

Q4 LEADERSHIP

THE PEOPLE SKILLS ADVANTAGE

GETTING READY
FOR THE PROGRAM



Q4 LEADERSHIP: THE PEOPLE SKILLS ADVANTAGE

Program Overview

WHAT YOU'LL LEARN

Q4 LEADERSHIP helps you develop confidence and competence in the people skills you need to attain leadership success and improve team success. You'll:

- ❖ Gain awareness of your own behavior and its impact on your desired outcomes
- ❖ Learn to effectively size-up or understand others' behavior, so that you're able to flex and adapt to respond appropriately
- ❖ Learn skills to contribute to and build synergistic teams
- ❖ Learn to break down silos and productively work across boundaries
- ❖ Learn to influence others — even without authority
- ❖ Learn to hold leadership conversations that result in productive outcomes
- ❖ Learn to gain commitment from others, rather than compliance.

IMMERSIVE LEARNING

From the time you arrive, you'll be actively involved in your development. This is not a presentation, it's a learn-by-doing session: high on participation, practice, and application, with plenty of opportunity to share experience with your peers and colleagues. In the session, you'll have the opportunity to strategize for a real-life interpersonal challenge you currently face, and work with a team to work on a solution. Role-play and feedback will get you prepared to implement the skills immediately. The program is pragmatic, well-paced, and performance-focused.

IMPORTANCE OF PREWORK

Before attending the program, you'll need to do some preparation. Prework is a key part of the program — it provides you with some foundational knowledge on key concepts, as well as the structure to gather some important information you'll need at the program. You'll need this to hit the ground running, and to participate in discussion and debate with your colleagues.

We know you're busy, so we've done our best to show respect for your time by keeping it focused and to the point.

PREWORK

Your Prework consists of four steps:

1. RECORD YOUR VIEWS

An important part of the Q4 LEADERSHIP experience is developing an understanding of your own behavior. Before doing anything else, please take the brief survey that will help you assess and capture your views. Complete the Self-Assessment, and bring a copy to the program.

2. READ FOUR SHORT ARTICLES

These provide you with the foundational knowledge you'll need to participate in the program. Make certain you read Article 1 first; follow the links provided.

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

3. GATHER DATA

Here you'll find worksheets designed to capture important aspects of your experience when working with others. One is focused on conflict in the workplace. In the second worksheet, you'll capture the data you'll need to build a strategy for your Real-Life Challenge.

4. REVIEW KEY CONCEPTS

Here you'll find four one-page review sheets. These will help you recall what you read in the articles. They're there for you to review a day or two before the program — just to help you refocus on the program you're about to experience.

We look forward to working with you!

SELF-ASSESSMENT QUESTIONNAIRE: MY BEHAVIOR FOOTPRINT

Distribute 10 points in the Actual column of each of the following sections to rate how you currently deal with your peers, direct reports, and manager on a day-to-day basis. Any distribution of points is acceptable, but the total must be 10. After rating your actual behavior, repeat the process in the Ideal column of each section to rate how you think you ought to act with your peers, direct reports, and manager.

BEHAVIOR WITH MY PEERS	ACTUAL	IDEAL
Q1: Direct, brash, argumentative, stubborn, forceful		
Q2: Aloof, cautious, silent, indifferent, uninvolved		
Q3: Overly friendly, social, appeasing, agreeable, meandering		
Q4: Candid, inquiring, analytical, collaborative, task-oriented		
TOTAL	10	10

BEHAVIOR WITH MY DIRECT REPORTS	ACTUAL	IDEAL
Q1: Direct, brash, argumentative, stubborn, forceful		
Q2: Aloof, cautious, silent, indifferent, uninvolved		
Q3: Overly friendly, social, appeasing, agreeable, meandering		
Q4: Candid, inquiring, analytical, collaborative, task-oriented		
TOTAL	10	10

BEHAVIOR WITH MY MANAGER	ACTUAL	IDEAL
Q1: Direct, brash, argumentative, stubborn, forceful		
Q2: Aloof, cautious, silent, indifferent, uninvolved		
Q3: Overly friendly, social, appeasing, agreeable, meandering		
Q4: Candid, inquiring, analytical, collaborative, task-oriented		
TOTAL	10	10

RATING SCALE
10 = 100% of this behavior
9 – 8 = Almost all of this behavior
7 – 6 = Great amount of this behavior
5 – 4 = Moderate amount of this behavior
3 – 2 = Small amount of this behavior
1 = Trace of this behavior
0 = None of this behavior

ARTICLE I: LEADERSHIP

“A MODEL FOR LEADERSHIP BEHAVIOR”

Jonathan's Morning



9:00 AM

Jonathan arrives at his office on the 26th floor headquarters of the multinational corporation where he works as Director of Marketing. The view out his window is as foggy as Jonathan's day will soon seem.



9:10 AM

Jonathan reads a terse e-mail from his boss that says, “Come see me. Ray.” Jonathan is a little puzzled, since he's already scheduled to meet with Ray in a few minutes to discuss Jonathan's proposal that their company become more involved in sports marketing.

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

Ray is a marketing giant — smart, capable, hardworking, and successful. As a boss, Ray is also brash, egotistical, demanding, stubborn, and often sarcastic. Jonathan knows Ray approves of the work he's been doing, but Ray rarely compliments him for it.

Working with Ray for the past three years, Jonathan feels the price for having the job of his career is accommodating Ray's leadership style. He doesn't mind hiding his true feelings at times, but his lack of influence with Ray does bother him. Jonathan's ideas never get the hearing they deserve, and he's not sure how to improve the situation.

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

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



10:10 AM

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

Still bewildered by his inability to have much, if any, influence with his boss, Jonathan checks his calendar and is reminded of a meeting with Mary, his research assistant. He's anxious to talk with her about implementing a new data retrieval method he wants to test.



10:30 AM

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

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

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



11:15 AM

Jonathan heads for the coffee machine to clear his mind, and sees Adam, a Division SVP who's working with Jonathan on a joint marketing/sales project. Adam is in an animated conversation in the coffee area with some colleagues. Adam's nice, but he has a hard time staying on track when working.

Jonathan wants to ask Adam about progress on several project-related tasks. He broaches the subject, but Adam steers the conversation to a somewhat vague comparison of this project to similar ones he's worked on in the past. The morning is slipping away, and Jonathan feels nothing has been accomplished so far. He cuts off Adam, asking a pointed question about the project. Adam looks somewhat hurt, but recovers his amiable manner. He talks about the project, but still doesn't quite answer Jonathan's question.

Jonathan gets the sense that the agreed-upon tasks have not been completed. Adam doesn't show much concern or urgency; he's more interested in having a pleasant conversation than dealing with the issues. After Adam again strays from the topic, Jonathan loses his patience and demands to know the project status. Adam's demeanor changes. He tells Jonathan to take it easy as his smile fades. His face turning red, Adam explains that his team is very busy and hasn't had time to complete the tasks. Jonathan feels he has raised a barrier between them. Adam's smile slowly returns, but he begs off further discussion. Jonathan is frustrated but wonders what he was supposed to do — Adam wasn't being responsive.



11:45 AM

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



LEADING BY UNDERSTANDING BEHAVIOR

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

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

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

A BENEFICIAL TOOL

A helpful tool for analyzing the behaviors around us is the DIMENSIONAL[®] MODEL OF BEHAVIOR™. It's a convenient way to categorize certain aspects of behavior into logical categories. The better we understand behavior, the better we can respond to it in an effective way. Our model is "dimensional" because it is made up of two intersecting lines, or dimensions. The vertical line in Figure 1 represents a task continuum from Makes Things Happen to Lets Things Happen. The horizontal dimension describes relationships from Lack of Regard to Regard. Together, these four dimensions are a foundation for sizing up the behavior of people we encounter:

Jonathan could certainly recognize elements of these basic behaviors in the people he works with. Of course, we can observe and evaluate anyone's behavior along these two dimensions. Because people are complex, we combine the two dimensions into a matrix.

At any given time, we can view behavior within one of the four quadrants. We give each quadrant (Q) a number to indicate four basic behavior patterns, as in Figure 1 (see next page). Based on these categories, how were Ray, Mary, and Adam behaving while meeting with Jonathan? What about Jonathan?

MAKES THING HAPPEN	<i>Dominant</i>	Making things happen by exercising control, taking charge.
LETS THING HAPPEN	<i>Submissive</i>	Letting things happen by giving in to people and not attempting to influence.
LACK OF REGARD	<i>Hostile</i>	Being insensitive to other people and their needs, feelings, and ideas.
REGARD	<i>Warm</i>	Being sensitive to others' needs, characterized by openness and high regard for others' feelings and ideas.

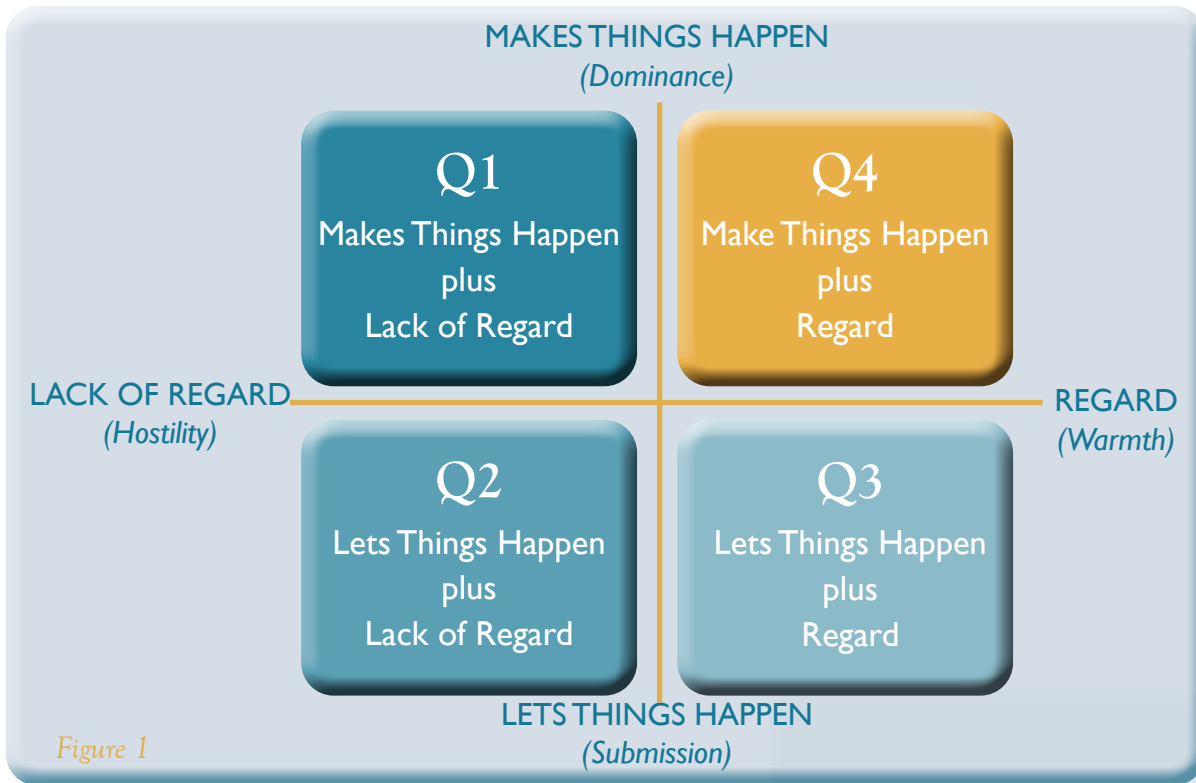


Figure 1



Figure 2

Q1 MAKES THINGS HAPPEN/ LACK OF REGARD	Q2 LETS THINGS HAPPEN/ LACK OF REGARD	Q3 LETS THINGS HAPPEN/ REGARD	Q4 MAKES THINGS HAPPEN/ REGARD
<p>Typical Q1 behavior is domineering and insensitive to others. Getting results comes first. Intimidation and pressure are used to win. This behavior makes decisions with little regard for what others think or want to do. Communication is one-way, and Q1 typically likes going it alone. This behavior blames but seldom praises others.</p>	<p>This behavior is typically reluctant and unresponsive, opting for the predictable way to do things over the untried. Q2 postpones risky decisions, stays out of the spotlight, and resists change. The philosopher Jean Paul Sartre wrote, “Hell is other people.” Q2 behavior seems to reflect this idea, being pessimistic about human nature and reluctant to deal with others.</p>	<p>Passive, easygoing Q3 behavior makes few demands. Expecting too much of others can lead to stress in relationships, something to be avoided. A person displaying Q3 behavior wants to be friends and will often be overly sociable. Praise and compliments are much more likely than criticism or disapproval. Q3 behavior also tends to be loose and unstructured.</p>	<p>Q4 behavior is self-assured and gets results while being responsive to others. Q4 behavior is energized to make things happen. It involves others, tries to enable and even challenges people to be their best and fulfill their potential. Q4 motivates by showing benefits and giving honest feedback. Q4 behavior is open to disagreement as a way of finding a better solution.</p>

SIZING UP THE BEHAVIORS AROUND YOU

From the descriptions, Ray was exhibiting almost all Q1 behavior. You undoubtedly have witnessed this behavior demonstrated by people in authority. By contrast, Mary showed Q2 behavior; she was unresponsive and wouldn't commit to Jonathan's plan. In fact, her Q2 behavior became more extreme as the conversation goes on. What might account for this?

Adam's behavior was mostly Q3. He is outgoing, expansive, and finds it difficult to stay on task. When pushed by Jonathan, he lost some of his Q3 qualities, exhibiting more of a Q1 response. His Q3 demeanor returned before their conversation ended.

What about Jonathan? Let's assume Jonathan started with a basic Q4 outlook. He is naturally open and wants to take a positive approach with people. He's also intent on asserting himself to get things done. However, he could be much more responsive to the behavior of others, which is a trait of Q4 behavior at its best.

PRIMARY, SECONDARY, AND MASK BEHAVIOR

When Jonathan was first exposed to his boss's dominant behavior, he responded in a Q3 manner, trying to smooth things over. He flashed a Q1 reaction and withdrew from the discussion in a passive, Q2 way. He displayed Q2 behavior more with his boss than he did with others. This is a common *and* commonsense change we all frequently make under similar circumstances. Why?

Each of us has a way we behave most of the time. It's called our *primary* behavior — that habitual behavior people expect to see in us most of the time.

However, we may purposely choose to alter how we act in certain situations. This is called *mask* behavior; we decide to hide our primary behavior in order to cope better with a specific circumstance.

At first, Jonathan reacted to Ray's onslaught in a Q3 way. He wasn't feeling all that friendly, but masked his true feelings, calculating that changing his behavior would serve him better.

During the discussion, Jonathan became frustrated and even angered by his boss's harangue. When his emotions overtook him, Jonathan's Q1 outburst only escalated Ray's Q1 behavior. This is a shift to what is called *secondary* behavior. It's how we act when we become sufficiently frustrated. Since it's a reaction to a temporary situation, most of us shift back to our "normal" or primary behavior quickly when the special circumstances end. Were there any other examples of secondary behavior that morning?

Since the meeting deteriorated, Jonathan's behavior did not serve him well. He didn't manage his boss's behavior nor his own. More important, he did not accomplish his goal.

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

Jonathan's behavior made Mary behave in a more Q2 manner. Rather than changing Mary's behavior in the way he wanted, her behavior changed Jonathan's. He became frustrated, reverting to a Q1 secondary behavior that threatens her. No wonder she seemed to shrink. Her own worst Q2 fears were playing out right before her eyes. Whatever opportunity Jonathan had for gaining her support probably will not be realized.

In a similar fashion, Jonathan's handling of Adam's Q3 behavior pushed Adam into a momentary Q1 response. Adam's behavior wasn't produc-

tive and frustrated Jonathan into his own Q1 response, but pushing Adam won't help further Jonathan's goals.

BEHAVIOR CHANGES BEHAVIOR

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

Q1 BEHAVIOR. Jonathan could probably threaten and bully Mary, or even Adam, into getting things done. They would give in, retreating into Q2 or Q3 behavior. But what's the cost over time? *Compliance is not commitment.* Jonathan wouldn't be leading them to do great things; he'd be dragging them to some mandatory level of performance. Of course, with his boss, Jonathan tried to respond in an equally Q1 manner. When the two locked horns, Q1 hostility spiraled upward, while the productivity of their encounter plummeted.

Q2 BEHAVIOR. Jonathan could expect a couple of different reactions if his behavior were primarily Q2. If the other person tends toward Q1 behavior, they may test the situation and start taking control. But others may withdraw, mirroring Q2 behavior. A lack of assertive leadership triggers similar behavior — not a crucible for productivity or growth for either the individuals or the organization.

CAUTION: BEHAVIOR IS NOT PERSONALITY

Remember: The MODEL describes behavior, not personality. Your personality is *who you are* — that unique mixture of heredity, environment, experiences, and values. Your behavior is simply *what you do* — what people can see and hear. Behavior can shift from one quadrant to another very quickly even though no personality change takes place. An individual might display all four behaviors in a single meeting but is still the same person.

Q3 BEHAVIOR. We don't know enough to be sure, but Adam's undemanding Q3 behavior could affect his own department, who would mirror the same undemanding behavior, creating congenial but unproductive relationships. There's also the chance someone else would respond in a Q1 manner and try to take advantage of Q3 submission.

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

THE REWARDS OF Q4 LEADERSHIP

Q4 behavior is your best opportunity to accomplish your organization's business goals. You're enlisting the energy and enthusiasm of your greatest resource — your people. Once you begin thinking about others' behavior (and your own) in terms of the DIMENSIONAL MODEL, you realize how much power you have to influence others. This isn't speculation. We've monitored and tested it in countless business situations. Jonathan could've gotten better results by considering the *people* he was dealing with as much as his *agenda*. Let's look at how Jonathan could have gotten off to a better start:

MEETING WITH RAY: Jonathan must deal with Ray's negative feelings about sports marketing. Letting Ray vent his emotions in order might make him more receptive to giving Jonathan's ideas a fair hearing. In addition, this caters to Ray's Q1 need to be center stage. Jonathan gives Ray a benefit for discussing the topic, portraying sports marketing as a possible coup for Ray's division, both within the company and in the business community. In showing Ray what he'll gain from considering Jonathan's ideas, Jonathan has a much better opportunity for his views to be considered.

MEETING WITH MARY: If Jonathan believes Mary is the most qualified person for implementing a new procedure, he must gain her commitment. Demonstrating patience with her Q2 reluctance, he'll meet with her several times just to get started. In their first meeting, he acknowledges her misgivings. He listens carefully and is respectful of her concerns and fears, making her more receptive to change. Jonathan works to gain her trust by explaining the benefits *to her* of adopting the new procedure. Since this new system may eventually become the standard for the company, getting in on the ground floor and learning it well could be a form of job security for Mary. He will also explain the task carefully and provide her with the information she needs to get started successfully. In responding to her concerns, he assures her the responsibility for the new plan is his. This all takes time, but the advantage of having Mary committed to the project is a real plus, giving it a much better chance for success.

MEETING WITH ADAM: Given Adam's Q3 tendency to socialize, Jonathan realizes the coffee area is not a good environment for conducting a business meeting. Jonathan arranges a meeting time with Adam and tells him the specific purpose of getting together — a progress check on their joint project. While willing to socialize at the start of the meeting to make Adam feel comfortable, Jonathan will also structure it carefully to stay on track. Ultimately, Adam must take responsibility for his lack of progress on the project. Rather than dwelling on blame in a Q1 manner, Jonathan can offer to help Adam overcome any obstacles to accomplishing the tasks. Appealing to Adam's desire to be accepted and avoid confrontation, Jonathan can point out how pleased others will be by Adam's contributions to the project. Reminding Adam that embracing this project means Adam will be working with several researchers he knows well. Jonathan will check to be sure Adam understands the benefits and consequences of his performance.

These people-oriented measures are more likely to get the results Jonathan desires. Behaving in a Q4 manner takes effort and can be challenging. But Q4 need not be accomplished all at once to get results. After all, we don't maintain the same behavior all the time.

Resolving to be *more* Q4 can reap enormous benefits. Q4 not only offers insight into dealing with day-to-day interactions that are troublesome or frustrating. But being more Q4 also brings out the best in others and you as well. It's possible to develop and sharpen that supposedly indefinable "something" we think of as effective leadership. But maybe that quality is not so indefinable after all.

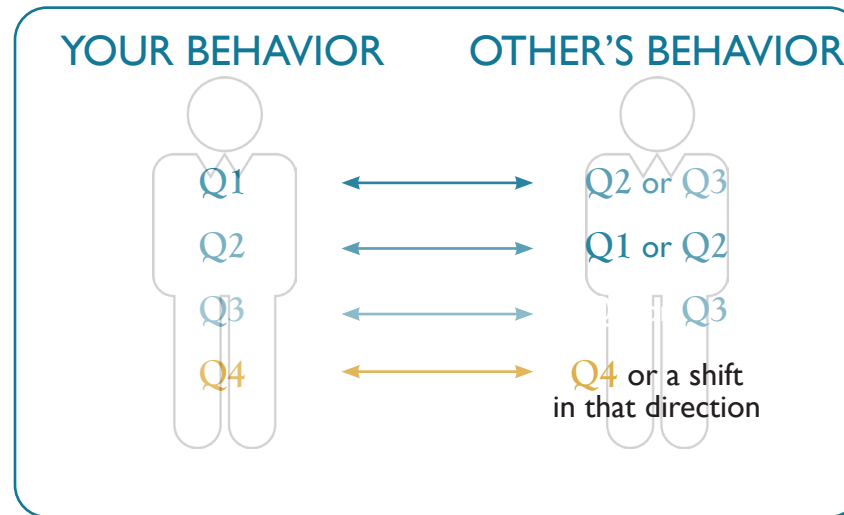
Q4 STYLE IN THE REAL WORLD: A STUDY

The DIMENSIONAL MODEL is a scientifically verified means of categorizing behavior. Based on original research, its validity has been reinforced in the business community, and it meets the test of common sense as well.

Q4 leadership is valued for its ability to obtain commitment and maintain it over an extended period of time.

We conducted an in-depth study of business executives, looking at feedback from those who interacted with each executive the most. They rated specific behaviors that make up leadership style: delegating, deci-

sion making, communicating, and feedback. The executives were also rated on their proficiency in management practices: controlling, leading, organizing, and planning.



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

Significantly, despite a bias toward productivity, the majority of the execu-

tives in the study — all of whose careers had stalled due to subpar performance — practiced Q1 autocratic leadership behavior instead of Q4. This indicates many people fail to understand that truly effective leadership depends on the ability to foster collaboration and influencing others to cooperate and participate.

Questions to Ponder

From a purely business viewpoint, there's no reason to be concerned about behavior unless it improves results. Considering your business goals, what are the consequences of predominantly Q1 leadership behavior? What about Q2 and Q3? By contrast, how can Q4 leadership help you achieve better results?

Sometimes, we mask our behavior depending on the circumstances. In terms of leading effectively, can you think of situations where adopting a mask would be helpful and appropriate? In what situations could mask behavior work against your leadership efforts?



ARTICLE 2: COMMUNICATION

“NOBODY CARES WHAT YOU HAVE TO SAY...UNTIL YOU GIVE THEM A REASON”

When we communicate, we often assume the other person is listening. But the competition for attention is intense. We're bombarded by messages from every direction: Managers, peers, direct reports, customers, vendors, and staff — each with something to say in meetings, reports, e-mail, snail mail, discussions, presentations, and speeches.

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

APPLYING WHAT YOU ALREADY KNOW

No one is **always** ready to listen. How attentive are you if you are angry — especially if you are angry with that person? How much of a conversation really registers right after a phone call about your child being sick?

Do you keep listening when someone's conversation is all over the map? How often do you stay focused if you feel a meeting is pointless or unnecessary?

We should know better than to expect others to be riveted to our every word. People are more attentive and think about a discussion — processing it, carefully considering our ideas, reacting mentally — when they have a stake in the communication.

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

ARE THEY READY TO PARTICIPATE?

To earn interest, we try to raise and maintain people's receptivity.

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

Effective communication depends on raising receptivity as high as possible. Without it, we lose the lively interplay of ideas, insights, debate, and weighing of options that characterize quality discussion.

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

GIVE THEM A REASON TO PARTICIPATE

Pleading, badgering, and threatening can gain a certain momentary level of receptivity. “*Now listen carefully. I mean it. This is important!*” How frequently can we say this and remain effective? We end up paying for others' interest with our credibility.

It's more effective to create interest by appealing to people's self-interest. What will they gain from engaging with you? And the answer can't simply be that they get to hear your brilliant ideas.



Create interest by answering their question, “What’s in it for me?” with a benefit statement. Take time at the beginning of a discussion and other appropriate moments to state the benefit for them to participate.

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

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

INTERFERING EMOTIONS

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

Two kinds of interfering emotions can occur.

- ❖ In one, personal circumstances outside of work generate the emotions. Financial difficulties, troubled relationships, or health problems can cause interfering emotions that are difficult to manage but can’t be ignored.
- ❖ The other interfering emotions are created at the workplace itself. We may be able to intervene and change a situation that creates turmoil. Be aware: **We** may be the source of the interfering emotions! Our own behavior could be causing anxiety, anger, or frustration.

Fortunately, we can help reduce tension by venting the other person’s emotions. Venting means letting the person express a strong feeling. The very act of venting serves as a safety valve; reducing interfering emotions allows receptivity to rise. The other person can again concentrate and engage.



PUTTING IT INTO PRACTICE — OR NOT: A STUDY

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

Participants took part in a role-play simulation that would evaluate their leadership style and communication skills. Their task was to tell a talented direct report exhibiting QI assertiveness and negative emotions that she had been passed over for a promotion because her people skills were deficient, then try to gain the direct report's commitment to continue in her position.

The scenario was purposely challenging, in order to observe how well the executives would utilize their communication skills. They were free to structure the meeting any way they wished, to move the direct report from understanding the deficiency to gaining her commitment to a positive plan for the future.

A majority of the executives still did little to raise receptivity and get the direct report's active involvement in the meeting. They sacrificed direct report participation and involvement in order to control the meeting and keep it from deviating from their own planned strategy.

After delivering bad news, it's reasonable to vent emotions that could interfere with further discussion. Although those portraying the direct reports showed visible upset, only 20 percent of the executives tried to vent emotions before moving on. How engaged would a real direct report be while remaining in a highly agitated state?

One important purpose of the meeting was to arrive at an understanding about the future and to gain the direct report's commitment. So you'd expect the executive to draw out the direct report's thoughts and views, raising receptivity.

Many participants' tactics actually discouraged feedback. Only 16 percent checked for understanding of what was said along the way. Less than a third developed any give-and-take during the meeting. As for determining an action plan, far fewer asked for the other's input before determining that plan. In effect, the direct reports were handed a plan.

While hesitating to draw universal conclusions from one study, we think it's reasonable to conclude that when important information and meaningful dialogue should be shared, very little attention is paid to choosing communication techniques and strategies that boost success.

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

PROBING — A POWERFUL TECHNIQUE

Another area in which many study participants came up short is probing. Probing is a verbal technique for finding out what another person knows, thinks, or feels. Similar to questioning, probing is much more than asking questions; it raises receptivity and increases involvement.

No doubt you're familiar with a number of probes. Applying a probing strategy can improve your work encounters, from dealing with the worst problems to engaging in the most stimulating dialogue.

When using probes to give the other person a chance to speak, get things off their mind, and be involved, you're acknowledging their worth. They feel included, even appreciated.

RATING THE FACTORS FOR IMPROVING COMMUNICATION

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

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

Probes are effective because they force us to put ourselves in the other person’s place. Probes work to ensure that they are heard, *and* their point of view is truly represented. Probes can:

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

EFFECTIVE BUT UNDERUSED

Combining probes is an effective strategy. When videos of the 84 role-play meetings were analyzed, we learned that each executive used an average of only about eight probes of any kind for their entire meeting. Remember, the role-play scenario virtually required the direct report participate and become involved. Probing is the only way to make sure that participation happens when the subject of the meeting doesn’t have the power to demand it.

Only 10 of the 84 executives seemed to understand that, using the great majority of the total number of probes in the study. These 10 averaged 27 probes per person and used a wealth of probes to gain receptivity and seek commitment to action.

Unfortunately, the remaining 74 executives each averaged a little less than six probes in the entire time they spent with the direct reports. It’s hard to believe, but a handful didn’t use any probes at all in their meeting.

We aren’t trying to belittle the efforts of the executives who participated in the study. They’re successful businesspeople with a healthy bias for getting things done, which is probably a big part of their success. It’s unfortunate they don’t apply their skills to be more effective communicators. Most of them missed an opportunity to reclaim an employee. They could have encouraged the direct report’s participation and involved them in planning for the future.

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

THE MOST UNDERUSED PROBES

The most underused probes, so important to raising receptivity and soliciting participation, are the open-end probe, reflective statement, summary statement, and pausing.

OPEN-END PROBES. Most people already understand the intuitive concepts of open- and closed-end questioning. To draw someone out, use open-end probes such as, “How would you go about solving this problem?” or “What is your reaction to the plan?” To focus someone on specific facts or to limit the conversation, ask closed-end questions that require few words to answer. “What day do you want to start?” “Do you prefer plan A or plan B?”

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

REFLECTIVE STATEMENTS allow the other person to vent emotions. Examples are:

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

A reflective statement may seem awkward; it doesn’t feel natural to speak about someone else’s emotional state during a business conversation. However, if you don’t allow people to let off steam, receptivity for whatever comes next in the conversation will be low.

This doesn’t mean the other person will join your side. A reflective statement makes sure emotions aren’t getting in the way of the give-and-take of ideas. The people in our simulations would have been more effective had they vented anger and disappointment before proceeding.

SUMMARY STATEMENTS briefly rephrase or sum up what the other person has said, checking that you’ve understood clearly and correctly. For example:

“You’re saying we should not back this merger — the timing is wrong and the conditions are not favorable.”

Summary statements may not feel natural. But it’s well worth it, because they do more than verify you’ve understood the other person. Summaries acknowledge the other person, saying in effect, “I’m paying attention to you, whether I agree with you or not. Your thoughts and feelings count.”

Summary statements work to raise receptivity. They’re useful in sorting out the points made and considering them one at a time. With someone who rambles, summaries can help crystallize their thoughts and get the discussion back on track.

Even during the smoothest conversation, it’s good to check that you understand what you’ve heard. In summarizing someone else, be sure you don’t simply play back their exact words. You should rephrase what you’ve heard and not just parrot it, which can be annoying.

PAUSING. In a normal conversation, we may pause at times. But a pause used as a probe is a *planned silence*. Use it to allow the other person to collect their thoughts or think over what has been said.

The purposeful pause effectively slows down an interaction so the other person doesn’t feel pressured. At the same time, if the other person is reluctant to speak, a long pause creates an awkward silence that often compels them to say something. That’s why it’s considered a probe. Deliberate pauses promote dialogue, and can be very effective if you have the discipline to wait long enough for the other person to respond.

PERCENTAGE OF PROBE TYPES USED BY ALL PARTICIPATING EXECUTIVES	
Open-End Probes	30%
Closed-End Probes	26%
Brief Assertions	20%
Summary Statements	10%
Reflective Statements	6%
Leading Questions	5%
Neutral Phrases	2%
Pauses	2%

PROBING STRATEGIES

The real power comes from combining probes to form a *probing strategy*. Strategy is about more than just probing frequently during a conversation. It's strategic to give thought ahead of time to both the other person and the purpose of the communication, then pick appropriate probes.

A probing strategy would have been an effective way for our executives to create high receptivity and a commitment to action. Open-end probes could help get an accurate picture of the direct report's reaction and thoughts. Reflective statements would vent anger and frustration. Additional open-end probes could gain participation in developing a plan for the future. Summary statements along the way would not only maintain receptivity, but also bring on a lively or even impassioned discussion of the issues.

Strategy With Q1 Behavior

Being open brings high receptivity and commitment to an interaction. Reflective and summary statements let someone with dominant Q1 behavior talk and express themselves by supporting their ego and keeping the spotlight on them. Avoid closed-end probes and leading questions; these might signal you're trying to box in or manipulate the other person's thinking.

People with Q1 behavior may have equal or more power than you. Developing a probing strategy makes sense because you can't **make** them participate. Your probing strategy helps give them a reason to engage.

Strategy With Q2 Behavior

Q2's reserve has nothing to do with their intelligence, creativity, or knowledge. They're not likely to bring their ideas to your attention, so if you don't strategize how to probe effectively, you may miss the benefit of this person's thinking.

Maintain a low-key, low-risk environment for your conversation. Slow probes to a comfortable pace. Draw out this person and invite a response with open-end probes, and downplay closed-end questions. Avoid doing all the talking when there's silence. If you get no response from an open-end probe, try purposeful pausing to make the other person want to say something to break the awkward silence. Reflective and summary statements also appeal to Q2's security needs.

Strategy With Q4 Behavior

Q4 behavior is already collaborative and participative. So skillful probing elicits quality thinking and creative problem solving; gets the most out of communication; and leads to productive results.

Vary your probes. Open-end probes and summary statements promote the free flow of ideas. But don't ask endless open-end probes; if the other person feels the conversation isn't leading anywhere, they'll lose interest or question your motives. Too many closed-end and leading questions may be seen as restrictive or manipulative. Summarizing too frequently can seem manipulative, as if you're repeating the other person's words to trip them up. Combining probes appropriate to the other person's behavior can tap into the best they have to offer.

Strategy With Q3 Behavior

Because of a strong need to be accepted and liked, Q3 behavior tends to talk a lot, although not always on topic. Be cordial to make the other person comfortable, but use probes that channel discussion so this person doesn't drift from the topic. Closed-end probes and summary statements help keep the conversation on course and productive. Open-end probes usually aren't needed and tend to exacerbate meandering.

PROBE	DEFINITION	OBJECTIVES	CHARACTERISTICS	EXAMPLES
PROBES THAT ENCOURAGE THE OTHER PERSON TO OPEN UP				
OPEN-END PROBE	Question or statement that invites a wide-ranging response; asks for ideas, opinions, or views.	<ul style="list-style-type: none"> • Opens up discussion • Invites broad response • Gives other person freedom to talk • Gets involvement 	<ul style="list-style-type: none"> • Can't be answered "yes" or "no" • Gets at feelings, opinions, thoughts 	<ul style="list-style-type: none"> • "What do you think about...?" • "Tell me about..." • "Why do you feel...?" • "What's your opinion?"
PROBES THAT ENCOURAGE THE OTHER PERSON TO KEEP TALKING				
PAUSE	Intentional, purposeful period of silence	<ul style="list-style-type: none"> • Gives other person a chance to think and respond • Slows down pace • Draws out the other person 	<ul style="list-style-type: none"> • Usually follows open-end probe • Deliberate 	<ul style="list-style-type: none"> • "Why do you say that?" (silence) • "Tell me more." (silence)
REFLECTIVE STATEMENT	Statement that describes and reflects a feeling or emotion (without implying agreement or disagreement)	<ul style="list-style-type: none"> • Identifies emotions • Shows you understand • Vents interfering emotions 	<ul style="list-style-type: none"> • Names a feeling or emotion • Generally uses the word "you" or "you're" • May state cause of the emotion 	<ul style="list-style-type: none"> • "You're pretty mad about it." • "You seem reluctant to talk about it." • "Sounds like you're excited."
NEUTRAL PHRASE OR QUESTION	Question or statement that encourages the other person to elaborate	<ul style="list-style-type: none"> • Gets other person to tell more about a subject 	<ul style="list-style-type: none"> • Uses few words • Pertains to the subject under discussion 	<ul style="list-style-type: none"> • "Tell me more." • "Please elaborate." • "Explain that." • "Amplify on that."
BRIEF ASSERTION	Short statement, sound, or gesture that shows involvement	<ul style="list-style-type: none"> • Encourages other person to continue • Increases receptivity 	<ul style="list-style-type: none"> • Elicits additional information • Occurs automatically 	<ul style="list-style-type: none"> • "Oh, okay." • "I see." • (Nodding your head)
PROBES THAT HELP CONFIRM YOUR UNDERSTANDING				
CLOSED-END QUESTION	Question that limits the answer by requesting specific facts — or a "yes" or "no" answer	<ul style="list-style-type: none"> • Finds out details, specifics • Checks understanding • Directs the discussion • Gets other person to take a stand 	<ul style="list-style-type: none"> • Often starts with "Who," "Which," "When," "Where," "How many," etc. • Sometimes answered with a "yes" or "no" 	<ul style="list-style-type: none"> • "Who is...?" • "Which order...?" • "When will you...?" • "Do you think...?"
LEADING QUESTION	Question that implies only one answer — or a rhetorical question to which no answer is needed	<ul style="list-style-type: none"> • Pins down positions or agreements • Verifies assumptions 	<ul style="list-style-type: none"> • Is a question that gives the answer • No answer is required • Can be threatening 	<ul style="list-style-type: none"> • "Shouldn't we discuss...?" • "This is the best way to go, isn't it?"
SUMMARY STATEMENT	Brief statement, in your own words, of what was said	<ul style="list-style-type: none"> • Checks understanding • Proves you're listening • Gives structure and direction • Helps other person clarify thinking • Invites other person to comment or expand 	<ul style="list-style-type: none"> • Summarizes content, not feelings • Restates essential ideas • Uses your own words 	<ul style="list-style-type: none"> • "So you disagree about..." • "The way you see it is..." • "You prefer working overtime..." • "Let me summarize how I..."

STOP TALKING AND START COMMUNICATING

Highly capable people are losing out on the benefits of valuable, two-way communication. Something vital is missing when it turns out that a face-to-face meeting could just as well have been handled with a memo or e-mail.

Everything we've discussed takes some practice. But with time, these skills can become almost second nature. With a probing strategy and the overriding idea that you have to give people a reason to stay involved, you can produce a tremendous return for your effort. A rise in receptivity doesn't have to be dramatic to start paying off. And when you achieve higher receptivity, the quality of your communication will rise and benefit from open-minded listening, careful consideration of ideas, and strategic questioning that is constructive and clarifies.

Sound too idealistic? We have positive feedback from many who've applied these sound communication principles and probing techniques to great advantage. The fact is: These methods work.

QUESTIONS TO PONDER

1. Imagine if people simply told us whether their receptivity was high or low. Since they don't, we must observe carefully. What outward signs tell us about receptivity? How do you signal your level of interest to others?
2. Receptivity can drop if someone is experiencing a strong emotion. Q1 anger, Q2 fears and frustration, even Q3 delight, can be obstacles to listening and giving full attention to your words. What's the value of using Reflective Statements to help overcome these obstacles? Why do you think people are reluctant to use them?
3. While any one probe may be a useful communication tool, the real power lies in effectively combining probes to deal with specific behaviors. What's an effective probing strategy for: Working with Q1 dominance? Handling Q2 reluctance? Focusing Q3 on the issues and stating disagreements?

ARTICLE 3: MOTIVATION

“MAXIMIZING PEOPLE’S STRENGTHS”

Do you recognize any of these problems in motivating people?

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

These situations remind us that motivating people can be difficult. At best, motivation is an elusive quality; psychologists don’t even agree on exactly what it is. And you can’t just give motivation to people. A raise or promotion is no guarantee the recipient will be motivated.

Motivating is one of the most valuable skills of an effective leader.

You may be frustrated in your own efforts because you feel you understand the basics of motivation. Salary and benefits are the most obvious tools for motivating employees. You may be doing your best within your budget to motivate, using pay increases and other perks.

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

These typical motivators can be applied to the people you work with. But what about people you are having problems motivating? And what about motivating people who aren't your direct reports? By thinking only of the motivations needed by an average person, you will only come up with typical or average answers.

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

A border guard, who was stationed along a road between two countries, wanted to do his job well. Every morning when the same little old man showed up on his bicycle to cross into the other country to go to work, the guard insisted on searching him.

He would frisk the man and check his saddlebag. Sometimes, he would take the tires off the bicycle, checking to see if contraband was hidden inside.

Although the guard never found anything, this routine went on for years. The guard never realized the man was smuggling bicycles!

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

WHAT'S IN IT FOR ME?

All motivation is essentially *self*-motivation. Your role isn't to make people do things. That's often not even an option, since you don't always have the power to do so. Successfully motivating people means influencing them to commit to a decision they make for themselves. Keep one overriding idea in mind when thinking about motivation:

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

Since people do things for their own reasons — not yours — it's to your benefit to help them find a good reason to perform well. You can learn the answer to "What's in it for me?" by careful observation and quality discussion. What you thought was an important motivator for a particular person may not be one that makes a difference. Many studies show a higher salary or other material incentives are not ranked first by employees as the most important component of job satisfaction.

Consider the head of a marketing unit who has an attractive salary and benefits. They do a lot of in-depth market research, interviewing consumers and conducting focus groups. This individual may not consciously realize it, but *working with people* is actually their primary motivator.

If this person's boss has observed the direct report's behavior carefully, the boss could easily infer what motivates the individual. The boss who doesn't do this may reward the individual's good work with a promotion that actually takes away that primary motivation! A new title, higher salary,

and bigger office won't mean much, since the new position removes all consumer contact. A big "What's in it for me?" has been taken away. Both the boss and the individual will be disappointed, because the boss's motivators will probably not be successful. The boss assumed this direct report's motivations would be identical to their own. But the boss is not much of a people person; in their case, the new position's prestige and status would be an important motivation.

By observing, we can broaden our definition of "benefits" beyond the standard rewards. Restructuring this person's job by combining new duties with even more "people" activity would have motivated far more effectively than a new title or fancier desk. And, frankly, it's the kind of motivation that won't put a drain on resources.

BENEFITS THAT MOTIVATE PEOPLE ARE ALWAYS PERSONAL

People determine for themselves what a job benefit or reward is. We can't overlook the importance of salary bumps and bonuses. But on a day-to-day basis, those benefits are not strong motivators. When we spend 40 or more hours a week working, we look for satisfactions more specific to what we're doing — even if we're well compensated.

A direct report may be highly motivated by working with people. A boss might enjoy representing your firm to the community and analyzing corporate data to get the big picture. A colleague likes working on projects with a lot of structure and thrives on detail work. The reward of working isn't tied strictly to tangible benefits. That's good, because it's not feasible to hand out raises and bonuses right and left in order to keep people enthusiastic about their work.

Alternate rewards are *intangible* benefits. A job may be rewarding because it allows someone to be part of a team or to show off a talent in a very public way. The reward may be helping people solve problems, creating something that didn't exist before, leaving a legacy, or even changing the world. For others, simply having a friendly place to go every

day and accomplishing something is plenty of motivation. Many people are motivated by the intrinsic satisfaction of doing something well. They feel pride in accomplishment. Since people choose the reasons they commit to a task, we must tap into those intangible benefits that motivate *each* of the people we work with.

THE BENEFITS WE OFFER SERVE TO MEET INDIVIDUAL NEEDS

What accounts for the wide range of benefits people derive from their jobs? Most motivation theories identify people's individual needs as the answer. **Discover what people need, and you'll understand the benefits they seek.**

Like benefits, personal needs also vary greatly from person to person. Some people have strong social needs. Others will have a need for security. The need to achieve, to be recognized, to feel useful, or to be independent may also be fulfilled (or stifled) by what happens at work. A job not only can be a means to fulfill certain needs, working itself may awaken other needs as well.

By understanding that needs are the key, we know we motivate successfully when we:

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

This formula works even if people aren't consciously aware of their needs. You'd never call a direct report who likes to take on high-profile, even risky, assignments, and with a strong need to elevate their self-esteem and say, "I have a project that's sure to give your ego a boost." And neither of you will discuss it as the inspiration for working hard. Assigning this competent self-starter a fair share of important projects should be key to your motivational strategy.

Another employee may have completely opposite needs, like a strong desire for security. You'll get many years of rock-solid performance if this person feels safe and has predictable work. That employee may be as important as the high-flyer, but their needs are much different.

SIZING UP BEHAVIOR WITH THE DIMENSIONAL MODEL

The key to successful motivation is meeting people's individual needs by observing their behavior. And one of your most valuable tools as a leader is the DIMENSIONAL[®] MODEL OF BEHAVIOR[™].

You aren't likely to hear, "I need a lot of acceptance in my job," or "Recognition is important to me." You must discover their needs from observed behavior, then design unique rewards along with the more traditional ones.

The DIMENSIONAL MODEL helps you sort out what you see and hear. It aids you in sizing up your people as unique individuals. It allows you to "see" the bicycle more readily. Then you can identify individual needs more easily and craft the specific rewards.

A CAUTION

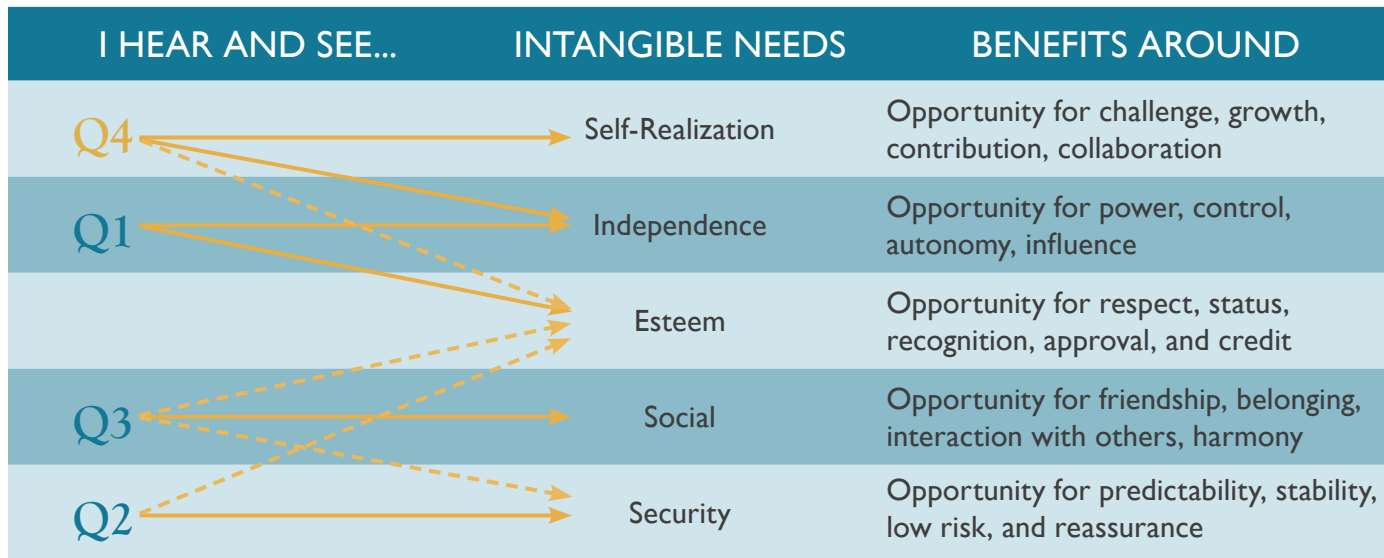
The Prework article "A Model for Leadership Behavior" mentioned that behavior can change quickly. People's needs may change, depending on influential factors, such as what's at stake at the moment, who they're with, and their life circumstances.

For example, your boss may display a lot of authoritarian Q1 behavior because of a need to show independence and to bolster their self-image as someone in charge. But with *their own* supervisor, your boss may be very deferential, exhibiting a strong Q2 need to feel secure. They may wait for their supervisor to express an opinion first; whereas with you, your boss strongly expresses their own opinion on the same subject. It's not necessary to interpret the reason for the change. Just understand that you can't pigeonhole people's needs and assume they are set in concrete. You have to make ongoing observations to assess people.

Fortunately, the DIMENSIONAL MODEL helps you analyze behavior so that you can anticipate changes. The same person with a Q1 need to assert themselves regularly may behave in a Q2 or Q3 manner in situations where competing safety or social needs prevail.

MOTIVATING UPWARD AND OUTWARD

You may question how much you can motivate someone if you don't hold power in the relationship. In fact, your *strategy* would be the same for those with more power than you, although your *tactics* would be different.



Suppose you have a pet project for your team. As their boss, you can *make* your direct reports participate. The bottom line is: You're the boss. They'll work on the project one way or another. But to get them fired up, it's wise to think of intangible benefits that serve as extra motivation.

Think about when you first had to sell this project to your boss (or a board or committee). You can't make anyone go along, and you don't have a tangible reward to offer. But you can show how the project's success will enhance their image. Maybe you explain how it will make their life easier. Or point out there's little risk in trying it, and if it succeeds, they'll solidify their position with the firm. Depending on the type of behavior you observe, you can tailor your proposal to meet the boss's needs by thinking of ways your project will benefit the other person.

If you need another division's help and support to make your project fly, you must motivate the head of that unit (your peer) to cooperate by using the same strategy you would with your boss — appealing to individual needs and outlining benefits for full participation.

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

THE DECISIVE DIFFERENCE IN MOTIVATION MAY BE YOU

Be aware of *your* part as a motivational factor in the working lives of those around you. In terms of job satisfaction, earnings mean less to people than being supported at work.

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

A leader plays an important role in motivating employees. In fact, many people point to their boss as the best — or worst — thing about their job. With that in mind, how well do you know the people you want to motivate? Their background, likes, dislikes, goals, and even dreams? The more you know about your people, the better you'll be able to assign tasks and delegate work intelligently.

People feel motivated when they're doing meaningful, challenging work. To motivate them to give their full *commitment*, observe their behavior

to discover their needs. Think creatively about the intangible benefits and rewards you can use to motivate each person individually. This applies to anyone around you, including direct reports, peers, fellow team members, managers, salespeople, and vendors. The good thing is, you have a virtually unlimited supply of intangible rewards, and the more you know people, the greater the supply grows.

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

WHAT ABOUT THEORIES OF MOTIVATION?

How do you balance the numerous motivation theories that exist with the practical need to motivate your people in the real world? As a phenomenon, motivation can probably be studied forever without being fully understood; there isn't one universally accepted theory. The more prominent ones include:

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

We use a modified version of Maslow's hierarchy of needs. It's based on the common-sense premise that people's behavior is motivated by fulfilling needs. This theory is especially useful for those in a leadership role.

We differ with the classic Maslow model in that we believe one's needs can move up and down in the hierarchy. Maslow reinforces our conviction that your best opportunity to motivate effectively is by addressing people's individual needs.

CASE STUDY OF A MISSED OPPORTUNITY

A major advantage of Q4 performance is the ability to adapt your behavioral style to better motivate others by addressing their personal needs. We observed and evaluated the behavior of 84 executives in a role-play simulation with “direct reports.” (For more details, see the Prewrite article, “Nobody Cares What You Have To Say...Until You Give Them a Reason!”) Participants were supposed to tell a valued employee they’ve been passed over for a promotion because of poor QI people skills; gain the employee’s commitment to stay with the company; and take steps to correct the problem. This scenario was designed to observe how executives would move the direct report from anger and rejection to a willingness to take positive steps for the future.

The vast majority of executives didn’t take into account the QI behavior they observed or adapt their own behavior to the direct report’s needs. Nor did they do much to involve this person in developing a solution, which could have been a strong motivator to improve the individual’s people skills. People exhibiting QI behavior have a strong need for independence and esteem. They want to voice their thoughts and opinions. Understanding this, the executives might have encouraged vigorous discussion and involved the direct reports in constructing an action plan.

Instead, most executives displayed QI behavior themselves, controlling the meeting. They did most of the talking and discouraged participation in a meeting about the direct report’s future. They had an opportunity to speak to the employee’s personal needs by letting the other person evolve their own plan for improvement. But the executives tended to squander any motivational opportunities by keeping a tight lid on the encounter.

The real-life consequence? Performance would suffer. A solid performer might even leave the company. A disgruntled employee would negatively impact team morale. These executives won the power battle but lost the motivation war.

Only 20 percent of the executives explored disagreements. A meager 24 percent actively solicited ideas from the direct report. Shockingly, only 17 percent asked for the other person’s input in determining a plan of action. In the real world, it’s unlikely this skilled but stubborn employee would buy into a ready-made plan without any input.

QUESTIONS TO PONDER

What does “morale” mean in your organization? Is it an important factor where you work? What part do motivation and benefits (or lack of) play in determining where morale is? Is boosting morale important to your company’s success, or should the normal benefits of working there be enough motivation for people to perform well?

How can you use the motivational techniques discussed in this article without people thinking you’re being manipulative?

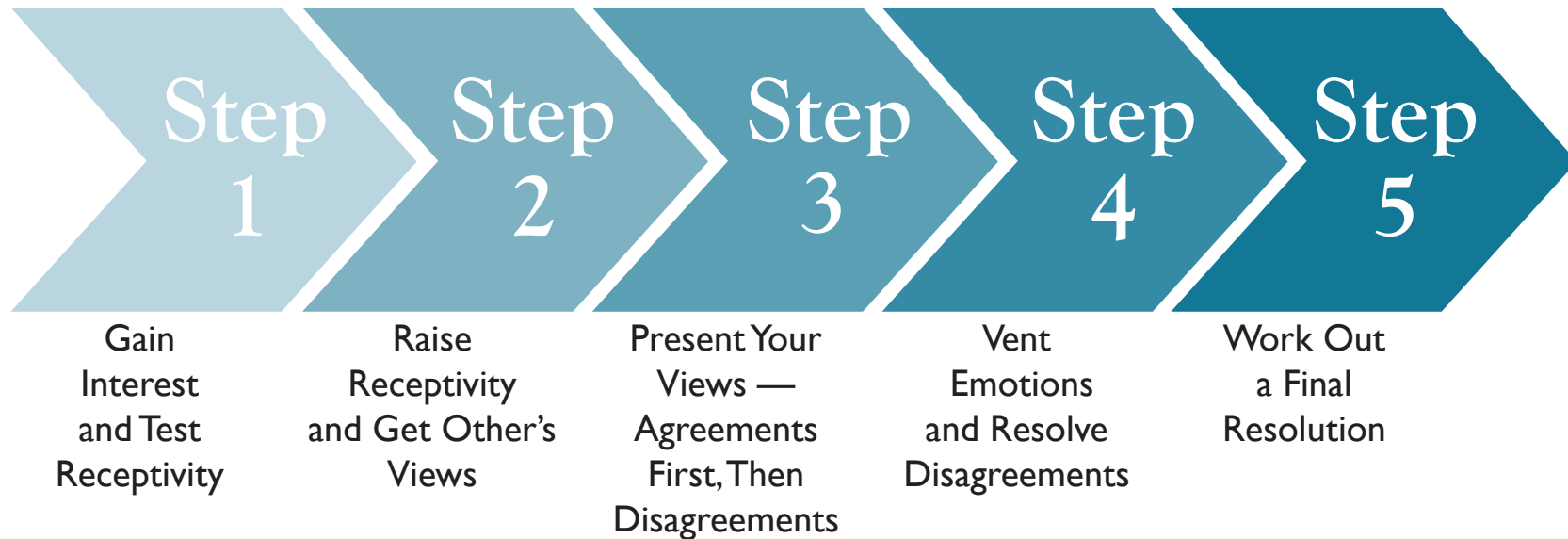
Part of results-oriented leadership is making an effort to bring out the best in the people around you. If you feel it’s easier to work with the same individuals on projects and assignments, rather than seeking out those whom you’ve had difficulty motivating in the past, what have you learned about motivation that could be applied to the under-used group?

ARTICLE 4: STRUCTURING A CONVERSATION “TRY DISCUSSING IT ONE STEP AT A TIME”

As you know from the DIMENSIONAL[®] MODEL OF BEHAVIOR[™], certain Q Behaviors interfere with productive conversations and collaboration. One way to deal more effectively with behavioral obstacles — including your own — is to structure your conversation along a logical path. We call it the FIVE-STEP FORMAT.

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





STEP 1: GAIN INTEREST AND TEST RECEPTIVITY

Begin with an appropriate degree of socializing. State the purpose for meeting and offer *benefits to the other person* for collaborating with you. This should create interest — very effective for having a meaningful conversation. Check the other person's readiness to proceed. If it's still low, try to raise interest or consider postponing the meeting until a better time.

STEP 2: RAISE RECEPTIVITY AND GET OTHER'S VIEWS

When we start a conversation, we're tempted to give our opinions first. It's more effective, though, to get the other person's views first and gather valuable information. Ask questions and really listen to understand what the other person has to say. By showing interest and encouraging participation, you should increase the other person's interest in your conversation.

STEP 3: PRESENT YOUR VIEWS — AGREEMENTS FIRST, THEN DISAGREEMENTS

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

STEP 4:VENT EMOTIONS AND RESOLVE DISAGREEMENTS

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

STEP 5:WORK OUT A FINAL RESOLUTION

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



PRACTICE THE STEPS

As you practice planning a Five-Step conversation, you'll find the logic of each step makes the format easy to remember. It will help you have more focused and collaborative conversations that get things accomplished.

GATHER DATA

These two worksheets will help you capture important information about your experience working with others. Bring a completed copy of each with you to the program.



CONFLICT IN THE WORKPLACE

During the program, you'll work on methods to tackle unproductive conflict in your team and when influencing others at work. Consider some examples where you've recently experienced conflict at work and answer the following questions.

Example 1. Describe a conflict where you and the other person had different views on an issue, approach, method, or solution. Did the communication or dialogue remain open? Why or why not?

Example 2. Describe a conflict with another person where communication broke down and there was no progress or resolution. Detail how the communication broke down.

REAL-LIFE CHALLENGE

WHAT'S A REAL-LIFE CHALLENGE?

A Real-Life Challenge is an important situation you're about to face with someone on your team (or outside it) whom you must influence. It's a situation you find challenging, important — and in which you want to be highly effective.

During the program, you'll have the opportunity to apply the skills you're learning to your own issue. You'll be able to discuss, strategize, practice, and get useful feedback on how to approach this situation. *Please be assured that anything you discuss during the program will remain confidential.*

REAL-LIFE CHALLENGE EXAMPLES

- ❖ Resolving a conflict with another person — a colleague or team member
- ❖ Confronting a colleague or team member about a personal issue that impacts their own effectiveness
- ❖ Gaining commitment from another person to make a change
- ❖ Gaining commitment to accountability for performance and/or results
- ❖ A meeting to set joint goals or expectations
- ❖ Negotiating allocation of resources
- ❖ Challenging the ideas/plans/methods of someone with more power
- ❖ Agreeing to a new way of working
- ❖ Gaining commitment from your manager to a course of action.

YOU'LL NEED TO DO TWO THINGS

1. CHOOSE YOUR REAL-LIFE CHALLENGE

Choose a situation you'll be involved in within the next six weeks.

Make sure the situation is one that involves one other person, and is important and challenging. When you make your choice, make certain the situation isn't one that has "no hope." In other words, make sure it is solvable.

2. COMPLETE THE REAL-LIFE CHALLENGE WORKSHEET

This will provide you with a record of valuable background data. You'll need to work on the issue and apply your Q4 Leadership skills to it.

REAL-LIFE CHALLENGE WORKSHEET

Please spend a few minutes completing the following details about your Real-Life Challenge case.

Other Person's Name

Their Role

Briefly describe the situation — what do you want to achieve, solve, or improve?

What is your objective for this meeting?

Describe the background to your interactions with this person, as well as what's happening now.

In terms of their work-related goals and targets, what does the other person need to achieve?

In terms of their personal goals and needs, what is important to the other person?

What are this person's strengths?

What, if anything, hinders this person's effectiveness?
What are this person's vulnerabilities?

List some adjectives to describe their behavior (how this person normally acts and interacts when working with you).

Provide a brief description of your history with this person.

What have you done to try to address this issue or problem?

Does the other person recognize this as an issue or problem? If yes, why?

Who else may be affected by this issue or problem?

Explain any issues or problems in your current working relationship

What resistance do you expect from this person, if any?

Other Comments



REVIEW KEY CONCEPTS

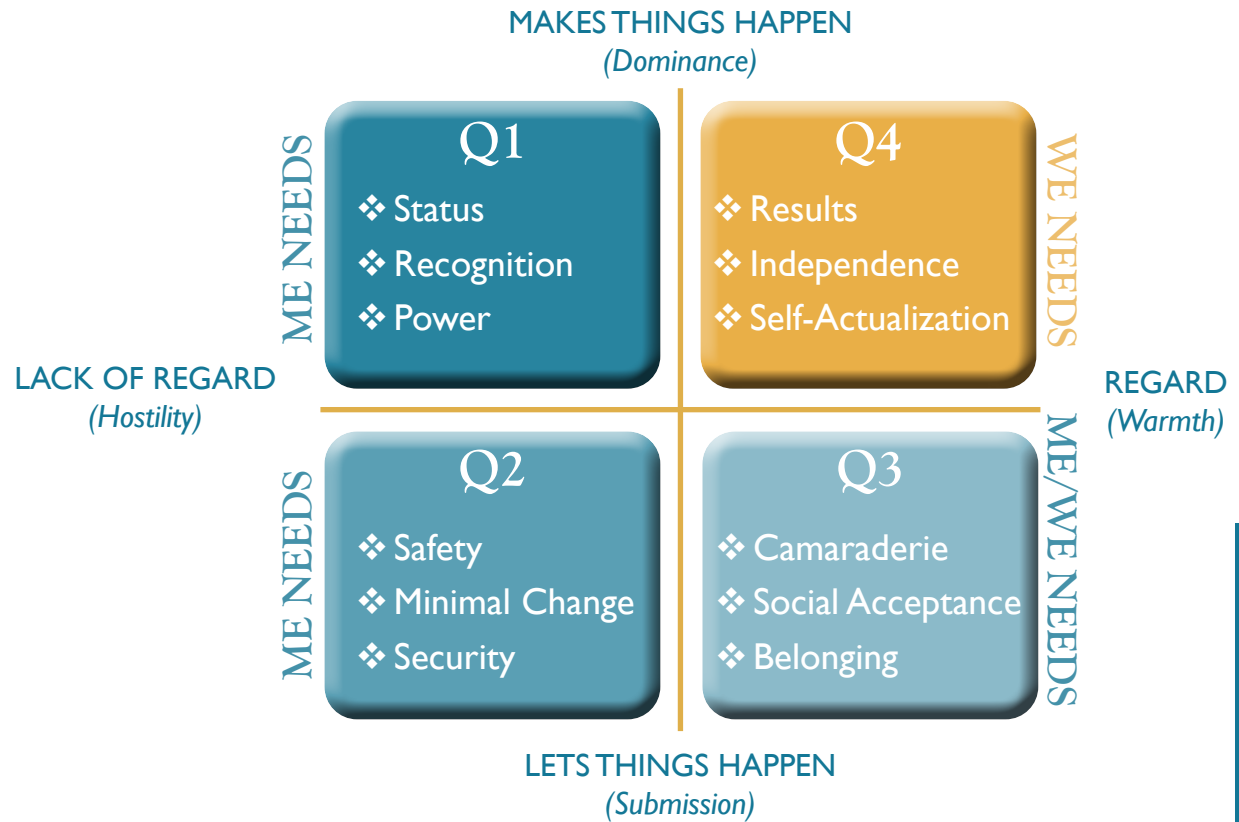
These following information is here for you to quickly review prior to your Q4 LEADERSHIP session; this is a brief overview of the key concepts we'll cover in the program.



PROBE	SUMMARY
OPEN-END PROBE	Has no boundaries
PAUSE	Gives time to think
REFLECTIVE STATEMENT	Vents interfering emotions
NEUTRAL PHRASE OR QUESTION	Gets more information

PROBE	SUMMARY
BRIEF ASSERTION	Keeps the other person talking
CLOSED-END QUESTION	Yes/no and specifics
LEADING QUESTION	Implies the answer
SUMMARY STATEMENT	Restates content, in own words

Understanding these interpersonal needs can help you motivate others by linking benefits appropriate to each behavior.



STEP 1: GAIN INTEREST & TEST RECEPTIVITY	STEP 2: RAISE RECEPTIVITY & GET OTHER'S VIEWS	STEP 3: PRESENT YOUR VIEWS — AGREEMENTS FIRST, THEN DISAGREEMENTS	STEP 4: VENT EMOTIONS & RESOLVE DISAGREEMENTS	STEP 5: WORK OUT A FINAL RESOLUTION
<ul style="list-style-type: none"> ❖ Be suitably sociable ❖ Provide a clear purpose and objective ❖ Give the potential benefit for participating — spell it out ❖ Question to test receptivity and check readiness to proceed 	<ul style="list-style-type: none"> ❖ Get other's views — probe ❖ Listen ❖ Probe for clarity and summarize other's comments ❖ Withhold your views 	<ul style="list-style-type: none"> ❖ Explain your position ❖ State areas of agreement ❖ Then disagreement ❖ Add information/facts to support your view ❖ Space ideas — one at a time, be concise ❖ Summarize 	<ul style="list-style-type: none"> ❖ If needed, vent interfering emotions ❖ Explore both positions and clarify disagreements ❖ Identify possible solutions ❖ Choose best solution 	<ul style="list-style-type: none"> ❖ If needed, clarify solution from Step 4 ❖ Co-develop goals and action plan ❖ State benefits ❖ Establish milestones for follow-up ❖ Check understanding and commitment