



21 Days
Crash Course
On
Leadership



Table of Contents

Founder's Message.....	3
Day 1 Two Chromosomes.....	4
Day 2 The Three Worlds of Leaders	5
Day 3 Leaders Create Great Place to Work At	8
Day 4 Exercise 1	11
Day 5 Difference between Leadership and Management.....	12
Day 6 Difference between Personal and Professional Leadership	13
Day 7 Five Minds of Future	17
Day 8 Exercise 2	21
Day 9 How to Choose a Leadership Pattern	22
Day 10 Entering the Fundamental State of Leadership	24
Day 11 Exercise 3	28
Day 12 In Praise of Followers	29
Day 13 Exercise 4.....	31
Day 14 Authenticity - The Leadership Ingredient.....	32
Day 15 Emotional Intelligence and Leadership.....	35
Day 16 Leadership is About Movement.....	39
Day 17 Leadership is Transformation	41
Day 18 Inner Theatre for Leaders.....	44
Day 19 Are Leaders Portable?	46
Day 20 Leadership is about experimentation, even if it fails	51
Day 21 How to Grow Leaders.....	53
Your Learning.....	54
About Growth Catalyst.....	55



Founder's Message

We are going through tough times.

Our Prime Minister announced 21 days lockdown to fight invisible enemy. And all of us must support the cause. The collective victory will bring more than we may lose during the time. Leaders live amid challenges. They emerge by facing them. They develop opportunities out of problems.

To help you learn leadership during these 21 crucial days, we bring you "21 Days Crash Course on Leadership".

You may be Chairman, Managing Director, CEO, President, or Head of Department, this course will help you learn various facets of leadership. There are four exercises as well. Do and reflect upon.

Collectively, let us defeat the invisible enemy.

STAY HOME, STAY SAFE.

Happy leading.

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Day 1 Two Chromosomes

Evolutionary biologists tell us that 60 per cent of the genes in a banana are the same as those in a human being. The difference between chimpanzees and human being is extremely small when viewed from the perspective of a geneticist. Chimpanzees have twenty-four pairs of chromosomes; some five million years ago, two chromosomes fused to evolve into species with twenty-three pairs of chromosomes. That species is the human being.

Apart from the difference, there is not much to set a chimpanzee apart from a human being – humans are 98 per cent chimpanzee. That one chromosome took thousands of years to play out its effect; 6 billion human beings on this planet now have an identical number of chromosome pairs – yet we hold our species to be distinct from chimps; indeed we hold each human being to be unique.

Similar way, more of the executives happen to be managers in the organization; few become leader. That one pair of chromosome makes them apart from normal executives in the organization.



Day 2 The Three Worlds of Leaders

The Tata Management Training Centre (TMTC) in cooperation with Centre for Creative Leadership interviewed seventy-one successful Indian managers in 2006. The interviewees had to identify at least three significant or memorable events in their life, events that led to a lasting transformation in their approach to management. Each of the events listed was probed by the researchers to identify what had been learned and how that learning had occurred.

The findings on what lessons were learned were classified into certain broad categories. They pertained to what the researchers called the three worlds.

The first one is an inner world. It is about lessons relating to the person, including strengths and weaknesses.

The second and third worlds are the external worlds: the world of getting things done and the world of relationships with others.

The leadership lessons are equally distributed among these three worlds, suggesting that a company's leadership development actions must be equally balanced to include all the three worlds.



The Inner World

The most important lesson in the inner world is developing self-confidence. Self-confidence is outward-directed and is quite different from arrogance, which is inward-directed.

The second lesson is self-awareness. It is natural to become aware of your strengths. It is harder to become aware of your weakness.

The third important lesson in the inner world is about life goals.

The next lessons pertain to become humane, building credibility and dealing with ambiguity. The last three lessons are about coping with setbacks, developing adaptability and maintaining integrity.

The World of Getting Things Done

The most important lesson is to become action-oriented and get things done. Widely accepted view is that a manager's development happens for the 99 per cent of the time when he is doing things and at best 1 per cent in classroom.



The second lesson is the improvement of leadership skills. This refers to the ability to get others to do what is decided. The leader must be able to depart from his zone of conform to lead such an effort.

The third important lesson is to get a firm grasp of the technicalities of the job. This is the way to build credibility with the people who will work for you.

The other three lessons in the world of getting things done relate to developing a broader view of the tasks at hand, becoming skilled at decision making and handling change.

Managers are required to get things done, not to do them – and there is a skill involved.

The World of People

Nobody can be a leader if he cannot motivate his subordinate.

The second lesson from this world is the ability to nurture subordinates.

Managing the team is third lesson.

Reference:

Lessons Leaders Learn, TMTC Pune, 2008



Day 3 Leaders Create Great Place to Work At

What makes some companies different than rest?

The three pillars of Trust, Pride and Camaraderie build up the foundation of a Great Place to Work.

Following observations were made for employees of these companies who fall in that category:

- ➔ Their ideas and opinions count.
- ➔ They trust the people they work for.
- ➔ The Management listens to them and involves them in decision making.
- ➔ They share a good rapport with the management.
- ➔ They are regularly provided with feedback related to their performance and work - Appreciation for work well done and opportunities for improvement.
- ➔ They attend regular training sessions to keep them abreast with the latest in their industry.
- ➔ All team members are treated as equals. Bonuses, recognition and salary hikes are given to those who genuinely deserve it.
- ➔ Their boss trusts them and their abilities. They are given an open hand to make decisions, try different things.
- ➔ The work culture in their office differs from an "All work and no play" scenario. Besides working hard, all staff members do fun things together along with the management team - quizzes, contests etc.



Golden Keys to stress on the path of becoming a great workplace:

- ➔ The speed with which people walk, the spirit with which they greet each other and the buzz of activity that surrounds everything are great places to work.
- ➔ Happy places to work are all alike; each unhappy place is unhappy in its own way.
- ➔ Tolerance for mistakes and an open culture help build an innovative organisation.
- ➔ Employee satisfaction flows from a simple precept: If you trust the people you work with, have pride in what you do and like the people you work with, you find your organization a Great Place to Work®.
- ➔ Trust = Communication Systems + providing appropriate resources to employees to work + Management Integrity + Fairness + Respect.
- ➔ Meet all your employees' at-least once in 6 months.
- ➔ Always strike a balance between Compensation, Performance and Employee Care.
- ➔ Implement a strong performance ethic with a fair reward system. Punish mediocrity & reward performance.
- ➔ Have fun with and at work
- ➔ Teach leaders how to create a winning culture.
- ➔ Groom young managers into passionate missionaries
- ➔ Hire only those people who have the specific skills that the company needs. Employees know what they are coming on board for and



companies know exactly what they have hired them for. This helps in managing expectations.

- ➔ Appoint Personal coaches who look to reduce the person's weaknesses and enhance his strengths.
- ➔ Follow PSP - ' People, Service and Profit': look after people, profit will follow.
- ➔ Encourage employees to identify their weaknesses through a Personal Development Program (PDP), which will lead an employee to have self-introspection of improvement to get the job done.
- ➔ Deep sense of caring and listening to your employees create a highly motivated work force.
- ➔ Always reward innovations
- ➔ Inspire your employees to read.
- ➔ Form a habit of congratulatory mails.
- ➔ Keep the job challenging, room for growth, there should be no room for complaints.
- ➔ Top Management should be constantly judged on three parameters - "one, growth exemplars, two, an action company where one is encouraged to experiment and the cost of failure is not high. And three, where one gets up on a Monday morning and says, "Thank God it is Monday."



Day 4 Exercise 1

Fill in Below Details for Your Organisation.

Why should anyone join your organisation?

You may share your findings at Info@GrowthCatalystIndia.com.

We will guide you how to improve your organisation.

Day 5 Difference between Leadership and Management

What is the difference between management and leadership?

It is a question that has been asked more than once and also answered in different ways. Leadership and management are not entirely different, but they are different in many ways. The biggest difference between managers and leaders is the way they motivate the people who work or follow them, and this sets the tone for most other aspects of what they do. It is a difficult comparison to make explicitly, but examples in real life abound! Many people, by the way, are both. They have management jobs, but they realize that you cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too.

Dimension	Management	Leadership
Direction	Planning and budgeting Keeping an eye on the bottom line	Creating a vision and strategy Keeping an eye on the horizon
Alignment	Organizing and staffing Directing and controlling Creating boundaries	Creating shared culture and values Helping others to grow Reduce boundaries
Relationships	Focus on task – produce/sell goods and services Based on a position of power Acting as boss	Focus on people – inspiring and motivating followers Based on personal power Acting as coach, facilitator, persuader
Personal qualities	Organizational skills Problem solving Telling Conformity	Strategic view Open mind Asking Innovation
Outcomes	Maintains stability	Creates changes, often radical changes



Day 6 **Difference between Personal and Professional Leadership**

Organizational viability depends in part on effective leadership. Effective leaders engage in both professional leadership behaviors (e.g. setting a mission, creating a process for achieving goals, aligning processes and procedures) and personal leadership behaviors (e.g. building trust, caring for people, acting morally) (Mastrangelo, Eddy, & Lorenzet, 2004).

We define professional leadership as providing direction, process, and coordination to the members of an organization for the purpose of attaining the organization's goals.

We define personal leadership as the personal behavior of leaders in performing the responsibilities of professional leadership, including demonstrating expertise, building trust, caring and sharing for people, and acting in a moral way.

We suggest a third alternative – that personal leadership mediates the relationship between professional leadership and willing cooperation.

In essence, personal leadership “carries” the professional message to the organization, because actions that occur in the process of professional leadership



will impact personal interactions, which will in turn impact willing cooperation (Mastrangelo, Eddy, & Lorenzet, 2004).

Professional leadership encompasses the “formal” part of leadership – setting the vision and mission for the organization, creating a process for achieving organizational goals, and aligning processes and procedures, people and infrastructure, to achieve organizational goals.

Personal leadership can be thought of as the personal behavior of leaders in performing the responsibilities of professional leadership, including expertise, trust, caring, sharing and morals.

It can be thought of as the “people” side of leadership. It is through these personal behaviors that leaders ensure the success of the professional leadership.

Organizational members must have confidence in the expertise of their leaders, and must trust that the leaders are doing what is best for everyone. Leaders must also demonstrate that they care about organizational members, must share authority and information with organizational members, and must act in a moral way. Engaging in these behaviors has been shown to contribute to effective leadership (Likert, 1961).



Likert (1961) found that effective managers focus on both of these factors rather than one exclusively. Blake & Mouton (1964) proposed that effective leaders have a high concern for both, and recent research suggests that effective leaders have at least a moderate level of both (Yukl, 1998). In essence, when an organization has created a direction that promotes both individual and organizational success; has established a process that values continuous improvement and makes it clear to employees what their role is in helping achieve organizational success; and has coordinated efforts to create strategic alignment between employee activities and organizational outcomes; this will likely lead to perceptions of expertise, trust, caring, sharing, and morality – the components of personal leadership (Mastrangelo, Eddy, & Lorenzet, 2004).

Personal leadership provides an excellent opportunity for people to evaluate the credibility of leaders, which helps determine whether employees “willingly” accept and contribute their efforts. Specifically, organizations with top management that is perceived favorably from a personal, or human side, are more likely to enjoy the willing cooperation of employees. Perhaps the most interesting fact is the mediating effect of personal leadership on the relationship between professional leadership and willing cooperation. When employees are confident in the professional leadership of the organization, it leads to favorable views of personal aspects of leadership (e.g. trust, caring), which in turn leads to employees engaging in willing cooperation. This makes sense when considering that people likely find it easier to get along with their organization’s leaders,



when they perceive their leaders to be engaging in effective practices that will enhance business outcomes as well as employee outcomes.

Reference:

Blake, R., & Mouton, J. (1964). *The Managerial Grid*. Houston, TX.: Gulf Publishing.

Likert, R. (1961). *New Patterns of Management*. New York, NY: McGraw-Hill.

Mastrangelo, A., Eddy, E., & Lorenzet, S. (2004). The Importance of Personal and Professional Leadership. *The Leadership & Organization Development Journal* , 25 (5), 435-45.

Yukl, G. (1998). *Leadership in Organizations* (4th ed.). Englewood Cliffs, NJ.: Prentice-Hall.



Day 7 Five Minds of Future

The insights into motion and the structure of the universe that we associate with Galileo Galilei, and the understandings of light and gravity that emanated from Isaac Newton, created a body of knowledge that continues to accumulate at an ever accelerating rate. In the biological sciences, a similar trend has occurred in the past 150 years, building on Charles Darwin's formulations about evolution and the ensuing discoveries of Gregor Mendel, James Watson, and Francis Crick in genetics. While slight differences may obtain in how these sciences are practiced across different labs, countries, or continents, essentially there is only one mathematics, one physics, one chemistry, one biology.

Unlike science, technology did not have to wait on the specific discoveries, concepts, and mathematical equations of the past five hundred years. Indeed, that is precisely why in many respects the China of 1500 seemed more advanced than its European or Middle Eastern counterparts.

Having solved major mysteries about the physical and the biological worlds, scientists and technologists have more recently turned their attention to the understanding of the human mind and brain. More knowledge about psychology and neuroscience has been accrued in the past fifty years than in all prior historical eras combined. We now have well-developed, empirically based theories of intelligence, problem solving, and creativity—along with the tools, software, and hardware based on these scientific advances.



Educators, professionals, managers, and leaders in business need to be cognizant of what has been established, and what may soon be established, about the nature, workings, potentials, and constraints of the human mind. Gardner believed that current formal education still prepares students primarily for the world of the past, rather than for possible worlds of the future. We acknowledge the importance of science and technology but do not teach scientific ways of thinking, let alone how to develop individuals with the synthesizing and creative capacities essential for continual scientific and technological progress. And too often, we think of science as the prototype of all knowledge, rather than one powerful way of knowing that needs to be complemented by artistic and humanistic and perhaps also spiritual stances.

“While making no claims to have a crystal ball, I concern myself here with the kinds of minds that people will need if they—if *we*—are to thrive in the world during the eras to come,” wrote Gardner (2008).

The disciplined mind has mastered at least one way of thinking— a distinctive mode of cognition that characterizes a specific scholarly discipline, craft, or profession. Much research confirms that it takes up to ten years to master a discipline. The disciplined mind also knows how to work steadily over time to improve skill and understanding—in the vernacular, it is highly disciplined. Without at least one discipline under his belt, the individual is destined to march to someone else’s tune.



The synthesizing mind takes information from disparate sources, understands and values that information objectively, and puts it together in ways that make sense to the synthesizer and also to other persons. Valuable in the past, the capacity to synthesize becomes ever more crucial as information continues to mount at dizzying rates.

Building on discipline and synthesis, ***the creating mind*** breaks new ground. It puts forth new ideas, poses unfamiliar questions, conjures up fresh ways of thinking, and arrives at unexpected answers. Ultimately, these creations must find acceptance among knowledgeable consumers. By virtue of its anchoring in territory that is not yet rule governed, the creating mind seeks to remain at least one step ahead of even the most sophisticated computers and robots.

Recognizing that nowadays one can no longer remain within one's shell or on one's home territory, ***the respectful mind*** notes and welcomes differences between human individuals and between human groups, tries to understand these "others," and seeks to work effectively with them. In a world where we are all interlinked, intolerance or disrespect is no longer a viable option.

Proceeding on a level more abstract than the respectful mind, ***the ethical mind*** ponders the nature of one's work and the needs and desires of the society in which one lives. This mind conceptualizes how workers can serve purposes



beyond self-interest and how citizens can work unselfishly to improve the lot of all. The ethical mind then acts on the basis of these analyses.

The first three kinds of minds deal primarily with cognitive forms; the last two deal with our relations to other human beings. One of the last two (respectful) is more concrete; the other (ethical) is more abstract.

According to Multiple Intelligence theory, all human beings possess a number of relatively autonomous cognitive capabilities, each of which Gardner designated as a separate intelligence.

Reference:

Gardner, H., *Five Minds for the Future*. Boston: Harvard Business Press, 2008.



Day 8 Exercise 2

Fill in Below Details for Yourself.

What makes you Leader?

You may share your findings at Info@GrowthCatalystIndia.com.

We will guide you how to improve yourself as leader.



Day 9 How to Choose a Leadership Pattern

The successful executive was generally pictured as possessing intelligence, imagination, initiative, the capacity to make rapid (and generally wise) decisions, and the ability to inspire subordinates. People tended to think of the world as being divided into “leaders” and “followers.”

Some of the more enthusiastic alumni of behavioral training laboratories began to get the habit of categorizing leader behavior as “democratic” or “authoritarian.” Bosses who made too many decisions themselves were thought of as authoritarian, and their directive behavior was often attributed solely to their personalities. Often they are not quite sure how to behave; there are times when they are torn between exerting “strong” leadership and “permissive” leadership.

Sometimes new knowledge pushes them in one direction (“I should really get the group to help make this decision”), but at the same time their experience pushes them in another direction (“I really understand the problem better than the group and therefore I should make the decision”). They are not sure when a group decision is really appropriate or when holding a staff meeting serves merely as a device for avoiding their own decision-making responsibility.



According to Tannenbaum & Schmidt (1973), the successful leaders are those who are keenly aware of the forces which are most relevant to their behavior at any given time.

They accurately understand themselves, the individuals and groups they are dealing with, and the company and broader social environment in which they operate. And certainly they are able to assess the present readiness for growth of their subordinates. Successful leaders are those who are able to behave appropriately in the light of these perceptions.

If direction is in order, they are able to direct; if considerable participative freedom is called for, they are able to provide such freedom.

Thus, successful managers of people can be primarily characterized neither as strong leaders nor as permissive ones. Rather, they are people who maintain a high batting average in accurately assessing the forces that determine what their most appropriate behavior at any given time should be and in actually being able to behave accordingly. Being both insightful and flexible, they are less likely to see the problems of leadership as a dilemma.

Reference:

Tannenbaum, R., & Schmidt, W. (1973). How to Choose Leadership Pattern. *Harvard Business Review* .



Day 10 Entering the Fundamental State of Leadership

What separates the episodes of excellence from those of mere competence? In striving to tip balance toward excellence, we try to identify great leaders' qualities and behaviors so we can develop them ourselves. Nearly, all corporate training programs and books on leadership are grounded in the assumption that we should study the behaviors of those who have been successful and teach people to emulate them. But Quinn (2005) found that when leaders do their best work, they don't copy anyone. Instead, they draw on their own fundamental values and capabilities – operating in a **frame of mind** that is true to them yet, paradoxically, **not their normal state of being**. Quinn called it the fundamental state of leadership.

As per Quinn, we all can become more effective leaders by deliberately choosing to enter the fundamental state of leadership rather than waiting for crisis to force us there. Even those who are widely admired for their seemingly easy and natural leadership skills – presidents, prime minister, CEOs – do not usually function in the fundamental state of leadership. Most of the time, they are in the normal state.

In the normal state, people tend to stay within their **comfort zones** and allow external forces to direct their behaviors and decisions. Others comply with what



these leaders ask, out of fear, but the result is usually unimaginative and incremental – and largely reproduces what already exists.

First, we move from being comfort centered to being result centered.

The former feels safe but eventually leads to a sense of languishing and meaninglessness. It leads us from problem solving to purpose finding.

Secondly, we move from being externally directed to being more internally directed.

To become more internally directed is to clarify our core values and increase our integrity, confidence, and authenticity.

Third, we become less self-focused and more focused on others.

We put the needs of the organization as whole above our own. That said, self-focus over time leads to feeling of isolation. When we go for the collective good first, others reward us with their trust and respect. We form tighter, more sensitive bonds. Empathy increases, and cohesion follows. We create an enriched sense of community, and that helps us transcend the conflicts that are a necessary element in high performing organizations.



Fourth, we become more open to outside signals or stimuli, including those that require us to do things we are not comfortable doing.

In the normal state, we pay attention to signals that we know to be relevant. If they suggest incremental adjustments, we respond. If, however, they call for more dramatic changes, we may adopt a posture of defensiveness and denial; this mode of self-protection and self-deception separates us from the ever-changing external world.

But, in the fundamental state of leadership, we are more aware of what is unfolding, and we generate new images all the time. We are adaptive, credible, and unique. In this externally open state, no two people are alike.

Those who are new to the 'fundamental state' concept, however, need to take two preliminary steps before they can understand and employ it.

Step 1: Recognize that you have previously entered the fundamental state of leadership.

Step 2: Analyze your current state.



When we're in the fundamental state, we take on various positive characteristics, such as clarity of vision, self-empowerment, empathy, and creative thinking. Clarifying the results we want to create requires us to reorganize our lives.

Instead of moving away from a problem, we move toward possibility that does not yet exist. We become more proactive, intentional, optimistic, invested, and persistent. We also tend to become more energized, and our impact on others becomes energizing.

When we enter the fundamental state of leadership, we immediately have new thoughts and engage in new behaviors.

We can't remain in this state forever. It can last for hours, days, or sometimes months, but eventually we come back to our normal frame of mind.

Reference:

Quinn, R. (2005). Moments of Greatness – Entering the Fundamental State of Leadership. Harvard Business Review , 75-83.



Day 11 Exercise 3

Fill in Below Details based on Your Experience.

What is your fundamental state of leadership?

You may share your findings at Info@GrowthCatalystIndia.com.

We will guide you how to improve yourself as leader.



Day 12 In Praise of Followers

We are convinced that corporations succeed or fail, compete or crumble, on the basis of how well they are led. So we study great leaders of the past and present and spend vast quantities of time and money looking for leaders to hire and trying to cultivate leadership in the employees we already have.

Leaders matter greatly. But in searching so zealously for better leaders, we tend to lose sight of the people these leaders will lead. Without his armies, after all, Napoleon was just a man with grandiose ambitions.

Most organizations assume that leadership has to be taught but that everyone knows how to follow. This assumption is based on three faulty premises:

- (1) that leaders are more important than followers,
- (2) that following is simply doing what you are told to do, and
- (3) that followers inevitably draw their energy and aims, even their talent, from the leader.

Kelley (1988) divided followers into five categories:

Sheep are passing and uncritical, lacking in initiative and sense of responsibility. They perform the tasks given them and stop.

Yes People are a livelier but equally unenterprising group. Dependent on a leader for inspiration, they can be aggressively deferential, even servile. Bosses weak in

judgment and self-confidence tend to like them and to form alliances with them that can stultify the organization.

Alienated Followers are critical and independent in their thinking but passive in carrying out their role. Somehow, sometime, something turned them off. Often cynical, they tend to sink gradually into disgruntled acquiescence, seldom openly opposing a leader's efforts.

In the very center of the diagram we have *Survivors*, who perpetually sample the wind and live by the slogan "better safe than sorry." They are adept at surviving change.

In the upper right-hand corner, finally, we have *Effective Followers*, who think for themselves and carry out their duties and assignments with energy and assertiveness. Because they are risk takers, self-starters, and independent problem solvers, they get consistently high ratings from peers and many superiors. Followership of this kind can be a positive and acceptable choice for parts or all of our lives – a source of pride and fulfillment.

Effective followers share a number of essential qualities:

- They manage themselves well.
- They are committed to the organization and to a purpose, principle, or person outside themselves.
- They build their competence and focus their efforts for maximum impact.
- They are courageous, honest, and credible.

Reference:

Kelley, R. E. (1988). In Praise of Followers. Harvard Business Review.



Day 13 Exercise 4

Fill in Below Details for Your Subordinates.

Write names of any two subordinates and their achievements.

You may share your findings at Info@GrowthCatalystIndia.com.

We will guide you how to improve yourself as leader.



Day 14 Authenticity – The Leadership Ingredient

Leadership demands the expression of an authentic self. Try to lead like someone else – say, Jack Welch, Richard Branson, or Michael Dell – and you will fail. Employees will not follow a CEO who invests little of himself in his leadership behaviors. People want to be led by someone “real.” Leaders and followers both associate authenticity with sincerity, honesty, and integrity.

It’s the real thing – the attribute that uniquely defines great leaders. They often assume that authenticity is an innate quality – that person is either authentic or not. In fact, authenticity is a quality that others must attribute to you. No leader can look into a mirror and say, “I am authentic.”

A person cannot be authentic on his or her own. Authenticity is largely defined by what other people see in you and, as such, can to a great extent be controlled by you. If authenticity were purely an innate quality, there would be little you could do to manage it and, therefore, little you could do to make yourself more effective as a leader.

Authentic leaders are like chameleons, capable of adapting to the demands of the situations they face and the people they lead, yet they do not lose their identities in the process. Authentic leaders remain focused on where they are going but never lose sight of where they came from. Highly attuned to their environments,



they rely on an intuition born of formative, sometimes harsh experiences to understand the expectations and concerns of the people they seek to influence.

They retain their distinctiveness as individuals, yet they know how to win acceptance in strong corporate and social cultures and how to use elements of those cultures as a basis of radical changes. Leaders who know how to manage their authenticity will be all the more effective for it, better able to both energize and retain loyal followers.

Establishing your authenticity as a leader is a two part challenge. First, you have to ensure that your words are consistent with your deeds; otherwise, followers will never accept you as authentic. But it is not enough just to practice what you preach. To get people to follow you, you also have to get them to relate to you.

So the second challenge of authentic leadership is finding common ground with the people you seek to recruit as followers. People instinctively recognize fraudulent behavior. If a leader is playing a role that isn't a true expression of his authentic self, followers will sooner or later feel like they've been tricked. And once that impression is out there, it's hard for a leader to recover.

Besides possessing self-knowledge and skills in self-disclosure, great leaders have to be able to recognize which aspects of their authentic selves particular groups of followers were looking for. Most great leaders have highly social



antennae. They use complex mix of cognitive and observational skills to recognize what followers are consciously – and unconsciously – signaling them. Exposure to a wide range of experiences during a manager’s formative years enhances her ability to read and empathize with different people and situations. Experiences outside of an individual’s comfort zone can also sharpen her social awareness.

Reference:

Goffee, R., & Jones, G. (2005). Managing Authenticity – The Paradox of Great Leadership. *Harvard Business Review* , 87-94.



Day 15 Emotional Intelligence and Leadership

It is rightly said that to be leaders is more art than science. After all, the personal styles of superb leaders vary. And just as important, different situations call for different types of leadership. Most mergers need a sensitive negotiator at helm, whereas many turnarounds require a more forceful authority.

According to Goleman (1998), effective leaders have a high degree of emotional intelligence. It is not that Intelligence Quotient and technical skills are irrelevant. They do matter, but mainly as “threshold capabilities”; that is, they are the entry-level requirements for executive positions.

His research, along with other studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still won't make a great leader.

He grouped capabilities into three categories: purest technical skills like accounting and business planning; cognitive abilities like analytical reasoning; and competencies demonstrating emotional intelligence, such as the ability to work with others and effectiveness in leading change.



He found intellect as a driver of outstanding performance. Cognitive skills such as big-picture thinking and long term vision were particularly important. And, emotional intelligence proved to be twice as important as the others for jobs at all levels. He also noted that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance.

In other words, the higher the rank of a person considered to be a star performer, the more emotional intelligence capabilities showed up as the reason for his or her effectiveness. When he compared star performers with average ones in senior leadership positions, nearly 90% of the differences in their profiles was attributable to emotional intelligence factors rather than cognitive abilities.

He proposed five components of emotional intelligence at work:

self-awareness, self-regulation, motivation, empathy, and social skill.

The first three component of emotional intelligence are self-management skills. The last two, empathy and social skill, concern a person's ability to manage relationships with others.

Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither



overly critical nor unrealistically hopeful. Rather, they are honest, with themselves and with others. People who have a high degree of self-awareness recognize how their feelings affect them, other people, and their job performance. Self-awareness extends to a person's understanding of his or her values and goals. They have a firm grasp of their capabilities and are less likely to set themselves up to fail by.

Self-regulation, which is like an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our feelings. People engaged in such a conversation feel bad moods and emotional impulses just as everyone else does, but they find ways to control them and even to channel them in useful ways. People who are in control of their feelings and impulses are able to create an environment of trust and fairness. In such an environment, politics and infighting are sharply reduced and productivity is high. People who have mastered their emotions are able to roll with changes, are comfortable with ambiguity.

If there is one trait that virtually all effective leaders have, it is motivation. They are driven to achieve beyond expectations – their own and everyone else's. Such people seek out creative challenges, love to learn, and take great pride in a job well done. They also display an unflagging energy to do things better. People with high motivation remain optimistic even when the score is against them.



Empathy is particularly important today as a component of leadership for at least three reasons: the increasing use of teams; the rapid pace of globalization; and the growing need to retain talent.

Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds – a knack for building rapport. People tend to be very effective at managing relationships when they can understand and control their own emotions and can empathize with the feelings of others. Socially skilled people are adept at managing teams, are expert persuaders.

Reference:

Goleman, D. (1998). What Makes a Leader? Harvard Business Review , 82-91.



Day 16 Leadership is About Movement

What is it that you are doing when you are performing at your best as a leader?

Kouzes defined leadership as the art of mobilizing others to want to struggle for shared aspirations. Leadership is very much like performing art, because you are doing it with other people or in front of other people. It's not something you do on your own. It's not an art like painting.

Leadership is about going places. So you are mobilizing others. And it is a "struggle." Leadership is often presented as too easy: here is the formula, do these five things, and you should be successful. But in fact it's all about hard work, difficulty, adversity, and challenges.

Leadership is about movement and going places and doesn't necessarily have to do with anything being well organized. Often it may seem chaotic and disorganized because you are trying something new or going in a new direction. Things are unknown, and the process is often messy. It's not as neat and tidy as management is often described.

This is harder than simply writing about leadership, because in writing about it you are simply talking about the ideal situation, about how it ought to be. But when you are dealing with real people in real-life situations, there's often a difference between intention and execution. It's any sports. You can love to read



golf magazines and imagine yourself doing all those things that the pros recommend. But there's a difference between reading an article about golf and actually going out and playing golf. It's not as easy as it looks in those pictures. One needs to make a move forward.

Reference:

Liu, L., *Conversations on Leadership: Wisdom from Global Management Gurus*, Wiley India: Delhi, 2010



Day 17 Leadership is Transformation

Traditionally, leadership has been studied by political scientists and historians. When psychologists first began to study leadership, it was primarily psychoanalysts, studying what kinds of people have the personality to become a leader, and why they become a leader, what needs does it fulfill for the leader and for the audience. What are major tools that leaders have to convince other people to think differently, feel differently, and behave differently?

Leadership is the ability to see reality as it really is and to mobilize the appropriate response. On the side, leadership is the capacity to get things done through others by changing people's mindsets and energizing them into action.

Leadership is accomplishing something through other people that wouldn't have happened without you. It does not require a formal position. It is asking: "Have I made something happen?"

The true leader makes things happen through the other people that wouldn't happen without him. That is fundamental to being a leader.

To be a good leader, you have to have a teachable point of view; you have to be able to develop other leaders, and so forth.



Leader is an individual who significantly affects the thoughts, feelings, and or behaviors of a significant number of individuals.

Another leading author on leadership, John Kotter, provided two kinds of leadership. One is thought leadership – around the issues he writes about. And the second, especially, he is in front of a crowd, is some actual leadership of groups and individuals. He says, he does not try just to give a speech to a crowd. He tries to get people to, figuratively, stand up and start moving in a new direction because the experience he puts them through. So in that sense he is more a people leader, not just a thought leader. But he says, he tries to do a little bit of both.

Transforming an organization is a dramatic act. Through transformation you unleash fear and hope, change and resistance. Noel Tichy says transformation is a three-act drama. Act I is waking the organization up to meet the change. Act II is giving a vision of where you take it. And the third act is re-architecting the organization, the human resources, and the structure to fit the vision. By the time you finish Act III, the world will have changed and you will need to start all over. According to Jerry Porras, those who focused on leading the organization were the time-tellers, while those who focused on building a great organization were the clock-builders. That was the most significant difference between the two sets of leaders. If you want to build an enduringly great organization, you have to focus on just that. If you want to build an organization that is just successful



when you are there, you don't care very much about what it's like after you are gone, then you build an organization that is dependent on you. If you are brilliant enough, it will be very successful.

A leader's needs to consciously build the organization in such a way that it promotes the behaviors of the people in the organization that make the organization successful, but also the behaviors that help the individual to develop and grow.

Reference:

Liu, L., *Conversations on Leadership: Wisdom from Global Management Gurus*, Wiley India: Delhi, 2010

Day 18 Inner Theatre for Leaders

Becoming successful is dependent on the very complex interface between leaders, followers, and the context they operate in. An effective leader has to be active and reflective, an introvert, and an extrovert. A leader has to be engaged in divergent thinking, and in convergent thinking. A leader needs IQ as well EQ. A leader has to think astonishingly as well as holistically. A leader's thinking has to be both short-term and long-term. The person who can balance these contradictions effectively will do well.

Most leadership programs are actually Band-Aids; they don't do very much. After people go through that kind of program, they get a temporary high: they feel good, particularly if they have had good teachers, and then, unfortunately, they go back to normal. There are few programs which have a true impact, that help people change, that push people to take important steps in their personal and organizational lives.

INSEAD Global Leadership Center, is one of such, that provides excellent development framework for leadership development.

The program begins with Inner Theatre which relates to:

- What are the things that motivate you?
- What are the things that are important to you?
- What are you deeply passionate about?
- How do you feel about certain things?
- How well do you understand how you affect other people?



If you don't know what you are doing, it is really hard to be effective in many ways.

If you want to be an effective leader, it is important that you have a sense of what you are all about; what you do well, and are not so good at. If you are not good at certain things, may be there is something you can do about it, or may be a better strategy is to find people who can complement you.

A person's leadership potential is a delicate interplay between nature and nurture. If you grow up in a family where your parents very much encourage you, push you to do something with your life, and may be give you some solid values about doing something for world, it's more likely that you'll turn into a leader than if you come from a very dysfunctional family. But then again, some people who have had a very difficult upbringing have become highly effective leaders.

Remember, when one person tells you that you have ears like a donkey, ignore it. But if two people tell you, get yourself a saddle.

Reference:

Liu, L., *Conversations on Leadership: Wisdom from Global Management Gurus*, Wiley India: Delhi, 2010



Day 19 Are Leaders Portable?

Researchers at Harvard studied 20 former GE executives who were appointed as Chairman, CEO or CEO designate at other companies between 1989 to 2001, and with only three exceptions, the hiring announcement provoked a positive stock market reaction – an average gain of \$1.1 billion across the group.

When, in 2000, Jeffrey Immelt signed on to replace Jack Welch as GE's own CEO, two rivals were almost immediately lured to other companies – Names McNerney to 3M, which right away saw its market value increase more than \$6.5 billion, and Robert Nardelli to Home Depot, where shareholder value jumped almost \$10 billion.

When a company hires a new executive, it gets a bundle of abilities and experience. Some general management skills such as setting a vision; motivating employees; organizing; budgeting; and monitoring performance have been shown to translate well to new environments.

Conventional wisdom holds that a second category of management skills – those specific to a given company, such as knowledge of idiosyncratic processes and management systems – don't transfer as well.

Switching employers – it is thought – leads to a short term decline in manager's performance until the individual develops new skills specific to the new



company. Their research tells a more complex story. They looked closely at the individual performance of 20 GE alumni, as well as the needs and strategies of the organizations that hired them.

They found that company-specific skills can prove valuable in a new job, under the right circumstances. Their research on GE alumni, as well as other new CEOs who were protagonists in the leadership cases taught at Harvard Business School, also uncover several other types of skills and experience that shape performance in one job and may influence performance in a new one, again depending on the circumstances.

These other types fall under three headings:

Strategic human capital (the individual's strategic expertise in cost cutting, growth, or cyclical markets);

Industry human capital (technical and regulatory knowledge unique to an industry); and

Relationship human capital (the extent to which an individual manager's effectiveness can be attributed to his experience working with colleagues or as part of team).



The advantages conferred by these skills are more likely to transfer to an executive's new role when the new environment is similar to the old.

Their findings show that even gifted executives with the best and most admired management training don't necessarily make star CEOs.

The strategic skills required to control costs in the face of fierce price competition are not the same as those required to improve top line in a rapidly growing business or balance investment against cash flow to survive in a highly cyclical business. Such skills are usually transferable to new environments – and are the most portable type of human capital other than general management skills – but they won't offer an advantage if the strategic needs of the company don't match the manager's skills.

When the strategic needs matched the strategic experience of the hired GE executive, companies saw annualized abnormal returns of 14.1%, while mismatched pairing saw returns of -39.8%.

While the idea of human capital – productive assets in the form of human competencies – was in use well before economist Gary Becker began his Nobel Prize – winning research, he was the first to bring the rigor of economic modeling to the use and development of human capital.



One of the most influential concepts in the Becker's work is the distinction between firm-specific knowledge, which is useful at only one company, and general knowledge, which is useful in other companies as well. Most managers operate under constraints that are particular to an industry, such as regulatory supervision in the food, drug, and utility businesses or the deeply competitive nature of the consumer goods business.

In cases where a GE executive moved into an industry similar to the one that had formed the core of his experience at GE, his new company generated annualized abnormal returns of 8.8%; when the executive moved into a very different industry relative his experience, his company generated annualized abnormal returns of -29.1%.

Companies that hired team of three or more GE executives showed annualized abnormal returns of 15.7%, while those that hired just one (or none) achieved annualized abnormal returns of -16.6%.

Company specific skills include tacit knowledge about unique routines and procedures, corporate culture and informal norms, and experience with specific management systems and processes. Indeed, the former GE managers they studied performed better when they took over or build a management system that resembled GE's.



The success of the executives they studied correlated directly to how similar the systems and culture of the new company were to GE's, and the executives' ability to put their GE tool kit to work. The ten companies that most resembled GE showed annualized abnormal returns of 17.5%, while the other ten, those with a lesser degree of fit, showed annualized abnormal returns of -37.7%.

When star executives switch companies, they leave an environment in which their skill sets allow them to be effective. The more closely the new environment matches the old, the greater the likelihood of success in the new position. They should also remember that certain skills – most likely, company-specific ones – won't be relevant in the new job and will have to be unlearned, which takes time. If the board and senior management team are determined to make an offer, even in the case of a less-than-perfect fit, they should be prepared to make the changes necessary to allow then newcomer to succeed – whether that entails a wholesale changes in leadership (allowing the new CEO to bring along some familiar faces), major changes in systems and processes, or changes to the business portfolio.

With careful attention to a candidate's experience and the firm's strategy, and a willingness to make bold systematic and strategic commitments, a hiring company can do well wherever it turns for talent.



Day 20 Leadership is about experimentation, even if it fails

During 1987, the Chairman of a milk cooperative in the Rann of Kutch visited Dr. Kurien at Anand, and narrated the heart-rendering plight of the salt farmers of his region. At that time, 60 per cent of India's was produced in the state of Gujarat. The situation of salt farmers, particularly in the Little Rann of Kutch was very depressing. They had settled down in merciless desert where there was not a single tree in sight. The villagers dig a hole in the ground, pumped the water up and made a saltpan on some two hectares of land and farmed salt. They had to work for ten months a year to produce salt. But they had to buy water from the merchant, to whom they ultimately sold the salt they produced. To get diesel for their pump they had to again depend on the same merchant. In the entire process, they would make two paise per kilo of salt from the merchant. It was a miserable existence.

Kurien confessed on listening to this tale of horror from him and expressed his inability to help as NDDB had its own problems to attend. Two days later, very tragically, this Chairman dies in a car accident. Kurien was dismayed and thought that as a tribute to his memory, NDDB should enter the salt sector.

NDDB began the task of organizing the salt farmers of Little Rann of Kutch. They started improving the quality of the salt and marketed it. During the first year



they managed to produce and market 10,000 tonnes of salt. In the second year it went up to 25,000 tons, in the third year to 45,000 and then up to 100,000 tonnes. They tried to bring power through solar cells, tried to provide medical facilities, water for drinking and bathing.

It was a project that aimed to improve the overall quality of life of these salt farmers. However, within few years they realized that they were able to market the salt through the cooperatives only to the extent so as to get the salt farmers about five paise per kilogram. That was marginally more than what they were getting earlier.

By this time Tatas began marketing iodised salt, which was of very good quality, and NDDB felt that their project was not working out as it should.

They had to, even if reluctantly, give up trying and wind up the project.

Reference:

Kurien, V. (2005), *I Too Had A Dream*, Roli Books: New Delhi.

Day 21 How to Grow Leaders

Renowned leadership expert John Adair compares farming activities with leadership development:

1. **Select good seed** – choose people with natural potential for leadership
2. **Prepare the soil** – check out your corporate culture; does it grow or kill leadership growth?; plough up your yesterday's paradigms and mindsets about management; are the fields the right size?; have you got the structure right?
3. **Enrich the earth by fertilizing and watering** – instill good values like integrity, honesty, justice, fairness; invest in people: the better the people, the better the leaders will be
4. **Rotate the crops** – give leaders a variety of challenges and opportunities
5. **Let the field remain crop-free** – not all trees bear fruits every year; even the best field needs to lie crop-free; give leaders time to think, to reflect and to catch up with themselves
6. **Prune the dead wood** – simplify, cut back to the trunk, abandon the practices and ideas that don't work; go back to basics
7. **Let the taproots go deep** – the water of inspiration lies deep underground; the trees that grow and bear fruits year by year have deep taproots

Reference:

How to Grow Leaders by John Adair



Your Learning

What are major learning from this crash course?

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About Growth Catalyst

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