THE EXTRAORDINARY LEADER: Going from Good to Great

Participant Materials
# Table of Contents

- Introduction.............................................................................. 4
- Pre-Course Assessment............................................................ 5
- Desired Learning Outcomes...................................................... 6
- Agendas ................................................................................... 7
- Fact or Fiction .......................................................................... 8
- Video Observation Form ........................................................... 9
- The Five Clusters and the Competencies of High Performers... 10
- Scenario #1–Carrie ................................................................. 13
- Behaviors that Define Competencies ....................................... 14
- Scenario #2–Matt and Jessica.................................................. 21
- Self-Assessment of Your Leadership Strengths and Weaknesses ........................................................... 22
- Assessment of Leadership Strengths and Weaknesses (for others to complete) ................................................. 31
- Competency Companions......................................................... 38
- Matching Ten Powerful Combinations of Strengths........................................................... 39
- Scenario #3–Christina.............................................................. 42
- Five Fatal Flaws that Must be Fixed ......................................... 43
- Assessing Your Change Leadership Style ................................ 44
- Pulling It All Together.............................................................. 47
- Aligning Your Competencies and Passions with Organizational Needs ........................................................... 54
- Development Plan.................................................................... 58
- Next Steps ............................................................................... 68
- Post-Course Assessment........................................................... 69
- Course Evaluation ................................................................... 70
- Notes ....................................................................................... 71
Introduction

As the title suggests, The Extraordinary Leader: Going from Good to Great is a course designed to help you develop competencies needed to produce extraordinary results in your organization.

The course proposes that everyone can be a leader, whether or not they have the title of “leader.” Leadership is not the sole domain of CEOs, executives, managers, or team leaders.

In a world growing increasingly complex, there is an urgent need for leaders at every level and in every organization. The need is for leaders who are prized because of contributions they make to their organizations, the role models they present, and the elevated standards of performance they set.

But how do you become a leader who is personally humble, yet determined to build a stronger organization? What competencies will you need that will enable you to look outside yourself to position your organization for long-term growth, and to look inside yourself to take full responsibility for your teams or organizations performance?

In response to those questions, this course keys on research detailed in the book, The Extraordinary Leader: Turning Good Managers into Great Leaders, by John H. Zenger & Joseph Folkman.1 The authors deliver on their promise to:

- Provide content that is immediately applicable and actionable.
- Support conclusions and recommendations with hard data, facts, and statistical analyses.

In turn, this course promises to engage you in actionable learning activities that:

- Identify the strengths that are keys to extraordinary leadership.
- Focus on improving your strengths.
- Help you develop an actionable development plan in your journey to extraordinary leadership.

The belief is that, by the end of this course, you will agree that the course has delivered on its promises.

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FACT OR FICTION

Directions:

- Pair with person next to you–or form a trio if there is an uneven number of participants.
- In your pair/trio, read each of the six statements below and decide if the statement is FACT or FICTION, and circle the word FACT or FICTION.
- Be prepared to give your reason.

1. Some people have distinct advantages of intellect, personality, experiences, or connections with influential people. Leaders, therefore, are more often “born,” not “made.” FACT  FICTION

2. The difference between “good” leaders and “great” leaders is primarily a matter of semantics and grammatical comparison. The impact of great leaders on their organizations is really not significantly different from that of good leaders. FACT  FICTION

3. In order to become a great leader, I should pay more attention to improving my strengths than to fixing my weaknesses. FACT  FICTION

4. Leadership competencies–character, personal capability, interpersonal skills, focusing on results, and leading organizational change–all are specific and discrete from one another. So, I should focus on improving them one-at-a-time. FACT  FICTION

5. Interpersonal Skills are the most important competencies–the core competencies for great leaders. FACT  FICTION

6. Effective leadership practices are specific to an organization. So, I should find an organization that fits my specific competencies and passions. FACT  FICTION
VIDEO OBSERVATION FORM

Directions:

- As you watch the video, make notes concerning the items below.

- Your facilitator may assign primary responsibility for one of the five insights to pair/trios in order that no one will be overwhelmed by trying to write notes for all five insights.

- Use the back side of this page if you need additional space for notes.

**Insight #1**: It’s not about going from bad to good. It’s about going from good to great.

**Insight #2**: Focus on building strengths, not fixing weaknesses.

**Insight #3**: There are five clusters of strengths that really matter.

**Insight #4**: Combinations of strengths produce exponential results.

**Insight #5**: The fastest way to becoming extraordinary isn’t always a straight line.
THE FIVE CLUSTERS AND THE
COMPETENCIES OF HIGH PERFORMERS

Descriptions of the clusters and competencies are in italics.

CHARACTER
The core of all leadership effectiveness

Competency 1. Displaying high integrity and honesty
Ethical standards, authenticity, open, and transparent in all actions.

PERSONAL CAPABILITY
Intellectual, emotional, and skill makeup of a leader

Competency 2. Technical and professional expertise
Effective use of information technology; thorough understanding of what the organization produces and why it is superior to competitive products; ability to write intelligent, concise reports; ability to make a compelling presentation in front of groups; ability to organize one’s work, monitor progress, and act without being told by someone in authority; volunteers when something needs to be done and no one currently is doing it.

Competency 3. Solving problems and analyzing issues
Ability to define a problem, analyze it, and come up with solid recommendations for resolving it.

Competency 4. Innovation
Ability to have a fresh outlook in approaching a problem; shakes loose of old methods and processes and see new possibilities.
Behaviors that Define Competencies

Competencies are combinations of knowledge, behaviors, skills, traits, and attributes that collectively enable someone to perform a given job. Listed under each competency below are sample behaviors.

CHARACTER

Competency 1. Displaying high integrity and honesty

- Avoid saying one thing and doing another, i.e., walk the talk
- Follow through on promises and commitments
- Model the core values
- Lead by example
- Have the trust and respect of coworkers
- Be trusted by others to do the right thing
- Be honest and ethical when dealing with others
- Demonstrate a consistency between what she/he says and what she/he does
- Demonstrate ethical resolve in adverse circumstances

PERSONAL CAPABILITY

Competency 2. Technical and professional expertise

- Is up to date in her/his field
- Demonstrates technical/functional and job specific knowledge required to be proficient in her/his current assignment
- Many people seek her/his opinions
- Knows the job well
- Is technically/professionally competent
- Understands the technology/profession well
- Sought out by others for advice and counsel
- Her/his knowledge and skills make a significant contribution toward achieving team goals
- Uses technical knowledge to help team members troubleshoot problems
- Has developed credibility with teammates because of her/his in-depth knowledge of issues or problems
Scenario #2–Matt and Jessica

Directions:

• Read the scenario.

• Working in pairs or trios, respond to the questions.

• Use “Behaviors that Define Competencies” for a reference in answering the question at the end of the scenario.

• You have five minutes.

Matt’s presentation to a potential new supplier of a new line of products is a week away—and he is already beginning to sweat.

He was assigned the presentation because Jessica, who generally delivers presentations of this type, has a conflict in her schedule. A lot was at stake. If his presentation is not successful, his company might not make the profit they expect from the new products.

So, Matt is planning what he will tell the supplier, e.g., his company needs certain quantities at a reliable price and on a certain schedule. He believes that he needs to convince the potential supplier to agree to his terms. In other words, he is focused only on making sure that his company gets what it needs from the supplier.

Jessica walks into Matt’s office and immediately notices the anxiety on his face. She asks Matt to outline his presentation for her. When she learns his planned approach, she becomes immediately concerned.

What behaviors (and the competencies they define) should Jessica use:

1. To give Matt feedback about his planned approach? What are your reasons?

2. To help Matt make a more powerful and successful presentation? What are your reasons?
Self-Assessment of Your Leadership Strengths and Weaknesses

Notes:

• The Self-Assessment is an opportunity to get a snapshot of your leadership strengths and weaknesses.

• Although the Assessment is not a statistically valid and reliable instrument, it will give you meaningful information about yourself.

• The Assessment is “for your eyes only.” It will be more valuable if you complete it with complete honesty. Obviously you will perceive that you have many strengths. But—it’s O.K. to have weaknesses. Even the greatest of great leaders have weaknesses!

• You will refer to the Assessment later in the course when you draft your development plan.

Directions for completing the Assessment:

• Read each of the 16 competencies.

• Use the behaviors that define each competency to help you determine if the competency is a strength or a weakness.

• A “strength” is a competency you generally do well, but can always improve.

• A “weakness” is a competency you generally don’t do well, and need to fix.

• If you believe that the competency is a strength, circle one of the letters next to the competency under the strength column. S = Significant, M = Moderate.

• If you believe that the competency is a weakness, circle one of the letters next to the competency under the weakness column. M = Moderate, S = Significant.

Remember! The only “right” answers are the answers that you believe are honest assessments of your leadership strengths and weaknesses.
<table>
<thead>
<tr>
<th>STRENGTH</th>
<th>COMPETENCIES</th>
<th>WEAKNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M</td>
<td>CHARACTER</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>1. Displaying high integrity and honesty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do not say one thing and do another</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow through on promises and commitments</td>
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<td></td>
<td>• Lead by example</td>
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</tr>
<tr>
<td></td>
<td>• Have the trust and respect of co workers</td>
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</tr>
<tr>
<td></td>
<td>• Honest and ethical when dealing with others—and in adverse circumstances</td>
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<tr>
<td>S M</td>
<td>PERSONAL CAPABILITY</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>2. Technical and professional expertise</td>
<td></td>
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<tr>
<td></td>
<td>• Demonstrate technical/functional and job specific knowledge required in my job</td>
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</tr>
<tr>
<td></td>
<td>• Sought out by others for advice and counsel</td>
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<tr>
<td></td>
<td>• My knowledge and skills make a significant contribution toward achieving organizational goals</td>
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<td></td>
<td>• Use technical knowledge to help team members troubleshoot problems</td>
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</tr>
<tr>
<td></td>
<td>• Have developed credibility with teammates because of my in-depth knowledge of issues or problems</td>
<td></td>
</tr>
<tr>
<td>S M</td>
<td>3. Solving problems and analyzing issues</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>• Collect data from multiple sources when solving a problem</td>
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<tr>
<td></td>
<td>• Require accurate and crucial information as a basis for sound organization-wide decisions</td>
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<td></td>
<td>• Systematically evaluate information by using a variety of proven methods and techniques</td>
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<tr>
<td></td>
<td>• Encourage alternative approaches and new ideas</td>
<td></td>
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<tr>
<td></td>
<td>• Coach others on how to analyze information to solve problems and make decisions</td>
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</tbody>
</table>
### STRENGTHS

<table>
<thead>
<tr>
<th>Strength</th>
<th>Competencies</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M</td>
<td>4. Innovation</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>• Consistently generate creative, resourceful solutions to problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Champion ingenuity at all levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create a culture of innovation and learning that drives individual development throughout the business unit</td>
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<tr>
<td></td>
<td>• Provide support and encouragement to others when they attempt to innovate, even when they fail</td>
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<tr>
<td></td>
<td>• Build on other people's suggestions and ideas that often lead to new approaches and improvements</td>
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<tr>
<td>S M</td>
<td>5. Practices self-development</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>• Make constructive efforts to change and improve based on feedback from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Constantly looks for developmental opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take ownership for my own development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Look for ways to build challenges in my current assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learn from both success and failure/mistakes</td>
<td></td>
</tr>
<tr>
<td>S M</td>
<td>FOCUS ON RESULTS</td>
<td>M S</td>
</tr>
<tr>
<td></td>
<td>6. Drive for results</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pursue all assignments and projects to completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consistently meet or exceed commitments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Build commitment in others for their individual/team objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hold others accountable for achieving results</td>
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<tr>
<td></td>
<td>• Lead or champion efforts that increase productivity and goal accomplishment throughout the organization</td>
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## Matching Ten Powerful Combinations of Strengths

You already know that “Technical Expertise” and “Innovation” are one of the ten powerful combinations, so they are already matched and in italics and bold. Obviously, the remaining strengths in Columns A and B are not in matched order. Match each strength in Column A with what you believe is its combination strength in Column B. Connect each combination with a line. Note that several strengths are repeated in either Column A or Column B, e.g., “Inspiring and motivating others” is listed in both Column A and B. That’s because some strengths can be combined in several ways.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Expertise</td>
<td>Innovation</td>
</tr>
<tr>
<td>Giving performance feedback</td>
<td>Inspiring and motivating others</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Innovation</td>
</tr>
<tr>
<td>Inspiring and motivating others</td>
<td>Technical competence; being well-informed</td>
</tr>
<tr>
<td>Connecting with outside world; not insular in focus</td>
<td>Building trust</td>
</tr>
<tr>
<td>Strategic perspective</td>
<td>Communicating powerfully and prolifically</td>
</tr>
<tr>
<td>Teamwork/collaboration</td>
<td>Strategic perspective</td>
</tr>
<tr>
<td>Focus on results</td>
<td>Listening</td>
</tr>
<tr>
<td>Establishing stretch goals</td>
<td>Teamwork/collaboration</td>
</tr>
<tr>
<td>Problem-solving/analytical skills</td>
<td>Developing others</td>
</tr>
</tbody>
</table>
Scenario #3—Christina

Directions:

- Read the scenario.
- Form small groups (three-four people).
- Discuss combinations of strengths that Christina might use to gain the cooperation she needs from other departments and to sell her idea to senior management.
- You have ten minutes for discussion.
- Present a summary of your discussion to the large group.

Christina is a person with great initiative. She’s always looking for ways to streamline work processes, to suggest new product lines, improve customer service, and so forth.

Although she has worked at the company for only six months, it didn’t take Christina long to realize that the company has a history of turf building and turf-maintenance within and among departments. Cross-functional operations and cooperation among departments is extremely rare. So, whenever she has tried to get cooperation among departments for ideas she has, she has encountered resistance.

Christina has an idea for a new product that she is convinced would bring the company much needed revenue. But, she realizes that in order to sell her idea to departments and to senior management she will need collaboration among departments such as marketing, finance, operations, and so forth.

So, she asks herself:

- What combinations of leadership strengths should she apply to convince departments that their collaboration is needed?
- What combinations of her leadership strengths should she apply to sell her idea to senior management?

Can you help Christina identify combinations that would apply for her situation?
Assessing Your Change Leadership Style

Take a few moments to complete the following questionnaire on your usual approach to introducing a change in your organization.

Making Tactical Change

Listed below are behaviors describing different approaches a person could use to help create organizational change. Circle the letter beside the action you would most likely take. Even if you were likely to do both, select the one answer that you feel would have the greater impact of a successful change effort.

1. A. Make the tough decision necessary to help implement the changes.
    B. Encourage people to openly express their ideas and opinions about the changes.

2. A. Communicate effectively so others see how these changes fit into the picture.
    B. Involve people in problem solving and decision making regarding the changes.

3. A. When people are not clear about how to move forward on a change, get them to consider alternative approaches for implementing the change.
    B. Actively seek out information about people’s thoughts and perspectives regarding the changes.

4. A. Closely monitor, against clear standards, the progress people are making on the change.
    B. Seek examples of the impact of the changes.

5. A. Let people know clearly what is expected of them regarding the changes.
    B. Help people understand the rationale behind decisions regarding the changes.

6. A. Keep people focused on the changes to be made.
    B. Provide support when people take risks making changes, even if they fail.

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Pulling It All Together
A Practice of Competencies and Change Leadership Styles

Phases of the Skills Practice (Total Time: 75 minutes)

- Directions and Set Up (10 minutes)
- Assignment of roles (5 minutes)
- Reading the Case Study about a change in an organization (5 minutes)
- Preparations by the leaders, employees, and practice managers (15 minutes)
- The Practice (20 minutes)
- Feedback (15 minutes)
- Debrief in the large group (5 minutes)

Roles and Responsibilities in the Practice

- There are 3 roles: (1) the leader, (2) employees, and (3) the practice manager
- Each group decides who will be the leader, employees, and the practice manager. If no one volunteers to be the leader, write your names on a piece of paper and ask your facilitator to select the “winner.”

Role of the Leader

- Review the “Case Study for the Leaders” given to you by the facilitator.
- Use the “Worksheet for the Leader” on page 50 to prepare.
- During the practice, introduce and explain the change, and respond to questions/concerns raised by employees.
- Review all other roles in the practice so that you understand everyone’s role.
- Read “Guidelines for Feedback” on page 49.
- Give self-feedback at the conclusion of the practice.
Role of Employees

- Review the “Case Study for Employees and Practice Managers” given to you by the facilitator. Decide who will be employee #1, #2, and #3 and note the “Observation Assignments for Employees” on page 52:

  - Employee #1 - The leader’s use of specific competencies. *Refer to “Clusters and Competencies,” pages 10-12*
  - Employee #2–The leader’s use of combinations of strengths and/or competency companions. *Refer to “Competency Companions,” page 38 and “Ten Powerful Combinations of Strengths,” pages 40-41*
  - Employee #3–The leader’s style of leadership. *Refer to “Assessing Your Change Leadership Style,” pages 44-46*

- Use the “Worksheet for Employees” on page 51 and, working together, decide the kinds of questions and concerns you will raise during the practice. Act realistically. Do not try to make things extraordinarily difficult for the leader.
- Review all other roles in the practice so that you understand everyone’s role.
- Read “Guidelines for Feedback” on page 49.
- Give feedback to the leader at the conclusion of the practice, following Observation Assignments for Employees, and Guidelines for Feedback.

Role of the Practice Manager

- Review the “Case Study for Employees and Practice Managers” given to you by the facilitator.
- Review all other roles in the practice so that you understand everyone’s role.
- Keep the practice on scheduled times: 15 minutes for preparations by the leader and employees; 20 minutes for the practice; 15 minutes for feedback.
- Use the “Practice Manager’s Observation Form” on page 53 to take notes.
- Lead the feedback, following the “Guidelines for Feedback” on page 49.

The Practice (20 minutes)

- The leader introduces and explains the change, and responds to questions/concerns raised by employees.
- Employees ask realistic questions/raise concerns about the change.
- The Practice Manager keeps the practice on schedule and on track, and leads the feedback.
Guidelines for Feedback

Your feedback is only your perspective of what you have observed. You are not presenting yourself as an expert. Your feedback, therefore, is:

✓ What you believe the leader did well, e.g., effective use of specific competencies/combinations of strengths/competency companions and style of leadership.
✓ Suggestions for what the leader might have done differently to improve on the results.

The order to follow in providing feedback:

1. The Practice Manager asks the leader for self-feedback:
   • What competencies and style of change leadership she/he believes she did well.
   • What she/he wishes she/he had done differently.
2. The Practice Manager then asks employees for feedback (one-at-a-time):
   • Employee #1–What competencies did the leader use well? What were the observable results? What is an improvement suggestion?
   • Employee #2–What combinations of strengths and/or competency companions did the leader use well? What were the results? What is an improvement suggestion?
   • Employee #3–What was the leader’s style of leadership? What worked well? What is an improvement suggestion?
3. The Practice Manager then provides her/his feedback, using notes taken on the Practice Manager’s Observation Form.
4. The Practice Manager concludes the Practice.
WORKSHEET FOR THE LEADER

• Summarize the change you will introduce.

• Why is the change being introduced?

• What was wrong with the way things were?

• What will the change accomplish that the old way could not accomplish?

• What are the key points you want make when introducing and explaining the change?

• What questions do you anticipate from employees? How will you respond to their questions?

• What concerns might they have? How will you respond to their concerns?

• What balance of the two styles of leadership do you believe will be most effective in this case?
WORKSHEET FOR EMPLOYEES

• What are the key points of the change?

• What realistic questions or concerns will you have?
Observation Assignments for Employees

Your feedback to the leader at the conclusion of the practice should include:

Employee #1 - The leader’s use of specific competencies. Refer to “Clusters and Competencies,” pages 10-12.

1. Which of the 16 competencies did the leader use? Be specific.
2. What were the observable results? Be specific.
3. What improvement suggestions do you have? Be specific.

Employee #2–The leader’s use of combinations of strengths and/or competency companions. Refer to “Competency Companions,” page 38 and “Ten Powerful Combinations of Strengths,” pages 40-41.

1. What combinations of strengths or competency companions did the leader use? Be specific.
2. What were the observable results? Be specific.
3. What improvement suggestions do you have? Be specific.

Employee #3–The leader’s style of leadership. Refer to “Assessing Your Change Leadership Style,” pages 44-46.

1. How did the leader balance her/his style of change leadership? Be specific.
2. What were the observable results? Be specific.
3. What improvement suggestions do you have? Be specific.