

# POWER *talking*

...coaching in effective speaking

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## Lead the Revival!

-FOCUS ON LEADERSHIP SKILLS

# Renew & Revive!



## Lead the Revival!

-FOCUS ON LEADERSHIP SKILLS

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**As I write this editorial, tomorrow is the funeral of a man who showed the world what it is to be a team member - but who also knew when it was time to be a leader. Sir Edmund Hillary was the first man to set foot on the top of the world when he and Tenzing Norgay climbed Mt Everest in 1953. Sir Ed would be the first to say that he was part of a team and that their achievement was a team effort.**

It was also his efforts in setting up the Himalayan Trust in 1960 which showed his leadership qualities. Until the end of his life this month, Sir Ed was an active chairman of the Trust which has worked to improve Sherpa community development and contributed to the fulfillment of basic community needs, such as schools and hospitals.

Leadership means many different things to different people. It is one of those invaluable qualities which, if you could find the formula to the solution, you could bottle it and sit back to wait for the money to come rolling in. But there is no simple formula for leadership. As a leader you will need to put into practice a variety of skills. We are lucky that we have many opportunities to do this at every level of our organisation.

### **As it says in our Master Manual**

*"Committee experience is sound preparation for leadership. The member must understand the committee assignment and exercise responsibility in contributing to a completed task. The chairman has the special duty of serving as leader in achieving the goal set by the assembly. The committee is an excellent setting for new and experienced members to work and learn together."*

In this issue of POWER*talk*ing we have given you some of the tools to help you climb your own personal Mt Everest of growth as a leader - the tools of delegation, mentoring and communication. And you don't need to hold an official office or title to be a leader - we have tools for leading a workshop, one of the first steps to learning leadership skills.

For those who do hold office, many of you will be halfway through your term now. Take the time to look back on what you have achieved and to look forward to reaching your goals.

In the words of John Quincy Adams: *"If your actions inspire others to dream more, learn more, do more and become more - you are a leader."*

**Mary Marshall** DC

Fellow of ITC

INTERNATIONAL PRESIDENT 2007-2009

# So you want to be an Effective Leader?

Sue Ballard - AUSTRALIAN REGION

**Effective leadership means understanding where you are and where you need to be and then being able to carry those around you on the crest of the wave until you all safely reach the shore.**

Lao Tzu said that "The leader is the best when...his work is done, his aim fulfilled and the people say, 'We did it ourselves.'"

This is an excellent summary of effective leadership in action. My only qualification would be that it should be the aim of the whole team, rather than the leader alone. After all, no leader can be truly effective unless they are able to engender an enthusiasm and willingness within their team to agree on, and to achieve, their shared goals.

Famous leaders have shown a variety of leadership 'styles', which often reflect their own individual strengths. But behind the individual styles lie some inner, personal qualities. So let us explore some of the core attributes which can be recognised in all effective leaders.

We can consider leadership attributes through the three over-arching categories: what you need to be; what you need to know; and what you need to do.

## WHAT YOU NEED TO BE:

### A person who has

- **Integrity.** While leadership is always important to performance, there is a growing realization that effective leaders with integrity are absolutely crucial.
- **Empathy.** This is valued currency, which allows us to create bonds of trust; gives us insights into what others may be feeling or thinking; helps us understand how or why others are reacting to situations; sharpens our "people acumen" and informs our decisions.
- The ability to accept the responsibility for getting things done.
- Enthusiasm and commitment that can be transferred to the rest of the team. Have a positive, can do, attitude.
- An appreciation of who you are. One of the mistakes a leader can make is to try to act like someone else. You are a unique and original individual and cannot imitate another person. Learn from others, but stay unique.
- An ability to embrace change.



- A sense of humour and an ability to listen. Remember there is a very good reason why we have two ears but only one mouth!

### What you need to know:

To achieve a successful outcome requires a range of skills and abilities. The leader needs to have a full understanding of what those skills and abilities are, even if they do not personally excel in some of those areas.

Some of the core areas of knowledge which effective leaders have in common are:

- A sound knowledge and understanding of the skills, personality traits, strengths and weaknesses of the people within their team. This is probably one of the most important abilities a leader can have.

You cannot do everything, so delegate. What you must know is who will be able

to work well and happily in which areas of responsibility. By putting the right people in the right jobs, you are at least half way to success.

- A knowledge of what type of leader you are. Learn to understand yourself. It is the first step to understanding others. Ask yourself: how do others see me as a leader?

Clarify your goals, purposes and expectations. What are the purposes of the group as a whole? Determine your leadership strengths and weaknesses.

- Are you aware of how others think and feel?
- Do you help others perform to the best of their abilities?
- Are you willing to try new ideas?
- Can you communicate effectively?

# Communication Skills for Leaders

- Are you a problem-solver?
- Do you seek help when necessary?

By acting on your responses to these questions, you can increase your effectiveness as a leader.

involvement by practising friendliness, understanding, and fairness, by reminding everyone of the group's purpose, providing encouragement and involving people in discussion and decisions.

## What you need to do:

- Demonstrate that you are always fair and objective and do not take issues personally.
- Maintain a positive attitude. Attitude is what makes one person succeed whilst another fails. Effective leaders have a great deal of positive attitude. They are not shaken by circumstances or mishaps as they do not dwell on negatives.
- Be prepared to move outside your comfort zone on a regular basis. It is sometimes only by stretching yourself that you will become an even more effective leader. We really do learn from our mistakes and difficulties!
- Become team minded: Remember that a team of individuals working together, sharing ideas and responsibilities, can accomplish much more than a group of individuals working individually.
- Build the people you lead. The greatness of a leader is determined by his ability to empower others. A leader who is keen on empowering others, will win their hearts.
- Encourage enthusiasm and

- Communicate, Communicate, Communicate! Remember that everyone assimilates information in different ways so use several different communication media to get your message across and to give people a chance to respond.
- Establish a clear vision and measurable goals which can be linked to the tasks that each person is undertaking. In this way, everyone feels part of the overall plan.
- Build evaluation into each stage of the process.
- Use a step-by-step approach to problem-solving, and make sure everyone understands and accepts it.
- Constantly strive for improvement, and be committed to the long haul.

There are many attributes which play a part in making an effective leader and I have suggested some core attributes. No two leaders will be the same, however, because it is through the leadership skill of balancing of your natural strengths with those of your team, that your goal will be achieved. ☺

**Dr. Jean Scott Murphy SC, FELLOW OF ITC, Heart of America Region**

## Without good verbal and written communication skills, leaders will find it difficult to guide their organizations.

Effective leaders are charged with the responsibility of helping those with whom they communicate to understand, and ultimately follow, the vision, plans and goals of the organization. Long term results within organizations have a direct relationship to how well leaders are able to communicate the value of their product.

Highly effective people rarely follow leaders simply because they have no other options - they tend to follow leaders because of their ability to clearly articulate an inspiring personal connection with followers. The most successful leaders can do so because they make it a priority to know who the followers are and why they are involved in the organization.

Leaders of global organizations such as POWERtalk International have a special communication mission. They must connect with a large cross-section of diverse individuals. It is vital then, that leaders view communication skills as being just as important as all other requirements of their role.

POWERtalk leaders who are able to align effective communication skills with



emerging leadership skills will invariably see increased growth and production within their Clubs, Council and Regions, providing they stay the course. These are a few of my favorite thoughts on communication skills for POWERtalk leaders:


- People appreciate and tend to respond to authentic leaders; those who speak with a clear sense of honesty and sincerity. It doesn't matter what the message is, it will fall on deaf ears if the leader does not communicate a sense of emotional intelligence. The leader must make a connection with those whom

he/she wishes to influence. People will not respond if they fail to see personal relevance in the leader's message. The most successful leaders are able to move people to action because they are able to get individuals to see what's in it for them.

- Communication skills should be versatile. The ability to get things accomplished depends on the leader's ability to continuously adapt to changing circumstances. Timing is everything in the world of communication; what worked a year ago, may be irrelevant today.
- Skillful leaders recognize and appreciate the need for continued personal growth and development. Communication skills must be nurtured, refined and updated, just as with all other skills.
- Communication should be uncomplicated: It's a mistake to assume that everyone automatically understands the message presented by the leader. The wise leader will simplify his/her language by using terminology that is brief and simple. Verbal and written communication should avoid awkward and complicated words and phrases.
- Effective communication reflects a professional level of competency. Leaders on all levels must stay current with events and trends outside and within the organization. People respond positively to leaders who are able to communicate a high level of performance competency. Team members expect

leaders to demonstrate the qualities they espouse.

- Skillful leaders are multi-level communicators. Everyone in the organizational structure is not on the same cognitive level, so it is essential that leaders learn how to communicate effectively to all. There may be one communication style well suited for Region or Council, and another style designed for Clubs. The smart leader understands the difference.
- Great communicators are great listeners. For a leader to ensure that the message has been communicated as intended, he/she must have the ability to listen, observe and analyze the information sent, as it is reflected by the receivers.
- Leaders know that healthy organizations share information and resources. Successful leaders ensure that the communication channel within the organization is reliable, accurate and available to all. All levels of *POWERTalk* International should actively tap into the various communication outlets such as the web site and the CLO system. Once individuals are inside the communication loop, they tend to feel a sense of partnership with the organization.

The launch of the *POWERTalk* brand presents a unique opportunity for individuals on all ITC levels. This is our time to help others to see the value of coaching in effective speaking. 

# Delegation

## -you can't do it all!



**I keep 6 honest serving men (They taught me all I know)  
Their names are What and Why and When And How and Where and Who**

*- Rudyard Kipling*

### **What type of leader are you?**

Are you a Hoarder - doling out miserly pieces of information to your team only when absolutely forced to?

Could you be a Glory Hog - putting forward work by your team as "all my own work" and claiming all the glory?

Or maybe you're a "Que Sera, Sera" leader - merrily going your own way and never checking up on your team's progress along the way?

All these leaders have something in common - they don't delegate successfully.

As anyone who has raised a child knows, there are times when it is oh, so tempting to just 'do it myself'. After all, you know you can trust yourself. Delegation, on the other hand, is about taking the risk of trusting others. It's difficult to risk the extra time, the chance of mistakes being made, the loss of authority - or simply the loss of a task you enjoy.

**New leaders frequently have difficulty delegating. A promotion brings the temptation to continue doing the task at**

**which you were successful, rather than developing a new team to do the job. Resist the temptation!**

### **WHY Delegate**

- It enables your team members to grow and develop their skills
- It helps to free your time to concentrate on bigger responsibilities.
- It transfers work to people whose skills in a particular area are better than yours
- It's crucial for developing effective succession - a major responsibility of a leader.

Delegation means entrusting your authority to others - but not avoiding the responsibility. If something goes wrong, you remain responsible since you are the leader; the trick is to delegate in such a way that things get done but do not go (badly) wrong.

### **WHAT to Delegate**

As much as possible to develop your team to be as good as you are now.

Start with your most familiar tasks - these

are the easiest to train others to take over. Your experienced supervision ensures that the task is done well, while enabling someone else to become as good as you once were, and the team strength is increased.

Task delegation, rather than task assignment, enables innovation. Let the team know that the task may be changed, developed or upgraded. They should not feel obliged to blindly carry on with the same format, but should feel empowered to suggest and implement changes which may prove more effective.

### **WHO should I delegate to?**

This depends on the ability, experience and reliability of your team. Good people will be able to carry out large tasks with no intervention from you. Inexperienced or unreliable people will need close supervision to get the task done to the required standard. If you coach, encourage and give them practice, you can improve their ability to carry out increasingly larger tasks, unsupervised.

A word of caution: When you first start to delegate to someone, you may notice they take longer than you do to complete tasks. Be patient: for if you have chosen the right person, and you are delegating correctly, you will find that he or she quickly becomes efficient.

### **WHEN to Delegate**

At any time when both you and the person you are delegating to are ready. If you delegate a complete task it is much

more satisfying to work on, than many fragments of it. You are also more likely to receive a more complete solution.

### **HOW to Delegate**

To enable someone else to do the task for you, you must ensure that: they know what you want; they have the authority to achieve it; and they know how to do it.

### **Follow these steps**

#### **1. Define the task**

Confirm in your own mind that the task is suitable to be delegated. Does it meet the criteria for delegating? What are the specifics of the task?

#### **2. Select the individual or team**

What are your reasons for delegating to this person or team? What are they going to get out of it? What are you going to get out of it?

#### **3. Assess ability and training needs**

Is the other person or team of people capable of doing the task? What are their skills and experience? Do they understand what needs to be done? If not, you can't delegate.

#### **4. Consider how the person works**

What does the team member want from his or her role; how does s/he view the work? What is their current workload?

#### **5. Explain the reasons**

You must explain why the task is being

delegated. And why to that person? What is its importance and relevance? Where does it fit in the overall scheme of things?

#### **6. State required results**

What must be achieved? Clarify understanding by getting feedback from the other person. How will the task be measured? Make sure they know how you intend to decide that the task is being successfully done.

#### **7. Consider resources required**

Discuss and agree what is required to get the job done. Consider people, location, premises, equipment, money, materials, other related activities and services.

#### **8. Agree deadlines**

When must the job be finished? If an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities? Make sure they know the consequences of not completing the job on time.

#### **9. Agree control measures**

Methods of checking and controlling must be agreed with the other person. Failing to agree this in advance will cause this monitoring to seem like interference or lack of trust. What will your role be as the person who is delegating the task?

#### **10. Support and communicate**

Think about who else needs to know

what's going on, and inform them. Involve the other person in considering this so they can see beyond the issue at hand. Do not leave the person to inform your own peers of their new responsibility. Warn the person about any awkward matters of politics or protocol.

#### **11. Feedback on results**

It is essential to let the person know how they are doing, and whether they have achieved their aims. If not, you must review with them why things did not go to plan, and deal with the problems. You must absorb the consequences of failure, and pass on the credit for success.

### **Then let go!**

Once you have decided to delegate a task, let them get on with it. Review on the agreed reporting dates, but do not constantly look over their shoulders. Recognise that your team may know a better way of doing something than you do. Accept that there may be different ways of achieving a particular task, and also that one of the best ways of really learning something is through making mistakes.

**And remember:** *"There is no such thing as a single-handed success: When you include and acknowledge all those in your corner, you propel yourself, your teammates and your supporters to greater heights."*

– Author Unknown



# For the Workshop Leader - Props with a Purpose

Pat Cartwright AUSTRALIAN REGION

**To present an effective speech, you have to be an effective speaker. To present an effective workshop (or game or activity), you have to be an effective leader.**

A workshop is prepared using the same outline as for a speech, except that the two or three main points that substantiate your "claim" are *activities*. The activities are the props that support and further the purpose of your workshop. A workshop requires interaction and exchange of information as a problem-solving tool. By the end of a workshop, the outcome should be measurable and confirmable. It's not enough to be an effective speaker or even an effective facilitator. To be a workshop leader you must be *able* to lead - to direct others to take action. As the leader, you must be able to select and use props that further your cause, and you must be in control at all times.

## Selecting and using props

Once you've decided on the aim of the workshop, decide on what props are best

suited to fulfil that aim:

- Form groups for discussion or fact finding
- Demonstrate a skill and then allow time for practice
- Use the surroundings and develop physical activities
- Use a game, activity, puzzle or role-play
- Display and/or use materials to highlight points
- Use worksheets
- Use electronic or other visual aids to disseminate information

## Being in control

As a workshop leader, the relationship between you and the group is participative. It's about explaining, providing tools, demonstrating, shepherding, encouraging and cajoling and even being a good-natured disciplinarian, if required, for the participants to arrive at a conclusion/ solution.



- In the **preparation stage**, work out in detail - the *who, what, when, where, why and how* of the prop to be used
- Ask for details of the venue so you can plan your placements
- Select an *appropriate* and *non-confusing* method of moving people into specific seating arrangements or into groups or teams, and prepare items needed to do this
- Determine *when* you want to move people around (move them *before* you explain as this can have a better result)
- Have a few variations ready to suit any number in attendance
- Have places marked and ready for groups to occupy
- Be painstaking in preparing your own

requirements, ready in the order to be used

- Allow enough time to use the prop to its fullest advantage
- Give clear instructions, especially if any scoring is involved
- Elicit written or oral feedback to confirm an outcome or demonstrate what has been learnt.

Are you ready to progress from giving a speech to being an effective, interactive workshop leader? You can do so *by clearly stating the purpose* of the workshop and *by being in control* when using the props to consolidate that purpose and to ensure the outcomes. Remember the old adage: "If I hear, I forget; if I see, I remember; but if I do, I understand." That's the legacy of a workshop leader. ☺



# Mentoring

## - Increasing Your Leadership Potential

Donna Kutylowski, Fellow of ITC  
NORTHEAST REGION

**This is serendipitous. How fortuitous to launch the New Year 2008 with the focus on leadership and a feature on mentoring and how it supports member-trainers in embracing the "Renew and Revive!" theme!**

Mentoring is an effective tool or intervention which can be implemented in a variety of organizations, groups and companies and which has the potential to increase management ability in leaders. Mentoring is also a critical tool, one which should be employed with great care, pairing-up only the most appropriate mentors with the most appropriate mentees or protégé candidates. Mentors are individuals most associated with a vast collection of knowledge, experience

and wisdom who are partnered with individuals, typically, ones who demonstrate willingness, desire and a measurable management track record of performance, individuals that organizations feel can effectively serve in a leadership capacity. Mentees also should demonstrate the following:

- fulfillment of stringent requirements;
- projects a confident and focused demeanor and;
- demonstrates observable, reliable and remarkable performance.

Can the mentoring tool be implemented in every organization? Every situation? And for every individual? NO!

### Let's talk about what mentoring is NOT:

- a one-way delivery of knowledge, wisdom or experience;
- to be implemented under routine circumstances;
- to be utilized with average or under-performers.

The mere mention of the word, "mentoring," implies relationships - developing effective, successful and productive relationships that can produce reliable, sustainable, productive, measurable outcomes. Mentoring produces benefits primarily for the "mentee" and mentors often experience benefits themselves. Benefits which can be realized in individuals and organizations may be increased motivation, confidence, delegation, and overall observable performance. If organizations do not realize benefits after implementing a mentoring program, that lack of realization is a red flag that indicates investigation is required. When organizational benefits are realized after launching a mentoring program, you know you're on the right track.

### What is mentoring?

According to Matt M. Starcevich, Ph.D., CEO, Center For Coaching & Mentoring, Inc., mentoring is: a power free, two-way mutually beneficial learning situation where the mentor provides advice, shares

knowledge and experiences, and teaches using a low pressure, self-discovery approach. To know when to utilize the mentoring intervention to produce measurable and desirable results for your organization, we must understand differences between mentoring and two other related interventions, coaching and counseling.

Counseling is an intervention that is utilized typically by supervisors, managers, counselors, etc. when individuals demonstrate behaviors and performances that might be labeled as under-achieving, poor, needing improvement, ineffective, lackluster, unreliable or struggling. Counseling is a necessary element for these individuals to maintain a survival-level lifestyle.

Coaching is an intervention that is considered when individuals demonstrate behaviors and performances that are mostly above-average, reliable, high-achieving, focused, disciplined and remarkable. Coaching is a selective intervention that individuals elect to incorporate in their lives to improve already reliable and normally consistent performance.

Mentoring is an intervention that is utilized only in the most selective of situations and involving only the most performance-conscious individuals. Behaviors and performances of both the mentor and

mentee (leader candidate) are consistently demonstrated:

- with focused intensity;
- at higher-than-expected levels;
- within personal, professional and organizational situations;
- with unparalleled self-commitment and dedication; and,
- with unwavering support of followers and believers.

**Situations are typically characterized by the following parameters for the organization:**

- clear and identifiable vision;
- targeted mission;
- championable goals;
- consistent and documentable growth patterns;
- energized relationship between leader and advocates.


**How can chapters/clubs, councils, region and international utilize the mentoring intervention to their advantage, to:**

- increase and retain membership numbers;

- maintain their leading-edge position with business venues;
- develop and re-enforce performance skills that can serve to create future leaders?

POWERtalk International entities need to identify mentors who have demonstrated exceptional skills and a track record of top-notch performance regarding leadership, delegation, management, communication and motivation who can be paired with individuals, i.e., mentees or leadership-candidates, who have demonstrated an observable willingness, desire and skill potential that predicts future, reliable and phenomenal success.

Finally, who in a mentoring relationship takes the lead in initiating, risk-taking, and visioning of challenges and endeavors? You're right - it's the protégé who must take the lead in initiating endeavors and challenges throughout the mentoring relationship.

An effective mentoring program must be implemented in every chapter/club, council, region and international group to ensure the growth and life of POWERtalk International for another seventy years to come. 

# It's Powerplay!



## - HOW TO SPOT THE SIGNS

**Ruth Maltman DC**  
Fellow of ITC

As members of POWERtalk International we spend most time considering the communication we initiate and the effect it causes. So let's look at the other side of the communication channel for a change - how others communicate their messages to us, and the effect those messages have.

This article will focus on raising our consciousness about "powerplay" specifically - the gamesmanship by which some leaders manipulate us to assert their (not necessarily real) more powerful position. How do we recognise it, and what might we do to deal with the mental effects it is designed to have on us?

All human communication affects us: it encroaches on our mental space and influences our behaviour. Unless we are consciously aware of what we are taking in, we limit our control of our thought processes. Just as with the food we eat, some people go through life happily eating whatever they're given, and never consider its effect, while others take full control of what goes into their body. We all need to take care of our mental

health and strength, by taking control of what messages are accepted by our minds, and to recognise how other people's input can influence and persuade us.

Some people quite consciously set out to convey that they personally are powerful, or to convey for their organisation that their leader is powerful. We are surrounded by examples. Heads of state, gang leaders, military officers, and head teachers. They know the impression they need to give - but how do they do it? Their authority is not only vested in their official role, but also in their bearing, their actions and their body language.

"Powerplay" is about conveying power not just for the period of a speech or presentation, but doing it day in, day out for years on end. It's about making it a way of life; using it to impress upon other people that the 'player' is more powerful, knowledgeable, rich, influential or important than they are. It gives them a psychological edge, puts other people 'in their place' - on the back foot, and stifles dissent and discussion.

It's simply not healthy to be on the receiving side of someone else's powerplay. But recognising powerplay and being able to deflect it is as useful as finding a way to resist unhealthy foods.

One of the ways powerplay is demonstrated is through money; money talks in so many ways. The expense and formality of clothing, whether it's the silk suit for the head of state, the designer trainers for the gang leader, the well-tailored uniform of the sergeant major or the tie of the head teacher. And of course the jewellery: the monarch's crown; the gang leader's 'bling'; the army badges of rank; the conservative but recognisably expensive watch. The expense and formality of the setting contributes too, as does having control of it: the size of the office, the quality of the furnishings, the possession of the best chair, the biggest desk. . .

Obvious hierarchies also communicate a power message. Not just badges of rank but subservient people - escorts, assistants, secretaries, security guards, even spouses - anyone who strengthens the message that "this is a powerful person, not to be dealt with lightly."

Other strategies include the control of space (both personal body space, and keeping things in a controlled place of their choosing); control of shared possessions (the television remote, the car); and the control of time (usually your time - not being available, keeping you waiting). And as *POWERtalk* members we can't forget the use of the body language and voice:

the strength of the body language, and the appropriateness of the tone, accent, and words used. Anyone practising powerplay will use carefully-considered body language and tone of voice, all to reinforce the subconscious idea that this person has some power over you.

Becoming aware of these consciously-used techniques is useful, not only because (as ethical leaders in *POWERtalk* International) we must ensure we do not employ powerplay inappropriately - but also because with awareness it's easier to stop being intimidated by these strategies, and then to manage the situation. Some of those ways may include dressing appropriately, (even if it means borrowing), trying to control any meeting place and time; being prepared to end the meeting when it suits us, taking our own escorting party - colleagues, friends or lawyer. In extreme circumstances, you can even play the old mental trick of stripping intimidatingly powerful people naked in your mind's eye - not always a pretty sight, but invariably an empowering one!

By recognising powerplay, you can deflect it and retain your personal power, rather than becoming dragged into a power struggle in which no-one is the winner.

But if you succumb to the temptation and finally achieve world domination through your powerplay - remember to credit *POWERtalk* International! ☺

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### How to obtain Membership forms:

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### How to find Board Members and officers of ITC:

Log in to the website; go to the Roster section.

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