Manager Or Leader

1. Scheduling work
2. Sharing a vision
3. Plan and prioritize steps to task achievement
4. Use analytical data to support recommendations
5. Explain goals, plan and roles
6. Provide feedback on performance
7. Motivating staff
8. Provide focus
9. Create a 'culture'
10. Inspiring people
11. Delegating tasks
12. Ensuring predictability
13. Co-ordinate effort
14. Co-ordinate resources
15. Give orders and instructions
16. Act as interface between team and outside
17. Take risks
18. Guide progress
19. Monitor progress
20. Check task completion
21. Create a positive team feeling
22. Monitor feelings and morale
23. Look 'over the horizon'
24. Appeal to peoples' emotions
25. Follow systems and procedures
26. Provide development opportunities
27. Ensure effective induction
28. Monitor budgets, tasks etc
29. Use analytical data to forecast trends
30. Monitoring progress
31. Unleashing potential
32. Be a good role model
33. Appeal to rational thinking
34. Build teams

Answer :

Manager	Leader
• Scheduling work	• Provide feedback on performance
• Delegating tasks	• Act as interface between team and outside
• Use analytical data to support recommendations	• Plan and prioritize steps to task achievement
• Motivating staff	• Explain goals, plan and roles
• Ensuring predictability	• Inspiring people
• Co-ordinate effort	• Appeal to peoples' emotions
• Co-ordinate resources	• Sharing a vision
• Give orders and instructions	• Provide focus
• Guide progress	• Monitor feelings and morale
• Monitor progress	• Create a 'culture'
• Check task completion	• Create a positive team feeling
• Follow systems and procedures	• Ensure effective induction
• Monitor budgets, tasks etc	• Provide development opportunities
• Use analytical data to forecast trends	• Unleashing potential
• Monitoring progress	• Look 'over the horizon'
• Appeal to rational thinking	• Take risks
• Build teams	• Be a good role model

Activity - Leadership skills - Objective Setting

EXAMPLE - Vague desire: Health & Safety

Specific objective:
I will reduce + *industrial accidents* + *by 10%* + *by June 1*
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action verb *targeted area* *measurement* *target date*

Directions: Change the following vague desire to a specific objective

Vague desire: Productivity improvement

Vague desire: Cost reduction

Vague desire:

Effective and ineffective feedback

1.	"I'm really confused over what you just said about my work".
2.	"Now I don't want you to get upset about what I'm going to say, but...."
3.	"When you interrupt me like that, it makes me want to stop talking to you".
4.	"It really doesn't matter to me, but a lot of people would really be upset with what you just did".
5.	"You're really overreacting to what I just said".
6.	"Your problem is that you just don't like yourself".
7.	"I have some feedback for you and I've got to give it to you for your own good."
8.	"When you continue to talk so softly, even after I've said I have trouble hearing you, I get frustrated and want to end the conversation".
9.	"You've just offended every person in this group".
10.	"You appear to be frowning, and I'm confused about what just happened."
11.	"From the way you needle people, you must have a need to get even with the world".
12.	"I could work with you more easily if you had a better sense of humor".
13.	"Why do you do things like that?".
14.	"Do you understand what I mean when I say you're sending me a double message?".
15.	"Charlie, how does it make you feel when Tom keeps coming late to meetings?"
16.	"I'm going to be open with you, level with you: I think you're a fathead".
17.	"I wish you'd stop trying to run things around here".
18.	"How do you think it makes me feel when you say things like that?"
19.	"That kind of adolescent behavior won't get you anywhere around here".
20.	"And another thing. I'm sick and tired of you calling me "Honey".

	EFFECTIVE FEEDBACK	INEFFECTIVE FEEDBACK
1	Describes the behavior, which led to the feedback- 'You are finishing my sentences for me...'	Uses evaluative / judgmental statements- 'You're being rude'. Or generalized ones- 'you're trying to control the conversation.'
2	Comes as soon as appropriate after the behavior - immediately if possible, later if events make that necessary (something important going on, you need time to cool down etc.)	Is delayed, saved up, and dumped. Induces guilt and anger in the receiver, because after time there is not usually anything he can do about it.
3	Is direct, from sender to receiver	Indirect, ricocheted- Tom, how do you feel when Jim cracks his knuckles? - also known as let's you and him fight
4	Is owned by the sender, who uses 'I' messages and takes responsibility for his thoughts, feelings, reactions.	Ownership is transferred to 'people', 'the book', 'upper management', etc.
5	Includes the senders real feelings about the behavior, insofar as they are relevant to the feedback- 'I get frustrated when I'm trying to make a point and you keep finishing my sentences.'	Feelings are concealed, denied, misrepresented, distorted. One way to do this is to 'transfer ownership'. Another way is to smuggle the feelings into the interaction by being sarcastic, sulking, competing to see who's right, etc.
6	Is checked for clarity, to see that the receiver fully understands what's being conveyed.	Not checked. Sender either assumes clarity or - fairly often- is not interested in whether receiver understands fully.
7	Asks relevant questions, which seek information, with the receiver knowing why the information is sought, and having a clear sense that the sender does not know the answer.	Asks questions which are really statements-'Do you think I am going to let you get away with that?' or which sound like traps- 'Do you behave that way at home too?'
8	Specifies consequences of the behavior - present and/or future- 'If you keep finishing my sentences I won't want to spend much time talking to you in the future'.	Provides vague consequences- 'That kind of behavior is going to get you into trouble'. Or specifies no consequences- 'you shouldn't do that'.
9	Is solicited or at least to some extent desired by the receiver.	Is imposed on the receiver, often for his own good.
10	Refers to behaviors about which the receiver can do something, if he wants to.	Refers to behaviors over which the receiver has little or no control