



Empowerment Leader

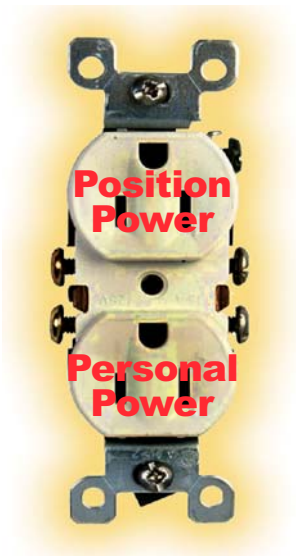
(Self-directed action for and with others)

“I create and sustain a work environment where we all can do and be our best. I encourage staff members to achieve excellence and support them when they need my help.”

Behavioral Performance Expectations of Empowerment Leaders

- Differentiate between position power and personal power
- Evaluate resistance to empowerment and consequences of disempowerment
- Align delegated assignments with competence and authority
- Avoid behaviors that lead to power *failures*
- Define conditions of escalation when delegating tasks, duties, and responsibilities

Two Sources of Power



Two Ways Power is Generated

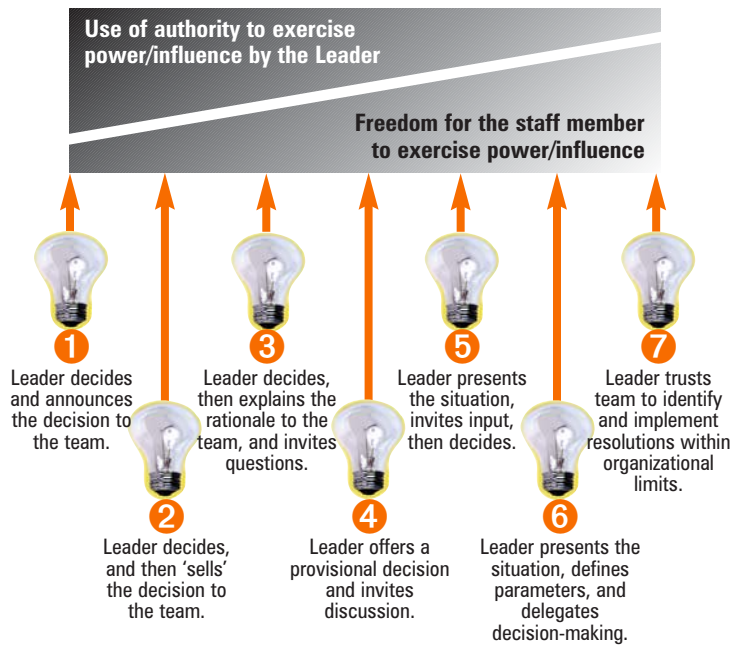


Empower Self



Empower Others

Seven Ways to Distribute Power

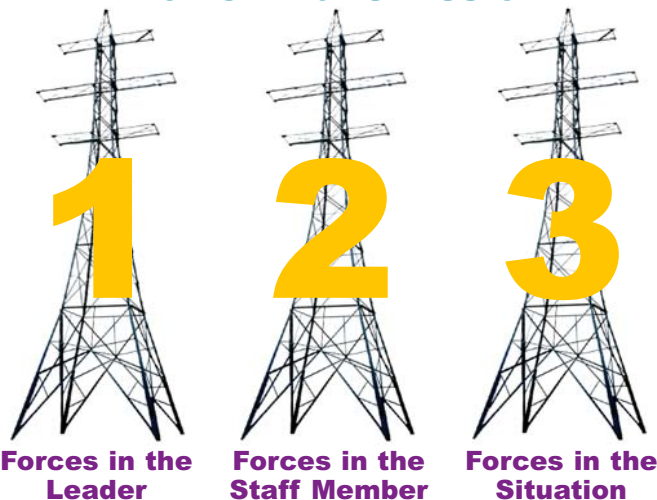


Five Types of Power Failures

- Micromanaging
- Disengaging
- Settling for Incomplete Staff Work
- Becoming a Rescuer or Persecutor
- Learned Helplessness



Three Forces that Impact Power Transmission



Four Circuit Breakers and other Safety Precautions

- ✓ Limits on Authority
- ✓ Conditions for Escalation
- ✓ Clarity About Your Role
- ✓ Alignment of the "what," "why," and "how"





Servant Leader

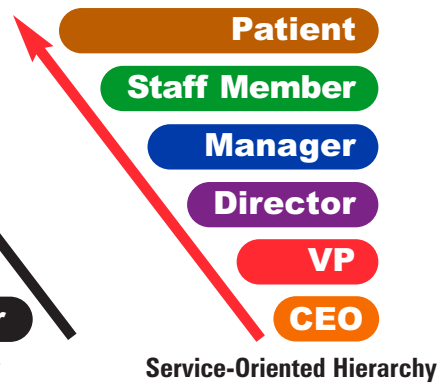
(Leading with authenticity, vulnerability, acceptance, presence, and usefulness)

*“I am committed to being a facilitative leader.
I am receptive to the needs of my team
and advance their success by what I say,
by what I do, and by who I am.”*

Behavioral Performance Expectations of Servant Leaders

- Lead with authenticity, vulnerability, acceptance, presence, and usefulness
- Carry the organization, and specifically, the people in it
- Remove obstacles and secure resources
- Embrace what works and envision what can be

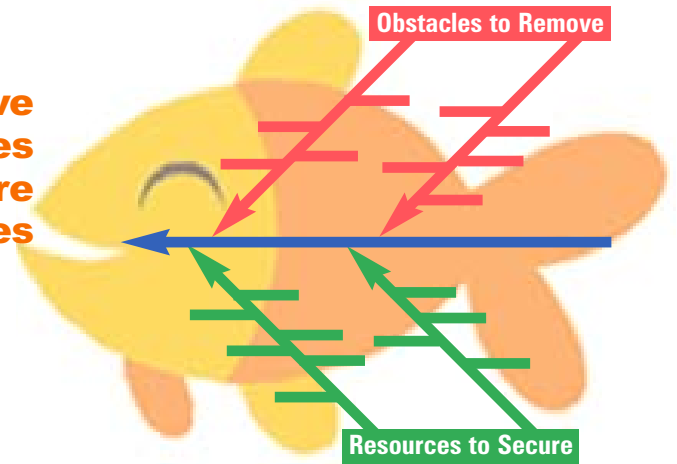
Invert the Organizational Pyramid



The Characteristics of a Servant Leader



Remove Obstacles and Secure Resources



Embrace What Works

| PROBLEM SOLVING BASIC ASSUMPTION: Focus on Problems and What's Wrong | ACTION STEPS | APPRECIATIVE INQUIRY BASIC ASSUMPTION: Focus on Strengths and What's Right |
|---|-----------------|---|
| Determine WHAT IS WRONG | 1 | Appreciate/Value WHAT IS RIGHT |
| Identify/Select WHAT IS THE PROBLEM | 2 | Envision WHAT MIGHT BE |
| Analyze WHAT IS THE ROOT CAUSE(S) | 3 | Discuss WHAT COULD BE |
| Determine WHAT SHOULD BE FIXED | 4 | Innovate WHAT WILL BE |
| Consider/Select SOLUTIONS or CORRECTIVE/PREVENTIVE ACTIONS (CAPA) | 5 | Plan WHAT CAN BE DONE |
| Fix WHAT DOESN'T WORK | 6 | Do WHAT WORKS |
| EVALUATE | 7 | LEARN |



Accountability Leader

(Shared ownership, stewardship, influencing, and getting things done)

*“I own the outcomes and circumstances of my work.
I hold myself responsible to be proactive and
follow through until the job is done.”*

Behavioral Performance Expectations of Accountability Leaders

- Evaluate consequences of inaction or action delayed
- Seek commitment not just compliance
- Promote conditions essential to performance
- Facilitate alignment between individual and organizational goals
- Use effective strategies to move people to action
- Learn from successes and failures

RASCI Chart

| TASK | TEAM | | | |
|------|-------|------|-------|------|
| | Louis | Sara | Pedro | Rosa |
| 1 | ● | ○ | CA | I |
| 2 | ● | ○ | ● | ○I |
| 3 | ●A | ○A | ●A | A |
| 4 | ○I | | ○I | A |

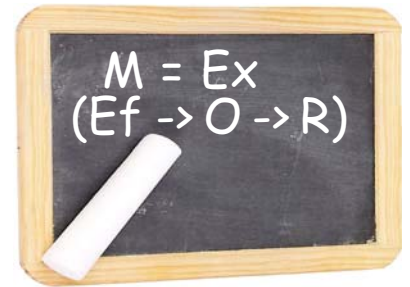
C Must be consulted ● Primary Responsibility
○ Support Responsibility **A** Must Approve **I** Informed

Align Individual and Organizational Goals



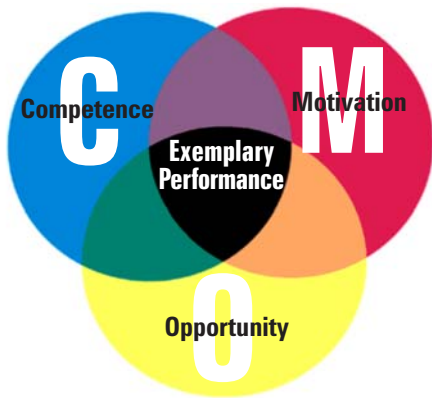
1. Align the **WHAT**
2. Align the **WHY**
3. Align the **HOW**

Motivation (aka Expectancy Theory)

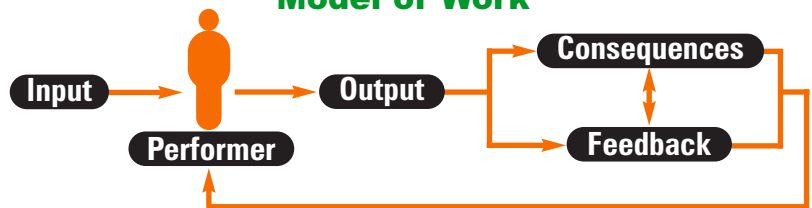


Motivation is the **Expectation** that **Effort** will lead to **Outcomes**, and **Outcomes** will lead to **Rewards**

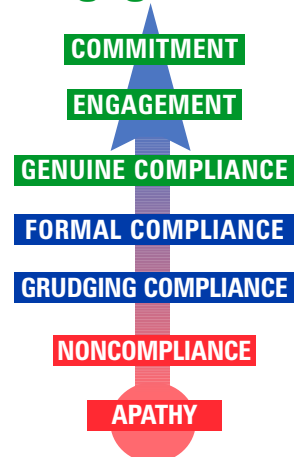
Exemplary Performance



Conditions Essential to Performance Model of Work



Degrees of Engagement



| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|--|--|--|---|
| Quantity/Rate: How many did you produce within a given time period? | Accuracy: How closely did you meet the stated specifications? | Cost: How did your deliverables impact the "bottom line" in terms of costs and/or revenues? | Quality: How are your deliverables valued/rated by your internal/external customer? | Completeness: How well did you dot all the "i's" and cross all the "t's"? | Timeliness: How well you delivered your products at or ahead of deadlines? |

Ways to Measure Performance Success

Conditions of Effective Consequences

1 Effective consequences capture the performer's attention

2 Effective consequences are clear and understandable

3 Effective consequences produce an experience

4 The consequence experience satisfies performers and dissatisfies non-performers

S-M-A-R-T Goals

S Is the Goal **Specific**? Does the performer know exactly what is to be done to achieve this goal?

M Is the Goal **Measurable**? Can the performer evaluate how far he/she has come and how far he/she has to go?

A Is the Goal **Attainable**? Is the goal realistic and within the performer's ability?

R Is the Goal **Relevant**? Is the goal important and aligned with business objectives?

T Is the Goal **Time-Bound**? Does the goal have an absolute due date?