

Tapping Into Internal Motivation & The Art of Delegation

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Tapping into Inner Motivation

You can buy a person's hand, but you can't buy his heart.

You can buy his back, but you can't buy his brain.

His heart is where his enthusiasm is; his brain is where his creativity is, his ingenuity, his resourcefulness.

Stephen Covey

Passionate people often outperform individuals with greater technical qualifications or skills. Without passion, individuals can lose their knowledge advantage through complacency.

Competent leaders do not underestimate this challenge. They understand the importance of clear communication, with an attention to by non-verbal and verbal cues. They also understand that they cannot force someone to be passionate. They understand the difference between external and internal motivation and devote energy to creating an environment that fosters and naturally promotes inner motivation.

External Motivation (Why it's not the Whole Story)

An extremely common response to motivating people is to reward them for the behaviors you want them to continue and punish them for the behaviors you want them to discontinue. Thus the common saying around corporate America is "What's rewarded gets done." Presumably, the flipside of this belief is that what isn't rewarded doesn't get done.

The belief that "what's rewarded gets done" arose during the Enlightenment. (The Enlightenment started at the turn of the century and was founded on the belief that with enough scientific study and rigor, everything could be perfected. Moreover, whatever was not explained through the scientific method was only the result of a deficient methodology or technology and was only a matter of time before the proper method or tool would explain it.) Behaviorism was one such theory. It is based on a theory developed by John Watson in the early 1900s and even earlier by Frederick Taylor (the father of scientific management) and Edward Thorndike in 1898.

The field of behaviorism as we know it currently was popularized and developed for popular consumption and application in the 1960s by B.F. Skinner.

The theories underlying behaviorism are...

That the human is not a self (soul, me, or "I"), but is rather a collection of behaviors.

If something of the human experience cannot be explained through the empirical scientific method, it is not real and therefore not worth consideration.

Finally, human behavior is not derived from initiative or self-will but rather is the result and response to either positive or negative reinforcement.

In practice, the theories of behaviorism suggest that if you do this (give rewards) you'll get the behavior you want from people. Or, the flipside, if you give negative reinforcement (punishment), you get less of the behaviors you don't want.

The trouble with rewards (as we see it) is that they assume people don't have initiative, selfhood, or free will. Therefore, in practice they don't tend to produce motivation, they produce temporary compliance, but not long-term commitment.

According to motivation theorist Frederick Herzberg, rewards like pay, benefits etc. are what he called "hygiene factors." They are like the temperature. When they are where they should be—not too high or too low—we don't think about them. When they are too low, they tend to produce dissatisfaction. However, when they are too high, they do not produce higher levels of motivation. In sum, the absence of them can be de-motivating, but they are not, in themselves, motivating.

Ironically, there are other replicated studies (about 70!) have shown that inner motivation actually decreases when people are given external rewards. The reason for this is presumably because people believe that if they have to get paid to do the job, it must be something they wouldn't want to do without payment.* *Alfie Kohn "Challenging behaviorist dogma; myths about money and motivation." Compensation and Benefits Review. 30, 3-17-98 and Alfie Kohn, Punished by Rewards, 1993).

Inner Motivation

In contrast to external motivation, inner motivation is something that motivates people to want to do something without expecting a reward. So what creates inner motivation?

According to study after study, people report feeling motivated by intrinsic experiences of things like:

- A sense of accomplishment
- Pride in good work
- Sense of growth
- Challenging work
- Working with great colleagues
- etc.

Does this mean that you shouldn't reward people? Absolutely not! Rewards are important when they are given as recognition rather than bribe. When rewards are given to recognize the intrinsic motivation already in play, people cherish them for what they symbolize.

The promise of an external reward may push someone who is already doing a certain behavior to do more of it, but it is likely due to the accomplishment of a goal than the reward itself. Or, consider the situation in which an employee is given a plaque upon the completion of a major project. The employee doesn't work hard for the plaque, nor does he/she value the plaque for its own sake. Instead, the employee values the plaque because it is symbolic of his/her accomplishment of a goal, personal growth, etc.

You cannot force someone to be motivated. They have to choose it. However, as their leader, you can create the kind of environment that naturally promotes inner motivation. The motivating environment should include the following elements:

A clear sense of what you're trying to accomplish and why it matters. Describe your vision of the completed goal and how they can make a difference in accomplishing that goal (see information about communicating your goal/vision for more info on this).

Give people the chance to GROW

- **Gain:** The ability to improve ones' own performance is incredibly motivating. It is one of the reasons we like to play and watch sports or video games. For example, if you shoot 10 baskets in a game, you will strive to shoot 15 in the next game. After you have communicated the final goal in a clear and inspiring manner, you should find ways to help people improve their own performance and give them feedback mechanisms so they can track their own growth.
- **Rewarding:** The second thing is to give people is the sense that their contribution matters in the larger scheme of things. People want rewarding things to do. Show them how their task is important.
- **Ownership:** The next step is to give people ownership over their tasks. This relates to empowering leadership (which will be the topic of the upcoming session). The way to do this is to give them responsibility and the resources to do a good job.
- **Work in Community:** The last thing is the chance to work in a community. Although we know that some personality types prefer to work alone sometimes, most people are motivated when they get the chance to bounce ideas off of other people and work together on a task. Work in community also tends to promote natural accountability.

Giving and Receiving Feedback

One of the most important functions of the leader is providing feedback. When providing feedback, assess the readiness of the individual to receive the feedback. Are they open to receiving feedback at this time?

Clarify expectations of the feedback. Does the individual simply want a good listener? Someone to provide advice? Someone to share experiences? Someone to provide perspective? Before engaging in a feedback session, ensure that the expectations of both parties are clear.

Feedback that is vague or theoretical is not as useful as that which is specific. Specific feedback has three elements (abbreviated ABC):

Understanding the Activity the individual was engaged in.

Understanding the Behavior of the individual.

Understanding the Consequences of the individual's behavior.

To build a mutually beneficial relationship, it is also important that a leader know how to receive feedback. When receiving feedback, check for understanding, view it as a unique learning opportunity, assume the best and avoid defensiveness.

Stay Interviews

A lot of research has been carried out on why employees leave companies. As individuals exit an organization, they are often asked to participate in an Exit Interview. That makes a lot of sense. In developing leadership capacity, doesn't it also make sense to do Stay Interviews?

Conduct three Stay Interviews. Who should you choose for these interviews? We suggest you first look to your direct reports? If you don't have three direct reports, consider individuals who don't report directly to you but who have some accountability to you. Alternatively, talk to individuals you work closely with.

How long does a Stay Interview take? Between 10 and 30 minutes.

How do I prepare for a Stay Interview? Approach the individuals you wish to interview and tell them that you would like to conduct a Stay Interview with them. Explain that a Stay Interview is part of your leadership development and that their responses are important. It is an interview that leaders conduct to learn the key reasons that employees choose to stay with an organization. If you wish, you may provide the Stay Interview questions to the individual in advance so that they can reflect on their responses prior to the interview. Naturally, a face-to-face interview is best. Phone interviews are okay if face-to-face is not possible. Please resist the temptation to conduct this interview by email.

How do I conduct a Stay Interview? Ask these four questions.

1. Think of a previous job, tell me why you chose to stay?
2. What enticed you to leave?
3. In your current job, what keeps you?
4. What would entice you to leave?

What if I'm afraid of the answers to the questions? You're not alone. Most leaders don't conduct Stay Interviews because they fear that the responses to the questions will be about pay or about other things over which they have little or no control. While compensation will most certainly be on the list, research strongly shows that there will be many things on the list in addition to pay. Dig deeper. Probe for ABCs.

Can I practice before conducting the Stay Interviews? Absolutely. Interview yourself. Ask a peer to be a practice Stay Interview candidate. Interview your spouse. Ask him/her - what keeps you? What would entice you away?

What if I don't have the time? You're not alone. Devoting time to the important activities that further the long-term strategic goals of the organization at the expense of the urgent activities is a challenge for all leaders. Great leaders find the time. We hope you will as well.

The Art of Delegation

What if they don't do it right?
What if they mess it up?
What if they don't get it done at all?
What if the outcome is not up to my standards?
What if they do it better than I do?

Delegation is an area in which many leaders struggle. It's often hard to relinquish control. Others may not do it "our way". Many times it seems more expedient (and simpler) to do the work ourselves. Rather than learning to delegate effectively, we work longer hours.

There are many advantages to delegating. When we delegate, we are able to accomplish more and shift our attention to other projects. The less time you spend on tasks that can be accomplished by others, the more time you have to focus on larger goals.

For others, the tasks and activities you delegate represent opportunities for growth and job enrichment.

By definition, leadership is about "leading" other people. The long term success of a leader is largely determined by those who follow. As a result, leaders must seek to understand what influences people, what makes them tick, how to talk to them, how to challenge them, how to motivate them and how to delegate the tasks for which they are best suited.

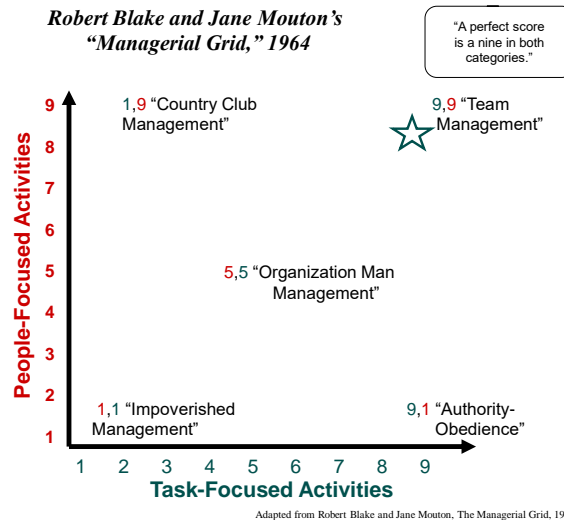
Transactional Leadership

Different Strokes for Different Folks.

Common phrase and credo of the One-Minute Manager in *Leadership and the One-Minute Manager*. By Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi, 1985.

Scientific study of leadership did not take official form until the late 1940s. Until that time, it was commonly believed that leaders were simply born with either divine gifts (the “great man theory”) or, at very least, admirable and rare traits like bravery and strength (known as the “trait theory” - Dr. Steve Hallam, University of Akron, Ohio). However, following World War II, researchers began to apply the strengths of scientific rigor to the formerly vague and ethereal subject of leadership. Researchers at the University of Ohio found that leaders can engage in two types of activities: relationship-centered activities or task-centered activities.

In 1964, researchers Robert Blake and Jane Mouton expanded upon the Ohio State discovery and plotted the two types of activities on their “Managerial Grid” shown below:



Blake and Mouton also developed an accompanying questionnaire with which managers could determine their primary leadership style. According to Blake and Mouton, “A perfect score is a nine in both categories of People and Tasks.” The one best leadership style for all occasions was said to be the consistent balance of attention to people and task as seen through the “Team Management” style. Or, as a U.S. Army motto states: “People and Mission first!”

Blake and Mouton’s work later evolved into what has become known as the “Contingency Theory” of leadership. The word “contingency” is defined as “occurrence incidental to another occurrence.” Or, in common parlance, a contingency is a situation or reaction that *depends* on another situation. The basis of the contingency theory is that there is no one perfect leadership style for every situation, but rather, one’s leadership style should *depend* upon the needs of the followers

Ironically (or perhaps on purpose), the term “contingency” is also used commonly in the field of psychology popularized by B.F. Skinner in the 1950s and 60s known as “behaviorism.” The assumptions of staunch behaviorists are that behavior is not a random occurrence, an act of self-

will, or an expression of values or beliefs (there is no will, value or beliefs according to behaviorists). Rather, behavior is a response to a *contingency* or regiment of reinforcement. Moreover, ardent behaviorists believe that anyone is capable of becoming anything or excelling in any task if s/he simply is given the proper contingency of reinforcement. The double-meaning of “contingency” in this case is ironic because the schema of behaviorism and purposeful use of contingencies of reinforcement clearly form a portion of the foundation of assumptions underlying the contingency model of leadership. This is seen in the directive that the situational leader must “reward appropriate behavior shown by the follower by using a process of positive reinforcement (positive reinforcement given through either increased autonomy or emotional support or both, and negative reinforcement by decreasing autonomy).

Interestingly, the other psychological influence that forms the foundation of the contingency theory is from the opposite side of the spectrum—that of the school of humanistic psychology. Humanistic psychology was developed by a group of prominent psychologists who rejected the “dehumanizing” elements of behaviorism and sought to promote a form of psychology that “holds a hopeful, constructive view of human beings and of their substantial capacity to be self-determining.* “ The founders of Humanistic psychology sought to emphasize and enhance “the distinctly human qualities as choice, creativity, the interaction of the body, mind and spirit, and the capacity to become more aware, free, responsible, life-affirming and trustworthy.* ”

*Quotes drawn from former president of the Association of Humanistic Psychology, Maureen O’Hara.

But we’re getting ahead of ourselves...

Drs. Paul Hersey and Kenneth Blanchard developed a contingency model of leadership in the late 1960s by expanding upon the claims of Blake and Mouton’s Managerial Grid and the pursuit of one perfect leadership style. They called their model “Situational Leadership.” The premise underlying situational leadership is simply this: Attention to task and relationship behaviors *do* produce different leadership styles, but there isn’t one perfect style for all occasions—different leadership styles are appropriate for different situations. Moreover, leaders should choose the extent to which they focus on task or people activities based on their diagnosis of a specific follower’s readiness to perform the specific task at hand. *

*The following descriptions of the Situational Leadership and SLII models are drawn from *The Situational Leader*, 1984, by Paul Hersey and *Leadership and the One Minute Manager* by Blanchard, Zigarmi and Zigarmi, 1985.

Task-centered behaviors are defined as; “The extent to which a leader engages in one-way communication by explaining what each follower is to do as well as when, where, and how to accomplish the task.” High task behaviors are defined as those in which the initiative and direction come from the leader. Low task behaviors are those in which the leader expects the follower to provide his/her own initiative and direction. Examples of task behaviors include: goal setting, organizing, establishing time lines, and controlling.

Relationship-centered behaviors are defined as; “The extent to which a leader engages in two-way communication by providing socio-emotional support, psychological strokes and facilitating behaviors.” High relationship behaviors are those in which the leader provides the employee with lots of active listening, emotional support, coaching, encouragement, etc. Low relationship behaviors are those in which a leader lets the follower provide (or find) their own sources of support and encouragement (e.g. in their own confidence).

Performance in one dimension (e.g. task behaviors) does not indicate performance in the other—i.e., the two dimensions are not correlated.

The three primary skills a leader must possess to use the situational leadership model: flexibility, diagnosis and contracting.

Flexibility

Flexibility is the ability to recognize and respond to the reality that different people need different leadership styles. Moreover, the same person may need different leadership styles depending on the task.

Diagnosis

The situational leader must be able to diagnose his/her followers' readiness to perform a specific task or job.

A follower's "readiness" is defined as "the ability and willingness of a person to take responsibility for directing their own behavior." Situational leaders must diagnose a follower's readiness by assessing his/her competence and commitment. A follower's competence is assessed by evaluating their ability and his/her commitment is assessed by considering his/her motivation, confidence and commitment.

Competence/Able: Does the person have the knowledge, experience, and skill to do the task (competence)?

Commitment/Willing: Does the person *want to* do the task (motivation)? Does the person believe *s/he can do* the task (confidence)? *Will* the person do the activity (commitment)?

According to the Situational Leadership and SLII models (Yes, there are now two. Don't ask...in 1982, Blanchard and Hersey went their separate ways, Blanchard adapted the model and renamed it SLII, but there is little significant difference as far as we can tell), anyway, according to both models, there are four levels of follower readiness.

Level 1: Unable and unwilling.

The follower lacks competence and commitment—has neither the skills, commitment, confidence nor motivation to do the task.

Level 2: Unable but (sort of) willing.

The follower has a few skills and has therefore increased slightly in competence but has variable commitment, confidence and motivation.

Level 3: Able but unwilling.

The follower has competence but low commitment, confidence, and motivation.

Level 4: Able and willing.

The follower has high levels of competence, commitment, confidence and motivation to do the task.

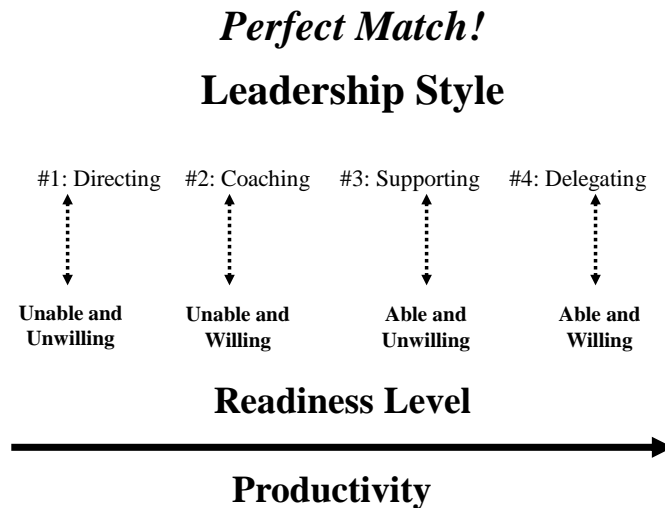
Once the situational leader has successfully diagnosed the follower's readiness, s/he should employ the third important skill...

Transacting

Transacting is the ongoing conversation/transaction in which a situational leader sets clear expectations for performance and, together, leader and follower discuss the follower's readiness to meet those goals. Once the level of readiness has been established, both leader and follower agree on the style of leadership appropriate for the level of readiness.

The situational leader should match his/her style to the follower's readiness. The design of the situational leadership model is that leaders will provide for their followers what they cannot provide for themselves.

The four leadership styles should be applied to match the follower's level of readiness by providing varying amounts of task and relationship-centered behaviors.



Ideally, a situational leader can move the follower along the spectrum to higher levels of readiness, personal initiative and self-directedness. According to Paul Hersey, the situational leader *“must slowly advance the follower using a small decrease in task behavior and a small increase in relationship behavior as the follower increases in readiness. To reward appropriate behavior, the leader uses a process of positive reinforcement. At first the leader reduces the amount of direction (task behavior) by giving the follower a chance to assume increased responsibility. If appropriate and adequate performance follows, the leader increases relationship behavior and emotional support. This process continues until the follower independently assumes responsibility and has advanced to a moderate level of readiness. The follower now internally imposes the direction. If a follower should display a decrease in performance or readiness, the leader should adjust behavior backwards to a previous leadership style.”*

Leadership Styles

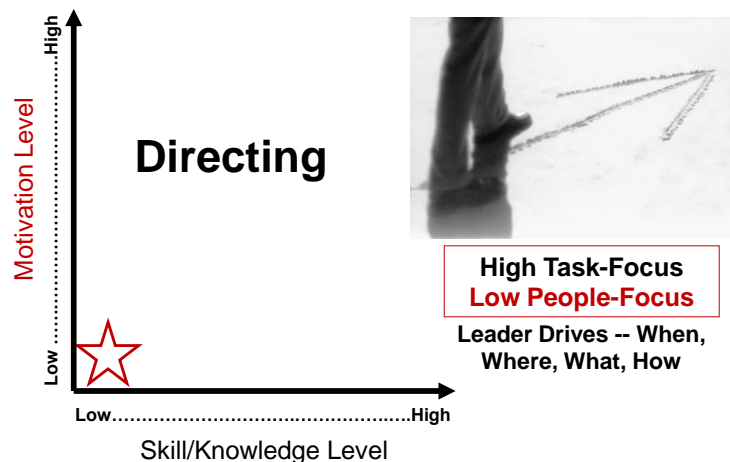
While leaders can gain great insight from the Situational Leadership model in determining how to lead individuals and delegate tasks, the terms unwilling and unable conjure up unflattering images of employees who are reluctant, uncooperative, stubborn, cantankerous, disobedient, or contrary. This is unfortunate since we all find ourselves in situations in which we feel less than completely competent, capable, motivated and confident to tackle a task. To attribute labels like unwilling and unable to an individual in relation to the task can harm both perceptions and communication. To address this concern, Tero favors the less personal terms of motivational level and skill/knowledge level in diagnosing a follower's readiness level.

Leaders are asked to assume a variety of roles. They include champion, role model, teacher, counselor, and cheerleader. Each role is unique and requires some skill to carry out effectively. To determine which leadership role is most appropriate, the leader must effectively diagnose the skills/knowledge and motivational levels of the employee.

Teacher (Directive Style of Leadership)

Purpose: To look for learning opportunities. To help followers stay focused, provide advice on accomplishing goals, give insight on potential barriers and help solve problems.

Teacher



When to use: When follower lacks skills, knowledge and motivation.

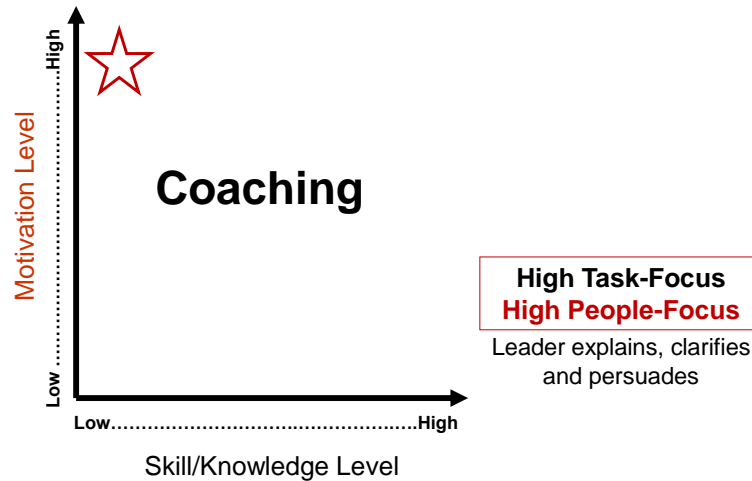
Examples of leader activities:

- Teach professional or industry-specific skills.
- Help to demystify and decode corporate culture.
- Provide specific guidance on tasks/activities/steps.

Counselor (Coaching Style of Leadership)

Purpose: To provide a balance of emotional support and career guidance. To provide a safe environment where mistakes enhance growth without harming credibility.

Counselor



When to use: When follower lacks skills and knowledge and is motivated, to some degree, to tackle the challenge.

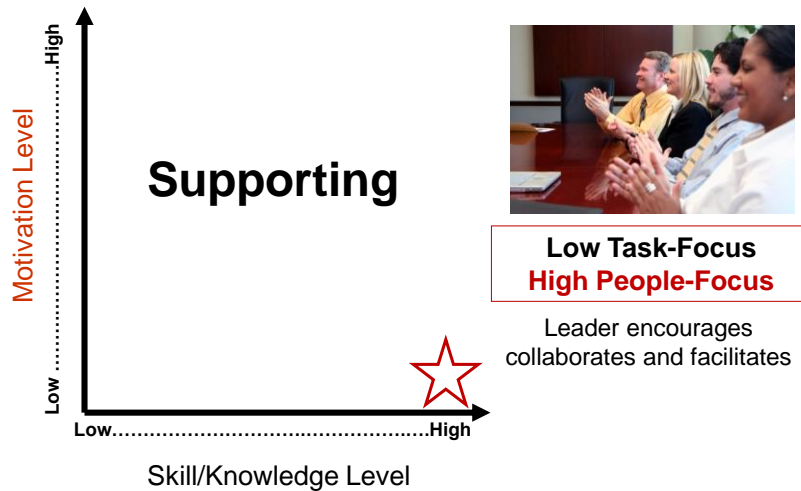
Examples of leader activities:

- Look for small successes and complement your follower.
- Be supportive and encouraging when your follower is experiencing failure or frustration.
- Develop trust with your follower to help reduce stress.
- Discuss barriers and roadblocks, provide feedback and facilitate one-on-one coaching.

Cheerleader (Supporting Style of Leadership)

Purpose: To be encouraging and supportive.

Cheerleader



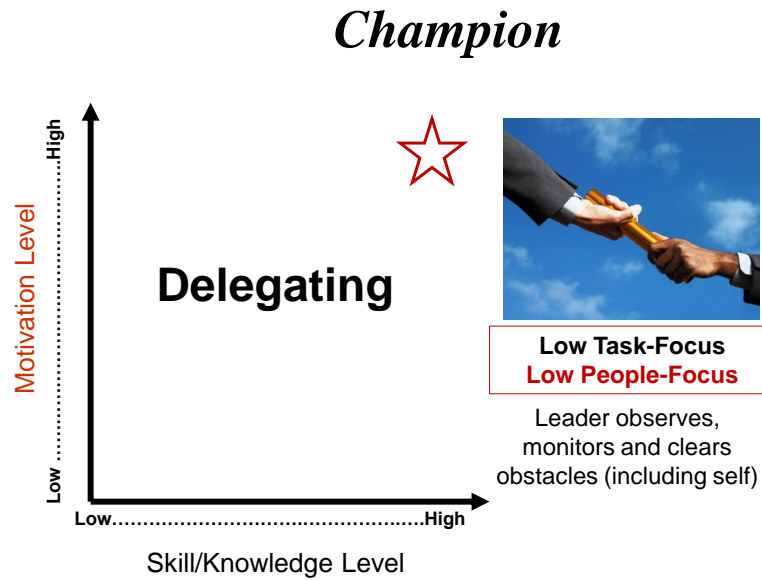
When to use: When follower possesses necessary skills and knowledge and lacks motivation and interest.

Examples of leader activities:

- Enhance self-esteem through supportive, non-judgmental discussions.
- Celebrate goal achievement with your follower.
- Listen to your follower and respond with empathy.

Champion (Delegating Style of Leadership)

Purpose: To increase the exposure of the follower in the organization with a view of advancing their career.



When to use: When follower is possesses necessary skills and knowledge and is motivated and interested in the task/activity.

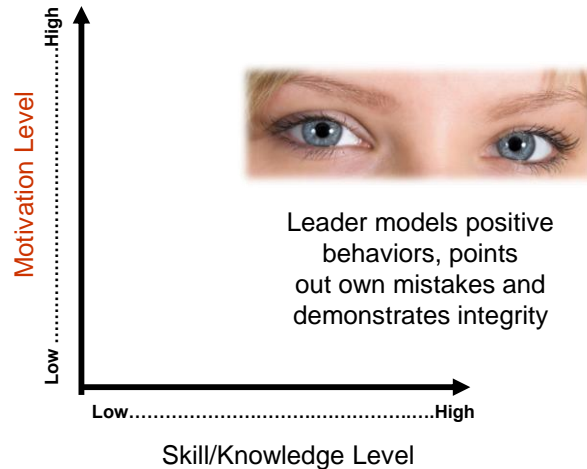
Examples of leader activities:

- Recommend follower for special assignments.
- Introduce follower to key people in the organization and key community members.
- Recommend appointment to special committees or task forces.

Role Model

Purpose: Provide a positive behavior example of professional conduct, leadership and good interaction with others. Whether you like it or not, as a leader you are being watched by your followers and others in the organization.

Role Model



When to use: The leader serves this role always, regardless of the unique style called for by the situation.

Examples of leader activities:

- Practice what you preach.
- Look for opportunities for your followers to observe you modeling positive skills and behaviors.
- Be quick to point out your own mistakes and “make it right”.

Communication

Key to the Transactional Styles of Leadership

It's not enough that *you* know what *you're* saying. Your message may be crystal clear to you, but if it isn't crystal clear to others, there is an excellent chance that they will not be inspired or motivated enough to join you on the journey toward your goal.

Competent leaders do not underestimate the challenge of communicating effectively. They know that the uncertainty of the future is often enough to make people stay in the safety of the familiar. In order to motivate people to venture out of their comfort zones and toward the accomplishment of your goal, you will have to paint a vivid picture of the goal *already accomplished*.

Don't just tell people about the idea of your goal. Describe what it will be like when they have arrived.

- What will it feel like?
- What will it look like?
- What will be similar to the present?
- What will be different from the present?

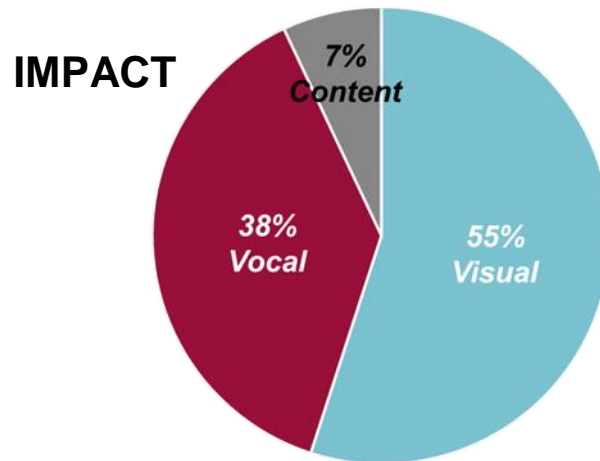
Olympic coaches have been using the technique of visualization for years. They know that without a clear vision of what the ultimate goal is, the athlete will be less likely to be inspired enough to reach for it. As a result, Olympic coaches help their athletes capture a descriptive vision of their goal by making them think about the sound of the stadiums, the weight of the medal around their necks etc.

How can you paint this graphic image for your followers?

Non-Verbal Communication

Communication is vital to the success of any interaction, especially for leaders. Moreover, effective communication skills rank high on the lists of the qualities identified as essential for success in the workplace. Yet, in spite of the strong awareness we seem to have for the importance of communication skills, the average person does not communicate well. What's worse, as the means of mechanical communication becomes easier, people often find interpersonal communications (face-to-face or on the phone) more difficult. As a result, communications often fail, opportunities are lost, and personal and professional relationships suffer.

All research indicates that the impression you make as a leader is far more important than the words you actually say.



Dr. Albert Mehrabian, professor and researcher at the University of California, Los Angeles, showed that 55% of the IMPACT[®] we make on an audience is communicated through our non-verbal body language. This includes our eye movement, posture and body movement, gestures and facial expression. What messages are you sending?

Eye Contact

Do your eyes move slowly around the room? Move rapidly? Move to the floor, ceiling, walls? You want to be perceived as honest, sincere, confident, knowledgeable and credible. What you do with your eyes plays an important role in how others perceive you. And how you look at people is more important than the fact that you look at them.

Body Language

We've all talked about the messages "body language" sends. Does your posture and stance command attention, without being stiff? Are your movements purposeful or are you pacing randomly? Do your gestures give meaning to what you are saying? Are they free-flowing? People often see you before they hear you and the way we stand and move is important in establishing a professional image. Maintain erect posture, and a balanced stance, facing others. Relax hands at your sides unless you are gesturing. Move purposefully.

Facial Expression

Most of us adopt a serious facial expression when communicating important information. A smile is always appropriate and humanizes you. It relaxes you and those you are interacting with. It will be difficult to emphasize serious points if you maintain a serious facial expression throughout.

Volume

Is your volume clear and distinct or are some sounds slurred, dropped, overdone? Can others hear you? Does your volume convey conviction and confidence? Or does it suggest boredom? Does your voice fade at the end of sentences or phrases? Your listeners won't believe you if your voice is weak.

Pace

Is your pace rapid, slow, varied, uneven or too even? Is it fluid or halting? Do you run out of breath or hear yourself sigh? Pause to pace yourself and gather air to project your voice. Your listeners appreciate the short pauses to absorb the information. You'll need them to collect yourself and breathe.

Vocal Expression

Does your vocal expression convey enthusiasm, excitement, anger, joy or seriousness? Is it flat or monotone? Is there a smile in your voice? Vary the tone and pitch of your voice to "underline" the key phrases that you want your listeners to remember. For a free lesson on how to use vocal expression, listen to the anchors on the evening news.

Listening

Sometimes you are a great listener. Sometimes (if you are honest with yourself), you probably find that you've tuned in and out of a conversation and just hope that you've retained enough to fake it when the other party stops talking and looks at you with that expectant look that says, "So, what do you think?"

Make a commitment to improve your listening skills. In the table below, list the barriers that prevent you from being a good listener and some solutions you can implement to overcome the barriers.

Listening Barrier	Listening Solution

