The leadership handbook

Learn the new meaning of leadership and how to better communicate with your team.

CITRIX®

1 Leadership

1.1 The meaning of leadership

The word "lead" originally meant "to set in motion", "to accompany someone". Missing from this definition is any indication of hierarchy: above/below categories or control and censorship. Like a captain, a leader not only sets the direction, they also make sure the ship stays on course.

Leading means moving people toward an objective, for the long term.

A leader provides the necessary framework and makes it available to employees so they can perform their tasks independently and efficiently within this given framework.

1.2 Is there a correct leadership style?

Leadership style is deeply affected by the complexity of the tasks that the employee needs to fulfill and the employee's personal maturity.

Economic value or social value? Performance or people? However you phrase it, many corporate leaders have seen these as opposing goals, believing that a company can't serve both masters.

Authoritarian	The leader makes decisions and informs the staff accordingly. This form of leadership is useful with "immature" employees and when implementing strategic decisions.
Authoritarian with selective integration	The leader is interested in the employee's opinion so that decisions can be made on the basis of that information. This is a variant of authoritarian leadership.
Collaborative leadership	The leader is an "equal among equals". The leader seeks solutions together with "mature" employees. This leadership style is however not to be confused with an exaggerated participatory leadership style.
Conscious "laissez faire"	The leader delegates a comprehensive task package to employees. The competent employees pursue the set of objectives in a solution-oriented manner.

1.3 Leadership roles

In the role of leader, you think and act differently than you would as a co-worker or subordinate.

Role	Values in Role
Communication manager	Fosters the community; behaves in an integrative manner and is respectful of others.
Performance-oriented manager	Applies professional management tools to generate performance value.
Team manager	Initiates and structures changes and, where it makes sense, makes those affected into stakeholders.

1.4 How do you motivate your employees?

There are several ways to boost your employees' motivation, or to inhibit it. Motivation is strengthened by providing employees with the necessary authority to perform their jobs. A leader's task is to identify the authority required for the completion of certain tasks.

A good formula for motivation is: **Ability + Permission = Desire**

2 Leaders as performance managers

The following basic leadership tools can help you to lead in a structured and efficient manner.

2.1 Setting objectives: What is their meaning and purpose?

Objectives provide orientation	Mature employees personally set their own paths within the given framework (deadlines, budgets, equipment, etc.). Insecure employees are provided with coaching and support on their way to achieving objectives.
Objectives provide security and perspective	You need to know your objectives before you can validate what's been achieved.
Objectives provide a sense of achievement	Only when employees are aware of the destination can they celebrate their arrival.

2.2 Objectives are quantifiable

Objectives need to be formulated in a positive manner. They define a future state of affairs that needs to be met and measurable. When defining objectives, the SMART rule acts as a quality criterion.

S = specific
M= measurable
A = ambitious
R = realistic
T = timed

2.3 Checking progress toward objectives

Regularly checking your progress toward the achievement of your objectives is essential to the implementation process. Employees and leaders should periodically report on the extent that they have attained objectives. Then, leaders should appropriately adjust tactics to ensure success. This approach helps employees remain motivated and focused on team priorities.

2.4 Providing information: Emails aren't the problem; it's how you write them

There aren't very many rules that apply to writing internal emails. The most important one is: Emails should be brief. Orient yourself toward your recipients, speak in images and in a language that your employees understand. Bear the KISS principle in mind: Keep It Short and Simple.

Dealing with emails is one aspect of time management. A structured approach is important.

Blocks of time per day should be allocated for processing emails. It's entirely sufficient to check your inbox and answer your emails twice a day for 30 minutes, or three times a day for 20 minutes.

2.5 Managing yourself: Delegation and time management

Concentrate on the essentials. A successful leader selects the most important tasks and focuses on them. This process of deciding which tasks should be given precedence recurs every day. In this case, A - B - C analysis, a classic time management tool, can help.

The A-B-C analysis

A denotes the important and urgent tasks. These A tasks have a high priority and must therefore be promptly dealt with by the leader.

B denotes the important, but not so urgent tasks. B tasks are scheduled.

C denotes the less important, yet urgent tasks. These tasks pose a great threat to leaders, because C tasks, which may be fun to deal with, are very addictive. C tasks must be delegated by all means.

B tasks	A tasks
Schedule time to deal with them yourself or delegate portions of them.	Deal with them promptly yourself.
D tasks	C tasks
Relegate these to the trash basket.	Delegate these to be dealt with promptly by others.

2.6 Controlling and control

Control is closely connected with delegation. In this case, control doesn't mean to look over someone's shoulder, but to steer and direct. Control means supporting employees in their performance of clearly defined tasks and objectives. Control is an opportunity for correction and confirmation of action and offers the employee orientation. In this sense, control is a motivating factor. It's necessary to demonstrate the benefits of control to the employee.

3 Communications management

Of course, everyone can communicate, but the way you communicate greatly influences the outcome of a conversation. What you say and when and how you say it determines the conversation's success or failure.

" The difference between the right word and the almost right word is the difference between lightning and a lightning bug. **"**

Mark Twain

3.1 Human communication and perception filters

Our communication is continually influenced by individual filters. We've developed these filters in the process of socialization and through our experience. These filters crucially affect communication and interaction and can sometimes lead us astray or lead us to believe in a false reality. One example: You've purchased a new automobile. Only now do you notice how prevalent this type of vehicle is. Your perception filter has changed to focus on this type of vehicle.

Consciousness of perception filters can help us to avoid biases and blindspots.

3.2 Communication models: Factual and personal levels

Every communication consists of a factual and a relationship level. The successful outcome of a conversation depends on appreciation at the relationship level.

Factual Level

Relationship Level

Values

Feelings

Motives
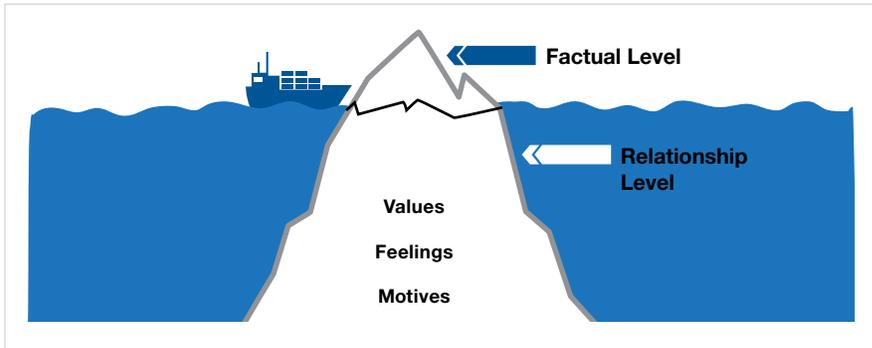
3.3 The four-channel or four-ear communication model

Communication can be divided into four receptive channels. The outcome of a discussion or meeting depends on which "ear" the employee mostly hears with.

Factual channel
This receptive channel is mindful of the content of a message. "What's it about?" "What's the matter?" or "What precise information do we have at our disposal?" Many recipients tend to pounce on the factual side of the message, attempting to discover its meaning solely in a discussion of the facts.

Self-revealing channel
This channel is an important ear for leaders because it can discern hidden information in a message. "What is the employee trying to tell me?" or "What is the employee's real concern?"

Relationship channel
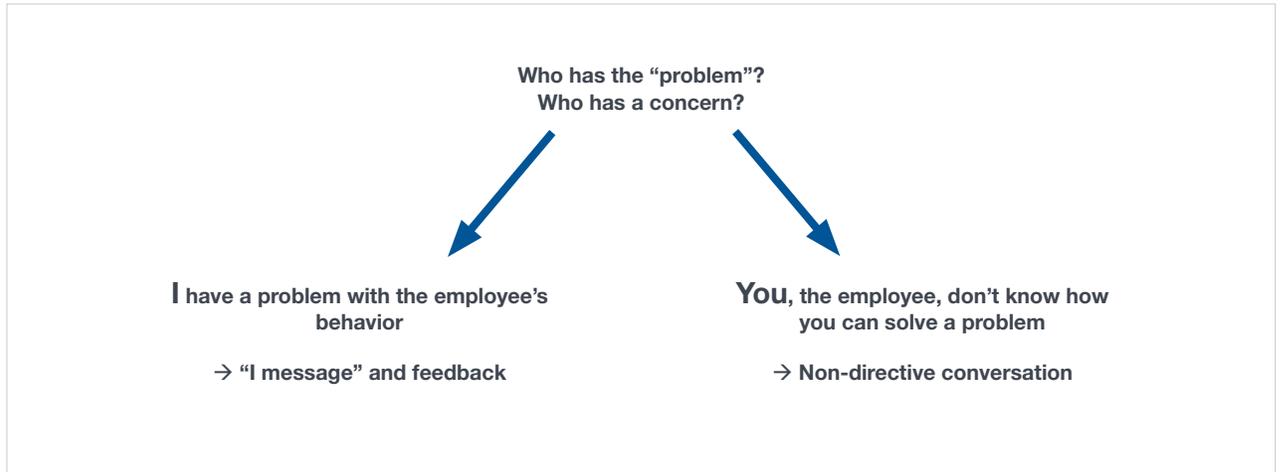This receptive channel is widespread. Accusations or allegations are perceived in messages where there are none. This ear hears messages in terms of "How is he dealing with me?" Some employees are oversensitive to this receptive channel. As a result, neutral messages may be interpreted as personally derogatory—with the corresponding consequences.

Appeal channel
Employees who seek recognition and always seek to show their best side tend to interpret messages with this ear. They hear a challenge in a neutrally worded statement in the sense of "What should I do?" The danger is that because of their overzealousness they may miss important information.

3.4 Two ideal conversation techniques

There are two main ways to effectively control conversation.

Who has the "problem"?
Who has a concern?

I have a problem with the employee's behavior

→ **"I message" and feedback**

You, the employee, don't know how you can solve a problem

→ **Non-directive conversation**

3.5 What is an "I message"? The five-step feedback model

The "I message" or feedback directed toward an employee consists of several components that can be varied among themselves:

Step 1: Describe the situation

The description of the situation is a crucial component of feedback. Through it, the other person participating in the discussion learns what actually occurred. To illustrate, the following is a comparison of "I messages" and "you messages":

Situation	"I message" describes a situation	"You message" judges a situation
Your colleague interrupts you.	"I'm still not finished with my remarks."	"Don't interrupt me."
Your employee didn't meet a deadline.	"Contrary to our agreement, you didn't meet this deadline…"	"You're not dependable."
A colleague speaks loudly.	"It's too loud..."	"You're too loud..."

Step 2: Express your feelings

If we reflect upon a situation, we notice that certain behaviors can trigger certain emotions: "I'm very disappointed." "I'm uncertain." "I'm worried." "I'm angry." "I'm very pleased." Naming a feeling is like icing on the cake and reinforces the message.

Step 3: Explain the impact and consequences

Detail the consequences and effects of the employee's behavior in concrete terms. These may be both positive and negative effects. Either a benefit has emerged or damage has occurred. Here, it's necessary to realistically and graphically describe the impact.

Step 4: Identify needs and values

In order to lend weight to the feedback, it's helpful to identify the values and needs that are important to the leader, e.g., reliability, punctuality, initiative, organization, self-reliance, etc.

Step 5: Express wishes and expectations

This feedback element expresses the realistic behavior that you desires and expects from your employee.

3.6 Example of a comprehensive "I message" according to the five-step model

The crucial element of the "I message" is the description of the situation; all the other elements can be combined. The combination of individual elements affects the meaningfulness of the "I message."

Situation	"We had agreed that your employee Franz will work 100% for four weeks and be fully engaged with this project. You're now violating this agreement by simply removing him from the project team."
Feelings	"I'm surprised and even upset by this."
Impact and consequences for me	"Because I now have to talk to the client and inform him that there will be a delay, it's very embarrassing for me and it will cost me an additional day."
Impact and consequences for others	"In addition, our company now has to pay an estimated $20,000 penalty for breach of contract."
Needs and values	"It's very important to me that agreements are respected so I can trust you when making future plans."
Wishes and expectations	"Therefore, in future I don't want to be faced with a situation where I can only react. I want you to look for solutions together with me whenever your capacity planning changes."

3.7 Non-directive conversation techniques

Non-directive conversation techniques are an integral part of management training.
The following are some important techniques.

3.8 Paraphrasing

An important approach to understanding what the other person really meant is "active understanding". During this type of conversation, the receiver provides the sender with active proof that they not only received the message, but have also understood it. This is accomplished by paraphrasing. The counterpart's utterances are briefly paraphrased in one's own words. Utilizing this technique, mutual understanding is improved and misunderstandings are minimized.

Employee: "In my opinion, there should be a general speed limit on the motorway, since that would reduce the number of serious accidents."

Paraphrase: "You believe that speed limits would prevent many serious accidents?"

3.9 Matching

To build a quick rapport with the employee, it's useful to incorporate the counterpart's principle words in paraphrases and questions. Matching consists of incorporating the principle words uttered by the counterpart in paraphrases and questions.

Employee: "I don't want to hear about this problem anymore!"

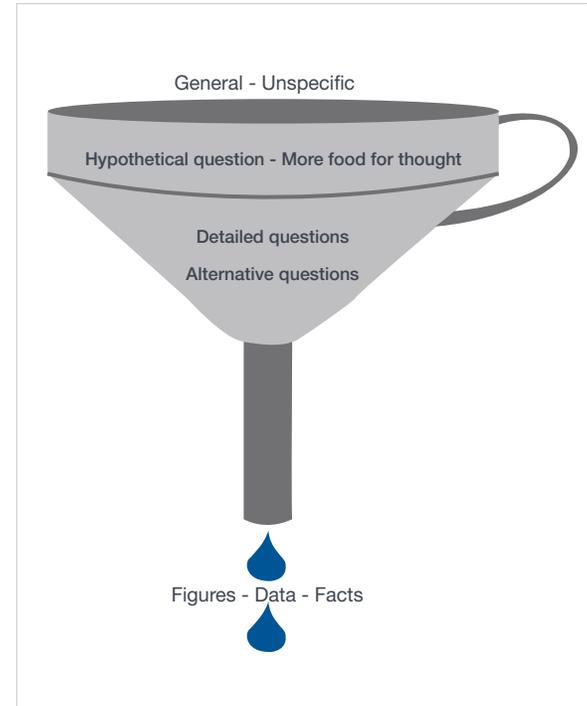**Matching:** "What exactly don't you want hear about?"

3.10 How to lead with smart questions

Using questioning techniques, you can follow two objectives: Firstly, questions help to clarify, substantiate and differentiate. Secondly, you can pose your questions so logically and cleverly that the conversation is steered in the desired direction.

Here, you need to distinguish between open and closed questions. Useful in a conversation are open "W" questions: What, When (and How). "Why" should be avoided, as this often leads to justifications. Most useful are questions such as "What in your opinion are the advantages and disadvantages?"

3.11 The Funnel Model: From general to specific

This questioning process goes from a general to a clear understanding. Begin with a broad question: "What does your company manufacture?" Then follow up with a somewhat narrower question: "What production processes do you utilize for product X?" Subsequent questions are even more specific: "What process do you utilize to connect the tin sheets?" "What experience have you had with that?" "When can you actually have it completed?"

General - Unspecific

Hypothetical question - More food for thought

Detailed questions

Alternative questions

Figures - Data - Facts

3.12 Clarification questions

Type of Vague Statement	Sample Sentence	Questioning Technique
Non-specific nouns	"I lead my employees as a role model."	"What precisely do you mean by that?"
Non-specific verbs	"I motivate my people."	"How do you do that?"
Comparisons	"Everything was better in the old days."	"What are you comparing?"
Evaluations	"Obviously a lot has happened."	"Obvious for whom?"
Possibilities	"I can't take responsibility for whatever happens now."	"What would happen if you did?"
Necessities	"We should reorient ourselves again!"	"What would happen if we didn't?"
Generalizations	"Miller only messes things up."	"What precisely do you mean by that?"
Equations	"If we restructure now, we'll lose our last customers."	"How does the one precisely relate to the other?"
Presuppositions	"This IT tool is really no better than the last."	"What leads you to assume that…"
Mind reading	"You're making a completely false assumption of this."	"How exactly do you know that?"

3.13 The scaling question

This questioning technique is especially suitable for assessments and reviews. For example: "How would you rate the current internal customer focus of our department on a scale of one to ten? Ten points means that our customer orientation is perfect and can't be improved, whereas one point means precisely the opposite. How would you rate our internal customer orientation now?" This technique has also proven useful for staff assessments.

3.14 Summarizing results

This technique is useful when the conclusions of a conversation need to be confirmed and clarified. One summarizes the conversation's results in one's own words and seeks confirmation from the conversational partner.

4 The leader's toolkit for improved communication and team productivity

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" Without Citrix, it wouldn't have been possible to get to where we are but also where we are going. It's the only way forward. **"**

James Short
Founder
Goals Group Program
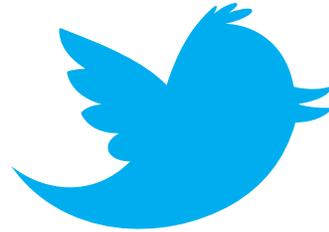
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