Modern Effective Leadership/Supervisory Skills Development for Those Who Serve in the Catholic Church: Instructional Designed Training Program

Robert Stephen Lujula
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Modern Effective Leadership/Supervisory Skills Development for Those Who Serve in the Catholic Church: Instructional Designed Training Program

Abstract
Leadership is a topic with universal appeal, and in the popular press and academic research literature there is much written about leadership. Despite an abundance of writing on the topic, leadership presents a major challenge to practitioners and researchers interested in understanding the nature of leadership. This project provides both a literature review on leadership theory and practices and recommended training programs on modern effective leadership, and how one can apply this to real life situations. It is intended for those who work in both profit and non-profit organizations. It would also be useful as a text in continuing education, service training, and in other leadership development programs.

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Instructional Designed Training Program

A Final Project Submitted to the Faculty of the Graduate School of Human Resource Development of St. John Fisher College in Partial Fulfillment of the Requirement for the Degree of Master of Science

An Applied Project

Rev. Fr. Robert Stephen Lujala

St. John Fisher College

March 14th, 2007
Dedication

I dedicate this thesis to my fellow priests, co-workers in the vineyard of the Lord. By reading it and responding to the principles and styles of modern effective leadership, they will increase and develop more leadership skills to be applied by each one in his own parish for effective performance in his service to God and God’s faithful people. It is by being effective leaders we will be able to lead others to be effective leaders in the workplace. Doing this will help us to lead like Jesus, our model leader and the fully functioning person.
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Abstract

Leadership is a topic with universal appeal, and in the popular press and academic research literature there is much written about leadership. Despite an abundance of writing on the topic, leadership presents a major challenge to practitioners and researchers interested in understanding the nature of leadership. This project provides both a literature review on leadership theory and practices and recommended training programs on modern effective leadership, and how one can apply this to real life situations. It is intended for those who work in both profit and non-profit organizations. It would also be useful as a text in continuing education, service training, and in other leadership development programs.
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A very special and unique thanks to Joan Termini, the President of Genesee Valley – ASTD (American Society for Training and Development) and the Training Instructor for Monroe County, whose coaching efforts, skills, and energy are appreciated in giving this applied project its shape. Mr. Kenneth E. Kuzia, the President of Dapere Development Services (a consulting firm specializing in Organizational Development and Training) and June Anderson (a Masters’ Graduate Student at Rochester Institute of Technology in Training and Instructional Technology) should be given special thanks for their coaching skills, knowledge, and competencies that strengthened and modified this project. Deep thanks to all of you. God bless.
We approve this paper of Fr. Robert S. Lujula

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CHAPTER ONE

Introduction

Research Overview of the Issue

Leadership has been a subject of speculation and debate at least since the Golden Age of Greece. It is one of the most observed yet least understood phenomena on Earth. Although there is a considerable body of literature that addresses what leadership ought and ought not to be, there is surprisingly little on what leadership is. Leadership is a topic that most people recognize as being very important, and it has been the subject of an immense amount of research. However, it has not been understood very well.

In one sense, Blanchard & Hodges (2005) noted that the leadership model that people often experience is summarized by the popular opinion: “It is all about me.” In all kinds of organizations and institutions, the rewards of money, recognition, and power increase as you move up the hierarchy. Self-promotion (pride) and self-protection (fear) are the reigning motivations that dominate the leadership landscape.

Leadership in an organization is seen as the unifying factor between the leader and the subordinates. It is also a source of organizational development. This is possible when a good leadership style is undertaken by the leader. What is the best style of leadership? Levi (2001)
noted that “there is no definitive answer to this question, but many approaches have been suggested. Situational leadership theory is one approach to help the leader to decide the best way in which to act, depending on the readiness level of the team or the group” (p. 173).

Many scholars (e.g., Block, 1995; Randolph, 1995) state that leaders do well when they empower employees in organizations. Empowerment and effective leadership are inseparable because of the interaction between leaders and employees. Leaders and employees want the same outcome. For example, for optimum results managers want employees to accept responsibility and to have a proprietary interest in the company and work hard. Employees, in turn, want to feel valued, be involved in their jobs, and feel pride in the work they do (Blanchard, Carlos, & Randolph, 1999). Yet this concept has been hard to achieve. It seems to have fallen into disrepute, not because the concept itself is flawed, but because of people’s lack of understanding on how to move from a traditional hierarchical organizational mind-set to one of empowerment.

It is helpful to think of modern effective leadership as an influence process. Any time you try to influence the behavior of someone else to accomplish the goals of an organization, you engage in an act of leadership. Modern effective leadership is highly needed in the Kahama Catholic Church. The Diocese has about 15 parishes having a population of about 952,348 people, of whom 92,571 are catholic. Among the Catholics the diocese has 36 priests, 22 nuns, and more than 380 Catechists. Priests, as well as laity who serve in the diocese, are not professionally trained and empowered. Despite the fact that priests have undergone training to lead people spiritually, they also need skills to lead people bodily for the better development of their lives and their diocese.
Problem Statement

The Kahama Catholic Diocese is lacking professional leaders in various departments. Priests, religious men and women, and lay persons who work in the diocesan departments are not trained and empowered to take leadership positions. This is a problem that faces many non-profit organizations in Tanzania, particularly the Catholic Church. Wells & Byham (2001) stated that in the near future, every business sector would begin to feel the impact of needing better leaders.

Research (Randolph, 1995; Silver et al., 2006) has shown that effective leaders are good at empowering others. For instance, Blanchard et al (1999) noted that a leader who gives employees responsibilities and authority to make decisions regarding all aspects of product development and/or customer service is engaging in empowerment. However, empowerment is a desirable but frustrating concept for companies to achieve because although it promises effectiveness, efficiency, and accountability of employees (Randolph, 1995; 2000), it has been a great deal more difficult to implement than was first imagined. Empowerment is appealing to managers who can easily grasp the concept, but it is no easy thing to put into practice. According to Randolph (2000) “it is not a program, but rather an involved process of change, often employing counter intuitive techniques and evolving plans unique to each organization and its people...” (p. 100). Because the Church is both body and soul, there is a need to train and develop priests, religious men and women, and lay workers to be effective leaders.
Purpose of this Applied Project

The purpose of this applied project is to develop a modular training program to train priests and diocesan employees to improve effectively performing leaders. This will enable them to be, and to prepare, potential leaders for tomorrow. This program will help to close the leadership gap that the Diocese is experiencing today.

Research Questions

This Study will explore the following research questions:

1. In brief, what is leadership?

2. What is empowerment in relation to leadership?

3. Why is leadership important to priests and church employees?

4. How can modern effective leadership be taught in a practical way to priests and other diocesan employees?
Significance of the Project

This research and applied project will help human resource development practitioners to help employees understand the meaning and the benefit of effective leadership. This research and follow-up training program may also help Church leaders to re-examine their leadership styles and ask themselves whether they still follow the model of their master and founder, Jesus.

Overview of the Paper

This paper is organized into four chapters. The first chapter provides an introduction and structure of the project. The second provides a brief literature review. The third outlines a training program to be taught to the church leaders in Kahama diocese. The fourth shows the relevance and the implications of the Project for HRD professionals and how this project will benefit the people of Kahama. Lastly, final remarks and conclusions are offered.

Methodology

This project will follow the following outline:

1. A literature review. Books and articles from scholarly journals, magazines, and websites are the main sources of data. This reviews data, theories, and techniques used in the past.

2. A 7-day course/program will be developed. This will help people who serve in the Catholic Church to understand the theories and styles to follow on how to be effective leaders and empower their employees for better performance in the workplaces.
Definition of Key Terms

Leadership
Blanchard et al., (1999) defined leadership as a process of influencing the behavior of some one else to accomplish the goals of an organization. Kotter (1998) noted that leadership is about coping with change. Change is a source of organizational development, and more change demands more effective leadership.

Empowerment
The real essence of empowerment comes from releasing the knowledge, experience, and motivational power that are already in people but are being severely underutilized. Such a release will result in astonishing results (Blanchard et al., 1999). Indeed, empowerment is a process of giving employees the responsibility and the authority to make decisions regarding all aspects of product development and/or customer service. It is helping employees to perform up to the highest level of abilities.

Training
According to Noe (1999), training refers to a planned effort by a company to facilitate employees’ learning job-related competencies. These competencies include knowledge, skills, and behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and apply them to their day-to-day activities.
Development

Noe (1999) defines development as a formal education in job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job and company. Swanson & Holton (2001) define personnel training and development as a process that has the potential of developing the human expertise required to maintain and change organizations. Training and development may be strategically aligned to its host organization.

Courses/Programs

These consist of sessions with agenda, plan, curriculum, or lists of things on how seminars and workshop are to be undertaken to train and coach priests and employees in Kahama Diocese. This enables everyone who wants to be an effective leader to participate. The purpose is to acquire more knowledge and skills on how to lead one's subordinates for better performance of the particular department he/she leads.
CHAPTER TWO

LITERATURE REVIEW

Section One

Leadership

The following literature review is structured into ten key topic areas: leadership definition, emergence of leadership, types, theories, styles and practices, and the servant leadership of Jesus.

Leadership Defined

According to Northouse (2004) leadership has been defined in terms of the power relationship that exists between leaders and followers. From this viewpoint, leaders have power and wield it to affect change in others. Others view leadership as an instrument of goal achievement in helping group members achieve their goals and meet their needs. This view includes leadership that transforms followers through vision setting, role modeling, and individualized attention.

Northouse (2004) noted that leadership involves influence; it is concerned with how the leader affects followers. “Influence is the sine qua non of leadership. Without influence, leadership does not exist.” (p. 3).
Emergence of Leadership

Levi (2001) pointed out that when no leader is assigned to a group, a leader emerges from the group to help coordinate its actions (Hemphill, 1961). Research on who becomes the leader shows that becoming a leader is not necessarily related to being an effective one. However, studies (Rice et al., 1984) of military teams show that leaders have more physical ability and better task performance skills. But outside the military, although task skills relate somewhat to leader effectiveness, physical ability has little relationship to effectiveness.

Levi (2001) noted that the most important predictor of who a group selects as its leader is the participation rate. Group members are more likely to select the most frequent communicator as the leader. Unfortunately, the quantity of communication is more important than quality for leadership selection. It appears to the group that persons who communicate frequently demonstrate active involvement and interest in the group, and this implies a willingness to work with the group members. Another common belief about the emergence of a leader in a group suggests that the person “that everyone goes to” to answer questions or to gain clarity and direction becomes a natural leader. This person is sought out because of successes attained, along with a host of leadership competencies like creating effective teams and an interest in the development of him/her self as well as the development of others, good coaching skills, etc.

Another way in which leaders emerge is found in the leader prototype theory (Lord, 1985). Levi (2001) noted that this theory examines the relationship between the leader and the perceptions of the group members. Members have certain implicit notions about what a good leader should be.
To the extent that the leader meets these expectations, the leader is more acceptable and influential. Although the specific traits of good leadership may vary in the minds of followers, effective leaders usually are assumed to be intelligent, dedicated, and good communicators.

Assigned and Emergent Leadership

Some people are leaders because of their formal position within an organization, whereas others are leaders because of the way other group members respond to them. These two common forms of leadership are called “assigned leadership” and “emergent leadership” (Levi, 2001). Leadership that is based on occupying a position within an organization is assigned leadership. Team leaders, plant managers, department heads, directors, and administrators are all examples of assigned leadership.

Yet the person assigned to a leadership position does not always become the real leader in a particular setting. When an individual is perceived by others as the most influential member of a group or organization, regardless of the individual’s title, that person is exhibiting emergent leadership. The individual acquires emergent leadership through other people in the organization who support and accept that individual’s behavior. This type of leadership is not assigned by position, but rather it emerges over a period of time through communication.
Types of Leadership

As it can be considered how one can be a modern effective leader in various leadership roles, one needs to be aware of the difference between life role leadership and organizational leadership (Blanchard & Hodges, 2005). The most dramatic difference between life role leadership and organizational leadership involves the permanence of the relationships the leader is trying to influence.

*Life Role Leadership*

Life role leaders function in enduring life-long relationships, such as parents, spouses, siblings, friends, spiritual leaders such as priests, rabbis, imams etc., and citizens where duty and obligation cannot be easily relinquished or discarded. Most of the leadership that shapes our lives does not come from leaders with titles on an organization chart; it comes from leaders in our daily life-role relationships. Blanchard & Hodges (2005) said that one person who exemplified servant leadership in Jesus’ life was His mother, Mary. The legacy of obedience, submission, faith, and service that Mary passed on to her son can be considered a good model of servant leadership; as it is known today (Greenleaf, 1978). Mary epitomized the essence of a servant heart. In her life-role as a mother, she was positioned to have strategic influence on the life and spirit of her child.
Organizational Leadership

Organizational leaders operate for a season in an environment of temporary relationships and change. People in positions come and go in organizations for all sorts of reasons. Within any given year whom you will be working with and for can change in a moment. This includes positions and titles bestowed at the convenience of the organization to serve the perceived needs, goals, and culture of the organization at that time.

Leadership Theories, Styles, and Practices

Leadership theories cover a vast array of approaches and practices. Some of them include the following: trait approach (Northouse, 2004), skill approach (Mumford, Zaccaro, Harding, et al., 2000), style approach (Mason, 1996), situational approach (Blanchard, 1995), contingency theory (Fiedler & Chemers, 1974), path-goal theory, leader-member exchange theory, transformational leadership, team leadership, psychodynamic approach, and leadership ethics approach (Northouse, 2004).

1. Trait or Personality Approach

The trait approach (Northouse, 2004) suggests that certain people are born with special traits that make them great leaders. From the multitude of studies that have been conducted on individuals’ personal characteristics, it is clear that many traits consistently identified in many of these studies are intelligence, self-confidence, determination, integrity, and sociability. These traits, more than many of the others, are characteristics of the people we call leaders.
2. Skills Approach

The Skills approach (Mumford, Zaccaro, Harding, et al., 2000) is a leader-centered perspective that emphasizes the competencies of leaders. It is best represented in the early work of Katz (1955) in his three skill approach and the more recent works of Mumford and his colleagues (Mumford et al., 2000), who initiated the development of a comprehensive skills model of leadership. In the three skill approach, effective leadership depends on three basic personal skills: technical, human, and conceptual.

While all three skills are important for leaders, the importance of each skill varies on different management levels. At lower management levels, technical and human skills are most important. For middle managers, the three different skills are equally important. At upper management levels, conceptual and human skills are most important, while technical skills become less important. Leaders are more effective when there is a match between their skills and their management level.

3. Style Approach

Leadership style (Stogdill, 1948) refers to the behavior pattern of an individual who attempts to influence others. The style approach focuses on what leaders do rather than who leaders are. It suggests that leaders engage in two primary types of behaviors: task behavior and relationship behavior. How leaders combine these two types of behaviors to influence others is central to the style approach.
According to Himes (1980), the basic styles of leadership are autocratic, democratic, and laissez-faire. Other critics cite different categories of style: servant leadership, charismatic leadership, ethical leadership, and so on.

**Autocratic Leadership**

This is also known as authoritarian or dictatorship. The dictator rules with firm control over the group process. This is a leader who imposes or forces his/her ideas on the group members. All authority and decision-making are centered in the leader. A military dictator or sole owner of a company may be good examples. These kinds of autocratic leaders see themselves as leaders and the rest of the group as followers. The latter have little or no say and are expected to follow and support what the leader dictates is the best course of action. The characteristics of a dictator leader is that he/she imposes ideas, makes decisions, and does things alone, suppresses people and intimidates them. She/he works on the principle of divide and conquer.

**Participative or Democratic Leadership**

In contrast, the participative leader gains the cooperation of followers by allowing them to participate in decision making. Examples might be a congregational church or a well functioning board of directors. The democratic leader encourages full participation of group members in discussion and decision-making (Fujishin, 2001). The democratic leader knows the importance of group input and participation. Emphasis is placed on the group and on a leader who leads by example and not by force. The characteristics of participative leaders are that they give people freedom to participate, delegate and share powers, listen and respect member’s opinions, and leads by consensus.
Laissez-Faire or Free Reign Leadership

The word “laissez” comes from the French, meaning “lax” or don’t care mentality. The laissez-faire leader lets the group lead by itself. He/she assumes the role of the group member. The lax leader assumes that followers are self-motivated (Himes, 1980). An example is the leader of a sports team. Its characteristics are a yes person, a liberal, with no self-made decisions and leaving the group members to engage in the work by themselves.

Thus, this style of approach is not a refined theory that provides a neatly organized set of prescriptions for effective leadership behavior. Rather, the style approach provides a valuable framework for assessing leadership in a broad way: assessing behavior with task and relationship dimensions. Lastly, it reminds leaders that their impact on others occurs along both dimensions.

4. Situational Leadership Theory

Situational Leadership Theory (Hersey & Blanchard, 1969a) is a prescriptive approach that suggests how leaders can become effective in many different types of organizational settings involving a wide variety of organizational tasks. It provides a model that suggests to leaders how they should behave based on the demands of a particular situation.

Situational leadership stresses that leadership is composed of both a directive and a supportive dimensions and each has to be applied appropriately in a given situation. This classifies leadership into four styles: S1 is high directive-low supportive, S2 is high directive-high supportive, S3 is low directive-high supportive, and S4 is low directive-low supportive. The
The Situational Leadership II Model

This diagram is adapted from Leadership and the One Minute Manager by Ken Blanchard, Patricia Zigarmi, and Drea Zigarmi (1995), New York: William Morrow and Company, Inc., (56), 68.
Therefore effective leadership occurs when the leader can accurately diagnose the development level of subordinates in a task situation and then exhibit the prescribed leadership style that matches that situation. So situational leadership is not something done to people; it is something leaders do with people. It is the process of developing people by providing effective leadership over time so that employees reach their highest level of performance.

5. Contingency Theory

Contingency theory (Fiedler & Chemers, 1974) is a leader-match theory that tries to match leaders to appropriate situations. It is called “contingency” because it suggests that a leader’s effectiveness depends on how well the leader’s style fits the context. To understand the performance of leaders, it is essential to understand the situation in which they lead. Effective leadership is contingent on matching a leader’s style to the right setting (p. 109).

6. Path-Goal Theory

Path-goal theory (House & Mitchell, 1974) is about how leaders motivate subordinates to accomplish designated goals. This theory was developed to explain how leaders motivate subordinates to be productive and satisfied with their work. Its basic principles are derived from expectancy theory that suggests that employees will be motivated if they feel competent, if they think their efforts will be rewarded and if they find the pay off for their work is valuable. To this theory, it is the leader’s responsibility to help subordinates to reach their goals by directing, guiding, and coaching them along the way.
7. Leader-Member Exchange Theory

Leader-member exchange (LMX) theory (Dansereau et al. 1975) conceptualizes leadership as a process that is centered on the interactions between leaders and followers. It makes the leader-member relationship the pivotal concept in the leadership process. Subsequent studies of LMX theory were directed toward how leader-member exchanges affected organizational performance.

Researchers found that high-quality exchanges between leaders and followers produced multiple positive outcomes; e.g., less employee turnover, greater organizational commitment, and more promotions. In general, researchers determined that good leader-member exchanges resulted in followers feeling better, accomplishing more, and helping the organization prosper. (p. 147).

8. Transformational Leadership Theory

Transformational leadership (McGregor Burns, 1978) is a “process that changes and transforms individuals. It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers’ motives, satisfying their needs, and treating them as full human beings” (p. 169). This theory involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is concerned with the process of how certain leaders are able to inspire followers to accomplish great things.
Transformational leaders are recognized as change agents who are good role models and who can create and articulate a clear vision for an organization. They empower followers to achieve at higher standards. They act in ways that make others want to trust them.

**Transactional and Transformational**

Transactional leadership (McGregor Burn, 1978) refers to the bulk of leadership models which focus on the exchanges that occur between leaders and their followers; e.g., politicians who win votes by promising no new taxes are demonstrating transactional leadership. Also managers who offer promotions to employees who surpass their goals are exhibiting transactional leadership. In the classroom, teachers are being transactional when they give students a grade for work completed.

In contrast to transaction, transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leaders and followers. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential. For example, Mohandas Gandhi raised the hopes and aspirations of millions of his people and in the process was himself changed.

**Transformational Leadership and Charisma**

Weber (1947) provided the most well-known definition of charisma as a special personality characteristic that gives a person super human or exceptional powers. It is reserved for a few. It is considered to be of divine origin and results in the person being treated as a leader. For
Northouse (2004), the personal characteristics of a charismatic leader include being dominant, having a strong desire to influence others, being self-confident, and having a strong sense of one's own moral values (p. 171).

According to Weber (1963), a charismatic leader is viewed as a mystical, narcissistic, and personally magnetic savior. Some researchers argue that charismatic leaders fuse each member's personal goals with the team or organizational mission. Team members identify at a personal level with the purposes and goals of the collective as a whole and therefore feel more team commitment and cohesiveness, which improves subsequent performance.

On the other hand, charismatic leaders have also a negative influence. For instance, Adolph Hitler who started World War II sought to exterminate World Jewry and was responsible for the death of over 30 million people. Mao Tse-Tung's leadership also resulted in the death of millions of people. He introduced Communist Ideology that forbade freedom of worship, with no room for any religion, including Christianity. Stalin (Russia) was a socialist extremist. Idi Amin Dada (Uganda), the Army General who influenced people to overthrow the democratically elected government leader, Milton Obote proved to be a dictator and expelled Asians from the country.

9. Ethical Leadership

Ethics is concerned with the kinds of values and morals an individual or society finds desirable or appropriate. Ethics is also concerned with the virtuousness of individuals and their motives. This theory provides a system of rules or principles that guides us in making decisions about
what is ‘right’ or ‘wrong’ and ‘good’ or ‘bad’ in a particular situation. It provides a basis for understanding what it means to be a morally decent human being. Ethical theory provides a set of principles that guides leaders in making decisions about how to act and how to be a morally responsible person.

Principles of Ethical Leadership

In the Western tradition, ethical theories are typically divided into two kinds: 1. Theories about conduct. 2. Theories about character. Theories about conduct emphasize the consequences of leader behavior or the rules that govern their behavior. Virtue-based theories focus on the character of leaders and they stress quantities such as courage, honesty, fairness, and fidelity.

Ethics plays a central role in the leadership process, because leadership involves influence. Leaders often have more power than followers, and so they have an enormous ethical responsibility for how they affect other people. They need to engage followers to accomplish mutual goals; hence it is imperative that they treat followers and their ideals with respect and
dignity. Leaders also play a major role in establishing the ethical climate within their organization, and that role requires leaders to be particularly sensitive to the values and ideals they promote.

**Jesus’ Leadership as a Combination of Styles**

Leadership is a process of influence. Any time one seeks to influence the thinking, behavior, or development of people toward accomplishing a goal in their personal or professional lives, one is taking on the role of a leader. If one wants to be an effective leader, he/she should lead like Jesus!

The following review of Jesus leadership is presented in a non-religious context for the purposes of this paper and the related research. The focus, rather, is on Jesus, the historical figure and how his leadership behavior may be analyzed historically today with the goal of understanding effective leadership practices.

**Jesus’ Leadership Role Model**

One might say, “Before he/she looks to Jesus as his/her leadership role model, one needs to understand what ‘leading like Jesus’ means.” The essence, the core concept of leading like Jesus, is encapsulated in the “Not so with you” mandate that Jesus gave to his disciples regarding how they were to attain and carry out roles of leadership. In Matthew 20, we read … “whoever wants to be great among you must be your servant, and whoever wants to be first must be your slave ---
just as the son of man did not come to be served, but to serve, and to give his life as a ransom for many.” (Mt. 20: 25-28). So, for followers of Jesus, servant leadership is not an option; it is a mandate.

Aspects of Leading like Jesus

According to Blanchard & Hodges (2005), there are two aspects of leading like Jesus. The first is an understanding that leading like Jesus is a transformational journey. The second and most important, which is the essence of this topic, is to learn and internalize the four domains of leadership.

Leading like Jesus is a Transformational Journey

Learning to lead like Jesus is more than an announcement; it is a commitment to lead in a different way. Blanchard & Hodges (2005) noted that leading like Jesus is a transformational cycle that begins with personal leadership and then moves to leading others in one-on-one relationships, then to leading a team or group, and finally to leading an organization or community. This sequence is true in both life role leadership and organizational leadership roles.

During his life, Jesus focused on training his disciples in the first three leadership arenas: personal leadership, one-on-one leadership, and team leadership. During that process, he equipped them to follow his leadership mandate after he was gone as they moved to the fourth level: organizational leadership.
Personal Leadership

Effective leadership starts on the inside. Before a leader leads anyone else, he/she must know oneself. One needs to answer these two questions; whose am I? Who am I? The first, whose am I? -deals with choosing the primary authority and audience for your life. In other words, whom are you trying to please? The second, who am I? -deals with one’s life purpose. Why did the Lord put you on earth? What does He want to do through you?

One-On-One Leadership

Once leaders have life in proper perspective through self-examination, they are able to develop a trusting relationship with others. Without trust, it is impossible for any organization to function effectively. Trust is essential for two people to work together. It is important to note that the
outcome of trust will never be achieved or maintained if the first arena of development — personal leadership — has not been addressed. If a leader has a self-serving perspective, people will never move toward him or her.

**Team Leadership**

As leaders develop a trusting relationship with people in the one-on-one leadership arena, they become trustworthy. Then they are ready for team development through empowerment. Effective leaders working at the team level realize that to be good stewards of the energy and efforts of those committed to work with them; they must honor the power of diversity and acknowledge the power of teamwork. As the saying goes, “None of us is as smart as all of us.” Jesus sent out his disciples to minister in teams of two (Mark 6).

**Organizational Leadership**

Whether a leader can function well in the organizational leadership arena depends on the outcome of perspective, trust, and community attained at the first three levels in his or her transformational leadership journey. The outcome of focusing on this level is organizational effectiveness, both high performance and high human satisfaction. Jesus chose to take the approach of a servant leader and quietly influence the lives of a small group of men whom He then entrusted and empowered to impact the world. By valuing both relationships and results, Jesus created the environment for developing an effective organization. When organizational leadership enters into the arena of community leadership, it calls for the leader to willingly extend service for the common good.
Life role leadership in the community focuses on finding common ground and reconciliation with people of diverse opinions, backgrounds, priorities, and spiritual perspectives. Community Leadership requires love to be spoken in truth and courage with good will and tolerance without wandering from moral and ethical conviction. Thus Jesus embraced and loved even those who disagreed with His Message.

One of the primary mistakes that leaders today make, when called to lead, is spending most of their time and energy trying to improve things at the organizational level before ensuring that they have adequately addressed their own credibility at individual, one-on-one, or team leadership levels.

The Four Domains of Leading like Jesus

Leading like Jesus involves the alignment of four leadership domains: heart, head, hands, and habits. The internal domains - - the motivations of your heart and the leadership perspective of your head--are things you keep inside or even disguise if it suits your purpose. The external domains--your public leadership behavior, or hands, and your habits as experienced by others--will determine whether people will follow you.

When your heart, head, hands, and habits are aligned, extraordinary levels of loyalty, trust, and productivity will result. When these areas are out of alignment, frustration, mistrust, and diminished long-term productivity will result.
Thus we believe that if you apply what it means to lead like Jesus to your heart, head, hands, and habits, you will be in a position to radically transform your leadership. If one wants to lead like Jesus, there are questions must be answered: “Am I a leader? Am I willing to follow Jesus as my leadership role model? How do I lead like Jesus?” Even though everyone is a leader in some part of life, imitating servant leadership of Jesus is the best especially for those who work in the Catholic Church. Hence, Leading like Jesus involves the alignment of four leadership domain: heart, head, hands, and habits.

**Qualities of Modern Effective Leadership**

Modern effective leadership theories, practices and styles share common qualities. Kouzes and Posner (1987) shared five leadership practices and ten commitments. These are fundamental practices and commitments that enabled these leaders to get extraordinary things done. These are as follow:

- Challenge the process; 1. Search for opportunities, 2. Experiment and take risks.
- Inspired a shared vision; 3. Envision the future, 4. Enlist others.
- Enable others to act; 5. Foster collaboration, 6. Strengthen others.
- Modeled the way; 7. Set the example, 8. Plan small wins.
- Encouraged the heart; 9. Recognize individual contribution, 10. Celebrate accomplishments.

These practices are not private properties of the leaders. They are available to anyone who wants to accept the leadership challenge. They are also behavioral commitments in the personal best leadership cases.
The literature on what constitutes effective leadership is huge, and models and definitions of effective leadership are as diverse as the world in which we live (Rowe & Garden Swartz, 2003). Thus many writers and thinkers have given us different ideas on the components of effective leadership. Bethel (1990) noted that a servant leader has no better way to serve his/her followers than by directing, motivating, training, delegating, and rewarding. Bethel (1990) provided 12 qualities of a leader that include having a mission that matters, being a deep thinker, ethical, being a master of change, sensitive, a risk taker, a design maker, one uses power wisely, communicates effectively, a team builder, courageous, and committed.

Siegel (2003) has given ten leadership tips, as follows:

1. Think with integrity: because leadership is instilled through action; you must earn people’s respect and trust.

2. Act with integrity: be sincere and straightforward. Do not make promises you cannot keep. Practice what you teach.

3. Communicate and teach: convey a vision and mission to your team. Provide workshops for the group members.

4. Listen to and learn from each group member. Give people a chance to express themselves.

5. Delegate: clearly coach and motivate group members by expressing why you have faith in them. Such coaching will empower them to practice new behavior and exceed goals.

6. Appreciate the efforts of others: thank people for their contributions and make sure they feel valued.
7. Be determined: follow through in your efforts and motivate your teammates to do the same.

8. Have courage: be willing to take risks.

9. Be prepared: do research on the topics under discussion.

10. Commit yourself: demonstrate your commitment in everything you do. Remember that your attitude affects those around you, and their commitment will flow from yours (Siegel, 2003).

Kotter (1998) noted that all institutions need effective leadership, but nowhere is the need greater than in the organization that is seeking to transform itself. He offered eight steps that can transform an organization seeking change:

1. Establish a sense of urgency--examining market and competitive realities; identifying and discussing existing and, potential crises, and major opportunities.

2. Form a powerful guiding coalition: assemble a group with enough power to lead the change effort. It also encourages the group to work as a team.

3. Create a vision: this helps direct the change effort and develops strategies for achieving that vision.

4. Communicate the vision: a leader has to use every vehicle possible to communicate the new vision and strategies. He/she teaches new behaviors through the example of the guiding coalition.

5. Empower others to act on the vision: this gets rid of obstacles to change. It helps remove systems or structures that seriously undermine the vision and encourages risk taking and nontraditional ideas, activities, and actions.

7. Consolidate improvements and produce still more change: use increased credibility to change systems, structures, and policies that do not fit the vision, and hire, promote, and develop employees who can implement the vision, reinvigorate the process with new projects, themes, and change agents.

8. Institutionalize new approaches: articulate the connections between the new behaviors and organizational success; develop the means to ensure leadership development and succession.

Section Two

Effective Leadership and Empowerment

*Power-Building Leadership and Empowered Leadership*

Self-managing teams can have two types of leadership: power-building leadership and empowered leadership (Stewart & Manz, 1995). In power-building leadership, the leader is an active, democratic-oriented person who teaches the group team skills and guides team-building efforts. The leader provides structure, helps coordinate the team, and encourages and rewards good performance. Through the use of delegation and democratic decision making, the skills and abilities of the team grow. However, the leader retains control over team behaviors and long-
term strategic direction. Under this type of leadership, self-managing teams develop skills and typically improve performance, quality, and morale.

Levi (2001) noted that empowered leadership is a more passive form of democratic leadership. The leader operates as a facilitator but does not control the team’s work processes or major decisions. The team is truly self-governing. Even in this situation, there are important leadership roles. The leader models appropriate behavior, helps to promote learning and skills development, and deals with issues outside the team. This type of leadership is the most effective for improving performance, quality, and morale. However, it required a highly skilled and well-developed team.

The Role of Empowering Leadership for the Success of Kahama Catholic Church

Empowerment is important as an essential element to the success and development of the Catholic Diocese of Kahama and to any other organizations. Schutz (2006) noted that every leader has the organization they deserve. Leaders who want to boost performance to a new level must become better leaders. Any competitive edge based on innovation is fleeting, whereas a sustainable competitive edge comes from getting extraordinary results from ordinary people. In addition, Rice (2005) noted that successful firms also would discover the secret of allowing employees’ entire workforce to contribute to the firm’s success. They will realize that every employee has the skill, knowledge, and desire to make a difference and to help the company improve.
Thus, organizations should take steps to implement empowerment. This is because of a variety of external challenges may pave the way to forces of change that bombard people and their organizations from all sides. First, customers have developed high expectations in regard to quality, price, and service. The feeling is that if a company cannot meet its customer's needs, they will find another company that can. Second, these pressures from customers must be managed in light of the need to remain profitable. There is always the danger of providing what the customer wants while undercutting margins to the point of risking company viability. Third, the forces of change brought on by global competition, new technologies, and customer mind shifts mean that whatever was outstanding last year may be ordinary this year. The bar is continually being raised, and unless one's company and its people can jump over it, a competitor will gladly take one's place. Fourth, the members of today's work force are quite different from those of the past. They have a tremendous potential for growth and development and an impatience to control their own destinies. There is an ongoing need to create greater trust between team members and leaders. This will help employees to put forth their best efforts to act with responsibility in a context of freedom, so that leaders can and will allow their team members to act with responsibility and freedom (Blanchard et al., 1999).

*The Role of Empowering Leaders through Shared Responsibilities, Delegation, and Trust*

Share Information with everyone, share responsibility with employees and trust them. These are key points to empowerment in solving leadership problems in the Catholic Church. As an effective leader, you do not, surprisingly, start the journey by sharing your vision of empowerment. Rather, you start by sharing whatever information you have about your business with your people. With information, people are almost compelled to act with responsibility.
Information sharing gives the empowerment process a kick-start that is essential to a successful journey (Blanchard et al., 1999). Trust your people until they give you a reason not to. Delegate as much and as often as you can (Carter, 2005). Trust creates among the team members a sense of self-directed teams and confidence. Confidence is characterized by a person’s self-assuredness; it is the extent to which people trust their own abilities to do a task. If either motivation or confidence is low or lacking, commitment as a whole is considered low.

The Role of Empowering Leadership through the Communication Process

Another component theme of empowerment (Randolph et al., 1999) is communication. Among its components, listening skills are a very important element to empowerment. An empowering leader needs to have what is most important in empowerment and that is good listening skills. Carter (2005) stated that management should be able to ask for employees’ opinions and be sure that one listens to what they are saying. Unfortunately this communication skill is not fully undertaken in the church. The leadership in the Catholic Church has more opportunity to increase listening skills. Good listening skills help employees to freely express their opinion on how to improve the Church in its service to the people of God.

Role of Empowering Leadership into a Change Process in Solving the Leadership Gap

Empowering leadership according to Kotter (1998) is about coping with change. This is because of fast technological change and great international competition. Major changes are more and more necessary to survive and compete effectively in this new environment. So more change demands more leadership. The real challenge is to implement change by empowering employees to make decisions.
The journey to empowerment is full of challenges, and it requires dedication to see it through to the end. As with any change that involves habits, attitudes, and behaviors of both leaders and team members, coupled with systems and organizational changes, this journey involves many ups and downs along the way.

The essence is that leaders and team members will feel disillusioned and in need of some strong leadership that is capable of providing guidance and encouragement. Unfortunately, if one looks to the top of an organization, senior leadership will likely be experiencing some of these same feelings of discouragement. They will wonder what they have created, how long empowerment will take, and what to do next. The result is often a true “leadership vacuum” that strikes fear and doubt into the hearts and minds of all parties involved. It is at this juncture that many organizations, teams, and leaders give up on the journey. This is unfortunate because this valley of discouragement is natural and is actually the doorway leading to empowerment.

The Struggle of the Church in Closing the Leadership Gap through Empowerment

It had been a long time since the Catholic Church had experienced the leadership gap and yet the lack of preparedness of potential leaders had been a serious problem to the church and many other organizations. The Catholic Church is now struggling to solve this problem by preparing leaders through training and coaching its employees. The Church also is struggling to pray and preach for vocations to the priesthood and religious men and women to solve this problem.

Another major tool that the Church and any other business can do to close the leadership gap is the application of empowerment coupled with strategic training and development, succession
planning, trust, and delegation programs. Satisfaction in serving people of God will be realized through empowerment. People have to be empowered to the service not only as pastors but also as religious men and women to remove this trouble.

Section Three

The Role of Training and Development in Succession Planning

The Role of Training and Development of Kahama Diocese Strategy

Strategic training and development initiatives are the learning-related actions that the Catholic Church in Kahama should take to help it achieve its service strategy. In accordance to research, training in Kahama Diocese has to be regarded as a measure for preparing followers to assume leadership roles. One must continue learning, be it from books or from good leaders. Trainees have to be assisted by top and empowering leaders. The empowering leader always has to support and coach those he/she leads. No matter the dilemma faced, those being led must feel comfortable coming to the leader for support. Onofrey (2006) stated that training is a must when providing service to an upscale clientele, who may at times be more knowledgeable than entry level employees. Top management should provide regular on-the-job training and send staff to various classes when necessary for the benefit of both Company and trainees themselves.

Blanchard and his colleagues (1999) insisted on training and development. They say that if employees were asked what they want from their managers today, they would respond that they want to learn new skills that will not only help them at the company but also be useful for any
employment elsewhere. What Blanchard and his colleagues are saying is that employees want a new deal for involvement; they want to be empowered. Moreover, employees want honesty; they want to be told how the company is doing. Employees can handle the responsibility and then they may help improve the situation.

On the other hand, when managers are asked what they want from people today, leaders almost universally respond that they want people who are problem solvers, who take initiative, and who act as if they own the business. What they are saying is that they want empowered and competent people. Here competence means the knowledge and skills an individual brings to a goal or a task. Competence is best determined by demonstrated performance, developed over time with appropriate direction and support.

**Importance of Training and Development in Succession Planning to the Catholic Church**

Succession planning, a process of preparing of tomorrow’s leaders, has a role to play in the Catholic Church of Kahama. This is an essential tool not only to the Kahama diocese but also to any business. There are varieties of benefits that make planning a talent succession paired with a formal, ongoing program for leadership development. This is the most effective remedy for the leadership drought (Wellins & Byham, 2001). Generally, organizations have more and better information about internal candidates than external ones. Also organizations that offer learning and growth opportunities have more satisfied employees, thereby increasing retention rates. According to Development Dimensions International’s most recent leadership forecast, the successful, high-performing organizations – in terms of revenue growth, profitability and market share—are more likely to have high-quality leadership development programs. Finally,
succession planning builds “bench strength” or internally developed leaders who foster the preservation and continuity of corporate culture (Wellis & Byham, 2001). A sound leadership development strategy is symbolized by many best practices that contribute to its success. These best practices include:

Support from the Top

For most successful organizational practices, support must come from the top. It is imperative that the Company Executive Officers (CEOs) allot the resources needed to develop leaders, but their involvement should stop there, leaving employees empowered to make their own decisions. The CEOs most committed to the process make this a personal commitment and they succeed.

Alignment with Business Strategy

This is one of the most critical factors determining the success of a program. Unfortunately, few organizations take this long-term approach when implementing development programs. Organizations hoping to expand into foreign markets commonly find a lack of strong leaders possessing the competencies necessary for success in the international business realm.

Identified Competencies

Once the business strategy is developed, the next step is to identify the competencies that define the behaviors necessary to carry it out. For example, if the strategy is to expand globally, then leaders must be developed who can be effective in making this expansion possible. This is why competencies should be the foundation of any leadership development program and why they must be defined across the entire organization.
Use of Multiple Assessment Methodologies

An effective leadership development program should also address competencies relevant to business strategy. Multiple assessments are one of the most accurate ways to diagnose development needs of any company. Assessment includes simulations, written tests and exercises, and 360-degree feedback and interviews. The assessment also provides a risk-free way to predict an individual’s performance in future leadership positions, while providing personal insight into his or her current strengths and development needs. Assessment can indicate the collective level and distribution of leadership talent across an organization and pinpoint areas where training should be targeted.

Alignment with All Human Resource (HR) Systems

Ideally, leadership development programs should be linked to all HR systems, including selection and compensation. But perhaps the most important link is between leadership development and performance management. When the two systems are linked, both organization and the individual benefit. By following this, the organization can identify and develop the best candidates, plan for the strategic development of internal talent, and plan career paths for high-potential individuals.

Support for Long-Term Development and Success.

Senior management must provide a supporting framework and environment for individual development. This support includes helping participants set clear, realistic and measurable performance objectives, give precise feedback on progress, and provide mentoring and coaching.
The Best Way to Develop Future Leaders

Wellis & Byham (2001) put it simply: It depends on the individual and his or her place within the organizational structure. There are three categories:

- Providing specific job-related training. Example, retail management trainee programs.
- Prescriptive programs that address needs diagnosed through assessment
- Special high-intensity programs for high-potential leadership candidates.

Thus every organization needs succession planning for future succession of leadership that will maintain the development of the organization. But, in reality, no organization will be able to fill all of its leadership positions from within--some free agent signings will likely be mandatory. The key is to integrate selection, retention and succession management systems, thereby ensuring that the organization brings in the best people, retains them, and adequately prepares them to assume future leadership roles.
CHAPTER THREE

“Modern Effective Leadership/Supervisory Skills Development”

Seven Day Training Programs

DAY ONE PROGRAM

Module 1. 0: The Strategic Concerns of Modern Effective Leadership

Pre-Test

When you hear about “Modern Effective Leadership”, what things come first to mind?

Getting to Know Each Other (Introduction)

Module 1. 1: Overview of Effective Leadership

Leadership (Northouse, 2004) is a topic with universal appeal in the popular press and academic research literature. However, leadership presents a major challenge to practitioners and researchers interested in understanding its nature. It is a highly valued phenomenon that is very complex.

Though the years, leadership has been defined and conceptualized in many ways. Yet the component common to nearly all of the classifications is that leadership is an influence process that assists groups of individuals toward attaining a common goal. Because leaders and followers
are both a part of the leadership process, it is important to address issues that confront followers as well as those that confront leaders. Indeed, leaders and followers need to relate each other.

Hence the scope of the project is too large to accomplish in the allotted time. Although some leadership courses and materials are available, it would take years to develop/acquire and deliver courses that are as yet unavailable. It is crucial to the success of this effort to install and maintain an on-going process of analysis, objective setting, manage the hiring, performance, development, review and re-analysis to complete the loop.

*Module 1. 2. 0: Effective Leadership Model and its function*

Leadership Model Diagram
Module 1.2.1: Communicating

Communication is a behavior that transmits a meaning from one person to another so that it is mutually understood. Communication is not what you say or thought you said: it is what they hear and what they think you meant. Thus, communication is not intent, it is perception, and (their) perception equals reality.

Effective communication is the Leader-Supervisor’s key to getting the job done. Leader-Supervisors achieve common understanding with others using all forms of authentic dialogue: written, oral, listening, giving feedback, interpersonal and meeting management. Applying the suggested guidelines for these forms of communication will build trust, commitment and expected results.

Module 1.2.2: Developing the Team

The heroic manager concentrates on “getting results” while playing the role of the Lone Ranger. Bound by tradition, this type of manager fails to develop team members and team synergy. The Team Ranger, on the other hand, focuses on “building a team that will get results”. The Leader-Supervisor develops a team of people who are jointly responsible for achieving the vision by sharing power, collaborating with team members, and applying valuable guidelines.

Module 1.2.3: Delegating

Many everyday situations provide a Leader-Supervisor the opportunity to teach employees new skills. A thoughtful approach calls for thinking through the various work assignments and giving them to individuals for whom that assignment provides opportunity for growth.
Module 1.2.4: Measuring

“How are we doing?” is a question the Leader-Supervisor frequently asks. The ongoing question is based on a strategy for measuring process and results by identifying critical success factors. Gauge progress based on critical success factors: understanding the nature of the system, focusing on critical success factors, gathering data from a management information system, and managing by walking around (MBWA) and coordinated problem solving.

Module 1.2.5: Creating the Vision

The vision establishes common purpose, direction and image of the future state that is shared throughout the organization. To lead the development of a vision the Leader-Supervisor must demonstrate strong ability to listen and ask the right questions; be an idealist and a realist; and keep an eye on the present to shape the future.

Module 1.2.6: Clarifying the Values

The Leader-Supervisor clarifies the value system of the organization by identifying and practicing guiding beliefs (foundational principles of the corporation) and daily beliefs (guidelines and feelings about everyday behavior). Thus, the leader contributes to a healthy organizational culture by fostering congruence between the organization’s values and the behavior of the members.
Module 1.2.7: Coaching

The effective Leader-Supervisors focus on the development orientation of others and strive to convert potentiality into actuality. Becoming a coaching, developing manager requires taking a personal interest in others, removing obstacles, and helping others to become leaders. By developing others the Leader-Supervisor gives power to others and thus gains more power.

Post-test
1. What are the core functions that make a person to be a modern effective leader?
2. How will you apply this topic for improving performance at your workplace?
DAY TWO PROGRAM

Module 2.0: Coaching for Improved Performance

Pre-work

Prior to attending class, review the 3 models included in the pre-work, the Performance Model, the Mager Performance Analysis Model, and the Analyzing Performance Gaps flowchart.

Module 2.1: Meaning of Coaching

Coaching (Cullen & D’Innocenzo, 1999) is a day-to-day hand-on activity performed by managers, supervisors, and co-workers to help employees develop skills, guide their performance, and support their development. It involves assessing employees’ developmental needs and skillfully communicating recommendations for performance improvement. It is conducted formally and informally. And there are appropriate ways to influence performance.

Module 2.2: Opportunities to Coaching for Improved Performance

Opportunities to coach an employee for improvement are important for further progression of any company. The leader should take this chance to develop his/her subordinates for the benefit of the organization. There are various factors that are seen as opportunities to coach, and these include:
1. When an Employee Does Good Work

Coaching is not used only for correcting problems. It also comes into play when employees do a good job, because he/she wants to see the positive behaviors repeated. When good behavior is repeated, employees become competent and perfect in doing their jobs.

2. When an Employee Does Poor Work

Everyone usually gets this one. When an employee is performing poorly, the leader needs to improve the performance. Remember, the poor performance could be a performance problem or a work habit problem. Performance refers to what the employee is accomplishing while work habits refer to how the employee accomplishes what he/she is doing. Also, performance may refer to quantity and quality, while work habits refer to things like punctuality, safety, and team work.

3. When an Employee is Headed Down a Dead End Road

This is more serious than simply a poor performance. In this case, the employee may be heading towards serious disciplinary action. Here coaching has to take its effect before the employee makes a mess of things.
4. When an Employee Needs to Develop

When an effective leader mentions coaching to people, development is what they think of first. As a supervisor, part of leader’s job is to develop his/her people. He/she needs to develop the knowledge, skills, and abilities of his/her people. Coaching is one way the effective leader does it. Development of employees automatically leads to the development of the particular business.

5. Before an Employee’s Behavior Becomes a Discipline Problem

Coaching is what happens before discipline. If a leader has an employee whose behavior is inappropriate, but the behavior is not of a serious nature which would require disciplinary action immediately, the leader has to coach the employee.

A supervisor coaches first because of the following factors:

1. The employee may not know his/her behavior is inappropriate.
2. Rules may have recently changed and the employee is unaware of the change.
3. You may be dealing with a new employee who has not yet learned the ropes.
4. This is the first occurrence.
5. Most employees want to do a good job and succeed.
6. Simply bringing the issue to their attention is enough in most cases to cause the situation to be corrected.
Module 2.3: Performance Model

This model was developed by Dana Gaines Robinson (1998), a leading consultant on performance. So, the model shows how the desired business results are linked to individual performance and the impact of individual performance gaps on company performance. Every business has goals they expect to reach. At work we have goals that focus on satisfying the needs of customers, shareholders and employees. When we hit these goals, we’re right on target.

Employees with exemplary performance collectively produce overall desired results. However, when the company’s actual results are different from the desired results, the company performance gap can be traced back to a gap in individual employee results. Performance results lag when employees perform "at average" or "below average" levels, versus significantly exceeding expectations, which is called "exemplary performance." Individual performance gaps occur when employees lack the skills to do the job, lack the motivation to do the job, or encounter obstacles that keep them from fully getting the job done. If all employees behaved the same way that the exemplary employees behaved, there would be no corporate performance gap.
According to Kuzia (2006), this model shows how a performance gap (Cloud 1) caused by skill gap, motivation gap, or obstacles must be handled differently. After the cause of the gap is determined, three different approaches may be required (Clouds 2a, 2b, 2c). If a skill gap is determined (Cloud 1), the supervisor’s next action is to determine what development is required to close the gap (Cloud 2a) and then to implement a solution (Cloud 3).

Similarly, a motivation gap requires the supervisor to determine what kind of coaching and change in consequences is required (Cloud 2b) followed by the actual coaching that would be done (Cloud 3). Sometimes a performance gap can be caused by an obstacle that gets in the way of good performance; for example, a computer that doesn’t work, lost information, or running
out of a particular part. In this case, the supervisor would decide (Cloud 2c) if the obstacle could be removed, or if using a Continuous Improvement Process would help, or if the job needs to be re-engineered. The best action would then be initiated (Cloud 3). In all cases, follow-up is done after the solution is implemented (Cloud 3) to ensure that the performance gap has been closed. If not, the supervisor starts again at the beginning of the process (Cloud 1).

Module 2.5: Analyzing Performance Gaps flowchart

This process diagram (Kuzia, 2006) begins with Cloud 1 and assumes that the supervisor has determined that an employee is not producing the expected results. This model shows the simple questions that can be asked to determine the root cause for the gap. This training session is not determined that an employee is not producing the expected results. This model shows the simple
questions that can be asked to determine the root cause for the gap. This training session is focused on helping supervisors understand how to analyze a skill gap and to know what action to take next to ensure that the gap is closed. The objective of this program will address how to handle an employee with a motivation gap. The BQP (Better Quality Process) training program is where supervisors learn how to remove obstacles from the job to streamline performance.

Module 2.6: Case Study

Doug Enne, one of your team leaders who works in Customer Service, has just walked into your office with a pace and posture that says there is a big problem. "Boss, I've had it with Win! She isn't getting the research done on the customer's bills that I've been giving her. I actually think she's sticking them on the bottom of her pile just to jerk my chain."

After some discussion with Doug, you discover that Win is missing deadlines and promise dates. You also know that Win is late on two key deliverables that you're waiting on. Doug has tried to resolve the issue with Win but to no avail. Doug even tried giving Win bills and information well in advance and tried stretching out promise dates to customers just to ensure that Win would have time to do the work. Nothing Doug has tried has worked. Win just isn't getting research back to Doug quickly enough.

You have been pushing everyone in the department to stay very customer-focused. Turn-around time with customers is expected to be 24 hours, unless there are extenuating circumstances. The whole team decided 2 months ago after some serious discussion that a 24-hour turn-around time was reasonable for most customer billing issues.
In the past Doug was pretty unapproachable. He was difficult to work with and generally touchy about everything. However, when you took over the department 4 months ago you immediately started working with Doug about his approach. Doug has made a big turn-around due to your coaching and patience. You’ve seen Doug demonstrate a very collaborative, professional approach with Win. Until today you thought that their working relationship was solid.

Here are the notes you took from your conversation with Doug:

1. Win’s research has been late on 4 customer bills in the last 6 days
2. Doug has tried talking to Win about the situation but Win just keeps saying she’s too busy and seems to be blowing off the issue.
3. Doug has reminded Win of the 24-hour customer turn-around promise that everyone in the department made.
4. Doug has given the materials to Win as soon after the call as possible.
5. In two cases, Doug even extended the promise to the customer by an extra 24 hours to give Win some “breathing room”.
6. Doug reminded Win that customer service ratings go down when we make promises and then don’t keep them. Win said, “Not my problem. You made the promises!”

Doug is one of your most promising team leaders, and you feel that he has excellent potential for future promotions. You realize that getting work done through others is a major responsibility for supervisors and managers, and you would like to see Doug develop his abilities in this area.

What do you need to consider before you begin coaching Doug?

How would you coach Doug from this point?
Worksheet #1

Assume that you have determined that the cause of an employee’s performance gap is the employee’s lack of motivation. Brainstorm different actions that you could take to improve the employee’s motivation.

Worksheet #2

1. Identify an employee who isn’t producing what you expect from that person.

2. Describe the expectations you have. In other words, describe what work results would represent good work and meet the customers’ needs.

3. Describe what results the employee is actually producing.

4. What is the difference between #2 and #3?

5. Follow the models sent with the pre-work. What do they tell you about this employee’s performance gap?

Module 2. 7: Practical Video Shows; Coaching Film.

Post-test

1. What did you learn from the coaching session?

2. What are the benefits of coaching to both employees and the workplace?
Module 3. 2: Team Skills for Enhanced Performance

A team is two or more people, who are, to some degree, dependent on each other to achieve a common goal. Woodcock & Francis (1978) defined a team as simply any group of people who must significantly relate to each other in order to accomplish a shared objective. Of course, any team has got some effective team requirements and competencies. But effective work teams require good team dynamics and changes in roles. Competencies: problem solving, process/brainstorming and meeting management.

How We Work

Individual: independent, solely responsible for task/project/goal completion, and requires little or no interaction/information.

Group: interdependent and some skills/talents from colleagues necessary to reach a goal.

Teams: interdependent, collective skills and talents are what accomplish goals, and members share ownership of team function and direction.

Module 3. 3: Team Development and Cycles

Development Phases

Forming: guarded/cautious and polite.

A “collection of individuals” is becoming a group. The focus is on getting to know one another, group interaction, and politeness. There is considerable ambiguity about who is who.


*Storming:* Conflict and confusion / impatience, resistance, cliques

The group is struggling to move from dependence to independence. As such, there is competition for leadership, control, status, and influence.

*Norming:* Consolidation around tasks/cohesion, collaboration.

The group is moving toward “cohesion” and “interdependence.” People are beginning to feel a sense of belonging. They form norms and regulations to follow in order to attain their goals.

*Performing:* Performance/work through strengths and weaknesses and focus on attaining goal.

The group is coming together, there is cohesion and people are working together interdependently. There is a sense of belonging. People are empowered. There is a high level of energy and commitment to task/goals. This is a team.

*Module 3.4: Ingredients for a Successful Team*

*Clarity in Team Goals*

Ideally, the team has a clear vision and can progress steadily towards its goals. It is clear about the larger project goals and the purpose of individual steps, meetings, discussion, and decisions.

*Clearly Defined Roles*

Clarifying expectations as a necessary step for team members to accomplish. Each member needs to know how his/her work affects others. This step would allow the team to understand the interrelationships among members, as well as the work-related needs among them.
Ideally, the team has formally designated roles (all members know what is expected of everyone, especially the leader and facilitator). It understands which roles belong to one person and which are shared, and how the shared roles are switched (for instance, using an agreed-upon procedure to rotate the job of meeting facilitator).

It uses each member’s talents and involves everyone in team activities, so no one feels left out or taken advantage of (for example, not always having women take the notes).

*Clear Communications*

Ideally, the team speaks with clarity and directness (for example, avoid using questions to disguise statements). It is succinct, avoiding long anecdotes and examples. It listens actively to explore rather than debate each speaker’s ideas. It avoids interrupting and talking when others are speaking.

*Balanced Participation*

Ideally, the team has reasonably balanced participation, with all members contributing to most discussions. It builds on member’s natural styles of participation. It brings a sense of belonging to people.
Beneficial Team Behaviors

Ideally, the team initiates discussion. It seeks information and opinions. It suggests procedures for reaching a goal. It clarifies or elaborates on ideas. It acts as gatekeepers; directs conversational traffic, avoids simultaneous conversations, throttles dominant thinkers, makes room for reserved talkers. It keeps the discussion from digressing. It compromises and is creative in resolving differences. It tries to ease tension in the group and work through difficult matters. It expresses the group’s feelings and asks others to check that impression. It gets the group to agree on standards (“Do we all agree to discuss this for 15 minutes and no more?”) It praises and corrects others with equal fairness; accepts both praise and complaints.

Module 3.5: Post-test

1. Considering the ingredients of a successful team, what do you think your team does particularly well?

2. What do you think your team can improve upon?
DAY FOUR PROGRAM

Module 4.0: Performance Management

Pre-test

Think about a current performance job-related problem or concern with one of your employees. Write it on a blank piece of paper with as much detail as possible.

Module 4.1: Reinforcement Skills Principle

Skill Practice: A One-On-One Performance Meeting

"Desired behavior that is rewarded will be repeated. Desired behavior that is ignored or is negatively reinforced will be extinguished."
Module 4.2: Requirements of Managing Performance

Managing Performance encompasses a wide range of responsibilities and actions. It involves: defining performance criteria, assessing competencies, utilizing performance appraisal systems, monitoring performance, and communicating expectations.

Apart from this, managing performance involves setting and monitoring goals and objectives which includes career development, giving feedback, discipline, training, regular one-on-one meetings, and a regularly scheduled performance appraisal. Hence, the minimum requirements of managing performance are:

1. Communicating performance expectations orally and in writing
2. Ongoing balanced feedback
3. One-on-one discussions
4. Coaching
5. Documentation
6. Reporting

Module 4.3: Ten Steps for an Effective Performance Appraisal System.

1. Observe and coach performance (assess ability and willingness)
2. Document performances (keep a record of critical incidents - positive and negative)
3. Conduct formal annual appraisal and negotiate objectives for upcoming year
4. Agree on an action plan
5. Determine performance measures for each component
6. Schedule regular one-on-one brief performance discussions
7. Formulate actual components of job
8. Use established appraisal system
9. Communicate performance expectations/standards to employees
10. Schedule one-on-one meetings for upcoming year

Module 4.4: Levels of Motivation

Motivation is that inner state that energizes or moves behavior toward activity. There are various kinds of motivation. The following are three main ones:

Three Levels of Motivation

1. Fear: Do it, or else (Termini, 2006).
   Result: short-term compliance; resentment; not motivated to perform beyond requirements.

2. Incentive: You do this, I'll give you that (Termini, 2006).
   Result: short-term compliance; other factors.

3. Causal: What's in it for you, for me, for us? (Termini, 2006).
   Result: long-term compliance; people work because the environment supports and reinforces their needs.

The third and highest level of motivation will have the greatest impact on long-term employee performance. A "causal" environment (Termini, 2006) is one which causes people to want to do the work. Some qualities that create a causal environment are an understanding and belief in the
organization's values, open two-way communication, meaningful work, safe/pleasant working conditions, the training and resources to do the job, responsibility, and feedback.

Module 4.5: Communicating Obligations and Expectations

Clearly define and clarify obligations and expectations, provide examples, define positive and negative consequences and solicit questions. Even before an individual is hired, the performance expectations should be made clear, orally and in writing. This will help to avoid misunderstanding and create opportunities for success, rather than opportunities for failure.

1. Communicate orally and in writing the job expectations, positive and negative consequences.

2. On the first day of employment, meet with the new employee and review expectations and appraisal criteria. Give the employee a blank copy of the appraisal instrument and any other criteria by which he/she will be evaluated. Avoid surprises.

3. On the first day of the job, schedule periodic (monthly, if possible) one-on-one meetings to discuss performance. Explain that these are brief meetings, 10-15 minutes. Solicit questions, offer examples of expectations.

Think of one new employee with whom you may not have clearly communicated performance expectations. List 2 major responsibilities of this person's job and then write out your expectations of how he/she will carry out those responsibilities.
Module 4.6: Implement Workplace Covenant (Silver, 2007).

1. List all obligations and expectations of the leader to the team.
2. List all obligations and expectations of the team to the leader.
3. List all obligations and expectations between the members of the team.

Module 4.7: Employee Recognition and Rewards

Recognizing employees is one of the simplest things supervisors can do to foster cooperation and enhance morale. As seen in the previous exercise on what employees want from their jobs, appreciation for what employees do and keeping employees informed of decisions and situations that affect them are among their most important wants. Some suggestions for recognizing employees that take little time or money are:

1. Interesting work – delegating some of your routine tasks to employees may be challenging for them.
2. Visibility – recognize employees for what they do. Use staff meetings, e-mail, department newsletters (if applicable) to announce accomplishments.
3. Information - let employees know what is happening within the department and/or county. This will help them to feel a part of the organization and also help them feel valued.
4. Feedback on Performance - tell employees how they are doing. As a supervisor, you should know the success level of the employee better than anyone. Balanced Feedback has merits and concerns. *Merit* refers to behavior you want *retained*. Merit should be directly related to concerns that you will address. It may not always be easy to identify merits that are performance related. Merit should not be confused with acknowledgment, which is simply
recognizing what someone has done well. *Concerns* are behaviors you want/need changed. Concerns will follow the merit. *Invite suggestions* to retain merit and bring about change.

5. Celebrations - recognize your employees on birthdays, on achieving goals, on completing a project. Bring in bagels, make a poster, and toot a horn.

6. A leader would also make him/herself accessible to the team and its members. The team needs to know that they can approach the leader with problems suggestions, etc.

*Module 4.8: Post-work*

*Activity – Cheer for a Peer*

When you return to your workplace, practice Cheer for a Peer with your own staff. Set up a box where employees can comment on the good deeds of their co-workers. Have a monthly brief gathering to read the praise to the others or congratulate the employees in some other fashion.
DAY FIVE PROGRAM

Module 5.0: Leadership and Project Management

Pre-test

What do you understand by the term “Project Management?”

Module 5.1: Project Management

Project Management is the planning, organizing, scheduling, leading, and controlling of a work activity to reach an objective. Kerzner (2001) considered this to be one of the leading aims of project management. He defined a project as any series of activities and tasks that:

- Have a specific objective to be completed within certain specifications.
- Have defined start and end dates.
- Have funding limits (if applicable).
- Consume resources (i.e., money, people, and equipment)." 

These tools can be used with process activities, development of new programs, and maintenance activities. In Project Management there is a beginning, middle and end. Each project is different.
The project sets out to accomplish specific objectives and they are accomplished by a team effort. The reason we have projects is that we want things to be different from what they are now. Team effort is needed to affect others. The team needs support. Manager must be able to manage details. There will always be unknowns many gray areas.

All Projects need: principles, mission (what are we going to accomplish), goals (what does the finish line look like), and boundaries (parameters). Key questions to ask you before:

1. What is the task?
2. Who is going to do the task?
3. What resources are needed to do the task?
4. How long will the task take?

Module 5.2: Life Cycle - Four Phases

Most projects have life cycle that have four phases: phase one (concept), phase two (plan and organize), phase three (implement and control), and phase four (complete).

Phase 1: Concept

1. Describe the big idea: what is the project?
2. Define customer: who is the customer?
3. Identify needs of the customer: what are the customer requirements, why, what, where, when.
4. Gather data for analysis.
5. Determine objectives, feasibility: what is the feasibility based on resources.

6. Customer requirements.

7. Risk level ROI. ROI stands for Return on Investment. It is a process an organization uses to determine if an action's investment of time, materials, resources and people is justified by the result.

8. Potential team resources.

9. Present proposal: SOPPADA. This describes a format you can use for effectively presenting an idea or proposal. It is an acronym representing the following: Subject, Objective, Present Situation, Proposal, Advantages, Disadvantages, and Action. When you organize your presentation in this sequence, it doesn't guarantee agreement. It does provide a clear guide for what information is most important and how it should be presented. This maximizes the impact of that information and therefore increases your persuasiveness. SUBJECT -- gives others a quick overview of what you are concerned about. It narrows the focus of attention and encourages concentration on the issue, eliminating distracting thoughts and questions. OBJECTIVE -- points to the direction you are headed with your presentation. It gives the end result to be attained, expressed in just a few easily understandable words. PRESENT SITUATION -- helps answer the critical audience question, "Why should I be concerned about your idea or proposal?" PROPOSAL -- explains what you propose to do about the situation. Use the "who should do what, when and where" format with as much precision and brevity as possible. ADVANTAGES -- sells your proposal. These should be stated in simple terms emphasizing the positive benefits of the change to the audience. DISADVANTAGES -- should be honest and realistic concerns that you and others may have. There should be at
least two and each stated in two sentences. The first sentence describes the disadvantage itself, the second begins with the word "however" and is followed by a description of how the disadvantage will ultimately be overcome. ACTION -- is the immediate step to be taken by when the proposal is approved or agreed. It is a crucial phase in SOPPADA’s persuasive reasoning and action oriented strategy.

10. Obtain approval.

Phase 2: Plan and Organize

*Key Planning Elements:*

1. Establish the project, its principles, mission, goals and report system. Identify team members, budget resources, establish boundaries, establish a process to monitor, control, communicate and report on the project, develop process to transition the project among life cycle phase.

2. Form and establish a team.

3. Prepare Work Breakdown Structures. This will be Work processes that you will follow in managing your project. Good example of the WBS Concept. A work breakdown structure (WBS) is a way to identify key tasks for a project/process which organizes the tasks into "clusters" of work. The “Work Breakdown Structure” acts as a vehicle for breaking down the work of a project into smaller elements. The WBS is the single most important element because it provides a common framework from which the total program can be described as a summation of subdivided elements.
Example of Project Management Diagram

Key ingredients of a WBS:

- Shows who does what and who controls the work.
- Shows accountability for deliverables.
**Work Breakdown Structure: An example:**

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  Home Building Project
    
    Landscaping
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    | Site Plan |
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network form, which is comprised of events and activities; i.e. that follow the work breakdown structures. The events and activities must be sequenced on the network under a highly logical set of ground rules that allow the determination of important critical and sub critical paths.

5. Milestones.

6. Gantt. This is the action Plan/Gantt chart.

List all tasks. Assign a person to each task. This indicates that the person is accountable for the completion of that task.

Refer to your WBS chart; indicate the date this task must start and the date it must be completed.

This can be transferred to a graph or a computerized version of Gantt charts.

Project __________________________________________

Project Leader ____________________________ Date ___________________

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHO</th>
<th>WHEN</th>
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<td>Week 1</td>
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7. Reporting Plan Resources.

8. Assess risks.


10. Obtain approval.

Phase 3:  Implement and Control

1. Communicate with customers & vendors.

2. Identify Problems, Analyze, Solve, Provide direction.
3. Monitor progress, and Control resources.

**Phase 4: Complete**

1. Evaluate project.
2. Document results.
3. Redirect resources.
4. Reassign project team.
5. Solicit customers’ reactions.
6. Use results for continuous improvement.
7. Celebrate.

*Module 5.3: Video Show on Project Management. Part One: The Basic Tools*

*Module 5.4: Post-test*

Think about a project that you are familiar with and answer the following questions:

1. Were the right people involved?
2. How were various tasks assigned to team members?
3. What problems did you experience with this project? Why?
4. What kind of contingency plans if any did you have?
5. Were the critical work processes, needed to ensure the project’s success, defined?
6. Were the major mechanisms for communication established in the planning process?
7. What was done to monitor, control, and report the project’s progress?
8. Was there a mechanism to determine when the project ended? Celebrate!
DAY SIX PROGRAM

Module 6.0: Developing Goals/Objectives and Measures

Pre-test

1. What do you understand by the terms “Goals” and “Objective”?
2. What are the goals and objectives of your organization?

Module 6.1: SMART Criteria

According to Rothwell (2003), goals and objectives operationalize purpose. Goals identify broad areas in which action is to be taken. Objectives state what measurable results are desired over a specific time period. So goals are usually timeless; objectives are not.

When a leader/ supervisor is developing objectives, it is helpful if he/she has some criteria with which to assess the objectives and determine if they have all the necessary components and attributes. The SMART model is just such a set of criteria that is the best to use. SMART means Specific, Measurable, Action oriented, Realistic, and Time bound.

Specific: The letter, “S”, stands for Specific. When an expectation is set, the expectation must be defined in a form that is specific enough to ensure that the employee knows exactly what he/she needs to do in order to meet the expectation.
Measurable: The expectation also needs to be measurable. As a leader, one needs to either directly observe the employee performing the expectation, or he/she needs to measure it in some other way. The leader does not need to be the person who does the measuring. For best results, the employee should measure his/her performance where possible—in this way, the employee can automatically adjust performance according to what the measurement process shows.

Action oriented: The expectation needs to be defined so that the employee must somehow demonstrate whether he/she met, exceeded or failed to meet the expectation. It would be improper to define an expectation by saying the employee will “... Know ...” or “... Understand ...” something. The leader cannot determine to what degree an employee knows or understands unless the employee can demonstrate he/she mastery of the expectation.

Realistic: The expectation needs to be realistic. If the leader thinks about the purpose for setting expectations, he/she will realize that in many cases the intention of the expectation is to cause the employee to grow or develop. If that is the case, the supervisor wants the expectation to be a “stretch” for the employee and not something the employee can already do. If the employee can already meet the expectation, there is no opportunity for growth. So the supervisor wants the employee to stretch their capabilities to a new level. However, leaders do not want to set the expectation so high that it is impossible for the employee to attain it. If it is set too high, the leaders have doomed the employee to failure and demoralization.

Time bound: Effective leaders want the expectation to be time bound. This simply means to put a date on it. Putting a date on the expectations causes two things to happen – one to benefit the
employee and the other to benefit the leader. First, setting a due date provides the employee with a boundary within which to operate. If the employee knows when the expectation needs to be completed, he/she can determine how best to divide his/her time in order to accomplish the expectation. Second, for the supervisor, setting a due date sends a message to the employee that the leaders think the expectation is important enough that a date is being assigned, and the leaders will be checking in on the employee at some future date to see how the employee is progressing.

Module 6. 2: Three Types of Goals/Objective Development

Module 6. 2. 1: Performance-Based Development

Kuzia (2006) noted that as an effective leader develops performance objectives, he/she needs to ask, “Does this objective support objective at higher levels?” If the answer is “No!” he/she may need to rework or eliminate this objective. If the answer is “Yes!” then there is another question he/she needs to ask. “Do I have the capability to achieve this objective?” If the answer is “Yes!” then he/she can start to execute the objective. If the answer is “No!” he/she must decide what he/she needs to increase his/her capability. Training? Knowledge? Skill? The leader/supervisor has just identified an opportunity to develop him/herself. All the leader needs to do is formulate a developmental objective to remedy his/her shortfall. This is what’s known as a performance-based objective, because it is based upon the leader’s need to accomplish a performance objective.
This same process can be applied to employees and their development of goals and objectives. The leader and employee would collaborate on the identification of goals for the employee and the establishment of a mechanism to measure the employee’s progress in attaining that goal. The development of the employee through the setting and execution of goals would be included in the employee’s annual performance appraisal in order to make the appraisal more objective, rather than a subjective opinion of the leader.

Module 6. 2. 2: Competency-Based Development

Skills and Knowledge are known as Competencies, and competencies come in three forms:

1. Core Competencies

These are those competencies that all employees need in order to be successful. For instance; action oriented, boss relationships, career ambition, creativity, customer focus, informing, humor, innovation management, integrity and trust, negotiating, patience, peer relationships, perseverance, personal learning, self development, time management, self knowledge, technical learning understanding others etc.

2. Leadership Competencies

Leadership competencies are those competencies needed by employees who have people reporting to them. For instance; dealing with ambiguity, approachable, caring about subordinates, command skills, compassion, conflict management, confronting subordinates, delegation, developing subordinates, hiring and staffing, listening, managerial courage, managing and measuring, motivating subordinates an others, organizational agility, strategic
agility, organizing, planning, problem solving (a core competency that is needed by all employees), process management, building team spirit, understanding others, managing vision and purpose etc. Leaders could be Bishops, Monsignors, Priests, or Lay-Leaders.

3. Functional or Technical Competencies

These are the competencies that are specific to an individual job, such as functional/technical skills. Like any business, the Church needs employees who are willing to continually grow. We are all faced with new processes, new tasks, new technologies, new tools, and new situations. We need to grow continuously and adapt to the frequent changes and challenges. One way to grow is to review periodically the competencies and your level of ability for each of them.

Module 6. 2, 3: Personal Objectives Development

The third and last type of development objective to be discussed is what we call the Personal Development Objective. The Personal Development Objective is just what employees are doing for themselves in terms of their development. The personal objective may have little to do with the employee’s current job. For instance, an employee may realize that he/she would like to eventually transfer into different responsibilities in the Church or in any business.

Therefore the employee may be developing him/herself in areas that do not impact the current job. Such an employee may take a class in accounting even though accounting skill or knowledge is not a requirement for the current job. However, accounting may be helpful to the employee in a future job. If this is the case, how do we treat this on the employee’s Performance Objectives Plan?
Kuzia (2006) suggested that if the employee is successful in his/her personal development, he/she should be given credit for the accomplishment in the annual performance appraisal. The employee’s accomplishment shows a willingness to grow, and that is a trait that should be encouraged. If the employee is not successful, the leader should give him/her credit for his/her efforts and willingness to grow, but not hold his/her failure against him/her. After all, the employee was doing it for him/herself and not for the company. Performance Objective Plans are being used more and more as input into employee performance appraisal processes. The inclusion of performance plans into appraisals supplies a much needed objective measure by which employee performance can be measured and recognized.

Module 6. 3. Developing Measures

Module 6. 3. 1: Types of Measures

When the leader/supervisor thinks about measures, three primary measures come to mind, Quantity, Quality and Cost. Most other measures can be defined as subsets of the “Big Three,” and these three are the easiest to define because effective leaders use them all the time.

Quantity – something one can count. Quality – a measurement of how closely a product or service meets customer requirements. Cost – expense incurred.
Module 6.3.2: Criteria for Selecting Measures

Can one use the same measure? The easiest method for selecting which measure to use might simply be to use the same measure that is used for the same objective at the next level up in the organization. Unfortunately, as just discussed, that’s not always possible, so one might have to come up with some other ideas for measures.

Does it measure the right thing? When a leader defines candidate measures, he/she will want to test them for appropriateness. One of the tests is to determine if the measure measures the right thing. A question one could ask him/herself is, “Does this measure something that my customer thinks is important?” If the customer would not be interested, it’s not the right measure.

Suppose the leader/supervisor is trying to define a measure to demonstrate how effective work order processing is. He/she would want a measure that examines as much of the total process as possible. If such a measure is not available, he/she may need to rewrite the objective in more discrete action steps that would allow him/her to measure smaller components of the process. He/she may even be able to combine these “mini-measures” into an overall index which would “indicate” the effectiveness of the total process.

Is it simple to measure/observe? One does not want the measurement process to become an end in and of itself. Preferably, he/she wants to use measures that arise out of the activity he/she wishes to measure. If the leader is using the same measure at a higher level objective, he/she is probably all set.
However, if he/she is not using a measure from a higher level objective, he/she wants to make sure that the measure is easily obtained. Otherwise, one may need to depend on an indicator.

Module 6.3.3: Range of Values vs. Discreet Amount?

Since many employee objectives are being used in their performance appraisals, you want to establish your measures in a way that is useful for appraisals. In performance appraisals, a supervisor is looking for one of three criteria: (1). the employee failed to meet expectations. (2). the employee met expectations. (3). the employee exceeded expectations.

On a three-point scale employees who met expectations would earn a rating of “2” on their appraisal. Employees who failed to meet expectations would earn a “1”, while those exceeding expectations would earn a “3.” Often we see an objective written like this: “In order to reduce expenses, I will reduce the material costs by 15%.” Here’s the problem. If this is used as part of an employee’s appraisal, the employee would earn a “1” if the employee cut expenses by something less than 15% during the current year. Conversely, the employee would earn a “3” if the employee cut expenses by more than 15%. And the employee would earn a “3” if the employee cut expenses by 15%. But what are the chances that the employee will save exactly 15%? The leader might want to rephrase the objective and measure to say, “In order to reduce expenses, I will reduce the material costs by 13-17%.” In situations like this, one can see how it would be preferable to use a range of values for the measure.
Can a leader define a critical incident? When he/she is writing behavioral objectives and measures, it is sometimes very difficult to come up with a meaningful, yet easy to use measure. In many cases, one may prefer to define a critical incident. A critical incident is a description of what success looks like.

For example, if an employee had an objective to improve the image that the employee presents to customers, the supervisor might be hard pressed to define a numerical measure that reflects success of the objective. Instead, a critical incident might be used to define what attributes of behavior the supervisor would expect to see if the employee were successful.

Note: If you are having a great deal of difficulty identifying a measure, reexamine the original objective, as it may be ill defined.

Post-test

1. Can you now explain the SMART criteria?
2. What are the three types of goals/objectives development?
3. Can you explain the three forms of competency-based development?
DAY SEVEN PROGRAM

Module 7. 0: Leadership and Change Management

Pre-test

1. What do you understand by the word Change?
2. Why is change important to an organization?
3. What are the predictable dynamics of change? Why do people resist changes?

Module 7. 1: Nature of Change

Change has been a central concept in Human Resource Development (HRD) since its origins (Swanson & Holton, 2001). Change in HRD has emerged from two basic directions: individual and organizational development. Individual focuses on ways an individual changes. Organization change embraces the individual but within the context of changing the organization. So “change is pervasive, powerful, and challenging” (p. 285).

Module 7. 2: Definitions of Change in HRD

Schein (1970) defined change in organizations as involving changing individual people: induction of new patterns of action, belief, and attitudes among substantial segments of a population. From this view (Schein, 1970), organizational change is about getting people in organizations to do, believe, or feel something different. It is this view of change that has documented training-oriented change interventions.
Beckhard and Pritchard (1992) noted that learning and change process are part of each other. Change is a learning process and learning is a change process. Roth well, Sullivan, and McLean (1995) suggest in their definition that change should have a purpose: “Change is a departure from the status quo. It implies movement toward a goal, an idealized state, or a vision of what should be and movement away from present conditions, beliefs, or attitudes” (p. 9). Change should therefore be directed at some goals that represent a vision of a more desirable state.

Module 7.3: Fundamental Steps of Change

Tichy (1983) reminds us that “all change requires exchanging something old for something new...people have to unlearn and relearn, exchange power and status, and exchange old norms and values for new norms and values. These changes are often frightening and threatening while at the same time potentially stimulating and providers of new hope” (p. 332).

The notion of exchange is particularly important because there are costs and benefits to each side of the exchange. Ultimately, the benefits have to outweigh the costs for change to succeed. Given that there is some exchange of old for new taking place, then it is instructive to look at models of fundamental steps of change. Earlier Lewin (1951) had introduced three classic stage model of change: Unfreezing, Movement, and Refreezing. Unfreezing, that is, ending any readiness to change; Movement means change is wider and can be adopted; and Re-freezing means an organization has a new beginning and institutionalization can take place. This is a very useful model for change agents whose task is thinking about how to get people to change.
Module 7.4: Predictable Dynamics of Change

Contrary to popular beliefs (Kuzia, 2006), there are some very predictable dynamics that occur with all forms of change. A sense of loss occurs in people affected by change – confusion and ambiguity run rampant during times of change – Trust deteriorates and people develop a higher sense of self preservation – Communication deteriorates – Productivity suffers – There is a loss of “Team Play” – turf and power struggles arise – morale goes down and bailouts occur (good people leave). In order for change to be successful, leaders need to understand these predictable dynamics and how to deal with them.

Once these dynamics are understood, a successful leader will recognize various tools that are available to overcome the negative impacts of those dynamics. Along with useful tools, each person has competencies that can help the team through uncomfortable changes. These competencies are flexibility, innovation, risk tolerance, and stress tolerance. Although everyone has these competencies, everybody has them in different amounts, and these amounts can be measured through a simple assessment mechanism. Once each person understands the amount of each competency he/she possesses, steps can be taken to increase their capacity for these competencies and thereby minimize the duration and depth of the negative dynamics of change.

Module 7.5: Resistance to Change

Resistance to change is a universal phenomenon whether one is implementing a new strategy in an organization or helping individuals lose weight. In fact, without resistance, change would not be difficult, and many change interventions and models would be greatly simplified. It is resistance that shapes most change strategies and makes effective change leaders so valuable.
Module 7.5.1: Possible Causes of Resistance to Change

1. Technically, in this view, individuals resist change simply because it represents a move into the unknown. Sometimes people resist change due to absence of skills; employees in the organization resist change due to sunk costs.

2. Politically, resistance is due to need for power, overdependence on others, competition for power, threats to powerful coalitions, or resource limitations.

3. Culturally, resistance is due to values and beliefs or due to conformity to norms etc.

As change progresses leaders need to understand that everyone will go through a period of betrayal, denial, and identity crisis before there comes a realization that the change might not “be so bad after all.” Everyone feels these emotions to differing degrees and in differing amounts. Another important factor is the timing of these feelings. Executives go through these feelings first because they are typically the ones who bear about the change first. At some point the executives tell their managers after the executives may have already progress though some of the emotional stages linked to change.

Likewise, managers alert their employees at some later time after the managers have progressed through some level of the emotional stages of change. The result is that executives may be through the negative feelings about change while managers may still be struggling with identity crisis and the employees have just entered betrayal. With these three levels of an organization at different stages emotionally, executives may be thinking, “What is wrong with the employees? Can’t they see how good this will be for the organization?” Meanwhile, the employees are thinking, “What is wrong with the executives? Can’t they see how bad this is going to be for the
organization?” The managers, meanwhile are somewhere in the middle. Communicating effectively and often during times of change will minimize the disparity of feelings among the different levels of an organization and assist everyone to “get through it” more successfully.

Module 7. 6: Stages of the Organization Change Leadership Process

The best approaches to leading change successfully review in two representative models:

1. Cummings and Worley (2001)’s five stages of change
2. Kotter (1996)’s eight stages of change

Module 7. 6. 1: Cummings and Worley’s five Stages of Change

1. Motivating Change: Leaders should create an environment of readiness for change due to overcoming or reducing resistance to people.

2. Creating a Vision: Leaders should describe the core ideology for change. They should construct the envisioned future.

3. Leaders should develop a political support. They should assess the change agent power; identify the key stakeholders and influence stakeholders for the change.

4. Leaders should manage the transition period. This includes activity planning, commitment planning, and management structures.

5. Sustaining momentum. Leaders should provide resources for change. They should build a support system for change agents; develop new competencies and skills, and reinforcing new behaviors.
Module 7.6.2: Kotter’s eight Stages of Change

1. Leaders should establish a sense of urgency. This includes examining the market and competitive realities, identifying and discussing crises, potential crises, or major opportunities.

2. Leaders must create a guiding coalition by both putting together a group with enough power to lead the change and getting the group to work together like a team.

3. Leaders should develop a vision and strategy. This includes creating a vision to help direct the change effort and develop strategies for achieving that vision.

4. Communicating the change vision. Using every vehicle possible to constantly communicate, leaders should communicate the new vision and strategies, and they should guide the coalition role model in accord with the behavior expected of employees.

5. Leaders should empower the broad-based action. This includes getting rid of obstacles, changing systems or structures that undermine the change vision, encouraging risk taking and non traditional ideas, activities, and actions.

6. Leaders should generate short-term wins. That is planning for visible improvements in performance or wins, creating those wins, and visibly recognizing and rewarding people who made the wins possible.

7. Leaders must consolidate gains and produce more change. This includes using increased credibility to change all systems, structures, any policies that do not fit together and do not fit the transformation vision; hiring, promoting, and developing people who can implement the change vision, and reinvigorating the process with new projects, themes, and change agents.
8. Leaders should anchor new approaches in the culture. This includes creating better performance through customer and productivity-oriented behavior, more and better leadership, and more effective management, articulating the connections between new behaviors and organizational success, and developing means to ensure leadership development and succession.

Thus, leadership and change can not be separated. The two go together. Kotter (1998) concludes that leadership is coping with change. Change is inevitable due to globalization, market reposition, and to cope with competitive advantage. Successful change requires determining which segment of the company gives optional access to change and harnessing all segments appropriately. Overholt (1993) noted that a leader needs to recognize the importance of the grapevine in the life of the everyday worker. Leaders may also change the content of the grapevine by improving formal communication or use the grapevine with the formal structure and reward systems to spread the new philosophy. Bennis (1985) concluded that the process of becoming a leader is much the same as the process of becoming an integrated human being.

Module 7. 7: Wrap Up. Summary of the Whole Seven Day Training Programs

Post-work

1. What did you learn from this course?
2. What will you do differently?
3. Lastly, what questions, suggestions, or comments do have to the trainers?
CHAPTER FOUR

Conclusions and Implications

Implication for HRD Professionals, Consultants, and WLP Practitioners

The implication of this project is useful in a number of human resource development efforts, including the orientation program for new employees. It is the responsibility of Human Resource Development Professionals Consultants and Workplace Learning and Performance (WLP) Practitioners to ensure that viable knowledge, abilities, skills and the expertise needed in the workplace are in place so that organizations and individuals meet their expected goals and objectives. In order to meet these goals and objectives adequately, organizations need to have modern empowering effective leadership, capable of sustaining a motivated and empowered workforce, in light of the current pace of change and high competition in the market place.

Organizations thus will need effective leaders with the ability to create a big picture and adapt to new paradigms of modern effective leadership. So we must evolve new paradigms to meet the challenges of a fast changing environment. This is particularly so when we do not know where we are going, yet we are moving there at an ever increasing speed (Kaye, 1997). Thus, HRD professionals, consultants, and WLP practitioners have to create a process of facilitating this modern effective leadership skills development among the organizational employees for better achievement of the desired goals and objectives.
As Bennis and Nanus (1985) also once said that if there was ever a moment in history when a comprehensive strategic view of leadership was needed, not by few leaders in high office but by large numbers of leaders in every job, from the factory floor to the executive suite, this is certainly it. Now the time is ripe for organizations to embrace empowering effective leadership for improvement of organizations and employees. Empowering employees is much broader than the traditional concepts of training, delegation, decentralization, or participatory management.

The new paradigm of effective Leadership demands sharing of information which communicates trust and says we are all in this together; setting clear boundaries that increases autonomy; and creating self-managed teams that make decisions, implement them, and are held accountable (Randolph, 1995; Blanchard, 2001; Silver, 2001). This new leadership paradigm, however, must be implemented without fear, just as Jesus did with his disciples (Wilkes, 1998; Maxwell, 1999).

Middle managers and supervisors must shed the fear, suspicion, uncertainty and resistance that grip them when they hear announcement of impending empowerment work systems. They must shed the fear that the change is a threat that leads to loss of power, influence and importance. Managers must also shed the fear that, if operational issues are handled directly by those involved, they will become less involved. Instead, they should take the challenge and develop cross-functional careers as the older career ladders become eroded and dismantled.

Likewise, employees must shed the fear of greater responsibility and accountability. They must also take up the challenge to develop and enhance both their technical skills and social abilities. Just as Jesus shared his power with his disciples without fear, so must the managers and
supervisors share their powers with the employees if the new paradigm of modern effective leadership and empowerment is to take root.

The time is ripe, too, to embrace a new leadership paradigm. Leadership is much broader than power, might, force, prestige, or position. The new paradigm is transformational leadership (Bennis & Nanus, 1985; Conger and Kanungo, 1988; Kotter and Heskett, 1992; Sashkin, 1988) and known currently as Servant-Leadership (Mark, Chapter 10; Blanchard et al, 2005). This kind of leadership uses power pro-socially and develops followers to become effective leaders themselves. Transformational leadership—Servant Leadership treats man as he can and should be; then man becomes as he can and should be—a servant leader.

Indeed, to implement the new leadership paradigm is the responsibility of the three constituents of Human Resource Development (HRD) professionals and consultants: Training and Development (T&D), Organizational Development (OD), and Organizational Career Development.

To be able to train leaders effectively, successful HRD professionals and consultants must themselves acquire necessary management competencies and skills (SHRM, 2003). That is, you cannot give what you do not have. They must be equipped with the skills of modern effective leadership. Then they shall be adequately prepared to train, for instance, empowering leaders, servant leaders, and those capable of helping organizations and individuals to attain their goals. Both professionals and consultants must blend their tasks within the whole context of the organization. Their tasks must be seen within the organizational framework. It is to this end and
purpose that this research has identified a leadership model best suited for HRD professionals and consultants; namely, *modern effective Leadership skills*. This is the leadership model this paper urges to be developed for the benefits of those organizations if progress is to be made in their business.

*The Impact of Modern Effective Leadership to Kachana Diocese*

Modern effective leadership skills are beneficial when they are effectively practiced by the leaders. Those in leadership positions must be eager to train their followers to become leaders. They must give their followers the “leadership pill” that will cure the contagious disease of extreme bureaucracy and hierarchical infections that are killing effective leadership in the Church of Tanzania today. Only then will they claim to be true leaders in following their effective servant leader, Jesus Christ.

*Empowerment, Leadership, and the Issue of Control*

In his research during the third quarter of the twentieth century, David McClelland discovered that, while managers and executives were driven by a need for power, this need could be expressed in two different ways: Some used power and influence to attain organizational performance goals by sharing power with the followers. Power for these managers was not a “zero sum game” but a commodity to be distributed across all organizational levels, making every one feel influential. In organizations where power was broadly distributed and not concentrated at the top, results were higher performance and productivity. This is the pro-social use of power because it has a positive benefit for the whole organization (Sashkin & Sashkin, 2003).
Drawing from the work of Sashkin and Sashkin (2003), everyone needs power and training. However, transformational leaders use their high need for power pro-socially—empowering, benefiting and transforming people and organizations, as opposed to a “narcissistic” self-serving fashion which is authoritarian, overly controlling and negatively focused. While we acknowledge the need for training, the real issue is how this training should be distributed in all levels in order to benefit both the employees and the organization. Where there is great desire for employees’ training, and particularly from above, the more the possibility of empowerment and the more the creativity. Exercising effective leadership skills development might be the most effective way of distributing it in an organization to its better performance.

Evaluations and Final Remarks

This paper has explored modern effective leadership/Supervisory skills development in recent empirical and popular literature. The notion of modern effective leadership cannot be given an all encompassing definition for it has evolved over years from its simplest meaning – to influence, to change, a definition of leadership from the viewpoint of the leader’s role of leading people to the desired goals (Kotter, 1998; Levi, 2000) to a feeling of job ownership and commitment brought about through the ability to make decisions for the attainment of expected goals.

The role of a transformational leader is to coach or mentor followers to release the power that already exists within themselves. The leader’s role is then midwifery in nature, aiding employees like good midwives to bring forth the utmost power already in their possession. It is actually in this midwifery role a leader is termed empowering, hence transformational. It is in this
empowering process that the best leaders try to train their followers to become leaders (Follet, 1949), while they themselves become transformational leaders.

Because of the fear factor, many who would be transformational leaders have not yet made a most important leap on the path to transformational leadership. The example of Jesus (Matthew, 28: 18-20) and how he empowered his apostles without fear should serve well as a challenge to many who would be transformational leaders to shed fear and truly empower their followers. Again, Jesus’ teaching and example on servant leadership (Mark Chapter 10), and the compassionate leader element (John, 8:3-11) should serve as a model for the most effective and transformative leadership.

With the current rapid pace of change in organizations and the ever increasing demand for better customer service, I recommend Human Resource Development Professionals and Consultants give a serious consideration to the modern effective Leadership paradigm, even as the notion of transformational leadership continues to evolve. At the same time, I recommend further research-more empirical in nature—as modern effective leadership paradigm continues to make its presence felt in organizations.

“Every leader has to walk the talk for effective performance of the business! People cannot be managed. Inventories can be managed, but people must be led”

(H. Ross Perot, founder, Electronic Data Systems)
Reference


Bingham, T. (September, 2005). A higher level of learning in Danny Wegman, CEO. Wegmans food markets. Part of a Series of Talks with Top-Level Executives on the Subject of Learning and Performance. ASTD.


Appendices
Appendix A

Performance Agreement
I will complete the Modern Effective Leadership/Supervisor’s Skill Development training
course on

1. During Module 1, The Strategic Concerns of Modern Effective Leadership I learned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

2. During Module 2, Coaching for Effective Performance I learned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

3. During Module 3, Team Work I learned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

4. During Module 4, Performance Management I learned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

5. During Module 5, Leadership and Project Management I earned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

6. During Module 6, Developing Goals and Objectives I learned ________
and would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

7. During Module 7, Leadership and Change Management I learned ________
and I would like to implement by doing ________
my manager can help me to apply this concept or skill by ________

I will meet with my manager to discuss this plan between the sixth and seventh module
Trainee signature and date ________ Manager Signature and date ________

Manager’s Comments ________
Appendix B
Questionnaire
Leadership/Supervisory Skills Training

Please rate the current level of competence in the following area, using the following scale:

1  2  3  4  5
Little or no competence  High level of competence

Circle the appropriate number for each area. Remember, this is your perception of competence at the present time.

Effectively applies various supervisory/leadership styles as situations require.

1  2  3  4  5
Uses appropriate skills to maximize the effectiveness of the workplace communications.

1  2  3  4  5
Actively strives to promote a team environment among staff.

1  2  3  4  5
Coaching and counseling skills are used appropriately as various situations require.

1  2  3  4  5
Consistent in method of documenting and resolving inadequate employee performance

1  2  3  4  5
Planning skills are effective in ensuring timely completion of projects/processes.

1  2  3  4  5
Demonstrates effective and appropriate stress management techniques

1  2  3  4  5

Date of session

Date mailed to you

Date to return

Return to Rev. Robert S. Lujula
Human Resource Development
Catholic Diocese of Kahama
P. O. BOX 400, Kahama – Tanzania.
Appendix C

1st Sample Letter to Reader

St. John Fisher College
3690 East Avenue
Rochester, NY 14618

To: Rev. Dr. Leo Hetzler
CC: Dr. Seth Silver, Advisor
From: Rev. Robert S. Lujula
Date: 3/15/2007

Re: GHRD Final Master Paper Evaluation

Rev. Dr. Leo Hetzler,

Your help is highly needed to determine measures that could be taken to intervene timely in 7 day training program on modern effective leadership for those who work in the Catholic Church. Little has been studied on the role played by effective leadership as intervention measure in helping the church leaders. In conjunction with the Human Resource Development Program at St. John Fisher College, we are conducting a project on modern effective leadership. Results from this project will help priests and all the workers in non profit organizations in solving leadership problems for effective performance and quality of output at workplace.

You have been selected to participate in this important project. Your experiences and thoughts on the subject are thus very important.

Thank you very much for your readiness to help.

Sincerely,

Rev. Fr. Robert S. Lujula
St. John Fisher College
2nd Sample Letter to Reader

St. John Fisher College
3690 East Avenue
Rochester, NY 14618

To: Rev. Dr. Leo Hetzheimer
CC: Dr. Seth Silver, Advisor
From: Rev. Robert S. Lujula
Date: 3/15/2007

Re: GHRD Final Master Paper Evaluation

Dear Rev. Dr. Leo Hetzheimer,

Thank you for agreeing to evaluate my final paper for my M. S. in Human Resource Development. Your participation in this process is greatly appreciated.

Enclosed in this packet of materials, please find:
- 1 copy of the paper
- 1 copy of the Faculty Reader Evaluation Packet
- 1 return envelope

Please return the evaluation paper and completed form to Dr. Seth Silver, GHRD Program Advisor at:

St. St. John Fisher College
3690 East Avenue
Rochester, NY 14618

No later than: 04/13/2007

If you have questions about this paper or the process contact at:
roberlujula@yahoo.com or 585-473-9656 Ext. 114
In addition, feel free to contact Dr. Seth Silver at any time during this process at
sethl701@aol.com or (585) 241-3038. Thank you, in advance for your readiness to help.

Sincerely,

Rev. Fr. Robert S. Lujula
St. John Fisher College