



*Seminar Prework*



### Engagement through Leadership Skills - V3.1

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# Welcome to ETLS™

A requirement of successful leadership is to achieve through others. In order to do this effectively, developing an atmosphere where people will be motivated to deliver discretionary effort to achieve their organisation's goals is vital. A leader's behaviour, or rather, the quality of their leadership delivery, dictates and determines the extent to which they will be successful in this leadership challenge.

In the Engagement through Leadership Skills (ETLS™) programme we focus on your behaviour as a leader, to develop your skills and better equip you to create a 'Climate' of high performance where your reports are engaged and aligned to your organisation's strategy.

Leadership behaviour is a relatively generic term however, so what exactly are we referring to? ETLS™ is concerned with the skills you use when you interact with, engage and influence the people around you. From our work over 25 years, we know good engagement skills are regularly the causal difference between high and low performance. The programme will provide you with a 'kit- bag' of effective and well proven behaviours, which will enable you:

- To observe and interpret the behaviour of others with an easy to use framework for classifying and understanding those behaviours
- To appreciate others' behaviour and modify yours appropriately
- To create an open arena for communicating with others
- To plan and structure your interactions to make them as mutually effective as possible
- To boost the performance of the people around you, gaining their commitment to motivate themselves towards helping the organisation achieve its goals

The ETLS™ programme follows a structure that we refer to as the three Ms, or MMiM. MMiM stands for Model, Measure and iMplement and truly reflects our ethos that successful change towards a desired end state can only occur once you fully understand your current position and, therefore, where you are setting out from on your development journey.

The MMiM process begins today; it may even have begun already, and will be ongoing over the next six months and beyond. It will build upon other Glowinkowski International feedback you may have had in the past and indeed, feedback you may have received through non Glowinkowski International interventions. Within this process we will set out to:

- **M**odel what good looks like. The Model of Behaviour shows the type of behaviours that create positive Climate and help to deliver high performance in the workplace.
- **M**easure your current leadership behavioural style, as seen by both yourself and others, i.e. reports, colleagues and managers, using an instrument called the Engagement Style Inventory (ESI™). This diagnostic phase will show you where you currently stand and enable you to plan your development journey.
- **iM**plement these new behaviours in the workplace. The third M will take place on several levels. Firstly, you will begin by learning the model behavioural skills and be able to practise these in a safe environment, i.e. on the course with your colleagues, using an exercise called 'Your Case Study', which will relate to a genuine situation you face at work. This ensures the programme's relevance to your leadership role and the focus on driving up the performance of your organisation. Following the course, implementation will move to the workplace where you'll have 12 weeks to practise and develop your leadership delivery before a follow up event. You will then go through a further follow up event after another 12 weeks where your behaviours will be measured again through ESI™.

In preparation for ETLS™, we ask that you complete some pre-work. This will involve you developing 'Your Case Study' and reading four short articles introducing you to the core concepts of ETLS™, enabling us to hit the ground running on the first morning. The articles should be read in the following order:

1. Business Case for Engagement
2. Engaging Behaviour
3. Gaining Commitment
4. Blue 4 Communication

We hope you will find the programme a highly enjoyable forum in which to learn fresh skills that will enable you to improve your leadership performance. We look forward to working with you and hope you find it as impactful as many before you have done.



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# Business Case for Engagement

## Organisational Climate

International research we undertook in the early nineties allowed us to identify what separated high performing organisations from their average and poor performing counterparts. **Organisational Climate** was identified as the key determinant of **outstanding performance** and the differentiator between top, bottom and middling performing organisations.

Organisational Climate is defined as the atmosphere of the workplace and constitutes '*how it feels around here*'. Over a quarter of a century of research and practical consultancy application has taught us two things about Organisational Climate. Firstly, all things being equal, Organisational Climate differentiates an average from an outstanding performing organisation. Secondly, whatever the current level of performance in an organisation, team or business unit, increasing Organisational Climate will increase the level of performance.

As an employee, Climate is engrained in everything we do and we are constantly experiencing it; as a leader, our behaviour is constantly shaping it. The Glowinkowski™ International Integrated Framework shows the clear link between a leader's behaviour, the organisation's climate and the organisation's performance. The 'change levers' of Climate represent the culture of the organisation, or '*how things are done*'. How a leader behaves and interacts with others, how - through their behaviour- they implement structure in their working environment and how - through their behaviour -they manage Processes, all contribute to culture and its impact upon the Organisational Climate. The majority of culture change programmes do not consider this link with Climate and so do not deliver the predicted return on investment (ROI). Change, when it pays insufficient attention to the 'people dynamic', is doomed to failure.

Fundamentally therefore, when leading others it is not necessarily what you do but rather, *HOW* you do it which is important. Effective behaviour is absolutely vital for leadership effectiveness.

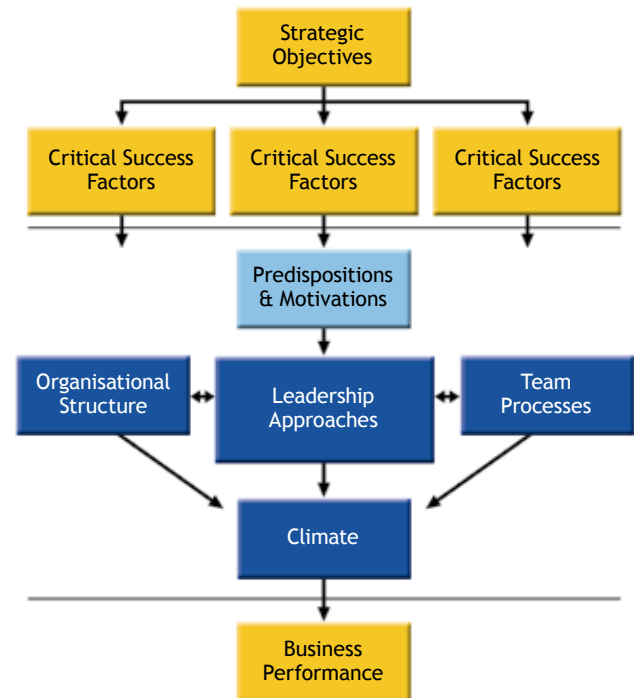


Figure 1: The Glowinkowski International Integrated Framework™



### Reflection

Think of a time in your working life when you were at your most motivated:

- What were the characteristics of that environment? .....
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- .....
- .....
- .....
- .....
- How did it feel? .....
- .....
- .....
- .....
- .....
- .....
- Was it productive? .....
- .....
- .....
- .....
- .....
- .....
- What was the reason for the positive Climate? .....
- .....
- .....
- .....
- .....
- .....
- Rate the team's leadership .....
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- .....
- .....
- .....
- .....

We'll revisit this concept early on in the programme - take a few minutes and jot down your thoughts.

By shaping a positive Organisational Climate, leaders give people:

- **Clarity** for the future direction of the organisation and their contribution towards that future
- **Challenge** to work towards ambitious but achievable objectives
- A ready **acceptance of Change** and a positive attitude to embrace it
- **Autonomy**, providing a sense of ownership and responsibility; people feel able to make decisions without constant upward referral
- **Recognition** for performance and a feeling of being valued and appreciated; a true sense of meritocracy
- **Involvement** in setting the future direction for a performance-orientated team; commitment, trust and a sense of synergy

### Climate – so what?

Admittedly the phrase Organisational Climate sounds 'soft', perhaps even too intangible to deliver bottom-line benefits. What is it about Climate that drives performance? The answer is **engagement**. Engagement goes hand-in-hand with positive Organisational Climate; in many ways they are one and the same. Those individuals that perceive an upbeat atmosphere in the workplace and consider it a great place to work are the individuals who will be engaged in their work. They are the individuals who will display **discretionary effort**, doing what they are truly capable of and stretching themselves to achieve the best rather than merely doing what they have to do to fulfil their remit as outlined in their job description.

Referring back to the Integrated Framework, leadership behaviour shapes Climate, creates engagement and is a critical source of sustainable competitive advantage. Great leadership behaviour begets great behaviour in others and this drives organisational performance.



### Question

In your experience, what does engagement look like; how does it manifest itself in behaviour?

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Organisational performance can be measured in numerous ways. For many organisations the focus is a financial one and, therefore, performance is measured in turnover, profit, meeting budget or some other fiscal parameter. Organisations may also choose to look at figures relating to, for example, staff retention, customer satisfaction or accident rates. The important thing here is that no matter how performance is measured and how high it already is, increasing engagement will have a positive effect.

The flip side to this of course is the negative impact on performance of a workforce which lacks engagement. Negative leadership behaviours result in low Organisational Climate and instead of being engaged, individuals are often downbeat, unproductive and unmotivated. In this circumstance, employees are either non-engaged where they just do the minimum, or disengaged and perform well below par. Where engaged employees create competitive advantage, disengaged and non-engaged individuals constrain performance, incurring unnecessary costs and destroying value.





**Question**

How does a non-engaged employee behave? Give several words or short phrases.

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**Question**

How does a disengaged employee behave? Sum it up in several words or short phrases.

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### Reflection

Now take a minute to consider a team characterised by low Climate - this may be a team you were part of or one you observed from the outside.

- What was the engagement like in the team? .....

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- Was discretionary effort displayed regularly? .....

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- What was the team's performance like? .....

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- Where you think performance suffered, attempt to quantify the cost of this - put some figures next to it. ....

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The direct costs of disengaged and non-engaged employees are fairly easy to calculate, i.e. their total reward package. The indirect costs are more difficult to put a value on. Non-engaged individuals will do the bare minimum to get by - the costs of this are not necessarily high but the missed opportunities, e.g. a cross-sale, from not displaying discretionary effort, are clear. Disengaged employees, whose

performance is likely to be low, have large costs attached however. Missed revenue targets, not meeting deadlines, poor service and leaving customers dissatisfied, low quality of work and the cost of rework, mistakes and the ripple effect of these individuals' poor behaviour - accentuated if they are leaders themselves - on others' performance are just a few examples of how the costs of disengagement quickly mount up.



**Question**

Think back to what disengagement/non-engagement looks like behaviourally. Can you identify individuals in your team or organisation characterised by these behaviours? Where are you potentially haemorrhaging money?

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In our experience whilst organisations are tuned into the importance of employee engagement and keen to measure it, i.e. ‘to take the temperature of the organisation’, they struggle to drive it up. In short, they understand the symptom but not the cause. Indeed, around half of the UK’s employees do not report themselves as engaged at work<sup>1</sup>. Our ETLS™ programme focuses specifically on leadership behaviour as a way to drive up engagement.

Your participation in the programme will provide you with an array of behavioural techniques designed to drive up engagement in your team and organisation and ultimately improve your team’s and the organisation’s performance.

<sup>1</sup> Data taken from YouGov’s PeopleIndex Employee Engagement Survey of 40,000 employees in 2007.



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# Engaging Behaviour

## Leadership Behaviour

Any individual that has to achieve through others has a leadership challenge. The challenge is to build a positive Climate and win the engagement of employees, galvanising their support for the achievement of the organisation's goals and in the process, driving up organisational performance. Irrespective of the size or scope of this challenge, it is the leader's **behaviour** which determines whether they will be successful.

As individuals, we possess preferred or natural behavioural styles, which are comfortable to perform - these are what are referred to as Predispositions. Although Predispositions are not the sole determinant of behaviour - the situation we find ourselves in also influences how we behave - by understanding our Predispositions we can begin to appreciate why we behave in certain ways in certain circumstances. It also forces us to consider whether, in some situations, our preferences are the best style of behaviour. If we just behaved in our natural, preferred way, it's unlikely our behaviour would always be appropriate to, or meet the demands of, the situation. Knowing our Predispositions gives us an understanding of where we need to invest development time and practice in order to develop the ability to deliver 'out of character' behavioural styles. Predispositions indicate where we are starting out from on our journey towards engaging behaviour and are extremely helpful.

Importantly, behaviours can be learned, as can an understanding of situations and the types of behaviour they demand. When interacting with others, if we are mindful of what we're trying to achieve, who the other person is and what their motives are then we can adapt our behaviour to fit those variables. By doing so we are more likely to find ourselves in engaging, win-win situations.

## The Glowinkowski™ Model of Behaviour

Through our research and consulting work, we have measured and observed six behavioural approaches to leadership. None of these approaches should be used exclusively or at the expense of any other. In fact, in order to create an engaging Climate, leaders should utilise all of the approaches. The situation should dictate which approach or combination of approaches is used at any one time. The approaches are as follows:

- 1. Directional:** Providing a clear sense of direction and purpose and aligning what happens on the ground, day-to-day, to that goal
- 2. Engaging:** Engaging the commitment and enthusiasm of others to build energy and momentum

**3. Positional:** Building capability and empowering others through effective delegation

**4. Constructive:** Maintaining open and healthy relationships within and outside the team; dealing with difficult situations early on

**5. Democratic:** Involving others in decision-making and planning activities, building trust and encouraging others to put forward ideas and suggestions; avoiding coercion

**6. Developmental:** Developing others to fully realise their career aspirations, as well as enhancing current performance; building organisational capability for the future

Thinking about, understanding and attempting to develop the approaches individually is, we recognise, complicated and perhaps unrealistic. There are however two higher groups of behaviours, or factors, which these approaches fit within, making them more digestible and, from a development perspective, easier to understand and utilise. The first factor is highly people-focused. The approaches that fit within this factor are:

- Engaging
- Developmental
- Democratic

They are linked by the commonality of 'showing concern' for other individuals.

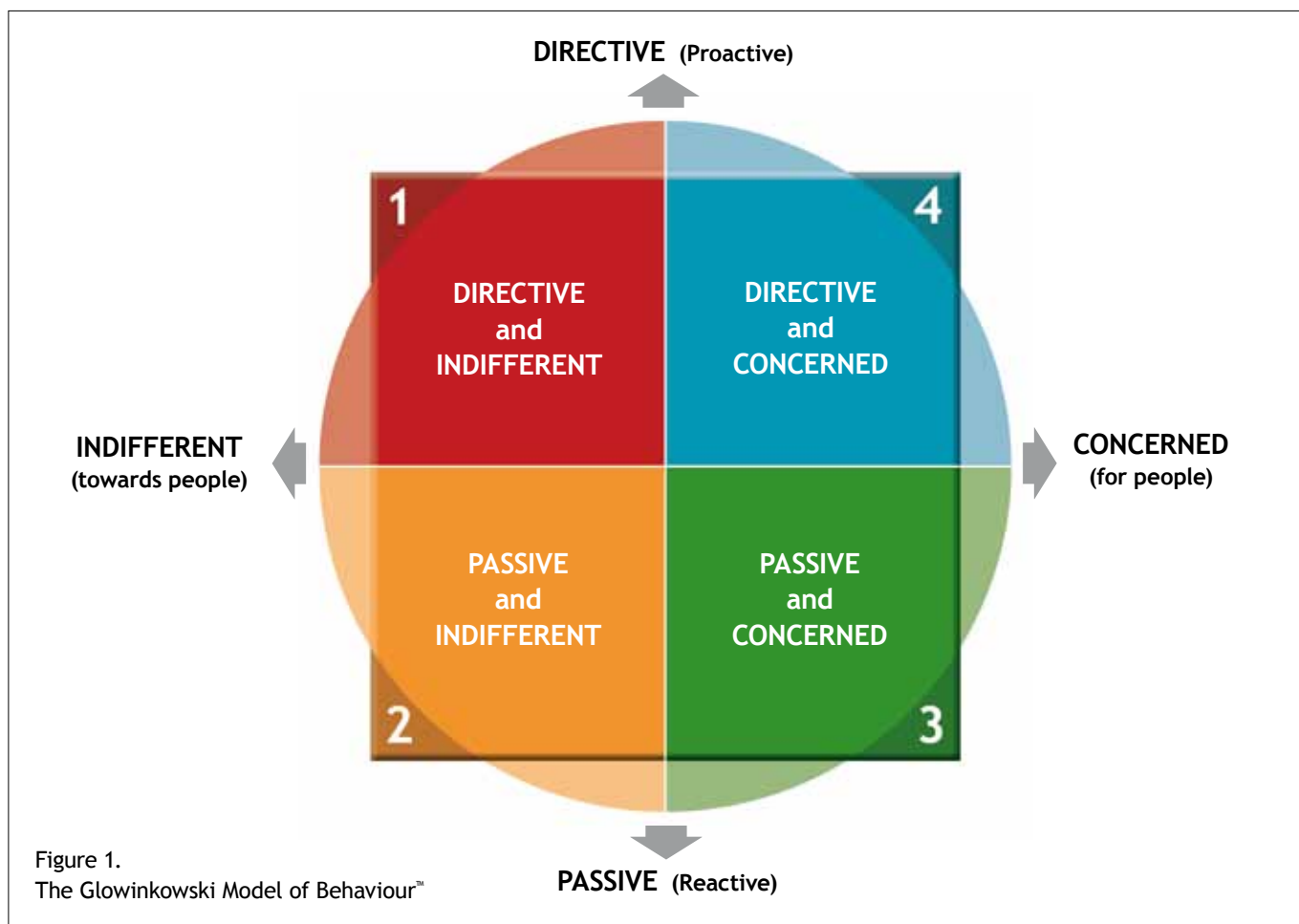
The second factor has more of a task-focus. The approaches that fit within this factor are:

- Directional
- Positional
- Constructive

All are orientated towards showing pro-activity and direction.

Over the last 25 years we have measured and observed these factors in approximately 20,000 individuals. Within this time, we have seen leaders who display high levels of concern whilst others display low levels. The former can be described as being concerned for others whilst the latter can be described as being indifferent towards others. Similarly, we have witnessed leaders who display extremely high levels of directional behaviour and others who display virtually no direction at all. Within this factor, the former can be thought of as being directive and the latter as being passive<sup>2</sup>.

<sup>2</sup> It should be noted that the concept of two broad factors - one task and the other people focused - underpinning leadership effectiveness is not necessarily a new one. Halpin and Weiner (1957) identified the factors of 'Consideration' and 'Initiation of Structure' as explaining the majority of variance in leadership behaviour. Blake and Mouton's (1964) Managerial Grid Model references 'Concern for Production' and 'Concern for People'. The similarities between these models and our own further substantiate the Glowinkowski Model of Behaviour's validity.



### Characteristics

#### **Directive (proactive)**

- Dominant, assertive, influential, firm

#### **Passive (reactive)**

- Compliant, uncertain, unconvincing, submissive

#### **Indifferent (towards people)**

- Thoughtless, inconsiderate, uncaring, insensitive

#### **Concerned (for people)**

- Respectful, considerate, empathetic, sensitive

Our research has led to the development of the Glowinkowski Model of Behaviour™. The basic premise behind the model is that the two factors cannot be looked at in isolation; in fact, they go hand in hand - whilst a leader is displaying directive behaviour (high or low), they are also displaying a level of concern. In the model therefore, the two factors are combined, creating four behavioural styles.

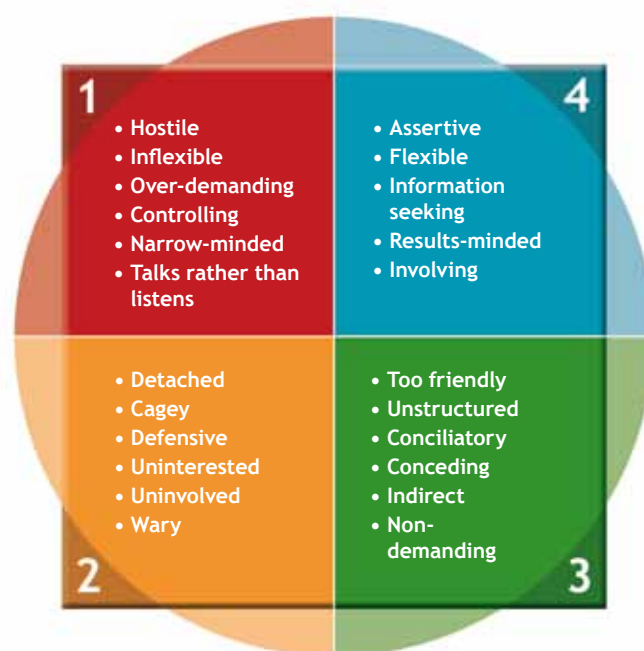


Figure 2. Characteristics of the four styles

## A closer look ...

Each style is characterised by a different set of behaviours. Let us consider each of these styles in turn.

### Red 1 (Control and Demand)

Red 1 behaviour is typically dominant and dictatorial. Red 1 uses authority and position to intimidate, pressurize and force others. Communication takes the form of 'I'll talk, you listen'; collaboration is by no means the Red 1's top priority, preferring to go it alone.

### Amber 2 (Avoid and Abdicate)

Amber 2 leadership behaviour is cautious and distant. The Amber 2 style is to hold off and as they see it, let others make the mistakes. Amber 2 is typified by a pessimistic view that people cannot be lead to develop and improve their performance. Characteristically speaking, Amber 2 takes a back seat and 'leads' from afar.

### Green 3 (Befriend and Pacify)

Green 3 behaviour is disorganised and unplanned. Green 3 is geared towards being liked, tending to be overly agreeable and undemanding. It is highly sociable, often too much so, and results are not pursued with any great determination. Raising contentious issues can be difficult for a person displaying Green 3 because they want to keep things harmonious.

### Blue 4 (Challenge and Engage)

Blue 4 behaviours combine a directional, proactive approach with concern for others. Behaviour tends to be results focused but collaborative, open to considering the opinions of others in setting direction. Communication is two-way and candid. Blue 4 galvanizes support and motivates through considering and being responsive to the individual.

It is important to understand several things when thinking about this model and the behaviour that the quadrants describe:

- No one behaves in just one of these four ways. An individual's behaviour is far more dynamic than that, displaying characteristics from each of the quadrants as they go about their roles.

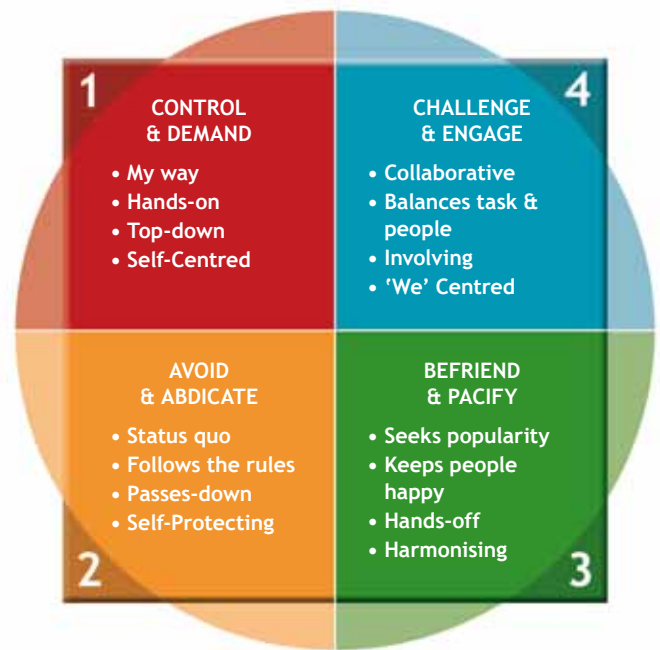
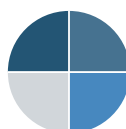


Figure 3. Leadership styles

- Individual behaviours always fit within one of the four quadrants.
- Individuals should not be labelled as Red 1, Amber 2, Green 3 or Blue 4. It is behaviour which is being observed and thus it is behaviour which should be categorised
- Behaviour is *not* personality. Behavioural styles from each of the four quadrants can be adopted in a single interaction, but personality remains constant and unchanged

Needless to say, categorising behaviour isn't necessarily straightforward in the real world. For example, Red 1 and Blue 4 behaviours are both directive. The difference of course is that one form of direction is delivered with concern and the other is delivered with indifference towards those it affects. The following paragraphs will help you understand what these distinctions look like.



### **Red 1 versus Blue 4 directive**

Red 1 directive behaviour is egocentric and self centred, i.e. it concerns a leader only being interested in pushing their own views, fulfilling their own needs and attaining their own goals. Ignoring these things in others and ignoring resistance is classic Red 1 behaviour.

Blue 4 directive behaviour is centred on gathering and considering the group's views, needs and goals. The leader is in charge but all points of view are considered and to the greatest extent possible, everyone's needs and goals are recognised in setting the group's direction - consensus, not compromise, is sought but the leader retains the prerogative to make the final decision.

### **Red 1 versus Amber 2 indifference**

Red 1 indifference is easily picked up by the other person in the interaction. It is overt and open.

Amber 2 indifference is less obvious. Rather than being outwardly directed, it is more hidden. Often it will involve a manager staying distant and not responding in an interaction. Red 1 indifference is likely to be audible or shown by big gestures; Amber 2 is more likely to be a shrug of the shoulders or furl of the eyebrows.

### **Amber 2 versus Green 3 passive**

In times of disagreement, Amber 2 behaviour is submissive - fighting one's own corner has risk attached. Giving in is done reluctantly and grudgingly; it is for self protection rather than maintaining harmony.

Green 3 behaviour is about keeping everyone happy. In times of disagreement, rather than submitting reluctantly, Green 3 outwardly conforms and 'goes along' happily with others' views.

### **Green 3 versus Blue 4 concern**

Green 3 concern is eager to please and shows a willingness to bend over backwards to do so. Strong Green 3 behaviour is to please at all costs.

Blue 4 concern has all stakeholders' interests in mind. Behaviour is delivered with integrity of purpose rather than for popularity or personal acceptance.

When we think about creating engagement, we are particularly concerned with the four behavioural styles in four important domains of leadership:

- Setting direction and objectives
- Taking decisions
- Communicating
- Managing performance





The following table provides further information for helping categorise management behaviour in the four leadership domains.

	RED 1	AMBER 2	GREEN 3	BLUE 4
BASIC ATTITUDE	People have to be pushed.	People are what they are.	People produce when they're happy.	People produce when they're involved and committed.
SETTING DIRECTION AND OBJECTIVES	Does so without input from others. Tells, expecting immediate compliance. Results focused. Punishes failure.	Leaves it to others, backs away. Sets direction lethargically, passes on orders from above.	Promotes harmony over results. Unstructured.	Involving and directive - explains what needs to be done but not how. Engages whole group. Results focused. Success recognised, poor effort dealt with.
MAKING DECISIONS	Alone, decisive and takes control. Doesn't consider the impact of their decision on others.	Indecisive, unclear. Reluctant to push own views, grudgingly takes majority decision.	Compromises. Seeks views over giving own, happily takes majority decision.	Collaborative process to win consensus, sums up all views, chooses the best option.
COMMUNICATING	One-way, "I'll talk, you listen".	One-way (from others). Short, formal, infrequent.	Two-way, open but unconstructive. Lacks objective.	Two-way, open and constructive. Objective and purposeful.
MANAGING PERFORMANCE	Assumes understanding of expectations, directive. Negative feedback delivered unconstructively.	Unclear about expectations, lacks clarity, gives little input.	Fails to broach controversial issues. Standards emphasise personal needs and harmony over group needs and progress.	Raises controversial issues constructively, makes standards clear and motivational.



Power is often regarded as somewhat of a pejorative phrase. When it is exercised in a personalised manner, i.e. using one's position to 'feather your own nest' it is ineffectual in the long-term. It doesn't generate positive Climate or build engagement. Socialised power, however, is far more effective as it concerns collaboration and winning commitment to one's ideas or 'vision'. Socialised power in dealing with direct reports is a strong manifestation of Blue 4 behaviour.

Just as the Glowinkowski Model of Behaviour™ can be used to categorise leadership behaviour, it can also be used to categorise direct report behaviour. The four basic patterns of direct report behaviour are shown in the figure below.



## This image shows a full page of handwriting practice paper. It features a light gray background with a solid blue border on all four sides. The page is filled with horizontal dashed lines, spaced evenly apart, providing a guide for letter height and placement. There are no other markings, text, or illustrations on the page.

(This social learning study was carried out by Albert Bandura in the early 1960s.)

## Concept of Interaction

In any interaction, what you say and do will influence what the other person says and does. Your behaviour will, to a certain extent, effect the way the other responds. In practical terms, it simply means that what you do can determine what you get in return. We often change our behaviour because of another person's behaviour.

Leader Behaviour		Direct Report
Red 1		Red 1
Amber 2		Amber 2
Green 3		Green 3
Blue 4		Blue 4

Figure 5. The interactive effect of leadership behaviour

Review figure 5 and, using your own experiences, predict the direct report's likely response to the manager's behaviour. The first example is completed for you. It illustrates that if a manager exercises personalised power in the guise of Red 1 behaviour to demand, brow-beat, threaten and intimidate, then the direct report will eventually cave-in and become passive and submit to the Red 1 behaviour with either Amber 2 or Green 3 behaviour.

Blue 4 behaviour is recommended in all interactions because it promotes the 'best' in direct reports, managers and colleagues. To win that behaviour from others, you are going to have to deliver Blue 4 more markedly and more often yourself. This is a simple principle but not always a simple thing to achieve. Try to keep these concepts in mind:

- You will never totally shape the behaviour of your people into Blue 4. You cannot change their personalities. Your behaviour can modify their actual behaviour.
- You can change the way a person interacts with you and you can change that behaviour rather quickly - often during a single interaction. Applying Blue 4 behaviours and people skills will play dividends - for you, the other person and your organisation.
- Significant changes in behaviour, yours and others', take time. But it will be time well spent.

Understanding the Glowinkowski Model of Behaviour™ and how it affects the likely nature of interactions between different people provides you with a robust set of tools you can use to:

- Consider the behaviour of people in your organisation.
- Understand other people's needs - enabling you to deal more effectively with your colleagues and motivate and engage them.
- Interpret interactions accurately to form strategies that make your interaction positive and more productive.
- Raise awareness of your own behaviour and the effect you personally have on interactions.

All this will be developed in more depth during the programme.

## One last thing ...

Why do we associate these colours with the behavioural styles? You may have read some material about the psychology of colour and been left in some doubt as to its validity - maybe you thought it had a 'touch of the horoscope' about it? We agree.

However, a few years ago, when developing the model, we started asking our clients what they associated with several different colours. There was, unsurprisingly, a raft of different reactions but some consistencies began to emerge around the four colours we ended up choosing.

Words we got for Red included control, brash, vociferous together with colloquialisms such as in 'in your face'.

Amber brought forward words such as weak, diluted, dishonest and even unhealthy!

People often associated Green with youth, inexperience and optimism - we even had one or two people say 'lacks edge'.

We consistently heard cool and calm, clear, strong, dependable and other similarly positive words for Blue.

Thus, the colours of our model were born.

We recognise this is anecdotal and are confident it doesn't devalue the considerable amount of 'hard', pragmatic research that underpins the model. The colours are relatively unimportant; it is the behaviours defined by the model which matter.

The thing is, people often ask us, so we thought we'd tell you! It means there's more time to focus on developing your ability to create engagement and improving the performance of your organisation.



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# Gaining Commitment

Leadership is “a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task”<sup>3</sup>. Gaining commitment from others to work hard and attain a goal is what leadership is all about; indeed, in order to increase organisational performance, leaders have to achieve through others.

When we talk about leading a collaborative effort, we are not referring to achieving this through coercion. ‘He who shouts loudest longest’ may get a job done, but the style is not conducive to developing an engaged workforce or likely to encourage discretionary effort. It is remarked that “people join organisations, but leave bosses” and, in our experience, being a coercive boss results in one thing - coercing talented people out of the front door. In the long run, it is unlikely to increase organisational performance.

## Competencies

We do not consider coercion as a competency of effective leadership. By competency, we are referring to ‘characteristic behaviours associated with successful organisational outcomes’. In our vocabulary, competencies are entirely behavioural. Those who try to draw in other attributes, e.g. skills, knowledge, experience, even values, serve only to muddy the water and cause confusion. Competency means behaviour. ETLS™ aims to build your skills in delivering the behaviours that will increase engagement and enhance Climate.

In this respect, we do position being democratic as an influencing behaviour within our definition of positive, effective behaviours.

## Influencing

Time and again in our research and consulting work, we have measured and observed the importance of the influencing competencies in leadership. Building and sustaining relationships for mutual benefit, being interpersonally aware and having a concern for the impact of our behaviour on others are all key contributors to getting others to buy into our ideas.

This group of behaviours enable leaders to recognise the needs of others, whether they are reports, peers, bosses, customers, suppliers, investors, etc. Such needs, when harnessed in the correct way, provide a valuable resource for gaining commitment. If a leader knows which buttons to press to get an individual on board, they stand a good chance of gaining support by pushing those buttons.

## What's in it for me?

There is sense in trying to marry the ‘top-down’ aims of the organisation with the ‘bottom-up’ aspirations of its people. Research dating back to the early 1970’s<sup>4</sup>, advocates the effectiveness of leaders considering the personal goals of their reports and attempting to incorporate those into the goals of the team or organisation.

Essentially, when individuals consider how much effort to put into helping their organisation achieve its goals, they are asking themselves, “What’s in it for me?”. If an individual can make a personal gain, e.g. financial or developmental, or, perhaps, see others gain, through helping their leader achieve the organisation goals they have set, then the potential for that leader to win commitment is higher than it would otherwise be.

In recognising personal needs and attempting to appeal to those we are referring to motivation. Put simply, people’s needs are their motives; attempting to fulfil those motives is a motivational process. Building a detailed picture of others’ motives comes through effective engagement and the use of well developed interactive skills. Engagement and motivation are, therefore, intimately linked and are an integral part of successfully influencing others and gaining commitment.

Think back to the concepts of engagement, disengagement and non-engagement that were introduced in the Business Case for Engagement article. When we refer to an engaged individual, we are talking about someone who is motivated through the goals of organisation. Motivation in disengaged and non-engaged individuals on the other hand is elsewhere. These individuals are not motivated by the pursuit of organisational goals. The implication of this is that as a leader these are the 20% of reports that you spend 80% of your time with.

How this disproportionate allocation of time by leaders affects the more engaged members of the team is self-evident. We see all too often the outcome being the engaged talent walking out the door because they are not receiving the leader’s time in terms of being developmentally coached. The case for harnessing motivation as a leader is therefore a compelling one.

Referring to our Model of Behaviour, the leader who investigates the needs of others and is mindful of those needs when setting direction personifies the Blue 4 style. Both the direction and concern of Blue 4 are required for setting future ambition for the organisation with consideration of

<sup>3</sup> Chemers, M.M. (2000) Leadership Research and Theory: A Functional Integration. Group Dynamics: Theory, Research and Practice, 4(1), 27-43

<sup>4</sup> See House, R.J. (1971) A path-goal theory of leadership. Administrative science Quarterly, 16, 321-338

its members; galvanizing the collaborative support of those people to make that vision become reality.

We have consistently observed the correlation of the Blue 4 style of leadership with a 'performance orientated' Organisational Climate. Where there is positive Organisational Climate there is engagement.

Organisational Climate is a feeling of the collective experienced by an individual. The feeling of Climate is personal to an individual, as are the things that create that feeling. Aspects important to one individual i.e. their needs, that have the potential to engage them and gain their commitment are not necessarily the same as those of another individual. Logically therefore, creating the perception of engagement in all members requires the leader to attempt to understand and respond to each stakeholder individually.

The importance of this concept for the effectiveness of both individuals and their leaders sparked an extensive Glowinkowski International research study several years ago analysing the core drivers of motivation in the workplace. Through the study we developed our six factor model of workplace motivation and accompanying survey methodology<sup>5</sup>. The factors, both intrinsic, i.e. the work itself provides satisfaction, and extrinsic, i.e. the tangible rewards, are defined below:

- 1. Power:** this concerns the extent to which an individual has a need to influence and control others' actions, thoughts and behaviours.
- 2. Relationships:** this concerns the need to develop relationships with others. To this extent, relationships are seen as motivational in themselves rather than a superficial vehicle to fulfil an ulterior motive, e.g. completing some particular task such as winning a sale.
- 3. Achievement:** this concerns the need to execute and deliver tasks to high standards of excellence, to continually raise personal standards in order to establish new challenges. This motive drives ambition to excel.
- 4. Status:** this concerns the individual needing to be well financially rewarded and to regard themselves as having attained an important 'position in life'. They want to feel they have 'done well' and that others will think likewise.
- 5. Recognition:** this concerns the individual's need to be recognised, appreciated and respected by others. This differs from Relationships, which concerns being liked.
- 6. Esteem:** this concerns a need to overcome a tendency to self-criticise or to possess self-doubt. Avoiding risk is important.

During interaction with another individual, through tuning into and analysing their behaviour, it is possible to discern that person's motives. In order to do so, we have combined our dimensions of motivation with the Glowinkowski Model of

Behaviour™. Going back to the Model of Behaviour, there are four styles which all behaviours fit within.

- Red 1 behaviour is both directive and indifferent; a predominantly 'control and demand' style.
- Amber 2 is less directive and more passive; characteristically it is about avoidance and abdication.
- Green 3 behaviours are passive but show a concern toward people. Green 3 behaviour tends to befriend and pacify.
- Blue 4 behaviour is directive but is delivered with concern for others; typically, it serves to both challenge and engage.

Through observing an individual's predominant behavioural style, it is possible to infer what their drivers are. Figure 1 shows how the dimensions of workplace motivation map on to the Model of Behaviour. Knowing the individual's 'hot buttons' gives great insight into how to gain commitment for and engage people in shared goals. Therefore, motivation is a vital part of overcoming the leadership challenge of achieving through others.

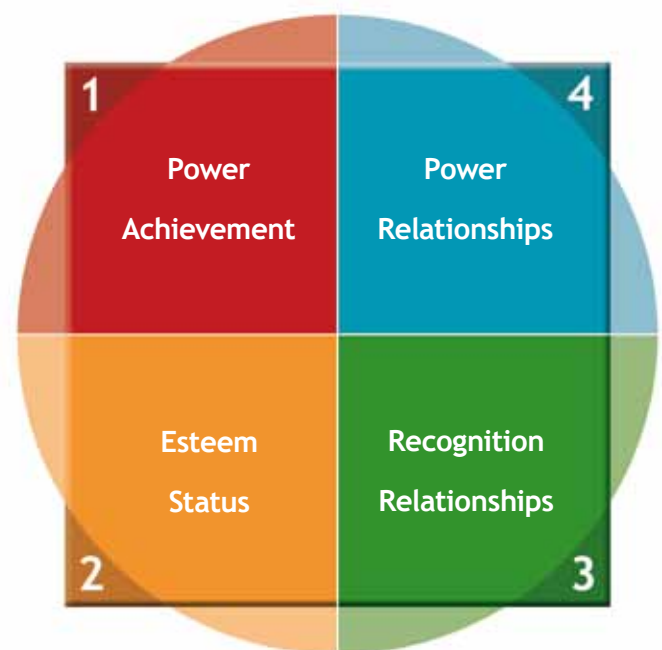


Figure 1. The Motives of the four behavioural styles

You will notice from Figure 1 that both Red 1 and Blue 4 styles of behaviour are based partly on a motive of power. However, as mentioned earlier, Power can be displayed in two markedly different ways. The reason for this lies in the second motive accompanying Power.

Holding a 'need for achievement' along with a 'need for power' suggests a 'personalised' power motive geared towards power for the sake of the individual. This is about using power for personal gain and the resultant impact

<sup>5</sup> For more information on the Glowinkowski Motivation Indicator, or to arrange to go through the process yourself, please contact our office.



on status. Considering these motivational factors it is not surprising individuals displaying Red 1 can end up pursuing their own goals with little consideration of how their behaviour impacts others.

On the other hand, combining the power motive with a 'need for relationships' produces far more of the 'socialised' power motive described earlier. In other words, it is about using power for wider gains, directing it in a way which benefits the whole group. In our experience of consulting in many different kinds of organisations around the globe, those individuals that display socialised power are the most successful and experience the best organisational performance.

Once motives are understood, as stated above, gaining commitment and influencing an individual becomes a case of appealing to specific motives. Where possible, ideas can be pitched with benefits in mind that are relevant to the other person's own needs. These needs are summarised in the table opposite.

Ultimately, gaining commitment and motivating the workforce is dependent on treating individuals as just that, individuals. If there is a best practice formula for gaining commitment, it is to focus on each person with their individuality in mind.

Observing, assessing and interpreting an individual's behaviours is a shrewd and reliable way to discern that individual's drivers. In addition to this inference, it is of course extremely important that a leader creates an open forum for discussion, giving them the opportunity to engage with others and understand their motives through speaking to them. This process lays the foundations to attempt to find synergy between the goals of organisation and its people. Of course, finding this synergy is not always possible and an important part of Blue 4 behaviour is recognising when this is the case.

By trying to 'please everyone all of the time', a leader is likely to fall at some stage. Setting direction and gaining commitment in this inclusive way must be thought of as a consultative process rather than a Green 3 'pander' to people's needs. Importantly, when individual sacrifices do need to be made for the greater good, open communication should prevail so those individuals affected understand they weren't neglected or ignored in the decision-making process. Gaining commitment is never going to be a 'walk in the park', but coming back to the earlier question of "What's in it for me?", when a leader is able to create a positive answer they are well on the way to making that individual a driving force rather than a restraining one.

Behavioural Style	What things are motivational?
Red 1	Power for power's worth. Exercising control and authority. Potential to exercise dominance. Individual mastery of their niche.
Amber 2	Avoidance of risk. Keeping their head below the parapet. Safety and security. A quiet life.
Green 3	Creating a harmonious environment. Being liked and being popular. Being held in high repute for what they do. Being asked to apply their expertise to help others.
Blue 4	Exercising control and influence. Collaborating with others. Involving others in achieving consensual decisions. Building and sustaining mutually beneficial relationships.



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# Blue 4 Communication

## Introduction

Across the previous articles we have outlined our view of leadership and presented the Glowinkowski™ Model of Behaviour. Our position has been clearly stated. That is, leadership is about clearly defining the direction of the organisation, group or team and engaging with its members to gain their commitment to pursue and achieve the vision. Time and again, we have seen the effectiveness of Blue 4 behaviour in making this become a reality.

The importance of appreciating individuality in gaining their commitment, whether they are reports, peers, managers, investors, suppliers or any other group has been discussed at some length. In addition to the behavioural analysis detailed in the Gaining Commitment article, in order to gain an understanding of these people, 'critical information seeking' based on sound communication skills is vital.

Critical information seeking is not an unstructured process of talking until you finally glean the information you are after, nor is it a case of demanding what you want to know from a key stakeholder. Referring back to our model of behaviour, the former is a predominantly Green 3 approach; the latter is classic Red 1. A Blue 4 approach is structured and thought out, and delivered with direction and concern for the individual(s) involved.

## Communication and the Model of Behaviour

For most leaders, a considerable amount of time is spent communicating with the people around them. As you will no doubt have noticed however - perhaps from observation, perhaps from direct experience - there are varying degrees of how well people do it. In our experience, good Blue 4 communication skills rarely come naturally.

When we talk about Predispositions, we mean 'natural' behaviour, a concept we introduced in the Engaging Behaviour article. Such behaviours feel more comfortable to deliver and are often revealed in our actual behaviours in times of pressure. You may or may not be familiar already with our measure of predispositions called the Glowinkowski Predisposition Indicator (henceforth, GPI™). You will either have already completed the GPI™ and received feedback or will be doing so at some point as part of the ETLs™ process. The GPI™ displays your behaviour across three models of everyday working life:

- Problem Solving and Implementation Style, or how you think and put those thoughts into action
- Communication and Interpersonal Style, or how you tend to feel and behave in groups and around other people

- Feelings and Self Control, which looks at your emotions and how you respond to impulses, desires, cravings, etc.

When we consider your approach to interacting with people and the expectations you have of such interactions, we are principally concerned with the second of the three models, your Communication and Interpersonal Style. As you can see from figure 1, there are four broad categories or 'types' which you can be placed within. The four types in this framework are:

- **The Encourager:** Collectivist and Extravert; a group orientated, group thinking person who tends to be relatively outgoing and forthright in expressing their agreeableness. Less comfortable challenging or questioning others.
- **The Supporter:** Collectivist and Introvert; group and 'others' orientated but more reserved and less forthright than the encourager, preferring to reflect and keep their own counsel
- **The Challenger:** Individualist and Extravert; Outgoing and expressive in a group, comfortable challenging others and raising issues in which they are interested. Less group orientated and not constrained by a desire for popularity
- **The Independent:** Individualist and Introvert; relatively reserved and quiet in social situations, more comfortable on own or in small groups. Likely to disagree and be a divergent thinker, less likely to actually assert their thoughts

Predisposition can and does result in actual behaviour but, strictly speaking, they are not the same thing. As was written in the previous article, both your personality and the environment influence behaviour. That said, we commonly see links between the four Communication and Interpersonal Style types and the types of behaviour detailed in the Model of Behaviour. We often observe the link between:

- Encouragers and Green 3 behaviour
- Challengers and Red 1
- Independents and Amber 2
- Supporters with both Green 3 and Amber 2.

These linkages are not 'set in stone'; they are not a definitive guide stating, for instance, that if you are an Encourager you will display Green 3 behaviour. As we have said, Environment plays a part. However, based purely on Predisposition, these are how the 'natural' behaviours often play themselves out in terms of the Model of Behaviour.

**The key point as, perhaps, you have noticed, is that none of the Communication and Interpersonal Style types map onto Blue 4 behaviour. Blue 4 is something that needs to be learned.**

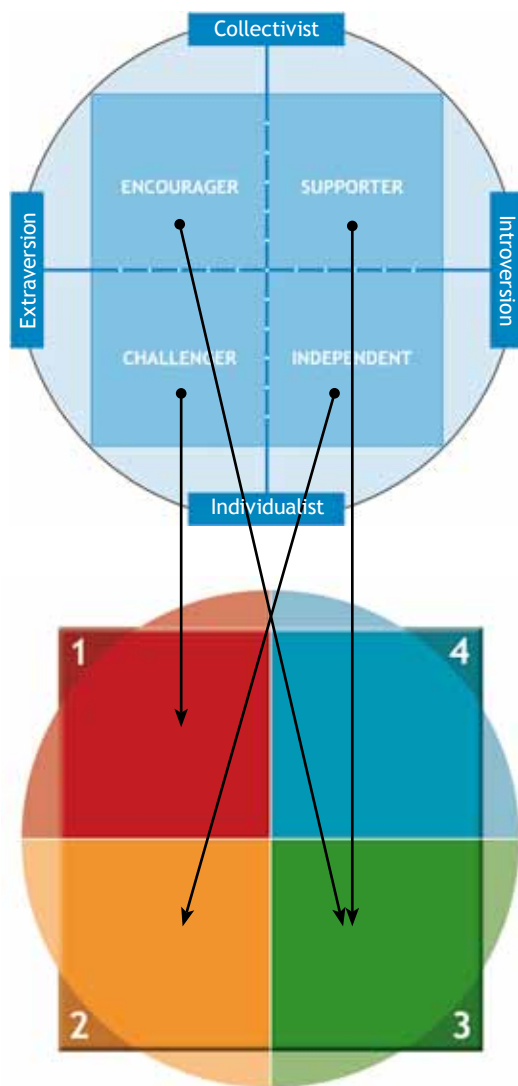


Figure 1. Predisposition and Behaviour

### Critical Information Seeking

Our research has highlighted that the behaviour we call 'critical information seeking' helps distinguish superior performance at senior managerial levels. This behaviour concerns possessing a network and associated process to get to the heart of an issue where there is complexity and ambiguity. The leader knows who to talk to and how to talk to them to elicit vital information to resolve issues and strengthen the quality of their decision making. Risk is mitigated in so doing.

For this behaviour to be truly optimal, there is the need to ask questions in an effective manner, i.e. to ask the right questions in the right way at the right time.

The fact is that by using simple (and learnable) communication techniques, called Probes, which are designed to encourage direct candid, open interaction - it is far easier to get to the nub of the problem with people, cut through the emotion and agree a consensual solution.

No doubt you will have encountered the concept of Probes before. However, by considering the process by which they can be applied to each engagement situation you enter, you will become more adept in their delivery and achieve better quality outcomes.

### Probes

**Open Question:** Could elicit any number of responses. Gives the opportunity for the other person to convey their views fully. Encouraging and non-judgemental, the individual asking the probing question does not impose their own thoughts and feelings on others, allowing them to speak freely.

**Examples:** "What's happening with...?", "What's your opinion on...?"

**Closed Question:** Directed towards a short, specific answer. Clarifies understanding and gives detail.

**Examples:** "Did it go well?" "Who's doing that?"

**Leading Question:** Implies the right answer in the way the question is asked. Often used to confirm own views or thoughts, the question is simply rhetoric. Can be dangerous as own views/thoughts/agenda may be biased, even wrong.

**Examples:** "This looks good doesn't it?", "Shouldn't we do it this way?"

**Pause:** Purposefully not speaking. Often follows a question or a partial answer from the other person, giving them opportunity to formulate their thoughts and continue speaking. Serves also to allow you time to think.

**Prompt:** Encourages more from the other person, allowing them to elaborate their point. Similar purpose to pausing.

**Examples:** "Go on", "Tell me more."

**Reflection:** Non-judgemental description of the other person's emotions, thoughts and feelings. Shows empathy and that you're paying attention.

**Examples:** "It sounds like you're...", "You look tense talking about..."

**Summary:** Paraphrases the overall picture of other's responses into a condensed, reflective statement. Checks understanding and again, shows you've been listening. Delivered using slightly different words to the other person, gives them the opportunity to think about what they've just said, perhaps allowing them to look at the subject with greater clarity or from a slightly different stance than they had previously.

**Examples:** "So you're saying...?", "To summarise..."

Simply learning and using the above techniques does not represent Blue 4 behaviour - that would be too simple! The

influencing competencies mentioned in the previous article, i.e. being interpersonally aware and having concern for your impact on others, are particularly important here.

To recap, in essence, being interpersonally aware is about observing people closely, having a good awareness of others' motives, needs and concerns. It is about thinking through how people will react and being able to anticipate problems impassively.

Concern for Impact, in essence, is about anticipating and responding to the needs and motivations of people to achieve a successful outcome. Individuals high in concern for impact modify their approach to reflect the feelings, views and concerns of others' in order to influence. Understanding who the person you're talking to is, reading their behaviour and adapting your own behaviour, i.e. modifying which of the above techniques you use, to optimise the situation is extremely important. Tuning in to others' behaviour and responding accordingly is a key part of Blue 4. By utilising these behaviours it enables another behaviour to be used far more effectively, namely Independence. The combination of being able to raise the sensitive, more provocative issues in a manner that isn't immediately going to 'raise the hairs on the back of another person's neck' is an astute characteristic of Blue 4 behaviour.

### Blue 4 with the four styles

Blue 4 behaviour and the appropriate use of the probing techniques can create win:win outcomes no matter which type of behaviour you predominantly encounter when engaging with another person or group of people.

**Red 1:** Consider the way to behave when encountering Red 1 behaviour. For example, you could be speaking to an individual who is keen to assert his views with little regard for your needs. Instinctively, you may feel the way to make this situation productive would be to use a relatively closed approach in order to stay on topic. However, closed questions in particular, but also leading questions, are liable to cause anger and non-compliance; doing so can give the individual the idea you're attempting to put thoughts into their head. If they are keen to express their own views, having someone interfere with this won't be looked on fondly. Instead, the strategy should be to let them convey their thoughts fully, creating an open environment where they can talk. This entails asking open questions and frequently using summary and reflection to make them feel like they have your attention and are getting their thoughts across. This may seem like you're encouraging them to 'bang their drum', but allowing this is much more likely to keep them receptive for longer and will be more productive than making them angry or causing them to 'shut down'.

**Amber 2:** 'Shutting down' or staying in the background and offering little, if any, contribution or input is classic Amber 2 behaviour. In contrast to Green 3 and Red 1 where there is a tendency to offer too much information, individuals displaying

Amber 2 need to be encouraged to offer anything at all. This does not mean of course that the individual lacks capacity, or for that matter, a point of view. The correlation with the Independent type simply suggests that the person portraying Amber 2 behaviour prefers to keep their own counsel. Blue 4 behaviour with Amber 2 involves 'riding' the silence, using pauses to allow the person time to think and encouraging them to voice their thoughts. Importantly pausing is not the only tool in the repertoire when interacting with Amber 2. Although allowing silence to run its course - sometimes referred to as 'gold time'<sup>6</sup> - can be an extremely powerful technique, if it is not mixed with open probes and prompts, pauses can be annoying for the recipient making them feel like they're doing all the work. If the individual looks like they're thinking something through, the silence should be left to run its course. If they're giving some clear body language that they expect a response, e.g. strong eye contact or leaning forward, not responding will increase the reluctance of the Amber 2 to contribute. Empathic listening through reflecting back what the individual is saying is important to give them the impression that their thoughts are worthwhile and you're taking them on board. Remember, part of the reason for Amber 2 behaviour is risk avoidance. Individuals are unlikely to be open if they feel their views will be criticised.

**Green 3:** Imagine an individual displaying a predominantly Green 3 style of behaviour, talking a lot and drifting off topic; more concerned about having something to say than the content of what they say. Asking open questions and pausing is unlikely to lead to a productive conversation. The Green 3 is prone to wander and continue to do so unless you give them a reason not to. By being more directional, asking more closed questions and summarising what the individual is saying rather than leaving pauses in the conversation - which the individual will feel under pressure to fill - they are likely to feel comfortable and the conversation will be more productive. Displaying Blue 4 will result in a win:win outcome.

**Blue 4:** On the face of it, communicating with an individual who is displaying Blue 4 behaviour is easy. Communication is two-way however, so even when the other individual is displaying Blue 4 behaviour, the situation still demands you to probe effectively. Asking open questions, pausing and prompting to allow responses, combined with summarising and reflecting on what's being said means that the conversation can flow, ideas can be generated and discussed. Closed or leading questions should be avoided to prevent them creating a barrier.

While in each of these behavioural situations, there appears to be considerable similarity in the probes being recommended, the crucial issue concerns not overusing any single technique. The recipe for success in each interactive situation requires different 'weights and measures'. A useful

<sup>6</sup> Bayliss, J. (2001) in Counseling Skills in Context, Aldridge, S and Rigby, S. Hodder and Stoughton.

strategy to keep in mind is trying not to use the same probe twice in a row, e.g. a direct, closed question should not be followed up by another or the interaction could feel more like interrogation than conversation!

Also important is that the way you behave should reflect the other person's behaviour, not the other person. It is behaviour that is classified in the model, not people! This must be forefront of mind when entering any interaction. That said, having a probing strategy in mind when entering a conversation is likely to produce a more effective conversation, which can be increased further by continually reviewing your strategy throughout the interaction to ensure it is the right one. In a dynamic, face-to-face environment this may not be the easiest thing to do to begin with, but with practice you'll find the probes become second nature. As we wrote above, it's likely you use all of the probes already, just not as systematically or consciously as should be the case. The great listening and interviewing professions have proven these techniques work and used in the right way, they will for you as well.

Behavioural Style	Probing Strategies
Red 1	<ul style="list-style-type: none"> <li>• Open Question</li> <li>• Summary</li> <li>• Reflection</li> </ul>
Amber 2	<ul style="list-style-type: none"> <li>• Open Question</li> <li>• Pause</li> <li>• Prompt</li> <li>• Reflection</li> </ul>
Green 3	<ul style="list-style-type: none"> <li>• Closed Question</li> <li>• Summary</li> </ul>
Blue 4	<ul style="list-style-type: none"> <li>• Open Question</li> <li>• Pause</li> <li>• Prompt</li> <li>• Summary</li> <li>• Reflection</li> </ul>





## Your Case Study

### Your Case Study

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#### Introduction

Your Case Study is often described as the part of the programme which separates ETLS™ from other behavioural development courses. It ensures that ETLS™ is firmly rooted in developing your leadership delivery and that it is directly applicable to your leadership role within your organisation.

Your Case Study should satisfy the following requirements:

- It is an important interaction you will have in your workplace where you have to influence the other person to your point of view
- It has to be real i.e. it is actually going to happen in the future
- It will be taking place within one month of the end of the ETLS™ programme

Often, people will choose a situation where they have to solve a problem concerning the performance of a direct report; it may be something that they had planned to do for some time but were not sure how to approach it constructively. Your Case Study does not have to be a negative situation however; furthermore, it does not have to be with a direct report. You may want to choose an event where you need to upwardly influence and sell an idea to your boss or other senior leaders, e.g. the board. Maybe you have an issue to resolve with a colleague, or even a customer? Have you got a problem in the supply chain? Do you get a sense someone has not been pulling their weight? Do you need to work on an individual's development agenda with them? Do you see an opportunity to collaborate with another person in the organisation? Anything goes, the important thing is that it is real, meaningful and will happen in the not too distant future.





# Your Case Study Worksheet

## Worksheet

The other individual's name: .....

Their role and responsibilities: .....

.....

.....

Are they a manager, a colleague, a report, a supplier, a customer, etc? : .....

.....

## Describe the situation

If the situation is a problem, describe what's wrong. What are the potential consequences?: .....

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If the situation is an opportunity, why is it? What are the potential benefits?: .....

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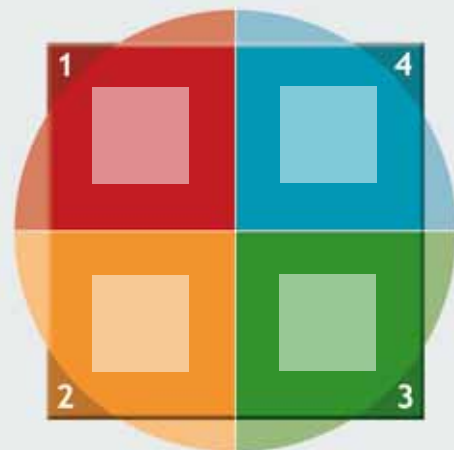
Taking stock of past experience when interacting with this individual, distribute ten points across the four categories to describe their behaviour. The distribution can be however you wish, the only rule is that you allocate 10 points - no more, no less!:

Has the other individual's behaviour shaped this situation? If yes, how?

.....

.....

.....



### Describe the situation (continued)

Repeat the allocation of points in terms of your behaviour in former interactions with this individual.

How have your dealings with this person generally been in the past?

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Irrespective of whether the situation is a problem or an opportunity, it's likely that your point of view differs from the other person's. Take time to consider both perspectives:

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What is your perspective? What are your thoughts, opinions, etc.? .....

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What is the other individual's perspective? What do you think are their thoughts, opinions, etc.? .....

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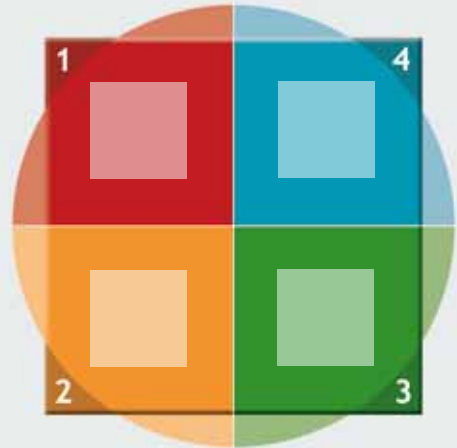
If relevant, what is the organisation's point of view? .....

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.....





**Describe the situation (continued)**

Where do your respective points of view differ? .....

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Where is there commonality and shared perspective?.....

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Of all of the differences, are any particularly problematic? Which ones? What makes them so? .....

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Have you stopped and considered this before? .....

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What do you wish to achieve from having the interaction? .....

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.....

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Consider what the other person may wish to achieve - is it different? How? .....

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.....

.....

### Think about the Pros and Cons of this Situation

What do you stand to gain if the issue is successfully addressed? .....

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.....

If the situation is ignored and left to run its natural course, what will be the consequences? .....

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#### From the other person's perspective:

What are the pros of addressing the situation - where might they benefit? .....

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What are the negatives of not addressing the situation? .....

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#### From the organisation's perspective:

What are the pros of addressing the situation - where might it benefit? .....

.....

.....

.....

What are the negatives of not addressing the situation? .....

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.....

.....

## Notes

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