A Leadership Development Model You Can Build On

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Leadership Development Challenge
Three Questions?

1. Who do we have?
2. What do they need to know?
3. Are they Equipped to do it?

Agenda

• The Problem & The Challenge
• The Leadership Development Process
• Leadership Development Content
• Leadership Development Frame Work
• Obstacles to Leadership Development
• Six Things that you can do next week!
CCL Research

The study found for all (20) Competencies, the current strengths are inadequate.
CCL Research

Findings

• The four most important future skills:
  – Inspiring commitment
  – Leading employees
  – Strategic planning
  – Change management
  are among the weakest competencies for today’s leaders.

• Conversely, the data shows that many leaders’ strengths are not in the areas that are most important for success.
Harvard / CCL Research

• Survey and Industry Expert Interviews
  – (12) Months
• Research Question:
  – What will the future of leadership development Look like?

Harvard / CCL Research
The Challenge

1. We live in a VUCA World!

Volatile – Change happens rapidly & large scale
Uncertain – The future can not be predicated with any certainty
Complex – Complicates & interrelated nature of problems
Ambiguous – Little clarity on what events mean & their effects
Harvard / CCL Research
The Challenge

2. The skills sets required have changed - more complex thinkers are needed!
3. The methods we are using to develop leaders have NOT changed much.

Harvard / CCL Research
The Challenge

“Many of our leadership programs are based on the faulty assumption that if we show people what to do, they can automatically do it”

However, there is a distance between knowing what “good” leadership looks like and being able to do it.

Marshall Goldsmith
Harvard / CCL Research
Four Future Trends

1. Increased Focus on Vertical Development not just Horizontal Development.
2. Transfer of Greater Developmental ownership to the Individual.
4. Much greater focus on Innovation in Leadership Development Methods.

The Challenge …
The Challenge…

What’s this have to do with you & your Electrical Contracting Business?
The Challenge…

Construction Forecast
Despite the long list of challenges the economy is facing, we expect total construction put in place to grow 8% in 2015 or somewhat faster than in 2014. The biggest challenge faced by contractors this year continues to be finding and retaining the best talent. Residential construction is expected to grow 9%; lodging, 16%; office construction, 11%; commercial construction, 15%; and manufacturing, 11%. Even though markets like education and health care will grow a more modest 3% and 4% respectively, continued slow growth is finally catching up to capacity in some parts of the country, and there is more urgency to grow the talent pool or some contractors will need to turn down new projects. That is hard to believe, but even at a snail's pace, the economy is bound to get somewhere after a while, and it is now arriving.

The Opportunity…
Why Should You Care?

- The reputation of the enterprise for the quality and depth of its leadership has a significant and meaningful impact on how investors and shareholders see the potential upside of the business.
- The recognition that a systemic and enduring effort to develop current and future leaders is a source of competitive advantage can be brought to life only if the executive leadership of the enterprise sees it as an integral part of their responsibility.
Leadership Development – Two Aspects

- One out every two individuals who fills a position of leadership fails – Failure being defined as a lack of goal accomplishment. (Source: Hogan & Hogan, 1994)
- There are two aspects of the leadership development challenge. The first is the **content** – what leader’s need to know today to be effective. Secondly, there is the **process** – the way in which we manage and direct the development of individuals or “high-potentials” in your organization as they become leaders.
The Process Side of Leadership Development: Selection

- With respect to selection, at least three biases dominate that need to be addressed when you think about the selection process.
The Process Side of Leadership Development: Selection

Three Biases…

Implicit Leadership Theory
The Process Side of Leadership Development: Selection

So what do we know about the selection process for new and potential leaders?

- Establish a set of 10 criteria to guide the selection process.
- When selecting individuals—think about *how well they fit*, or do not fit, within your organization's culture.
- When selecting individuals—think about how well they are *aligned and match* the future vision for the organization.
- In other words, the selection process must be forward thinking about tomorrow’s needs for the organization.
- Ask yourself, what exactly is a high potential? Then ask yourself, what is that potential for?

The Process Side of Leadership Development: Selection

So what do we know about the selection process for new and potential leaders?

- A significant mind shift is necessary to move from thinking about a traditional short term selection (Is this individual ready for a promotion to the next job?) to long term prediction, often over a 3–10 year period or more.
- The prediction process is not matching an individual to specific known positions and responsibilities but rather predicting how much potential an individual has, with additional growth and development, to be a candidate in the future for a group of possible positions.
It’s the Experiences that Count!

• Many have long considered the stable components (e.g. cognitive skills, personality characteristics) and the career skills and knowledge that can be developed during the course of a career.

• Recently there has been increased attention in learning variables with a focus on how experiences and moves to new assignments can provide the person with opportunities to learn the evolving career skills.

Experiences Count
And Don’t forget….

• An individual’s adaptability, learning orientation and risk taking may be significantly stifled by the current work context and people around him.

• A person’s not showing these components may actually have them but they are latent because of situational pressures and demands. So moving the person to a new assignment may allow these latent components to express themselves.

• New assignments may be useful not just for learning new skills and knowledge but separately for expressing and demonstrating latent behavior and skills that already exist.
The Process Side of Leadership Development: Development

- Regardless of how effective or flawed our selection process may be, development of potential leaders is even more difficult and complicated because so many more variables are involved.
- We can train managers much more easily than we can train leaders.
- Leadership is so much more personal such that training, as compared with development and education, can be quite limited and problematical.

The Process Side of Leadership Development: Development

- The Center for Creative Leadership has done some of the best work in the area of Leadership Development.
- Their central “finding” is that to the extent that leadership is learned, experience remains the best teacher…but not all experiences are the same and some experiences are more important than others.
- Successful leaders describe similar experiences that shaped their development:
The Process Side of Leadership Development: Development

- Early Work Experiences
- Short-Term Assignments
- Other People – (Almost always very good and very bad bosses or supervisors
- Hardships of various kinds
- Miscellaneous events – Such as Training Programs.

Pull all of this together….
The “70-20-10” Rule

70% - Challenging Assignments
20% - Other People Good & Bad Bosses, Mentors and Coaches
10% - Programs***

*** An important caveat about programs is that the more stand-alone they are, the less effective they turn out to be. Programs work best when they are directly in support of on-the-job developmental experiences.
A Few Thoughts & Questions About Experience

1. Experiences come in many shapes and sizes and its lessons are equally diverse. What differentiates experiences and at the same time makes them potent learning events are various kinds and degrees of adversity and challenge. How do you select the experiences?

2. How do you identify who should have the relevant experiences?

3. What can be done to increase the likelihood that the appropriate lessons will be learned?

4. What does a successful leader look like in a particular organization?

5. How do the strategic business needs of the organization drive the use of experience to develop those leaders?
Leadership Development
CCL for ECs

1. Establish a Cross-Functional team of company leaders (Executive, Field, Middle Management) and create a list of common categories of projects you most often perform. (Data Centers, Waste Water Treatment, Hospital, Industrial, Distributed Energy)

2. Survey your best Project Superintendents and ask them to rate the most important skills, abilities and competencies PS need to be successful on the various jobs your firm works on… include a) the skills needed to be successful on these types of projects, b) the types of learning experiences that these types of projects offer.

Leadership Development
CCL for ECs

3. Develop and evaluate a list of existing and “high-Potential” leaders / Foreman / Project Managers

4. Identify for each existing and High-potential leader their respective strengths, experience and areas of needed development..

5. Embed the development of these individuals into your ongoing job planning and scheduling process.

6. Treat each project as an experience asset to be used wisely!
Project Skills, Abilities and Competencies – Based on Project History & Experience

Three Projects

- Industrial Turn-Around Project
- New Project “IPD”
- Hospital Expansion

Available Project Supervision

Three Different Skill Sets Needed

- The Ability to work under pressure
- Outstanding Customer Relations
- Broad Industrial Experience
- Coordinate work with other Trades

- The Company has never done an “IPD” job.
- Great Technology Skills
- Outstanding Interpersonal Skills

- Outstanding Customer Relations.
- Great People Skills
- Strong Computer Skills
- Strong Organizational Skills

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Project Skills, Abilities and Competencies – Based on Project History & Experience

**Industrial Turn-Around Project**
- PS 1 – 39 yr. old Male
  - Good Communication Skills
  - 10 years Experience as PS
  - Fair Computer & Technical Skills
  - Most Experienced in Commercial – No Industrial Experience
  - Good Customer Relations Skills
  - Doesn’t always take direction well from the shop

**New Project “IPD”**
- PS 2 – 50 yr. old Male
  - 20 years Experience as PS
  - Commercial & Industrial Project Experience
  - A little “rough around the edges”
  - Poor Computer Skills
  - Finds a way to bring the job in under budget & on-time

**Hospital Expansion**
- PS 3 – 28 yr. old Women
  - 2 years Experience as PS
  - Tech Savvy
  - Limited Light Commercial Experience
  - “Needs to be more take-charge”
  - Good People Person

**Available Project Supervision**

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**Project Skills, Abilities and Competencies – Based on Project History & Experience**

**Industrial Turn-Around Project**
- The Ability to work under pressure
- Outstanding Customer Relations
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**New Project “IPD”**
- The Company has never done an “IPD” job
- Great Technology Skills
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**Hospital Expansion**
- Outstanding Customer Relations
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- Strong Computer Skills
- Strong Organizational Skills

**Available Project Supervision**
How to Make Each Experience Count: Add some Catalysts

- These catalysts include a buffet of interventions for both the developee and the boss, including:
  - Feedback from multiple sources
  - Accountability for development
  - Online training and processes
  - Various forms of support and safety nets
  - Workshops designed to provide tools and knowledge that could be applied immediately in the current assignment.
How to Make Each Experience Count: Add some Catalysts

– Workshops and programs designed to build networks and supplement or even replace job experience.
– Special attention to transition points
– Developing a methodology for deliberate practice as part of leadership self-development.
– Group sessions before, during, and after assignments, as in the intensive preparation for and debriefing after the projects.
– One of the most important factors in what happens in a job experience, and therefore what is learned from it, is the immediate boss. In a sense, the boss can be a catalyst that converts experience into learning.

How to Make Each Experience Count: Two Things Every Mentor Did

– As tempting as it is to make generalizations like “all great developers of talent give candid, timely feedback,” it simply is not the case that all of them do. There were perhaps just two things that all of these developers had in common.

– First, developing leaders was a priority for them personally. Almost every great talent developer indicated that they had come to this realization as a youth or early in their career.

– Second, they all provided a lot of leeway for their protégés to figure out how to meet their leadership challenges, to take risks and make mistakes, and to learn through trial and error; none of our great talent developers was a micromanager—They understood Intelligent and Smart failures.
Let’s Review- Seven “Sure” Bets!

1. To the extent it is learned, leadership is learned from experience.
2. Certain Experiences matter more than others.
3. The best experiences are those that are challenging, i.e. high stakes, complex, pressure, novelty, and so on.
4. Different types of experiences teach different lessons and it can be difficult to determine whether or not a specific person will actually learn what the experience offers.
Let’s Review- Seven “Sure” Bets!

5. Jobs and Assignments can be made more developmental because the elements that make experiences can be developmentally enhanced by adding those elements to them.

6. People can get many of the experiences they need in spite of obstacles.

7. Learning takes place over time and is dynamic, with all manner of twists and turns.

So what is to be done?

• There is far too much at stake – the success and future of an enterprise – to rely on amateur efforts, however well-intentioned and highly motivated.

• What is needed, instead, is a systemic approach that integrates a wide range of developmental activities to build the required leadership capabilities.
So what is to be done?

Understanding Business Strategies & Challenges …
Leads to…
Identifying the leadership capabilities needed to win against the competition

So what is to be done?
The most effective way is time-tested and a classic: watch your talent in action, over time and in wide-ranging experiences.
So what is to be done?

Center For Creative Leadership Framework

Simply put, the framework (Figure 1.1) suggests that if people with potential are given:

1. the opportunity to engage in strategically relevant experiences,
2. and something is done to ensure that they learn the lessons of those experiences, it increases the probability of having the leadership talent necessary to lead the business strategy.
Center For Creative Leadership Framework

- Each of the six elements—strategy, experience, talent, mechanisms for moving across boundaries, catalysts for promoting learning, and the resulting increased leadership ability ("the right stuff")—is a potential leverage point for improving the overall process of developing leadership talent.
Leadership Development: The Content

These represent the basic demands of the leadership role. These demands can be met in remarkably different ways, but all leaders face them.

Table 3. The Five Demands of Leadership

<table>
<thead>
<tr>
<th>Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership: Creating a context in which other people can reach their full potential in serving the organization’s mission. Context is created by the ways a person in a leadership role addresses the five demands described below.</td>
</tr>
<tr>
<td>Setting and communicating direction: Establishing and communicating the purpose, vision, mission, point of view for your part of the organization, and creating an architecture such that structure, processes, rewards, and human resource practices are consistent with that direction and each other.</td>
</tr>
<tr>
<td>Aligning critical constituencies: Through the use of authority, persuasion, negotiation, or other means, making sure that the people and groups necessary to achieving the mission understand it and are aligned with it, and that those who are obstacles to it are dealt with.</td>
</tr>
<tr>
<td>Developing an executive temperament: Developing the ability and confidence necessary to cope effectively with the pressures, ambiguity, complexity, and frustrations of a leadership role.</td>
</tr>
<tr>
<td>Setting and living values: Through actions as well as words, conveying and reinforcing what the organization, and you as a leader and person, believe in and stand for.</td>
</tr>
<tr>
<td>Growth of self and others: Taking the necessary actions to insure that one’s self and one’s people continue to learn, grow, and change.</td>
</tr>
</tbody>
</table>
CCL’s Four Phase Leadership Development Framework

Table 2. A Phased Program of Leadership Development

<table>
<thead>
<tr>
<th>Phase I, Selection</th>
<th>Phase II, Job Assignments</th>
<th>Phase III, Reflection</th>
<th>Phase IV, Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on the criteria that are grounded in the organization’s current or future, desired state</td>
<td>• Provide challenging assignments such as</td>
<td>• Provide support for learning via</td>
<td>• Before and after assessments based on multirater systems</td>
</tr>
<tr>
<td>• Avoid cloning of bosses</td>
<td>• Turn around, fix-it jobs</td>
<td>• Mentoring</td>
<td>• Performance appraisal</td>
</tr>
<tr>
<td>• Emphasize diversity—heterogeneous executives outperform homogeneous executives</td>
<td>• A leap in scope, e.g., from middle manager to general manager</td>
<td>• Coaching with emphasis on learning and introspection</td>
<td>• Promotion rate</td>
</tr>
<tr>
<td></td>
<td>• Line to staff switch</td>
<td>• Specific skill-based training, e.g., public speaking</td>
<td>• Extent to which a person is selected for further challenging assignments</td>
</tr>
<tr>
<td></td>
<td>• Start from scratch, e.g., new business line</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CCL’s Four Phase Leadership Development Framework - Challenges

CCL’s Four Phase Leadership Development Framework - Strategies
CCL’s Four Phase Leadership Development Framework - Strategies

Overview of the Strategic Business Planning Methodology

embed

CCL’s Four Phase Leadership Development Framework - Strategies

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CCL’s Four Phase Leadership Development Framework- Strategies

“LEARNING IS EXPERIENCE. EVERYTHING ELSE IS JUST INFORMATION.”

ALBERT EINSTEIN

© Lifehack Quotes
CCL’s Four Phase Leadership Development Framework- Strategies

Effective Experience Essentials:
1. Identify the People
2. Identify the Assignments
3. Get the people that need them into the experiences they need
4. Help them learn from their experiences
5. Track their growth & Development over time.

Kolb’s Cycle of Experiential Learning

CCL’s Four Phase Leadership Development Framework- Strategies

Relationship  Mentoring  Individual
Skills  Coaching  Goals
Advice  Training
CCL’s Four Phase Leadership Development Framework - Strategies

Leadership Development Obstacles
What stands in our way?

Short-Term Demands

Long-Term Goals

DESIGN THINKING

THE BOTTOM LINE

October 8, 2016
What stands in our way?

Business areas revenue will be focused towards

PRIORITIES
1. 
2. 
3. 

- 63% Improving business and operations
- 52% Improving quality/capabilities of our products/services
- 48% Reducing operating costs
- 40% Improving the firm’s ability to innovate
- 26% Acquiring and retaining customers
- 20% Growth in emerging markets
- 12% Addressing rising competition for your products/services
- 2% Other

Leadership Development
Six things you can start tomorrow!
Leadership Development
Six things you can start tomorrow!

1. Providing Opportunities for Growth.
2. Providing Exposure to Senior Executives; Making Connections and Opening Doors.
3. Developing Skills and Mitigating Flaws.
4. Inspiring; Raising the Bar; Demanding Excellence.
5. Watch Me, Listen to Me – Lead by Example!
6. Offering Career Advice and Guidance.
Leadership Development

*Women Leaders Deliver More.*

_Fostering Women Leaders_

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**Fostering women leaders: A fitness test for your top team**

*The challenges* are well known: women in business continue to face a formidable gender gap for senior-leadership positions.\(^1\) Moreover, there are fewer and fewer women at each step along the path to the C-suite, although they represent a majority of entry-level employees at Fortune 500 companies and outnumber men in college-graduation rates.\(^2\) Increasingly, the barriers too are well known: a mix of cultural factors, ingrained mind-sets, and stubborn forms of behavior, including a tendency to tap a much narrower band of women leaders than is possible given the available talent pool.
1. Where are the women in our talent pipeline?

Most senior executives know intuitively how many women do (or don't) hold top-leadership roles at their companies. But in the United States, surprisingly few of them keep precise track of how women do (or don't) move through their talent pipelines—from entry all the way up to the top-executive ranks.

How to gather pipeline information is no secret, and what to do with it shouldn't be either. Outcome metrics ought to be reviewed annually, and leading indicators (such as employee sentiment and promotion trends) should be examined during quarterly business reviews. All of these metrics must be considered elements of an ongoing management conversation.

2. What skills are we helping women build?

Many women's programs focus on convening, creating, and broadening networks. While these are important investments, they are insufficient. Companies should also instill the capabilities women need to thrive. Some of the most important are resilience, grit, and confidence.
3. Do we provide sponsors along with role models?

Sponsorship is an area where men can play a huge role. In fact, it is one of the most basic commitments male leaders can make to help increase the number of talented women in their organizations. A simple question to ask men in senior roles is this: How many of you sponsor at least one woman? At the same time, of course, ask the women in leadership positions what they are doing to share their stories and to make themselves more visible role models for women throughout the ranks. Sponsorship programs with tangible goals can be highly effective. At eBay, for example, senior vice presidents and vice presidents set a goal of developing top-talent women by sponsoring five of them. Such efforts have helped the company more than double the number of women in leadership roles since 2010.9

4. Are we rooting out unconscious biases?

One of the biggest challenges exists squarely in the heads of employees: the unconscious biases that shadow women throughout their careers and can set them up for failure.10 Held by men and women alike, these biases take many forms. Smart companies work hard to make unconscious biases more conscious and then to root them out so that they don’t affect the culture in wide-ranging and unhelpful ways. Actions include training, surveys (to gain insights), and policy remedies that create a more level playing field.
5. How much are our policies helping?

Although the most stubborn barriers are inside the heads of employees, this isn’t to say that companies have exhausted the potential of corporate policy to effect change. Child-leave policies are one area ripe for improvement: some US companies are raising the number of weeks for maternity leave, thus resembling international norms more closely. Both Google and Yahoo increased the number of days they allow for child leave. Other companies are more publicly encouraging men to take paternity leave—a move that helps chip away at prevalent gender norms about caregiving. Indeed, in one women’s leadership workshop I attended, the highest-rated recommendation was to make paternity leave mandatory for men so that they could more fully take part in raising kids and reduce the perception that child care is a “women’s issue.” Such ideas are intriguing, as they suggest tangible ways a company’s policies can affect the mind-sets of employees.

Leadership Development

First Time Managers
Table 1
The Leadership Challenges FTMs Have

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency (% of FTMs that Mentioned Challenge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment to People Management/Displaying Authority</td>
<td>59.3</td>
</tr>
<tr>
<td>Developing Managerial &amp; Personal Effectiveness</td>
<td>46.1</td>
</tr>
<tr>
<td>Leading Team Achievement</td>
<td>43.4</td>
</tr>
<tr>
<td>Managing Internal Stakeholders &amp; Politics</td>
<td>33.9</td>
</tr>
<tr>
<td>Motivation of Others</td>
<td>27.1</td>
</tr>
<tr>
<td>Performance Management &amp; Accountability Issues</td>
<td>24.1</td>
</tr>
<tr>
<td>Coaching, Developing, &amp; Mentoring Others</td>
<td>21.4</td>
</tr>
<tr>
<td>Communication</td>
<td>17.5</td>
</tr>
<tr>
<td>Delegation &amp; Micromanagement</td>
<td>17.6</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>15.3</td>
</tr>
<tr>
<td>Working With a Range of Employees</td>
<td>14.2</td>
</tr>
<tr>
<td>Doing More With Less</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Table 2
Definitions of the Leadership Challenges FTMs Have

Adjustment to People Management/Displaying Authority—Any expression of difficulty establishing or asserting one’s authority. Difficulties associated with moving from a coworker to a superior and gaining respect while maintaining established positive personal relationships. Adapting to the new responsibility that comes from moving from individual contributor to a manager. The ability to influence, manage, and coordinate employees that are not in one’s direct line of authority.

Developing Managerial & Personal Effectiveness—Concerns with becoming a better leader while still being a productive employee, including: time management; stress management; relationship management; acquiring leadership skills; acquiring job-specific skills specific to one’s industry or organization.

Leading Team Achievement—Providing guidance to one’s team and leading the team especially when directions or goals/expectations are unclear. The ability to give directions to team members and monitor the team’s work in order to stay organized and meet deadlines. Building a team. Team chemistry.

Managing Internal Stakeholders & Politics—Asserting one’s opinion to upper-level management or superiors including speaking for one’s own subordinates or department. Gaining visibility with upper-level management. Gaining an understanding for an organization’s corporate structure, and of the organizational culture and/or organizational politics. Navigating a change implemented by the organization for oneself as well as for the team/direct reports.

Motivation of Others—The ability to motivate others, both direct and non-direct reports. This includes inspiring all subordinates in general to complete assigned work as well as encouraging others to go above and beyond expectations or put in more effort than the minimum requirement. Understanding what motivates others and being able to motivate without monetary incentives.

Performance Management & Accountability Issues—Overcoming any reluctance or lack of comfort giving feedback about poor performance to subordinates. Holding subordinates accountable for their actions. Effectively dealing with employees who are lacking in ability, knowledge, or experience.

Coaching, Developing, & Mentoring Others—The act of developing subordinates’ knowledge, skills, and abilities. Mentoring and coaching team members specifically pertaining to their overall career development.
Communication—The ability to communicate with people of all levels within the organization, including team members, supervisors, and peers or additional work streams. Not only keeping lines of communication open, but also figuring out ways to communicate in order to achieve the best outcome. Effectively communicating goals and/or expectations with subordinates and superiors.

Delegation & Micromanagement—Ability to identify what tasks have to be done by oneself versus what tasks can be given to subordinates. Knowing when to interfere or provide assistance to team members without micromanaging or taking over a task. Giving up control (for example, the mental adjustment from wanting to complete all tasks individually to allowing others to take ownership of work). Trust and comfort with others doing work that FTMs will ultimately be responsible for.

Conflict Management—The ability to proactively manage or reactively resolve conflict between group members. Identifying and addressing smaller issues before they turn into larger conflicts and mitigating conflict once it occurs. The ability to deal with confrontation and/or resistance from team members.

Working With a Range of Employees—The ability to effectively work with and lead employees that have different opinions, personalities, and skillsets than oneself. Being able to adapt behavior based on the ways in which different people work.

Doing More With Less—Difficulties related to a lack of necessary resources including budgeting and staffing issues or the ability to perform despite these limitations.

#1StTimeMngr

- Be Clear
  Yes, FTMs can still be friends with the former coworkers who are new subordinates. But it’s possible that FTMs may lose friends too, and they need to be aware of that. The FT and former coworker-turned-subordinate each has to know, understand, and realize that the working relationship has changed. FTMs should therefore set clear expectations around the work and what is expected for all direct reports. Transparency makes life easier. If there are certain boundaries that need to be set for FTMs and their direct reports, make sure FTMs get them outlined in the open with the individual. And the earlier the better.

- Be Fair
  Once there is clarity around expectations, FTMs have to be fair in their actions. Their friends have to know who is boss and that no preferential treatment will be given when it comes to bonuses, raises, promotions, support, and resources. And the other direct reports who may not have as close of a relationship have to know that as well. Leave the personal biases behind. FTMs should be fair in the way they give out rewards, time, and resources. If their friends deserve it, and it’s documented, great. If they don’t and they still get rewarded, that’s when gossip, perceptions of unfairness, and all sorts of trouble will start.

- Be Aware
  Help FTMs recognize that when they are the boss, people’s eyes are always on them, whether they know it or not. People are always looking at their actions—what they are doing, and what they are not doing. Because FTMs know their friends more than either direct reports, they may be inadvertently giving them more time, more energy, and more support than others. FTMs have to attend to everyone, so give FTMs feedback on how much time and energy they are giving all their direct reports.

- Be Proactive
  As soon as FTMs are promoted, make sure they get on the calendar of each of their direct reports to have an individual meeting that is all about the direct report. During that meeting, FTMs should find out what motivates each of their direct reports, what each likes about his/her work, how each likes to be led and whatever other questions or concerns each direct report has. Ensure that there is time for FTMs during those one-to-one meetings to also talk about their own personal vision for the group and how each direct report can be a helpful part of that vision.
Help your FTMs manage their time and stress better with the tips Dr. Gratias offers:

- **Set Goals**
  Work closely with your FTMs to set their own specific and measurable goals. Ensure that their goals are balanced across their competing priorities.

- **Create a List**
  Encourage your FTMs to maintain an overall list of responsibilities and active projects for their entire team. Such a list will help FTMs maintain focus on the bigger picture.

- **Plan Meetings**
  Help your FTMs plan how often they need to meet one-on-one with their direct reports. In addition, talk to FTMs about the structure of those meetings, and any anticipated outcomes of those meetings. Help FTMs understand any expectations they or their direct reports have around holding regular check-in meetings—every month or two may be fine, but some direct reports may need more attention than others.

- **Use One Calendar**
  Some use a calendar on their email system, some their electronic device, others use pencil and paper. The best advice you can give FTMs when it comes to their calendars, is to make sure they manage their time and tasks using only one calendar and one consolidated to-do list. Using multiple systems only fragments their focus.

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**Leadership Development – Family Owned Businesses**

Some Wonderful Opportunities & Some Unique Challenges…
The five attributes of enduring family businesses

The keys to long-term success are professional management and keeping the family committed to and capable of carrying on as the owner.


The Dual Challenge of Family Owned Business

To be successful as both the company and the family grow, a family business must meet two intertwined challenges: achieving strong business performance and keeping the family committed to and capable of carrying on as the owner. Five dimensions of activity must work well and in synchrony: harmonious relations within the family and an understanding of how it should be involved with the business, an ownership structure that provides sufficient capital for growth while allowing the family to control key parts of the business, strong governance of the company and a dynamic business portfolio, professional management of the family’s wealth, and charitable foundations to promote family values across generations (Exhibit 1).
Final Thoughts

*If you really want to develop the best leaders…*
“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

Antoine de Saint-Exupery

Questions?

Don't forget…

- 10:15 - 11:30 am – Opening General Session with Doris Kearns Goodwin
- 11:30 am - 5:00 pm – NECA Show Hours