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TRANSFORMATIONAL LEADERSHIP

*Exploring the
Mantle, Roles and Obligations
of Leadership in
Tomorrow's Organizations*



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INTRODUCTION

Leadership has never been more important than it is today, or more illusive. With all the emphasis which organizations have placed on employee participation, teams, self-direction, quality circles, and shared roles – leadership has passed beyond the “positional” roles of Manager, supervisor and the like to a role without concrete, easily definable name. Leaders are “springing” up at all levels of the organization, sometimes based on position, sometimes based on skill or knowledge, sometimes based on necessity.

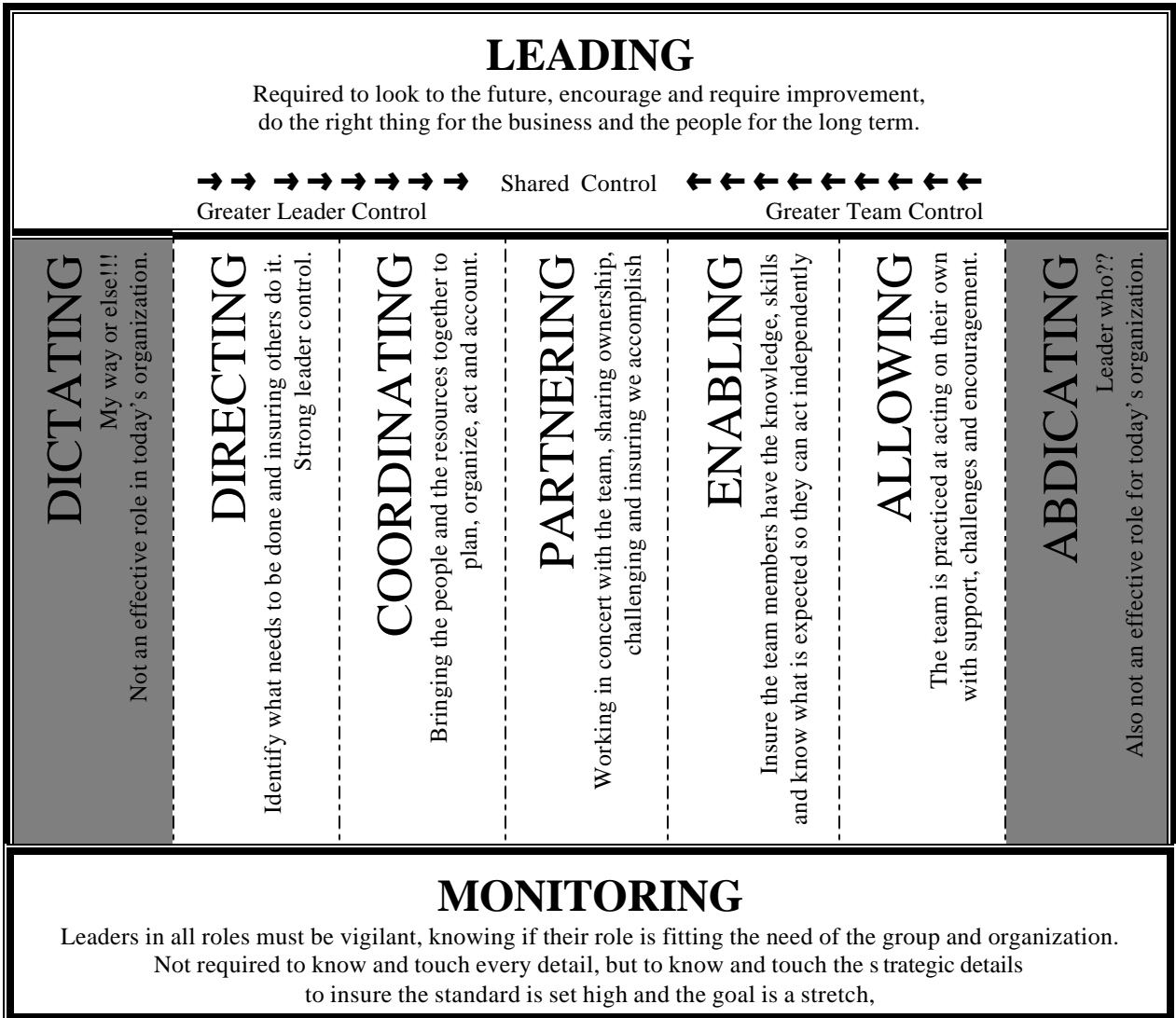
The individual leaders look and act differently, but what seems to make them the most effective is their ability to understand first the needs and responsibilities, then to act in accomplishment of those results, then to account to the larger system openly and effectively. We have decided to call this type of leadership – TRANSFORMATIONAL LEADERSHIP since it carries both the traditional leadership roles and responsibilities along with the call to transform or change our organizations through the development and liberation of leaders as all levels.

In an effort to explore and understand leadership more fully, this outline is divided into three key sections. The first – LEADING – is an attempt to look at the mantle of leadership, the responsibility taken on by a leader which is apart from the roles and “situational” styles of leadership. Next we will explore 7 Leadership styles and their impact on the organization. Finally, we will focus on a foundational issues for leaders, the accountability or – MONITORING – responsibility and it’s connection to progress, growth and effectiveness.



A MODEL FOR TRANSFORMATIONAL LEADERSHIP

As you can see from the model below, we have identified two elements which are required regardless of whether there is strong “leader” control or strong “team” control. Then there are “transformational” roles which will allow us to function differently based on the situation, the development of the team or group and the emergence of other leaders to move us forward.





LEADING

Understanding and Taking on the Mantle of Leadership

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Vision – where are we going

- " Leaders are reaching for the next challenge themselves
- " Leaders are constantly Learning and Developing new skills
- " Leaders communicate the vision, their learning and the possibilities to their followers

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Values and Standards

- " Leaders Expect:
 - Much from themselves
 - Stretch from others
- " Leaders are clear on:
 - The Guiding Values for their organization
 - Minimum critical expectations and specifications
- " Leaders do not sanction incompetence
 - They do not tolerate sup-standard performance – they address it
 - They keep people connected with the real and natural consequences of their performance (both positive and negative)
- " Leaders celebrate excellence
 - They don't miss the opportunity to cheerlead excellence
 - They recognize in tangible and intangible ways
 - They appreciate both effort and results

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Walk the Talk

- " Leaders do what they expect others to do
- " Leaders keep their word
- " Leaders acknowledge their own failures and debilities while recommitting to improve



TRANSFORMATIONAL ROLES

Acting in the Right Role to get the Right Results

- ! Dictating – Out of bounds
 - " My way or the high-way
 - " One way communication – down
 - " No Shared responsibility

- ! Directing
 - " Mostly communicating downward but gaining agreement to follow-through
 - " Clarifying and Delegating assignments and responsibilities
 - " Expecting progress reports on progress and results
 - " Primary Responsibility and Accountability resides with the leader.

- ! Coordinating
 - " Multi-directional communication
 - " Connecting people to tasks and insuring assignments are made
 - " Meeting with participants to review progress and create future plans
 - " Primary Responsibilities reside with individuals who have accepted delegated tasks and coordinate accountability.

- ! Partnering
 - " Teaming with multiple levels of people focused on a common cause, result or purpose.
 - " Leader is a part of the effort – almost transparent – can act as leader and participant with equal ease.
 - " Responsibility and accountability is common to each member based on the commitments they have made to each other, to carrying out roles, to their stakeholders.



! Enabling

- " Leader is moving from participant to teacher/facilitator.
- " Focus is on insuring others have the skills which the leader has, that others direct, coordinate, and lead to various levels and in various tasks.
- " It is hard to see the leader who is enabling others, but he remains accountable for the results with the others and does not “blame” them for low results or failures.

! Allowing

- " As the team is capable of directing more of it’s activities, the leader can allow greater freedom without participation in the group.\
- " Focus moves more to leading and monitoring, connecting with people rather than insuring the task is done – because the people have demonstrated they can get the job done.
- " Accountability is faced by the team with strong support of the leader. If failures happen, he returns to partner and enabler, rather than abdicator.

! Abdicating – Out of bounds

- " Leader “lets go entirely” and then blames the team for results
- " Usually an all or nothing – either a dictator or an abdicator.
- " Accountability and responsibility are claimed to be “others”



MONITORING

An Effective Steward Knows both the Direction and Distance and is Ready and Capable to Account for those Results

- ! Leaders are aware of where we are:
 - " Metrics
 - " Goals
 - " Achievements

- ! They know which measures are important and which are just window dressing – and act to “cut to the chase.”

- ! The leader accounts, the team accounts, individuals account.
 - " Accountability is the ability to give a real and accurate accounting of the results.
 - Goal Attainment Results/Productivity Results
 - Action Plans to adapt and change with the environment
 - Coordination and effectiveness with other departments
 - Individual Performance management and development

 - " Accountability requires:
 - Clarity of Expectations and metrics
 - Clarity of Commitments between people, groups, levels...
 - A consistent and public method of communicating Results
 - A specific, actionable plan and re-commitment to future goals
 - Action Orientation



SUMMARY, FEEDBACK AND FUTURE PLANNING

This is a personal planning outline. As a group we should identify some general areas which apply, but each person should clearly identify their individual plans and commitments for the coming month. We would ask that you share these within your Business Units and with your Business Leaders.

Key Results Areas – What are the “Right Results” which we must achieve:

- Performance Results

- People Results

Key Methods, Values or Strategies which I will work on the next Month:

- Methods

- Values

- Strategies

Next Steps I plan to take in Developing my Business Unit or Team:

-

-

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Next Things I need to Learn, Explore, and Improve to be more effective in my leadership role:

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- ..



RIGHT WAY →→→ → ←←← **RIGHT RESULTS!!!**

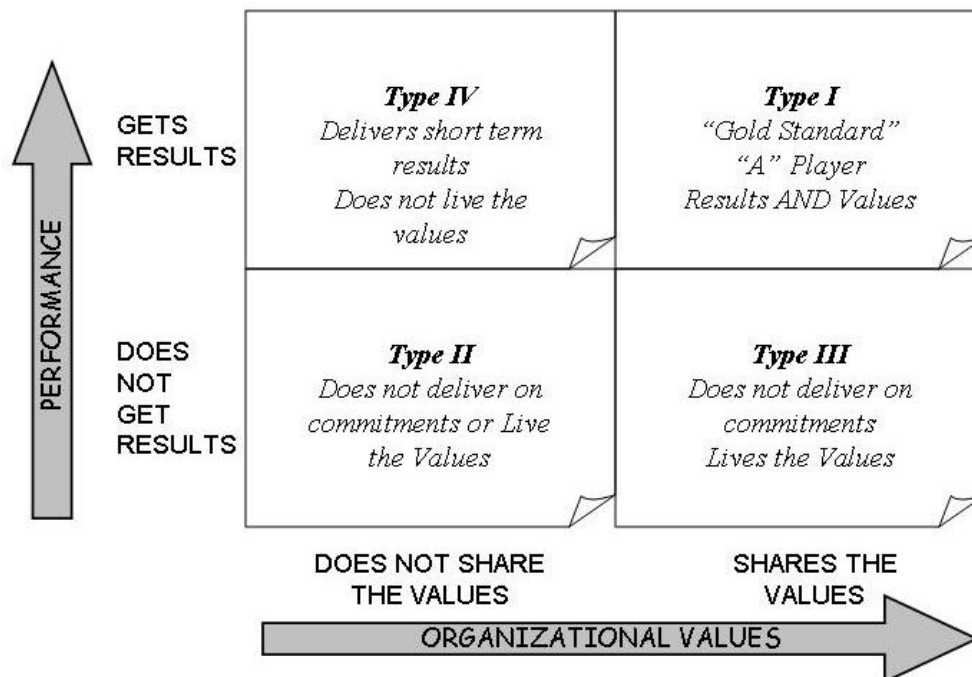
TAKING A LESSON FROM JACK WELSH AT GENERAL ELECTRIC!!!

History of the Right Way Right Results ...It all began at GE

In 1995, GE's CEO, Jack Welch, wrote in his annual letter To Our Share Owners:

“Our dream, and our plan, well over a decade ago, was simple. We set out to shape a global enterprise that preserved the classic big-company advantage while eliminating the classic big-company drawbacks. What we wanted to build was a hybrid – an enterprise with the reach and resources of a big company and the body of a big company, but the thirst to learn, the compulsion to share and the bias for action – the soul of a small company.

...The problem was some of our leaders were unwilling, or unable, to abandon big-company, big-shot autocracy, and embrace the values we were trying to grow. So, we defined our management styles, or “types,” and how they furthered or blocked our values. And then we acted.”





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Welch wrote of his Management Types...

Welch created his Management Styles or Types as a way to sort out his most capable leaders from those who were holding the organization back.

Type I

“...not only delivers on performance commitments, but believes in and furthers GE’s small-company values. The trajectory of this group is ‘onward and upward’.”

This leader is his “A” player!!!

Type II

“...does not meet commitments nor share our values – does not last long at GE.”

This leader is quickly moved “out” of GE.

Type III

“...believes in the values but sometimes misses commitments. We encourage taking swings, and Type III is typically given another chance.”

This leader is given the opportunity to learn to get results!!

Type IV

“...is the most difficult. One is always tempted to avoid taking action because Type IV’s deliver short-term results. But Type IV’s do so without regard to values and, in fact, often diminish them by grinding people down, squeezing them, stifling them. Some of these learned to change; most couldn’t. The decision to begin removing Type IV’s was a watershed – the ultimate test of our ability to “walk the talk,” but it had to be done if we wanted GE people to be open, to speak up, to share, and to act boldly outside traditional “lines of authority” and “functional boxes” in this new learning, sharing environment.”

This leader either learns to embrace the values or moves on!!!



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Right Way -- Right Results... ...What is the benefit???

“It became clear that some of the rhetoric heard at the corporate level about involvement and excitement and turning people loose did not match the reality of life in the business. The problems was some of our leaders...”
- Jack Welch

Welch defined excellence in leadership, his “Gold Standard,” as both performance on commitments and furthering the GE values. By mapping performance on one axis and values on the other, he could create a grid that would be used for talent assessment and succession planning.

Since 1995, Welch’s grid has seen many adaptations in consulting firms and organizations around the world. Regardless of how it might be configured, 4 boxes, 6 boxes, 9 boxes or more, the goal of Welch’s Type Grid and our Right Way Right Results Tool is to provide a visual way to portray a balanced assessment of an organization’s talent.

It has become a “balanced scorecard” for Leadership. Last year, McKinsey reflected Welch’s Gold Standard philosophy and “A”, “B”, and “C: Player construct as a best practice in their War for Executive Talent research.



Right Results? – Right Way?

Clarifying the Differences

The “Right Results–Right Way” model presents us, as leaders, with a framework for looking at the effectiveness of other leaders and ourselves. But it also poses a major dilemma – “Just what are the Results that are Right for us and our organization, and Just what Ways should we utilize in accomplishing those results?” We have also found that “Results” are much easier for us to identify, measure and differentiate than are Ways.

Results can be measured. The quantity of the products produced. The quality of that product. Our Safety record, our compliance. Even attitudes and perceptions of employees can be identified as measured results even though the measurement may be subjective.

The “Ways” actually describe how we accomplish the results. The process, step by step, which creates the product, which solves the problem, which involves the people. Ways don’t describe the destination or where we want to go – they describe the road we plan to travel and the methods, tactics, interactions, and activities we will use to get to the destination.

The exercise below contains a mixed plate of “Results” and “Ways.” Your task is to simply clarify which is a Result and which is a Way and then be prepared to discuss your rationale with the rest of the group.

	Description	Result	Way
1	Listen to understand before being understood.	R	W
2	Insure that every employee is trained in basic fire/emergency procedures.	R	W
3	Bring all impacted associates together, understand the issues, explore alternatives to resolve problems and make decisions.	R	W
4	When initiating a team or project group, work with them to clarify their purpose.	R	W
5	Resolve Issues with the right people	R	W
6	Require individuals and groups to account for their performance.	R	W
7	Begin with the end in Mind.	R	W



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	Description	Result	Way
8	Improve production by 10%	R	W
9	Support well meaning failures	R	W
10	Focus on the critical few elements that create the greatest opportunity for improvement.	R	W
11	Create an atmosphere that supports risk and individual ownership.	R	W
12	Review each employee's performance annually	R	W
13	Confront associates with the results, consequences and benefits of their actions	R	W
14	Create a Mission statement for your department by the end of the month	R	W
15	Regularly discuss the business situation with employees to ensure they understand priorities and needs.	R	W
16	Create an open dialogue around Williams core values	R	W
17	Develop format for 360 feedback for all supervisors	R	W
18	Complete six improvement projects by the end of the year	R	W
19	Share information and coach employees in a way that encourages ownership and accountability	R	W
20	Share information in order to develop a proactive approach to planning and organizing work in your area	R	W
21	Create an atmosphere of high challenge and high support within your area	R	W
22	Develop challenging goals and objectives that are aligned with the refinery's objectives.	R	W
23	Actively seek feedback from those you work with and for.	R	W
24	Ensure group performance by balancing budget restraints and achievable outcomes	R	W
25	Use input from everyone in your group and those you are most interdependent with as you seek to develop goals and objectives.	R	W