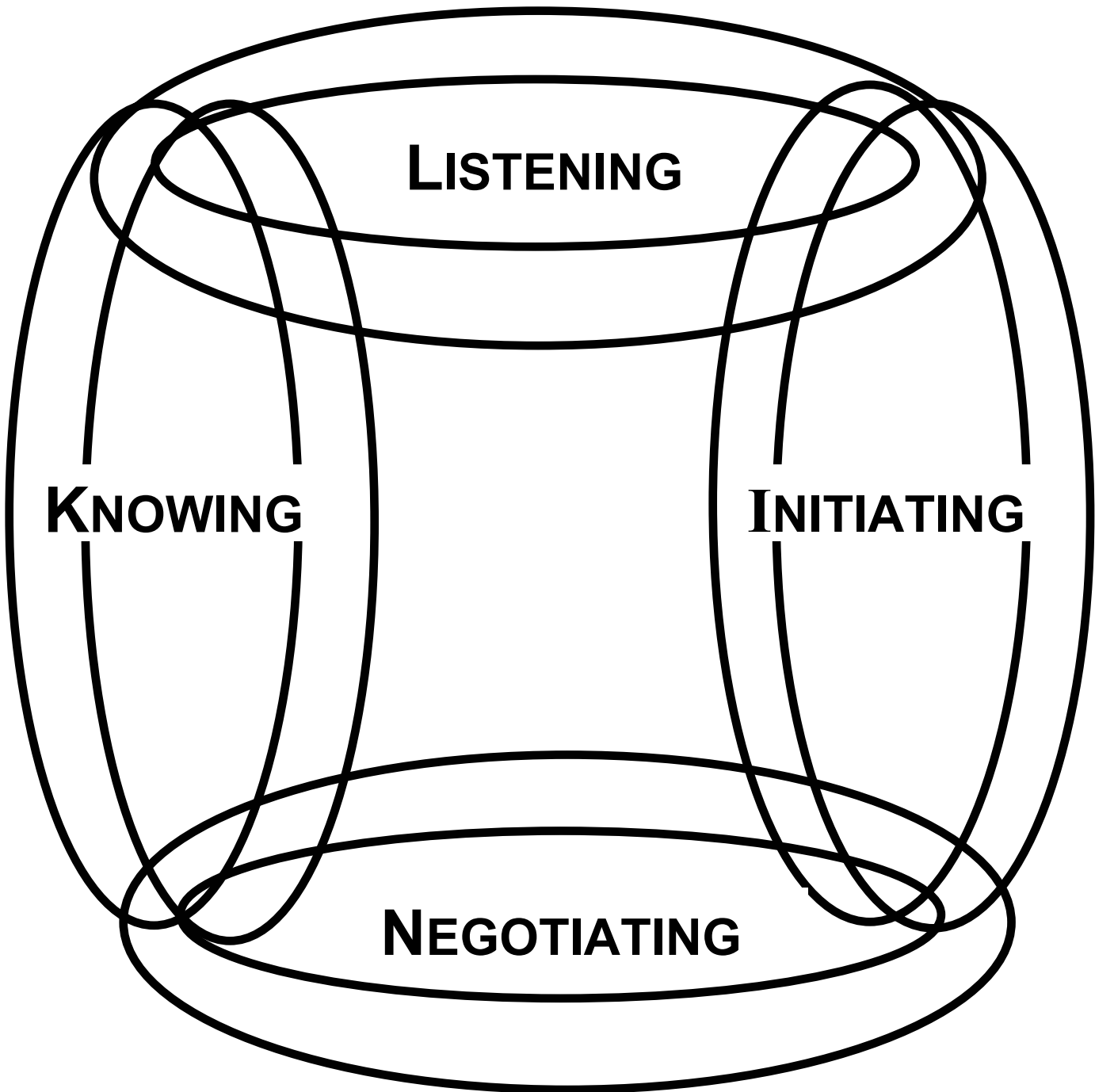
Communication takes place within an organizational setting. And although the best communicators need to be effective in personal, interpersonal, and group communications, the best communicators also know how to get things accomplished within the organization. Understanding the culture, methods of operation, norms, and people contributes to one's organizational effectiveness. Elements of organizational effectiveness include:

- Making a commitment to support and reinforce the organization's culture.
- Identifying innovative ways to increase the organization's ability to meet customer's needs, provide quality products and service, and become an industry leader.
- Developing a workforce that has the knowledge, skills, flexibility, and commitment to anticipate and respond positively to change.
- Knowing how to get things done within your own and your client organizations.

### ***The key attitude of the person who is effective in any organization:***

Accepting that individuals and teams have the power and opportunity to make a positive difference.

# INTERPERSONAL SKILLS: The LINK Model



# LINK: LISTENING

## ***Skill Definition***

Doing everything you can do to get the whole story from another person.

## ***Core Skills***

Nonverbal Attending

- Asking Open-Ended Questions
- Active Listening
  - Paraphrasing
  - Reflective Feelings

## ***Listening skills help you to:***

- show concern and interest.
- build communication channels and create strong rapport.
- increase receptivity to your message.
- help others explore a problem or situation.
- allow others to show emotions.

# Listening: Nonverbal Attending

## ***Skill Definition***

Nonverbally communicating to the other person that you are listening.

## ***Value—Nonverbal attending:***

- is the first behavior you display and the one you continue to display.
- sets a comfortable tone.
- encourages the other party to keep talking.
- shows concern and interest.
- signals the speaker that you are following the conversation.

## ***Examples***

- Move from behind the desk.
- Provide a nondistracting environment.
- Maintain eye contact.
- Lean slightly forward.
- Allow for pauses.
- Raise eyebrows.
- Smile.
- Nod.
- Convey brief verbal messages of attending (umm=hmm; oh, I see....)

# Listening: Asking Open-Ended Questions

## ***Skill Definition***

Asking questions that encourage the other person to talk at length (ones that can't be answered yes or no; that begin with words such as: "Tell me about", "why", "how", "explain", "describe").

## ***Value—Open-ended questions:***

- provide a non-coercive invitation to talk.
- encourage the other to open up.
- allow the other to expand on a topic in a free-ranging, comprehensive way.
- let the other know that his/her thinking matters to you..
- loosen up quiet or reticent people.
- help to express emotions.

## ***Examples***

Team Member: I think it was a mistake to give Harry the assignment.

Team Leader: Tell me why you believe Harry can't do the job.

-and-

Peer: That's the craziest thing I ever heard. If you think that plan will work, you must be out of your mind.

Peer: What makes you say that?

# Listening: Active Listening: Paraphrasing

## ***Skill Definition***

Briefly rephrasing the information given by the other person, stating the essence of its content in the listener's own words (a concise response to the speaker which is concerned with information, ideas, facts, and opinions).

## ***Value—Paraphrasing:***

- Shows that you are listening and that you understand what the speaker is saying, thus increasing receptivity.
- helps you make sure your interpretation or understanding is correct.
- allows the speaker to explore the issue more fully, but does not suggest that the listener agrees.
- encourages the speaker to analyze other aspects of the matter being considered and to discuss them with you.

## ***Examples***

Peer: I can't figure out what to do with Pierce. He's bright—but he thinks he has the answer to everything. Almost every suggestion of his is something really different from what we're doing. They're things that would require us to change our methods.

Peer: You see his ideas as too novel, ones which would require too much change from what you're used to doing.

-and-

Team Leader: We've decided the entire plant is going to make a push toward the enforcing of safety regulations. I want you to spread the word immediately that rules which require the wearing of hard hats, glasses will be strictly enforced. Failure to comply will be cause for disciplinary action. We're going to start taking safety seriously!

Team Member: You'd like me to get the word out about the new safety program as one of my top priorities

# Listening: Active Listening- Reflecting Feelings

## ***Skill Definition***

Describing in a short declarative statement the emotions or feeling which the other is communicating, directly or indirectly; asserting your awareness and understanding of the other person's feelings without indicating whether or not you think they are appropriate to the situation.

## ***Value—Reflective Statements:***

- help to open communication channels and create strong rapport between people.
- cause the listener to feel understood.
- give the listener freedom to explore the issue or topic further.
- help another to express emotions or “let off steam”, thus increasing receptivity.

## ***Examples***

Peer:                    Since I've become a unit leader, I'm not sure how I'm doing; I don't know if I'm really in control. Sometimes I think I made the wrong decision in accepting the promotion.

Peer:                    You're afraid you won't make it in your new position.

-and-

Team Member:    I'm stuck on the budget report, and I'll tell you why, too. I can't get any of the information from Thompson. I've been pleading with him to give me the figures I need, but he keeps putting me off. I don't know if he's trying to sabotage me or what; it seems he's doing everything in his power to create problems.

Team Leader:    You're pretty ticked off at Thompson.

## LINK: INITIATING

### ***Skill Definition***

Doing everything you can do to prepare and deliver a message that clearly describes your position and minimizes defensiveness in the other person.

### ***Core Skills***

- Making Observations
- Expressing Thoughts
- Expressing Feelings
- Being Direct About Your Goals

### ***Initiating skills help you to:***

- express your own ideas clearly and directly.
- disclose your feelings honestly without causing defensiveness.
- describe the other person's behavior without attacking his/her character.
- influence the other person to change without causing resentment or other hard feelings.
- specify exactly what you want from the other in clear, objective terms.

**Question: Why is this everyone's job?**

## Initiating: Making Observations

### ***Skill Definition***

Describing another person's behavior, what you see and hear, in concrete, observable terms, focusing on facts (the specific time, place, and frequency of occurrence when possible), and using neutral terms (avoiding attacking, blaming, or judging words).

### ***Value—Making observations allows for:***

- visible, specific and factual—and therefore easily accepted and understood—information.
- a focus on definition and solution of problems (not blaming people).
- neutral statements that protect the other's self-esteem.

### ***In contrast, opinions or inferences:***

- are vague, intangible, subjective judgments which are not readily understood.
- often attack or blame someone.
- are person, not problem focused.
- promote defensiveness.
- 

### **Examples**

#### **Opinions or Interpretations**

“You are lazy and don't care about your work”

“You were rude and irresponsible.”

“Your work is always late.”

“The new conference table is unattractive and makes a negative Impression for the company.”

#### **Observations**

“Your report contained three errors.”

“You left the meeting 20 minutes before your report was to be given.”

You missed the deadlines on your last two monthly reports.”

“The conference table is made of laminates rather than natural wood.”

# Initiating: Expressing Thoughts

## ***Skill Definition***

Stating your interpretations, conclusions, inferences, and guesses based on what you have observed. Include value judgments—your beliefs about right and wrong, good and bad, if necessary. Begin sentences with “I”.

## ***Value***

- Your thoughts are based on your past and present experiences and your anticipation of future events.
- They need to remain flexible and open to new information.
- They ARE NOT truth.
- Be aware of the meanings you attach to your observations and consider alternative interpretations.
- Beware! Often people have too little data for firm interpretations; thoughts sometime need to be expressed tentatively.

## ***Examples***

“I think trust is essential to building good relationships.” - (belief)

“I don’t believe he cares about his job if he’s always so late.” - (belief)

“I believe our product is the best in the marketplace.” - (opinion)

“I think you were wrong to let Thompson go.” - (value judgment)

# Initiating: Expressing Feelings

## **Skill Definition**

Identify what you feel and express it. Use feelings to motivate others and build relationships. Begin sentences with “I”.

## **Value**

- Feelings can be the first cue to a problem. Think of feelings as important data to address and use.
- To identify feelings, try to connect them with a physical sensation.
- Feelings can be a result of a natural chain reaction:

Observation    →    thoughts    →    feelings

- To heighten awareness of feelings
  - Notice physical clues.
  - Watch how you respond to situations.
  - Ask yourself (silently) “What am I feeling right now?”
  - Practice describing your feelings to another.

## **Good Examples**

“I feel embarrassed because I let you down.”

“I really appreciate your help.”

“Reviewing your performance, I feel disappointed.”

“I’m elated about the sales figures this month! I’m proud of the whole team.”

## **Poor Examples**

“You make me angry.” (“you” language)

“I feel that stock prices are going to go up.” (this is a thought)

# Initiating: Being Direct About Your Goals and Needs

## Skill Definition

Communicate your intent clearly so that the listener can understand it readily. Define for yourself what it is that you want.

## Value

- Makes your wants, needs, and goals clear.
- Reduces misunderstandings.
- Presents you and your point of view powerfully.
- Focuses the interaction on the important issues.

## Examples

DIRECT	INDIRECT
<p>“I want additional objective information to make good hiring decisions” – <i>Makes a statement rather than asking a leading question.</i></p>	<p>“Don’t you think we should test our applicants?” – <i>Asks the other to come to your conclusion.</i></p>
<p>“ I need help. Will you review your notes of our meeting with the client and present a synopsis?” – <i>Discloses wants, needs, and goals.</i></p>	<p>“Last time there was a major project, Joe presented it to the team.” – <i>Hints at wants, needs, and goals.</i></p>
<p>I want you to bring your expenses down to the stated per diem guidelines – <i>Structures an interaction by stating your goal or agenda.</i></p>	<p>My philosophy is that everyone should be treated equally and follow the same guidelines” – <i>Enforces a hidden agenda or intent.</i></p>
<p>On this project, I’d like you to give me regular feedback and help me to get the information from Fred’s group. – <i>Is specific</i></p>	<p>I’d like your support on this project. – <i>Expresses generalizations and vague statements.</i></p>



# LINK: NEGOTIATING

## ***Skill Definition***

Doing everything you can to allow you and the other person to each get what you want and need.

## ***Core Concepts***

Preparing for the Negotiation

Developing an Effective Attitude

Collaborating to Negotiate

## ***Negotiating skills help you to:***

- get what you want and need, and allow the other person to get what he or she wants and needs.
- reduces the amount of time and energy you expend.
- achieves better results.
- maintains strong relationships.

# Negotiating: Preparing for the Negotiation

## ***Skill Definition***

Doing everything you can prior to the negotiation to ensure the best outcome.

## ***Preparation***

- Identify the issue in terms of a need, not a solution. Distinguish needs from wants.
- Analyze our facts, goals, methods, and values as they relate to the issue under negotiation.
- Think through the other party's needs, facts, goals, methods, and values.
- Define your "PLAN B" - Best alternative to a negotiated agreement, i.e., what you can unilaterally do if no agreement is reached.

## ***Value***

- Effectively anticipate, plan, and rehearse for a successful negotiation.
- Increase sense of control and resist the pressure of the moment.
- Achieve outcome acceptable to you.



# Negotiating: Developing an Effective Attitude

## ***Skill Definition***

Doing everything you can to create and sustain a positive atmosphere for negotiating.

## ***Core Belief***

- Understanding viewpoints; establishing an attitude of understanding different viewpoints rather than holding fast to one point of view.
- “Soft on people, tough on problems”: establishing an attitude of exploring issues side by side with the other person.
- Negating the time issue; establishing an attitude which values negotiating as an ongoing process in which deadlines are flexible targets only.

## ***Value***

- Maintaining control of your emotions and thoughts.
- Improving the exchange of information.
- Minimizing defensiveness.
- Enhancing the quality of the outcome.

# Negotiating: Collaborating to Negotiate

## ***Skill Definition***

Doing everything you can to find a solution that will work for all the people involved. Holding on to one's concerns that are too important to be compromised. Allowing, as critical, optional solutions to important problems. Establishing a win/win situation.

## ***Payoffs for Collaborating***

- Gain commitment/ownership.
- Reduce conflict over time.
- Build long-term relationships.
- Higher quality product.

## ***Cautions about Collaborating***

- It is time consuming.
- It takes a great deal of energy.
- It should not be used for trivial problems or in situations which do not require optional solutions.
- It should not be an excuse for non-risk taking or the diffusing of responsibility.

# Five Ways of Managing Conflict

The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes: none of us can be characterized as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others, and therefore, tends to rely upon those modes heavily than others, whether because of temperament or practice. The conflict behaviors which an individual uses are therefore, a result of both his/her personal predisposition and the requirements of the situations in which he/she finds him/herself.

To help you judge how appropriate your utilization of the five modes is for your situations, we have listed a number of uses for each mode - based upon lists generated by company presidents. Your score, high, or low, may simply indicate the usefulness of that behavior in your situation. However, there also is the possibility that your social skills lead you to rely upon some conflict behaviors more or less than necessary. To help you make this determination, we have also listed some diagnostic questions concerning warning signals for the overuse or underuse of each mode.

***The modes are:***

- A. Competing***
- B. Collaborating***
- C. Compromising***
- D. Avoiding***
- E. Accommodating***