21ST CENTURY MANAGER SERIES

AUTHENTIC LEADERSHIP

Professional Development Course Book

Presented by Samantha Young, Managing Director, Human Psychology

INSTITUTE OF
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Authentic Leadership

"We are being judged by a new yardstick; not just how smart we are, or by our training and expertise, but also how well we handle ourselves and each other."
Daniel Goleman, Ph.D.

This is the foundation module of the 21st Century Manager series.

The future workplace will increasingly focus on the performance of people as a core organisational asset. 21st Century Managers will need to respond to changing times with a changing mindset which creates work environments where talented teams, not just talented individuals, can flourish. This will demand skills in the realm of psychology and cognitive science which include:

- Be "relationship managers" who constantly manage shifting groups of workers under flexible work arrangements.
- Exhibit advanced communication skills in active listening, information sharing and resolving problematic behaviours.
- Influence behaviour through motivation.
- Possess emotional stamina, tolerance for ambiguity, self-awareness and self-leadership.
- Subscribe to personal ethical principles and conduct.
- Understand and manage diversity.

The difference between a Manager and a Leader

What are the difference between a Manager and Leader? Can you be both? Should you?

Leaders	Resulting Synergy	Managers
Do right things	Effectiveness	Do things right
Promote ideas generation	Innovation	Provide structure
Inspire	Teamwork	Coordinate
Pursue & create opportunities	Accomplishment	React to situations
Create vision	Empowerment	Provide resource

Evolution of the 21st Century Manager

	PAST MANAGERS	FUTURE MANGERS
Primary Role	Order giver, privileged elite, controller	Facilitator, team member, teacher, sponsor
Learning & Knowledge	Periodic learning, narrow specialist	Long-life learning, generalist with multiple specialties
Compensation criteria	Time, effort, rank	Skills and results
Cultural orientation	Monocultural, monolingual	Multicultural, multilingual
Primary source of influence	Formal authority	Knowledge (technical and interpersonal
View of people	Potential problem	Primary resource
Primary com.cation pattern	Vertical	Multidirectional
Decision-making style	Limited input for individual decisions	Broad-based input for joint decisions
Ethical considerations	Afterthought	Forethought
Nature of interpersonal relationships	Competitive (win – lose)	Cooperative (win – win)
Handling of power and key information	Hoard and restrict access	Share and broaden access
Approach to change	Resist	Facilitate

IPAA SA

Johari Window and self-awareness

Self-awareness is more than simply knowing your strengths and weaknesses.

Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

The "**open / free**" self-quadrant includes information about you that you know and others know. These could include where you live, your age, gender, occupation, etc.

The "**blind area**" quadrant includes information about you/your personality that you don't know but others know about you. Most of us have heard of "blind spots" in our personality. These are the attributes that could get in our way of our day to day success at work.

The "**hidden area**" self-quadrant includes information about you/your personality that you know but others don't know. These could include feelings, past experiences, or even fears you have. By sharing some of this information with those you trust, you will increase your authenticity and realness with others.

The "**unknown**" quadrant is unknown to you and unknown to others. The person will be unaware until he/she discovers his/her hidden qualities and capabilities. Many times this is where people's talents are found (which is the good news!).
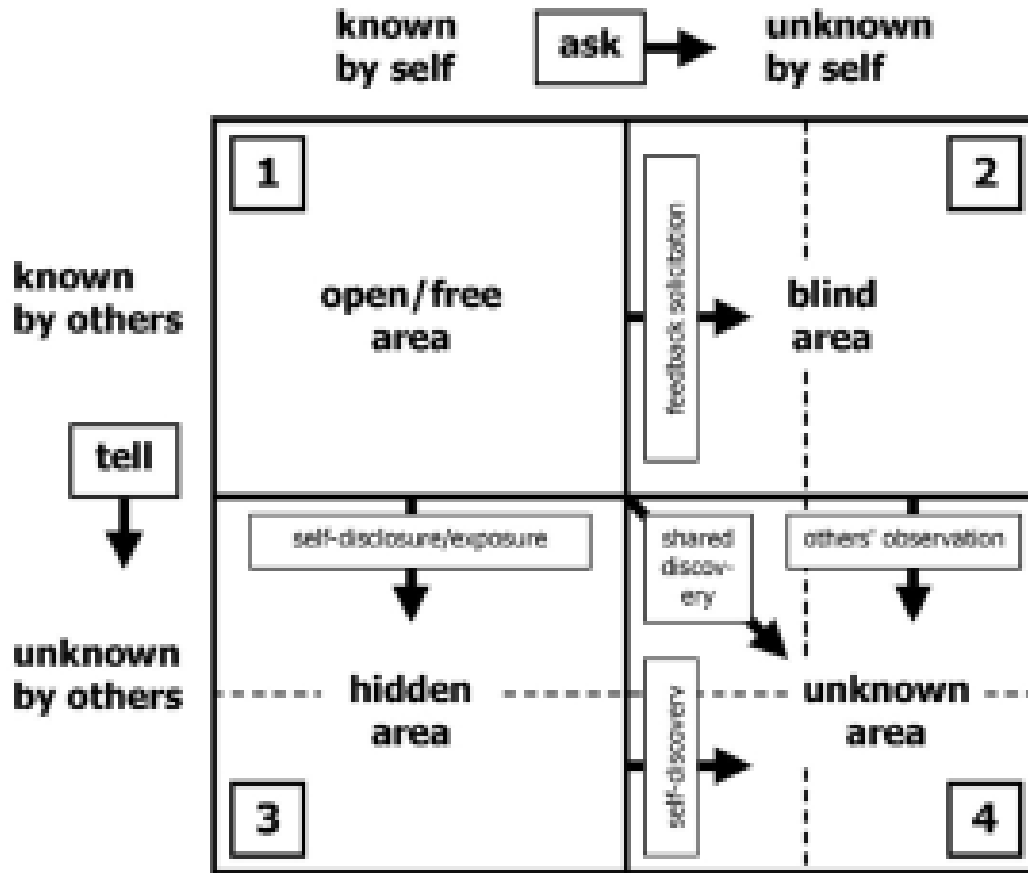

The key to expanding the "open/free" self in order to become more self aware is through two strategies:

ASK: *Soliciting Feedback* (going from "open/free" self to "blind spot") — asking individuals who work with you for feedback about your strengths and weaknesses, etc. The key with this one is not only asking for the feedback, but truly listening with empathy to what people tell you and making changes accordingly.

TELL: *Self Disclosure/Exposure* (moving from "open/free" self to "hidden area") — sharing more openly about "you" with those you trust. This is not about sharing your dark secrets with others, but it is about being real, authentic and transparent with people.

Johari Window

known by self → ask → unknown by self

known by others

1 open/free area	feedback solicitation → **2** blind area
tell ↓ self-disclosure/exposure ↓	shared discovery / others' observation

unknown by others

hidden area **3**

self-discovery →

unknown area **4**

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Johari Window Descriptors

Able	Giving	Powerful
Accepting	Happy	Private
Adventurous	Helpful	Proud
Aggressive	Humorous	Quiet
Assertive	Idealistic	Reflective
Autocratic	Impulsive	Relaxed
Autonomous	Independent	Reliable
Bold	Influential	Religious
Calm	Ingenious	Responsive
Caring	Innovative	Risk Taker
Cheerful	Inspirational	Searching
Clever	Intelligent	Self-Aware
Complex	Introverted	Self-Conscious
Compliant	Intuitive	Self-Contained
Confident	Kind	Sensible
Courageous	Knowledgeable	Sentimental
Critical	Listener	Shy
Decisive	Logical	Silly
Demanding	Loving	Spiritual
Dependable	Loyal	Spontaneous
Dignified	Mature	Systematic
Diplomatic	Modest	Talkative
Dominating	Motivator	Tenacious
Empathetic	Nervous	Tense
Energetic	Observant	Thorough
Even-tempered	Open	Trustworthy
Extroverted	Organized	Warm
Flexible	Patient	Wise
Friendly	Persuasive	Witty

Discussion

Start with the Open area:
- What are your strengths and your weaknesses?
- What are you comfortable with and willing to share with others?
- Try and be honest and clear about what you know about yourself already.

Involve other people and ask for feedback about yourself
- See Exercise in Workbook

Johari Exercise

- Choose 12 adjectives that you think best describe yourself
- Ask at least 3 trusted colleagues to select 8 adjectives for you
- If the adjective was on your list, place it in the OPEN box
- If it isn't, place it in the BLIND BOX
- What were the biggest surprises to you in the BLIND BOX?
- What adjectives may be helpful to you now that you didn't know about before in terms of other people's perceptions of you?
- What hidden adjectives would you like to show more of?

Leadership Framework Self-Assessment

This self-assessment tool aims to help you manage your own learning and development by allowing you to reflect on which areas of the leadership framework you would like to develop further.

On the scale next to each statement, choose a rating that reflects how frequently it applies to you. Total your scores after each domain and reflect on how you have scored yourself

1. Demonstrating Personal Qualities

Effective leadership requires individuals to draw upon their values, strengths and abilities to deliver high standards of service. To do so, they must demonstrate effectiveness in:

- **Developing self-awareness** by being aware of their own values, principles, and assumptions, and by being able to learn from experiences.

- **Managing yourself** by organising and managing themselves while taking account of the needs and priorities of others.

- **Continuing personal development** by learning through participating in continuing professional development and from experience and feedback.

- **Acting with integrity** by behaving in an open, honest and ethical manner.

Demonstrating Personal Qualities	All of the time	Some of the time	Very little of the time
I reflect on how my own values and principles influence my behaviour and impact on others			
I seek feedback from others on my strengths and limitations and modify my behaviour accordingly			
I remain calm and focused under pressure			
I plan my workload and deliver on my commitments to consistently high standards demonstrating flexibility to service requirements			
I actively seek opportunities to learn and develop			
I apply my learning to practical work			
I act in an open, honest and inclusive manner - respecting other people's culture, beliefs and abilities			
I speak out when I see that ethics or values are being compromised			

2. Working with Others

Effective leadership requires individuals to work with others in teams and networks to deliver and improve services. To do so, they must demonstrate effectiveness in:

- **Developing networks** by working in partnership with patients, carers, service users and their representatives, and colleagues within and across systems to deliver and improve services.

- **Building and maintaining relationships** by listening, supporting others, gaining trust and showing understanding.

- **Encouraging contribution** by creating an environment where others have the opportunity to contribute.

- **Working within teams** to deliver and improve services.

Working with Others	All of the time	Some of the time	Very little of the time
I identify opportunities where working collaboratively with others will bring added value to client outcomes			
I share information and resources across networks			
I communicate clearly and effectively with others			
I listen to and take into account the needs and feelings of others			
I actively seek contributions and views from others			
I am comfortable managing conflicts of interests or differences of opinion			
I put myself forward to lead teams, whilst always ensuring I involve the right people at the right time			
I acknowledge and appreciate the efforts of others within the team and respect the team's decision			

3. Managing Services

Effective leadership requires individuals to focus on the success of the organisation(s) in which they work. To do so, they must be effective in:

- **Planning** by actively contributing to plans to achieve service goals.

- **Managing resources** by knowing what resources are available and using their influence to ensure that resources are used efficiently and safely, and reflect the diversity of needs.

- **Managing people** by providing direction, reviewing performance, motivating others, and promoting equality and diversity.

- **Managing performance** by holding themselves and others accountable for service outcomes.

Managing Services	All of the time	Some of the time	Very little of the time
I use feedback from service users and colleagues when developing plans			
I assess the available options in terms of benefits and risks			
I deliver safe and effective products or services within the allocated resource			
I take action when resources are not being used efficiently and effectively			
I support team members in developing their roles and responsibilities			
I provide others with clear purpose and direction			
I analyse information from a range of sources about performance			
I take action to improve performance			

4. Improving Services

Effective leadership requires individuals to make a real difference by delivering high quality services and by developing improvements to services. To do so, they must demonstrate effective in:

- **Ensuring employee and client safety** by assessing and managing risk associated with service developments, balancing economic consideration with the need for safety.

- **Critically evaluating** by being able to think analytically, conceptually and to identify where services can be improved, working individually or as part of a team.

- **Encouraging improvement and innovation** by creating a climate of continuous service improvement.

- **Facilitating transformation** by actively contributing to change processes that lead to improving outcomes.

Improving Services	All of the time	Some of the time	Very little of the time
I take action when I notice shortfalls in safety			
I review practice to improve safety and minimise risk			
I use feedback from service users to contribute to improvements in service delivery			
I work with others to constructively evaluate our services			
I put forward ideas to improve the quality of services			
I encourage debate about new ideas with a wide range of people			
I articulate the need for change and its impact on people and services			
I focus myself and motivate others to ensure change happens			

5. Setting Direction

Effective leadership requires individuals to contribute to the strategy and aspirations of the organisation and act in a manner consistent with its values. To do so, they must demonstrate effective in:

- **Identifying the contexts for change** by being aware of the range of factors to be taken into account.

- **Applying knowledge and evidence** by gathering information to produce an evidence-based challenge to systems and processes in order to identify opportunities for service improvements.

- **Making decisions** using their values, and the evidence, to make good decisions.

- **Evaluating impact** by measuring and evaluating outcomes, taking corrective action where necessary and by being held to account for their decisions.

Setting Direction	All of the time	Some of the time	Very little of the time
I identify the drivers of change (e.g. political, social, technical, economic, organisational, professional environment)			
I anticipate future challenges that will create the need for change and communicate these to others			
I use data and information to suggest improvements to services			
I influence others to use knowledge and evidence to achieve best practice			
I consult with key people and groups when making decisions taking into account the values and priorities of the service			
I actively engage in formal and informal decision-making processes about the future of services			
I take responsibility for embedding new approaches into working practices			
I evaluate the impact of changes on clients and service delivery			

6. Creating the Vision

Effective leadership involves creating a compelling vision for the future, and communicating this within and across organisations. This requires individuals to demonstrate effectiveness in:

- **Developing the vision** of the organisation, looking to the future to determine the direction for the organisation.

- **Influencing the vision** of the wider healthcare system by working with partners across organisations.

- **Communicating the vision** and motivating others to work towards achieving it.

- **Embodying the vision** by behaving in ways which are consistent with the vision and values of the organisation.

Creating the Vision	All of the time	Some of the time	Very little of the time
I actively engage with others (including clients and public) to determine the direction of the organisation			
I take into account the full range of factors that will impact upon the future of services			
I look for opportunities to engage in debate about the future of my industry			
I influence key decision makers who determine future government policy that impacts the organisation and its services			
I communicate the vision with enthusiasm and clarity			
I take time to build critical support for the vision			
I show confidence, commitment and passion for the vision in my day to day actions			
I challenge behaviours, symbols & rituals which are not consistent with the vision			

7. Delivering the Strategy

Effective leadership involves delivering the strategy by developing and agreeing strategic plans that place patient care at the heart of the service, and ensuring that these are translated into achievable operational plans. This requires individuals to demonstrate effectiveness in:

- **Framing the strategy** by identifying strategic options for the organisation and drawing upon a wide range of information, knowledge and experience.

- **Developing the strategy** by engaging with colleagues and key stakeholders.

- **Implementing the** strategy by organising, managing and assuming the risks of the organisation.

- **Embedding the strategy** by ensuring that strategic plans are achieved and sustained.

Delivering the Strategy	All of the time	Some of the time	Very little of the time
I draw on relevant thinking and best practice to inform strategy development			
I use an understanding of the history and culture of the organisation to create a realistic strategy			
I engage with a wide range of stakeholders when formulating strategic plans			
I mitigate uncertainties and risks associated with strategic choices			
I ensure strategic plans are translated into workable operational plans			
I establish clear accountabilities for delivery of all elements of the strategy			
I help others to overcome obstacles and challenges in delivering the strategy			
I monitor progress of the strategic outcomes and make adjustments where necessary			

8. Next Steps

Having completed your self-assessment, we would encourage you to discuss your results with your Line Manager, mentor or trusted colleague. You may find it helpful to ask your Line Manager or colleagues to also download the document and rate you against some or all of the leadership domains. Coming together and comparing their ratings with your self-ratings can provide valuable insight into your leadership behaviour.

Hints and tips on action planning

- Define your action plan in SMART terms (Specific, Measurable, Action oriented, Realistic and Time bound). This will help you reach your goals.

- Identify individuals you want to talk to about your action plan and who can help you make it happen.

- Assess potential obstacles and how you might be able to overcome these.

- Think about how you can utilise your strengths to help you reach your goals.

- Identify resources that are available to you or that you will need to obtain in order to achieve your goal e.g.what resources (internal, external) can you draw upon in order to reach your goal?

- Write action steps to help you reach your goal and assign a completion date to each one.

- Set a date to evaluate your progress towards your goal.

INTERNAL	**STRENGTHS** What am I great at?	**WEAKNESSES** What do I need to work on?
EXTERNAL	**OPPORTUNITIES** What am I best suited for?	**THREATS** What stands in my way of success?
	FAVORABLE	UNFAVORABLE

Your Story

Discover Your Leadership in Your Life Story

Life stories provide authentic leaders with a perspective that can be expressed through their leadership influence. Authentic leaders can relate their life stories as valuable life experiences to share and relate as "lessons learned." A leader life story conveys the leader qualities. The journey to authentic leadership begins with how you understand your leadership life story. What values did you learn and want to share from your leadership experiences? What stories can you tell others about your strengths and weaknesses?

Through empirical research we explore how the re-telling of life stories can enable leaders to reflect upon their values, emotion and to define anchor points from which their leader approach and identity develops and grows. This is through genuine personal experience rather than against manufactured leadership attributes and outcomes. Indeed, we know or discover ourselves by the stories we tell about ourselves.
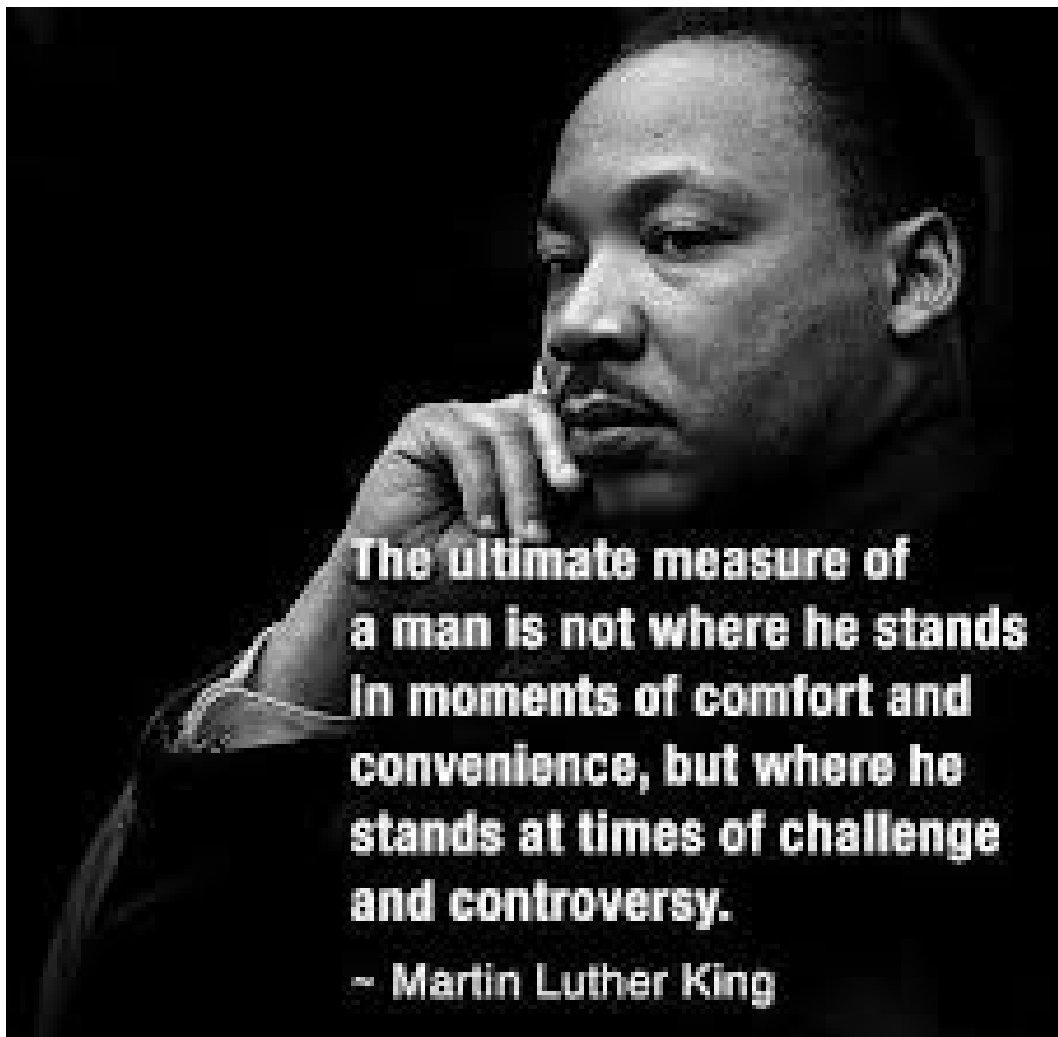
"To become authentic, each one of us has to develop our own leadership style, consistent with our personality and character."
Bill George

Life Story Reflection Questions

1. During your early years, which people had the greatest impact on you?

2. Starting with your earliest memories, which experiences marked key turning points in your life?

3. In which experiences did you find the greatest inspiration and passion for your leadership?

4. Looking at patterns from your early life story, what people, events, and experiences have had the greatest impact on you and your life?

5. Can you identify instances where you were dissatisfied with your leadership, or received constructive feedback from others about it?

6. Do the failures or disappointments you experienced earlier in your life constrain you, even today, or have you been able to reframe them as learning experiences?

7. Do the failures or disappointments you experienced earlier in your life constrain you, even today, or have you been able to reframe them as learning experiences?

8. What are the most significant leadership experiences you have had to date and what did you learn from them?

8. What experiences do you need to develop your leadership to take it to the next level?

9. How can you take your previous experiences and apply them more optimally to your leadership now?

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

~ Martin Luther King

Authentic Leadership Self-Assessment Questionnaire

Instructions: This questionnaire contains items about different dimensions of authentic leadership. There are no right or wrong responses, so please answer honestly. Use the following scale when responding to each statement by writing the number from the scale below which you feel most accurately characterises your response to that statement.

Key: 1 = Strongly disagree 2= Disagree 3= Neutral 4=Agree 5=Strongly agree

1. I can list my three greatest weaknesses.

   1 2 3 4 5

2. My actions reflect my core values.

   1 2 3 4 5

3. I seek others' opinions before making up my own mind.

   1 2 3 4 5

4. I openly share my feelings with others

   1 2 3 4 5

5. I can list my three greatest strengths.

   1 2 3 4 5

6. I do not allow group pressure to control me.

   1 2 3 4 5

7. I listen closely to the ideas of those who disagree with me.

   1 2 3 4 5

8. I let others know who I truly am as a person.

   1 2 3 4 5

9. I seek feedback as a way of understanding who I really am as a person.

   1 2 3 4 5

10. Other people know where I stand on controversial issues.

    1 2 3 4 5

11. I do not emphasize my own point of view at the expense of others.

    1 2 3 4 5

12. I rarely present a "false" front to others.

    1 2 3 4 5

13. I accept the feelings I have about myself.

    1 2 3 4 5

14. My morals guide what I do as a leader.

    1 2 3 4 5

15. I listen very carefully to the ideas of others before making decisions.

    1 2 3 4 5

16. I admit my mistakes to others.

    1 2 3 4 5

Scoring

1. Sum the responses on items 1, 5, 9, and 13 (self-awareness).

2. Sum the responses on items 2, 6, 10, and 14 (internalised moral perspective).

3. Sum the responses on items 3, 7, 11, and 15 (balanced processing).

4. Sum the responses on items 4, 8, 12, and 16 (relational transparency).

5. Sum the responses on all items (authentic leadership).

Authentic Leadership Self-Assessment Questionnaire

Total Scores

Self-awareness:_____

Internalised Moral Perspective:_____

Balanced Processing:_____

Relational Transparency:_____

Authentic Leadership:_____

Scoring Interpretation

This self-assessment questionnaire is designed to measure your authentic leadership by assessing four components of the process: self-awareness, internalised moral perspective, balanced processing, and relational transparency.

By comparing your scores on each of these components, you can determine which are your stronger and which are your weaker components in regard to your overall authentic leadership score.

You can interpret your authentic leadership score (the total score) using the following guidelines: very high = 64-80, high = 48-64, low = 32-48, and very low = 16-32. Scores in the upper ranges indicate stronger authentic leadership, whereas scores in the lower ranges indicate weaker authentic leadership.

"Denial can be the greatest hurdle that leaders face in becoming self-aware. They all have egos that need to be stroked, insecurities that need to be smoothed, fears that need to be allayed. Authentic leaders realize that they have to be willing to listen to feedback—especially the kind they don't want to hear."

IPAA SA

Values in Leadership: Spiritual Leader Case Study

Chinnapillai is an illiterate farm worker from a poor village in the state of Tamil Nadu in South India. She was being presented with the Indian Merchant Chambers (IMC) Ladies Wing–Jankidevi Bajaj Award for rural entrepreneurship in 2000 in the Indian capital, New Delhi. After presenting her with the award, Ms. Sumitra Kulkarni, granddaughter of Mahatma Gandhi, remarked: "Chinnapillai doesn't need our awards; she just needs us to allow her space to carry on the fantastic work she is doing."

Her work? Women's empowerment in village India, feudal India. The diminutive Chinnapillai, a fifty-year-old landless laborer from Tamil Nadu, won the annual award for promoting a unique savings-and-loan scheme for village women in her region. The program, which she launched informally thirty-five years ago, now covers nearly fifty thousand village women in Tamil Nadu and the neighboring state of Andhra Pradesh. The movement, called Kalajiam (savings, credit, self-help), now also conducts campaigns against alcoholism and child labor and runs a primary school. "I've always been a daredevil. Perhaps that's why God has been on my side," said Chinnapillai to a journalist after the award ceremony.

Not that her achievement came easily. "But can you accomplish anything in this world without a hard fight?" asked Chinnapillai, who has taken on the ferocious feudal lords, ruthless money lenders, bloody minded politicians, obstreperous bankers, and bureaucrats in her long struggle to give the downtrodden their due. Chinnapillai's struggles started when she was only thirteen. "We women would work long days in the fields but go home with only a bag full of grain, or occasionally a few rupees. It used to burn my heart. I was a leader of a group of women workers and decided to use my position to demand our due. I started calling women's meetings to discuss the issue. Everyone was terrified in the beginning, including my husband, but I persuaded them to demand a hike in wages." Chinnapillai asked the landlord for a wage hike and got a kick instead. Nonetheless, she persisted until they relented and agreed to a two-rupee hike. "I felt that was a signal from God to carry on. I soon started urging the women to put aside a little money as savings. Of course, they didn't listen. How could they? They needed food for their families and liquor for their men. But again, I kept at it."

Eventually, they agreed to keep aside a few rupees—not at home, where it could be spent at any minute, but safely in our Kalajiam. Chinnapillai then decided that these collective savings could be used to give small loans to women at a low rate of interest—24 percent against the 60 to 120 percent charged by local money lenders. "My dream was to free us peasants from the stranglehold of money lenders. City people will not understand how that feels. It's like walking around with a tight noose around your neck." She also organized the women to seek jobs in new and non-women-oriented projects. For instance, she obtained fishing rights in the local pond for her village women (which had for decades been controlled by local landlords and corrupt politicians). "We petitioned the local government authority in this regard, and the sympathetic officer took up cudgels on our behalf," she explained.

The Kalajiam movement began to spread and women from other villages joined in. As the corpus of savings grew, a local non-government organization (NGO) called DHAN (Development of Humane Action) came in to help them bank their money, liaise with officialdom, and establish local committees to disburse loans meant to pay for house construction, marriage expenses, farming materials, and seeds. "We started with two hundred rupees collected from twenty women in my village some thirty years ago. Now our Kalajiam's savings run to several hundred thousand rupees in the local district alone and nearly fifty million rupees in the two states of Tamil Nadu and Andhra Pradesh." She smiles. "But you know I have no idea how much money Rs. 100,000 is. I still cannot count more than 100."

The crusader is still as poor as, well, an Indian peasant, earning as she does twenty-five rupees a day for four hours' work in the fields. Her two sons and daughters-in-law toil all month, but Chinnapillai now works only ten days a month; the rest of the time she's busy with committee meetings in various villages. She has debts totaling 35,000

rupees. But she does not intend to touch her prize money of 100,000 rupees. "It will go to the Kalajiam, toward helping the more needy," she stated firmly. Small wonder, then, that when he presented her with a special award during the special Women's Empowerment Year launch function in Delhi, the then–Prime Minister of India, Atal Behari Vajpayee, was sufficiently moved to bow down and touch Chinnapillai's feet.

[Author's note: In India you touch the feet of an elder to show respect. However, the prime minister of India is in a position where he or she is not constrained to do this as a formality. He or she would not have touched the feet of any top business executives of any organization in the world or of any politicians. He or she would have done it only in the presence of saints, sages, or spiritual leaders.]

Case Study questions

- Consider the values demonstrated in the case in your groups

- Which value is most important to you?

- How do you demonstrate it?

- How can you be sure what you have learned is not lost as you return to your workplace?

Defining Your Leadership Values

Step 1: Identify the times when you were happiest

Find examples from both your career and personal life. This will ensure some balance in your answers.

- What were you doing?
- Were you with other people? Who?
- What other factors contributed to your happiness?

Step 2: Identify the times when you were most proud

Use examples from your career and personal life.

- Why were you proud?
- Did other people share your pride? Who?
- What other factors contributed to your feelings of pride?

Step 3: Identify the times when you were most fulfilled and satisfied

Again, use both work and personal examples.

- What need or desire was fulfilled?
- How and why did the experience give your life meaning?
- What other factors contributed to your feelings of fulfillment?

Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment

Why is each experience truly important and memorable? Use the following list of common personal values to help you get started – and aim for about 10 top values. (As you work through, you may find that some of these naturally combine. For instance, if you value philanthropy, community, and generosity, you might say that service to others is one of your top values.)

Accountability	Excellence	Perfection
Accuracy	Excitement	Piety
Achievement	Expertise	Positivity
Adventurousness	Exploration	Practicality
Altruism	Expressiveness	Preparedness
Ambition	Fairness	Professionalism
Assertiveness	Faith	Prudence
Balance	Family-orientedness	Quality-orientation
Being the best	Fidelity	Reliability
Belonging	Fitness	Resourcefulness
Boldness	Fluency	Restraint
Calmness	Focus	Results-oriented
Carefulness	Freedom	Rigor
Challenge	Fun	Security
Cheerfulness	Generosity	Self-actualization
Clear-mindedness	Goodness	Self-control
Commitment	Grace	Selflessness
Community	Growth	Self-reliance
Compassion	Happiness	Sensitivity
Competitiveness	Hard Work	Serenity
Consistency	Health	Service
Contentment	Helping Society	Shrewdness
Continuous Improvement	Holiness	Simplicity
Contribution	Honesty	Soundness
Control	Honour	Speed
Cooperation	Humility	Spontaneity
Correctness	Independence	Stability
Courtesy	Ingenuity	Strategic
Creativity	Inner Harmony	Strength
Curiosity	Inquisitiveness	Structure
Decisiveness	Insightfulness	Success
Democraticness	Intelligence	Support
Dependability	Intellectual Status	Teamwork
Determination	Intuition	Temperance
Devoutness	Joy	Thankfulness
Diligence	Justice	Thoroughness
Discipline	Leadership	Thoughtfulness
Discretion	Legacy	Timeliness
Diversity	Love	Tolerance
Dynamism	Loyalty	Traditionalism
Economy	Making a difference	Trustworthiness
Effectiveness	Mastery	Truth-seeking
Efficiency	Merit	Understanding
Elegance	Obedience	Uniqueness
Empathy	Openness	Unity
Enjoyment	Order	Usefulness
Enthusiasm	Originality	Vision
Equality	Patriotism	Vitality

Step 5: Prioritise your top values

This step is probably the most difficult, because you'll have to look deep inside yourself. It's also the most important step, because, when making a decision, you'll have to choose between solutions that may satisfy different values. This is when you must know which value is more important to you.

- Write down your top values, not in any particular order.

- Look at the first two values and ask yourself, "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. For example, if you compare the values of service and stability, imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home.

- Keep working through the list, by comparing each value with each other value, until your list is in the correct order.

Tip:

If you have a tough time doing this, consider using Paired Comparison Analysis ⊕ to help you. With this method, you decide which of two options is most important, and then assign a score to show how much more important it is. Since it's so important to identify and prioritize your values, investing your time in this step is definitely worth it.

Step 6: Reaffirm your values

Check your top-priority values, and make sure they fit with your life and your vision for yourself.

- Do these values make you feel good about yourself?

- Are you proud of your top three values?

- Would you be comfortable and proud to tell your values to people you respect and admire?

- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?

When you consider your values in decision making, you can be sure to keep your sense of integrity and what you know is right, and approach decisions with confidence and clarity. You'll also know that what you're doing is best for your current and future happiness and satisfaction.Making value-based choices may not always be easy. However, making a choice that you know is right is a lot less difficult in the long run.
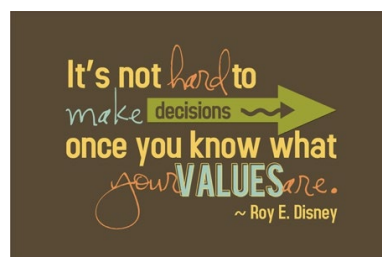
Authentic Leadership Reflections Questions

- **Which people and experiences in your early life had the greatest impact on you?**

- **What tools do you use to become self-aware?** What is your authentic self? What are the moments when you say to yourself, this is the real me?

- **What are your most deeply held values?** Where did they come from? Have your values changed significantly since your childhood? How do your values inform your actions?

- **What motivates you extrinsically**? What are your intrinsic motivations? How do you balance extrinsic and intrinsic motivation in your life?

- **What kind of support team do you have**? How can your support team make you a more authentic leader? How should you diversify your team to broaden your perspective?

- **Is your life integrated?** Are you able to be the same person in all aspects of your life—personal, work, family, and community? If not, what is holding you back?

- **What does being authentic mean in your life?** Are you more effective as a leader when you behave authentically? Have you ever paid a price for your authenticity as a leader? Was it worth it?

- **What steps can you take today, tomorrow, and over the next year to develop your authentic leadership?**

"The Painful Truth" feedback exercise.

1. **Find out how you seem to others.** Ask a trusted co-worker what is difficult about working with you. Listen carefully, and write it down in the speaker's words. You are not allowed to explain, justify, or defend.
2. **Talk back.** When you are alone again, respond to your co-worker's comments, in writing. What was going through your head while you heard what is wrong with how you are? What are your justifications and excuses for what you do? List all of them. Put it in the crankiest, most self-righteous but authentic voice you can muster. Read it out loud, to yourself. Acknowledge that this voice is yours.
3. **Find an alternative.** The next time you feel the urge to do this thing that makes you difficult, what will you do instead?
4. **Clean it up.** Reconnect with the co-worker and apologise for being difficult. Commit to a clean up plan. If you do this difficult thing again, despite your best intentions, how will you clean up the mess you make?
5. **Raise the stakes.** Commit to a consequence for misbehaving. If you do the difficult thing, again, what will it cost you? An offer of coffee or lunch to the "victim"? A letter of apology? The consequence should have a cost to you, but it should be constructive.

Moments later, Pongo would awaken to the painful truth.

Emotional Intelligence

"The ability to deal with one's own and other's emotions, to discriminate among them and to use this information to guide one's thinking and actions"

Emotional intelligence is the capacity to think clearly about emotions and the capacity to use emotions to facilitate thought and action. The theory is based on the following principles:

- Emotion is information.
- Decisions must incorporate emotion to be effective.
- Emotional knowledge is useful.
- We can try to hide emotions, but we are not as good as we think we are at it.
- Emotions contain data and information about ourselves, other people, and the world around us
- Emotions are signals about people, social situations and interactions
- Emotions assist us in thinking and decision making
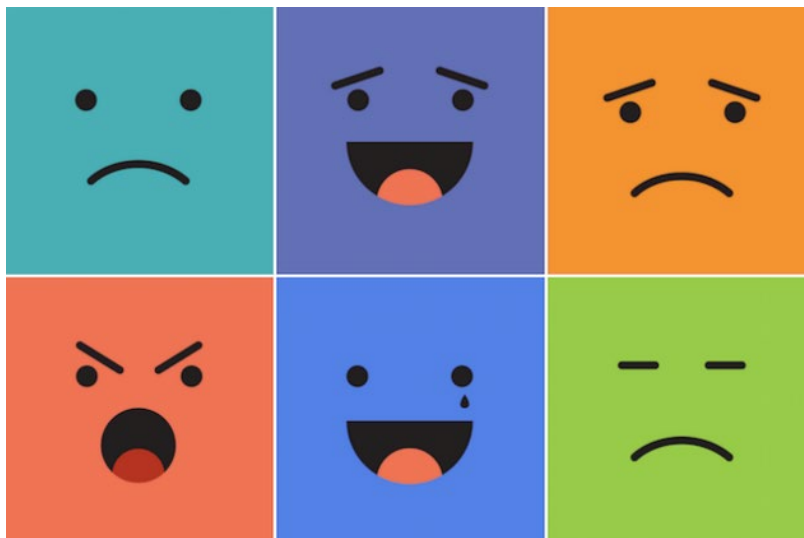
Elements of EQ

Recognising emotions
- Recognising your own emotions
- Recognising others emotions

Using emotions
- How is what you are thinking impacting on your thinking and behaviour
- Using emotion to facilitate thought

Understanding emotions
- Understanding the causes and likely consequences of emotions

Managing emotions
- Emotional regulation (not controlling emotions)
- The things you do to bring about optimal moods for yourself and others

Hogan EI Model

Intrapersonal		Interpersonal
Awareness: in touch with emotions	Emotional Perception	Detection: aware of other's emotions
Regulation: maintain positive emotional states	Emotional Control	Influence: intentionally affect other's thoughts, moods and behaviours
Expression: communicate desired emotional states to others	Emotional Sharing	Empathy: feel what others are feeling
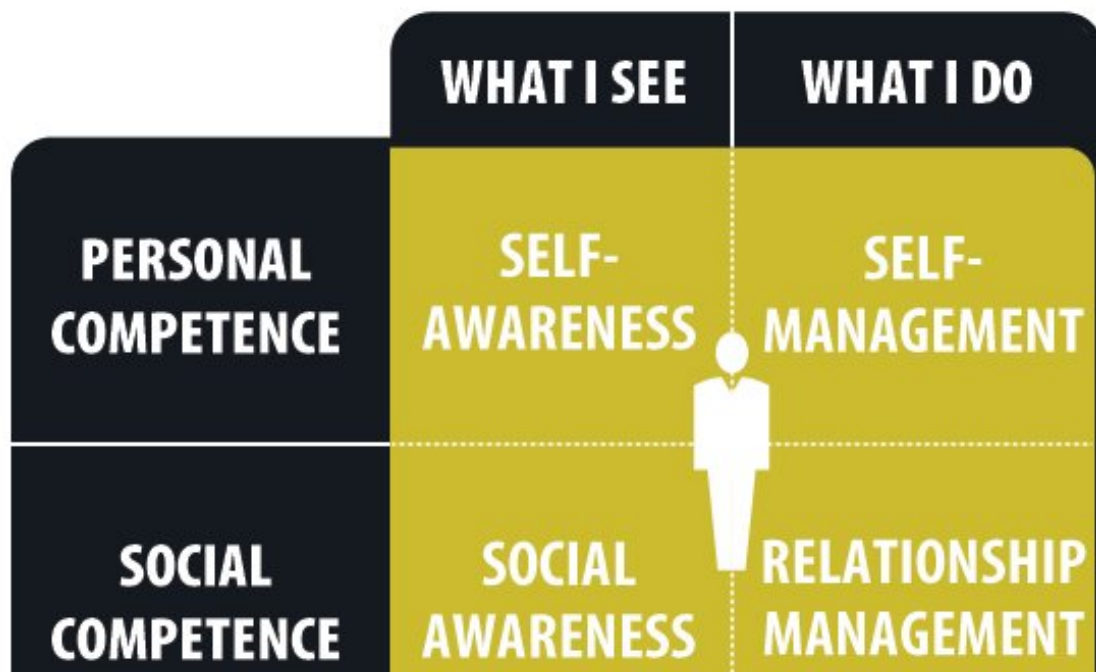
Schutte Self Report Emotional Intelligence Test (SSEIT)

Key: 1 = Strongly disagree   2= Disagree   3= Neutral   4=Agree   5=Strongly agree

I know when to speak about my personal problems to others	1	2	3	4	5
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
I expect that I will do well in most things I try	1	2	3	4	5
Other people find it easy to confide in me	1	2	3	4	5
I find it hard to understand the non-verbal messages of other people*	1	2	3	4	5
When my mood changes, I see new possibilities	1	2	3	4	5
Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
Emotions are one of the things that make my life worth living	1	2	3	4	5
I am aware of my emotions as I experience them	1	2	3	4	5
I expect good things to happen	1	2	3	4	5
I like to share my emotions with others	1	2	3	4	5
When I experience a positive emotion, I know how to make it last	1	2	3	4	5
I arrange events others enjoy	1	2	3	4	5
I seek out activities that make me happy	1	2	3	4	5
I am aware of the non-verbal messages I send to others	1	2	3	4	5
I present myself in a way that makes a good impression on others	1	2	3	4	5
When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
I know why my emotions change	1	2	3	4	5
When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5

I easily recognise my emotions as I experience them	1 2 3 4 5
I motivate myself by imagining a good outcome to tasks I take on	1 2 3 4 5
I compliment others when they have done something well	1 2 3 4 5
I am aware of the non-verbal messages other people send	1 2 3 4 5
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1 2 3 4 5
When I feel a change in emotions, I tend to come up with new ideas	1 2 3 4 5
When I am faced with a challenge, I give up because I believe I will fail*	1 2 3 4 5
I know what other people are feeling just by looking at them	1 2 3 4 5
I help other people feel better when they are down	1 2 3 4 5
I use good moods to help myself keep trying in the face of obstacles	1 2 3 4 5
I can tell how people are feeling by listening to the tone of their voice	1 2 3 4 5
It is difficult for me to understand why people feel the way they do*	1 2 3 4 5
TOTAL	

* These items are reverse scored

My Total Score: _____

Average for Females: M = 130.94 (S.D. = 15.09)
**Average for Males:** M = 124.78 (S.D. = 16.52)
These averages are based on research conducted by Schutte et al (1997)

Pulling it all together – Your AL Plan

- Review your Leadership Self-Assessment materials

- Review the Authentic Leadership questionnaire

- Review the Emotional Intelligence questionnaire

- In you Workbook, identify the top 5 areas for development you would like to work on to improve your leadership and EI skills

- For each area, set SMART goals

- Consider getting other trusted people to rate you on these dimensions as well
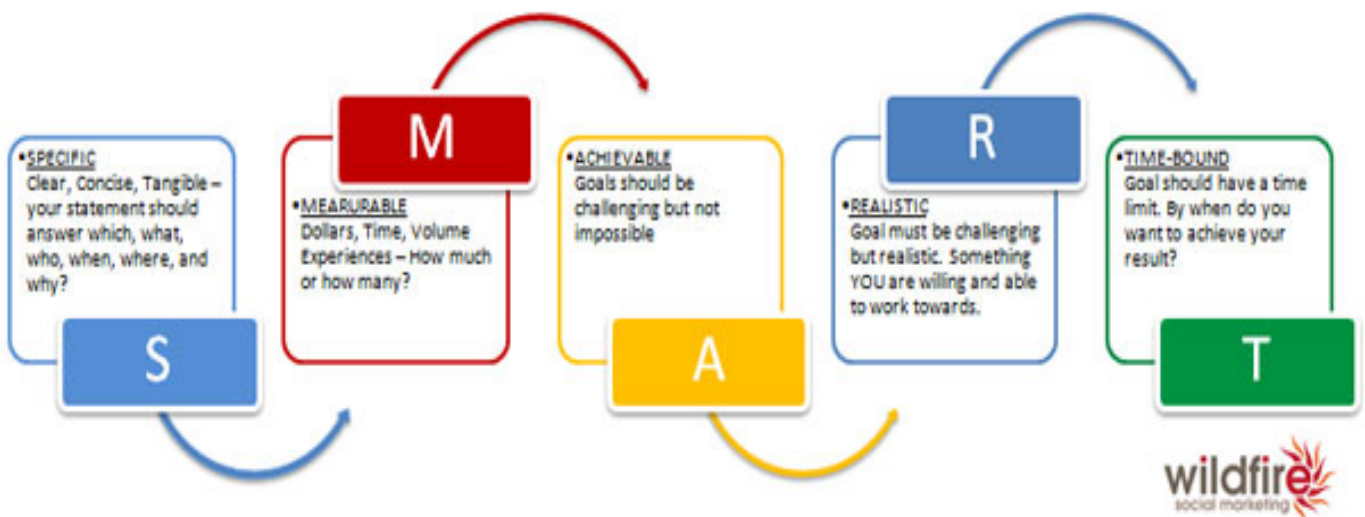
Personal Action Plan

Key Strengths

Please summarise
your key strengths

Key Priorities

Please summarise
your key development
needs

Please choose one of the key development needs identified above that you would like to work through on the next few pages. You can print or copy the pages if you would like to look at more than one development need.

Development Need:

Reason for Choosing:	
Goal Describe the desired new behaviour in SMART terms	
Benefits Describe the benefits of reaching the goal	

Development Need:

Risks:
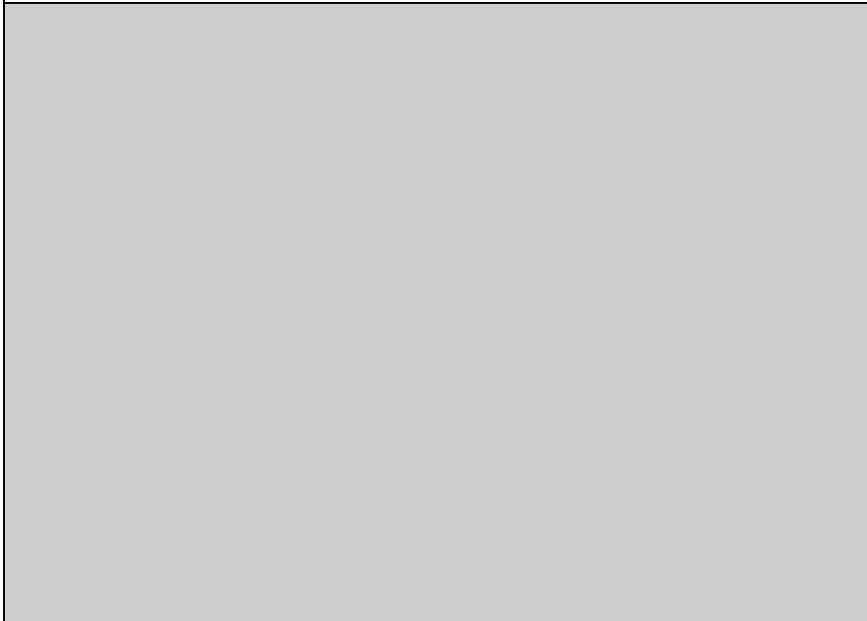Outline any risks that might be involved in reaching the goal

Obstacles
Outline any potential obstacles

How are you going to overcome them?

Development Need:

Resources / support needed:	

Action Steps	**Approach**	**Date**
	❏ Experience ❏ Exposure ❏ Education	

Action Steps	**Approach**	**Date**
	❏ Experience ❏ Exposure ❏ Education	

When will you review your progress towards your goals?

Notes

IPAA SA