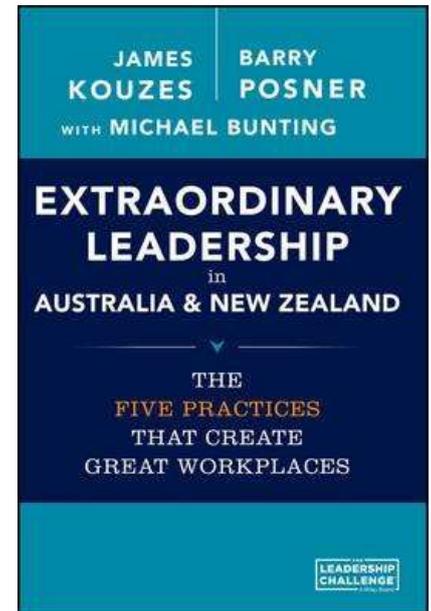


Intuyu Consulting Notes On:
Extraordinary Leadership in Australia & New Zealand: The five practices that create great workplaces
James Kouzes and Barry Posner with Michael Bunting
www.theleadershipchallenge.com
www.studentleadershipchallenge.com/

The following are my notes and paraphrasing (not a book summary) from reading this book and are essentially what I found interesting looking from the perspective of an educator and the possible lessons that educators could learn from the book. The book has many organisational examples to highlight the points being made – in general I have not captured these. If the notes interest you please purchase the book! Also check out [L2L Consulting](#) who provides workshops in the US based on this book.



Introduction: The Leadership Challenge in Australasia

- Leadership in the ANZ region poses unique cultural challenges (page xi)
 - Not the least is the “tall poppy syndrome” which permeates the culture and partially explains why Australians and New Zealanders mark their leaders 13-20 percentile points lower in leadership assessments compared to the rest of the world (page xii)
 - Australians are fiercely egalitarian (all humans are equal in fundamental worth or social status) and have an informal way of speaking and acting. New Zealanders prefer an approach that is less hierarchical and often want “a more collaborative, inclusive, and participatory approach with engagement and real consultation rather than strict autocratic and bureaucratic leadership” (page xii)
 - Australasian attitude is a good thing because it means leaders must lead on the basis of authentic values, skills and behaviours rather than simply depending on their title to get things done. They must earn their leadership authority (page xiii)
 - Worst thing Australasian leaders can do is “pull rank” – that is, to assert authority based on title or position – it is counter-productive. There is a deeply ingrained cultural bias towards people in leadership positions due to our convict history. This bias leads Australasians to both distrust authority and be leery of taking on authority roles for fear of how we will be perceived by our peers (page xii-xv)
 - This dynamic creates a dilemma because when people think about providing leadership they are hesitant to assert leadership. They can be reluctant to hold people accountable for fear of disrupting relationships (page xv-xvi)
 - Australians on one hand take pride in their “fair dinkum” honesty but there is a subtle cultural norm to avoid confrontation, to circumvent blame and to evade taking personal responsibility, deferring to collective responsibility. While honesty and authenticity are valued deeply people often skirt issues or display honesty in a passive-aggressive way. We have a hard time speaking upwards in hierarchies. (page xvi)

- Exemplary leaders who are sensitive to these cultural issues in our region facilitate honesty by welcoming and encouraging direct feedback from team members. “You win people over when you admit mistakes and show your humanity”. The key is to never act from ego (page xvi-xvii)
- New Zealanders value modesty and distrust those who talk about their own merits. Being humble is a quality valued in Maori leaders (page xvii)
- Regardless of the distrust for authority or their egalitarian nature everyone craves leadership. “People want to feel that others care about them. They want to be engaged in a project, a goal, a vision bigger than themselves. They want to perform at their best. They want to make meaningful contributions to their organisations, their teams and their customers. They want to be appreciated and valued for who they are and what they contribute” (page xvii)

Chapter One: Exemplary Leadership – creating high engagement and extraordinary results

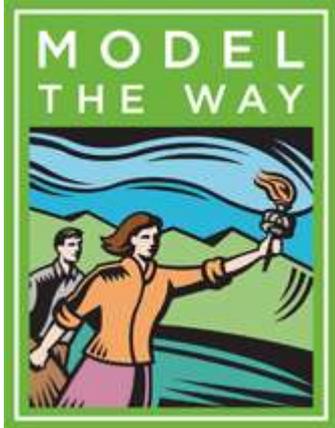
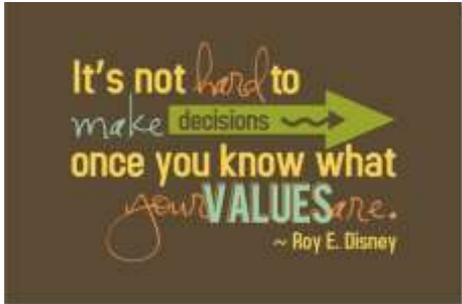
- Leaders don’t perform at their best when they’re maintaining the status quo or when they feel comfortable. They perform best when faced with adversity, crises, setbacks and great difficulty. Challenge is the opportunity for greatness (page 2)
- The key to produce extraordinary results is to create a workplace characterized by high levels of employee engagement and commitment. You need to be working on “providing and fostering exemplary leadership” (page 2)
- “Only three things happen naturally in organisations: friction, confusion and underperformance. Everything else requires leadership”, Peter Drucker (page 2)
- The worst leaders tap less than one-third of an employee’s energy and talents. The best leaders get more than three times the amount of talent, energy, commitment and motivation from people than their “worst’ counterparts (page 3-4)
- The way leaders behave makes a tangible and meaningful difference in people’s willingness to put forward more discretionary effort in the work they are doing (page 4)
- Leadership is not preordained. It is not a gene or a trait. It can be learned. It is an observable pattern of practices and behaviours and a definable set of skills and abilities. Any skill can be learned, strengthened, honed and enhanced. What is required is the willingness to become better. If you are not willing to improve then no amount of coaching or practice is going to make any difference. The more that people are engaged and interested in learning the more successful they are in leading. They stay open to new information and to the ideas of others and they’re not afraid to experiment and make mistakes. (page 5)
- If you want to be a better leader you have to deliberately and consciously practise and practise and practise (page 6)
- Five Practices of Exemplary Leadership
 - Model the Way (page 7)
 - The foundation of leadership is trust which “comes from people knowing who you are and seeing that you are consistent in your behaviour. It’s only through action that you prove trustworthiness’. In order to mobilise others to willingly follow, leaders must first be crystal clear about their values and beliefs. They then hold themselves, and those around them, accountable for putting shared value into action.

- Inspire a Shared Vision (page 7)
 - Leaders create a shared vision so that people see they are all on the same journey. Leaders have a focus on the future and be contagiously enthusiastic about how things can be better than the status quo in a way that incorporates the hopes and dreams of others. Leaders articulate how everyone will be best served by a common purpose.
- Challenge the Process (page 8)
 - Leaders look beyond the horizons and confines of their own experiences and organisational boundaries. They create an environment where people get a chance to experiment, stretch themselves and challenge established processes.
- Enable Others to Act (page 8)
 - Leaders realise that they do not achieve success all by themselves. Building trust and relationships with the people who make the project work is essential. Leaders build both the competence and confidence of the people around them.
- Encourage the Heart (page 8-9)
 - Leaders are more willing to share the credit with others and find creative ways to recognise individuals who are making a difference. They demonstrate genuine interest in the success of others and bring key people together to celebrate victories connected with key values and accomplishments
- Why does high engagement matter?
 - Engagement is a “heightened emotional connection that you have with your workplace that drives (even compels) you to work hard”. It is being “motivated, enabled and energized to deliver my best performance and sustain it over time” (page 9 - 10)
 - Feeling positive about being part of your workplace strongly influences people’s willingness to apply discretionary efforts to their work (page 10)
 - Leaders who foster engagement stimulate people to go from acceptable to good and even to great (page 10)
 - Organisations with relatively high rates of engagement consistently outperformed their sector competitors for growth in a range of KPI (page 10-11)
 - From their research workplace engagement is a function of how people see their leaders behaving. It doesn’t really have that much to do with who they are, their age, their experience, or what they are doing (page 14-15)
 - More than any other single variable, it is the quality of leadership you experience that explains how you feel about where you work. These feelings affect motivation which has, in turn, a direct impact on performance and the organisation’s bottom line (page 17)



www.slideshare.net/dbenoni/the-workingdead

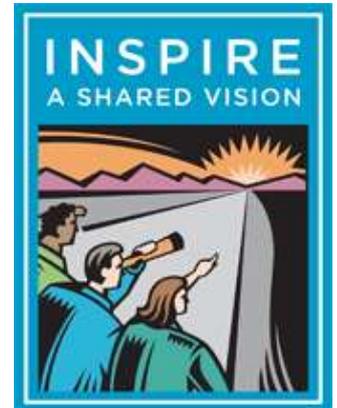
Chapter Two: Model the Way

- “People want to know what makes you tick, what motivates you, why you want to be their leader, and the values that drive your actions and decisions.” (page 19)
 - “Being an exemplary leader means that you will have to clarify values by finding your voice and affirming shared values, and set the example by aligning actions with shared values” (page 19)
 - “When you work with leaders who Model the Way effectively, you know what they stand for – and against. You know their standards and where they will not compromise. You know what values guide their decisions and actions. You trust that they will keep their promises and commitments. And, above all, you see them as setting the example for what is expected of you.” (page 20)
- 
- Clarify Your Values (pages 21-24)
 - Can only Model the Way by knowing who you are, your values, principles, standards and philosophy that guide your decisions and actions.
 - The clearer one is about your leadership philosophy the more committed and engaged you are in what you are doing - it also has a significant favorable impact on the engagement of your team members.
 - Research shows organisational trust and pride increases, plus team spirit, commitment levels and willingness to work extra hard to meet organisational objectives also goes up
 - To be most effective all leaders must find their authentic voice. Having clear values and an authentic voice will “give one the inner confidence to express ideas, choose a direction, make tough decisions, act with determination and be able to take charge of your life”
 - The spirit of Model the Way is “clarify your values, communicate them to your team, then live in accordance with them”
 - This gives your team a framework for understanding what is important. It guides them to make the right decisions.
 - Affirm Shared Values (pages 24 – 27)
 - For leaders to shape and guide the culture within an organisation it is not about imposing their own on others but co-creating and sharing them. Leaders must honor the values of the individuals while building on common values. As teams align around shared values, engagement and performance increase. These common values provide a framework for standards of performance and expectations.
 - Three common shortcomings in organisations
 1. Leaders don’t lead by example or walk their own talk
- 

- 2. Tolerating underperformance and behaviour misaligned with organisational standards, values and expectations
- 3. Failure to connect all leaders and teams to organisational priorities
- Australasians in particular care about values more than any other region in the world
- Key values of “Speak up, Front Up, Step Up” at Chorus in NZ: No Spin, We keep our word, We get our hands dirty
 - Core to this is that trust is integral to a great organisation and everyone is accountable for it. Constructive criticism and accountability is what builds trust.
 - Over time people did not take feedback personally and it led to people working together to solve problems
- [Set The Example](#) (pages 27-30)
 - Unless you actually live your values in your daily actions your stated values are nothing but empty words. Action, especially when it is difficult to do so, is what makes you credible as a leader. No credibility = no effective leadership.
 - “I learned that when you do what you think is right and give, it comes back to you”, *Mai Chen*
 - High performing organisations “create a principle- and values-based environment, and operate with integrity”
- [Align Actions with Shared Values](#) (pages 30-32)
 - This is essential to modelling the way. Leaders must set the pace for living in accordance with shared values. It enables others to live the values themselves.
 - “It is only through action you prove trustworthiness”, *Tyrone O’Neill*
- [Credibility is the Foundation of Leadership](#) (pages 32-35)
 - In ANZ leadership is built upon the connection between your words and deeds. What you do actually speaks much louder than anything you say. People will pay attention to what you say if it is not well connected to your actions and what you hold other people accountable for
 - Kouzes-Posner First Law of Leadership: If people don’t believe in the messenger, they won’t believe the message.
 - Distrust permeates our relationship with leadership as part of our character
 - Cynicism is bred when people feel that you are inconsistent – saying one thing and doing another
 - If people can’t count on you then they are unlikely be willing to follow you
- How do you build you capacity to Model the Way (apart from what was noted above)?
 - Each day reflect and ask yourself
 - “What have I done today that demonstrates the values I hold near and dear?”
 - “What have I done today that might have, even inadvertently, been inconsistent with what I value and believe in?”
 - “What do I need to do differently tomorrow so that my actions match my words?”

Chapter Three: Inspire a Shared Vision

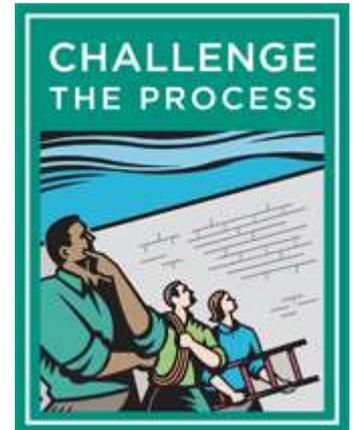
- The capacity to imagine and articulate exciting future possibilities is the defining competence of leaders. (page 37)
- Inspire a Shared Vision = envision the future by imagining exciting and ennobling possibilities, and enlist others in a common vision by appealing to shared aspirations. (pages 37 – 38)
 - You engage people in a conversation about what you are trying to accomplish together and why this matters and how everyone’s efforts contribute to a better future
 - This aspirational vision of what could be compels people forward, getting them enthusiastic and motivated about putting in whatever time and energy is required – the excitement is positive and contagious – the sense of purpose energizes everyone
- Imagine the Possibilities (pages 39 – 41)
 - This is often the least frequently engaged of the 5 practices and is the most difficult practice to master
 - For visions to be compelling people at every level must understand what it means for them in concrete, tangible terms
 - The vision has to appeal to people’s head, heart and hands
 - Head – they understand it logically
 - Heart – it is emotionally compelling to them
 - Hands – it’s actionable – they know what to do and they are empowered to do it
 - By envisioning exciting future possibilities leaders get people to feel that they’re a part of something special
- Articulate a Common Purpose (pages 41 – 44)
 - While leaders are expected to be forward-looking what people really want to hear is how their hopes, dreams and aspirations of the future will be fulfilled. They want to be elevated by the vision and feel more engaged as team members within their organisations.
 - Co-creating a vision is part of this journey
- Appeal to Common Ideals (pages 44 – 49)
 - “We needed shared vision and the alignment and engagement that come from that in order to deliver the results we wanted to”
 - “Louise creates alignment through imparting her vision, through communicating well, through being inclusive, through taking the entire team on a journey, through valuing every single person on that team, and helping them understand why the vision is so important and the impact that that vision can deliver for kids and families”



- Leaders get people aligned with the purpose of their organisation – its product, processes and services. They help people see that what they do matters
- Effective leadership is not simply about a leader having a vision – it’s about inspiring a shared vision, one that all team members clearly understand, buy-into and feel a part of. The vision will not be realised if there isn’t consensus and buy-in.
- People want
 - Reliable information on where the organisation is going
 - To understand how what they are doing fits into the big picture
 - If they don’t get these then people experience alienation (disengagement) and will either get out of that situation or retire on the job. They will do as little as possible in order to protect themselves and stay safe.
- Highly engaging leaders are able to take very big-picture concepts and personalise them to the individual so that everyone knows how they contribute to the organisational priorities, values and purpose.
- [Animate the Vision](#) (page 49 – 53)
 - In order to get people on board with the vision, you must learn to speak a common language that the key players understand and relate to. You must first find out what people want and then show them how the vision gives them what they want
 - By painting a compelling picture of the future is the only way people can become sufficiently internally motivated to commit their personal energies to the vision’s realisation. It has to be real and genuine to them in order for them to enlist.
 - When the road ahead is foggy and people can’t see where they are going they get tense, they can’t move quickly and are so focused on things right in front of them that they can’t see the big picture
 - When you clear the fog and the people can see where they are going, they are able to work more effectively, more quickly and with considerable less stress

Chapter Four: Challenge the Process

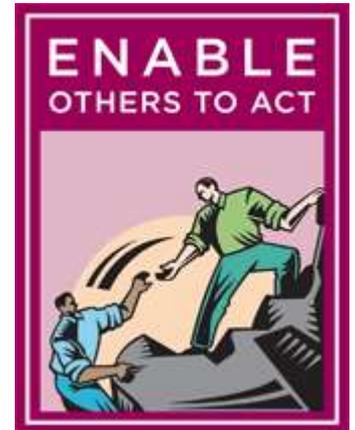
- Leadership is never about “business as usual”. No one ever made anything extraordinary happen by keeping things the way they have always been.
- Leaders (page 55-56):
 - “search for opportunities by seizing the initiative and looking outward for innovative ways to improve, and take risks by constantly generating small wins and learning from experience”
 - engage people effectively in the abundant opportunities that exist today to make things better for the future
 - motivate others to conquer limitations and inspire them to rise above the norm
 - They take initiative and accept the inevitable hiccups that come from taking risks
- People who felt challenged by their leaders were significantly more likely to feel committed to the success of their organisation and even expressed greater motivation (page 56)
- Seize the Initiative (page 57 – 61)
 - Leaders are possibility thinkers – they ignore the “probabilities of something happening” and first believe in the possibility of achieving their goals. They take the initiative to make something happen.
 - Leaders focus their attention less on the routine operations, although they are important, and more on the untested and untried. They always ask “what’s new?” “what’s next?” “what’s better”.
 - Challenge the process is about expanding the boundaries – looking beyond the current reality to future possibility – always striving for new and improved processes and better results. It is not done BY leaders TO their people but a culture leaders instill that welcomes and rewards innovation from every team member.
 - Questions you can ask to spark deeper thinking, new possibilities and initiative:
 - Why?
 - Why do you do it that way?
 - Why have you done it that way in the past?
 - Why did it work or not work?
 - Have you considered other options?
 - What would happen if you didn’t do it that way?
 - What if you use someone else rather than that person?
- Exercise Oversight (page 61 – 63)
 - A way to stimulate people’s thinking and expand their horizons is to get them to look outside their company and industry for fresh and new ideas
 - “... sometimes you become the expert in your field and then you stop innovating. I think it is important to put yourself into uncomfortable situations to stretch yourself beyond your boundaries”, *Wendy Lenton*



- The more people who view their leaders as exercising oversight the more favourable their assessments are around overall effectiveness of the leader
- Whilst breaking the mould and going against the grain is uncomfortable in the Australasian culture, it results in higher levels of engagement and increased performance.
- [Generate Small Wins](#) (page 63 – 66)
 - Innovation is largely a function of repeated mistakes and failure coupled with learning from those experiences
 - Leaders experiment with new and different ideas, methods and approaches. To get an idea off the ground requires one to build momentum around it quickly by celebrating the successes.
 - The methodology was to “trial things wherever possible in bite-size chunks, on a small scale. Failing often and failing fast. Being prepared to be as agile as we could and changing things as needed”, *Richard Hall*
 - Leaders break projects, dreams and aspirations into smaller pieces so that people can experience making progress. An essential building block in creating small wins is soliciting feedback. The feedback is taken seriously and leaders spend a lot of time doing forensic autopsies about what worked and what didn’t.
 - Generating small wins gives permission to carry out tests and generates credibility to continue moving beyond the status quo and to learn from experimentation. There needs to be a positive purpose behind questioning the status quo because that is what it takes to get through the tough times.
 - Leaders make risk safe – they see change as starting small using pilot projects and gaining momentum. These small, visible steps are likely to win early victories and gain early supporters.
- [Learn From Experience](#) (66 – 72)
 - The way leaders respond to inevitable mistakes, and even failures, goes a long way towards supporting subsequent efforts to innovate or not.
 - When you are willing to try to do things that have not been done before, you must be willing to accept the consequences. Consequences are much easier to deal with when the leader’s attitude is one of learning rather than blaming. Learning takes place when leaders and their teams get together and discuss what worked and what didn’t.
 - “Well that didn’t work, so what did we learn from that and what do we do next time?”, *Richard Hall, University of Sydney*
 - “that didn’t work, and here’s why it didn’t, and let’s learn from it and move forward”, *Jodi Williams, Air New Zealand*
 - “she is never afraid to make a mistake – as long as we don’t make the same mistake twice. She is happy for us to take a bit more risk. In fact she encourages it. And if you fail, she never focuses on the failure. She’s always looking forward”, *Team member of Cindy Dunham, Rio Tinto*
 - The “what can we learn from this” behaviour is important for Australasian leaders as it is strongly associated with people’s willingness to work hard, their commitment to the organisation’s success and how proud they were to tell others they worked for this organisation.

Chapter Five: Enable Others to Act

- Exemplary leaders know that they can't make anything extraordinary happen without the engagement, commitment and hard work of others.
- Exemplary leaders “foster collaboration by building trust and facilitating relationships, and strengthen others by increasing self-determination and developing competence” (pg 73)
- Why many people are loyal to their leaders is because they believe them to have the best interests of others in mind. People won't struggle for something extraordinary without feeling that those in charge care about them and want them to grow and become increasingly capable and confident (pg 73-74)
- Build Trust (page 75 – 78)
 - Without trust relationships don't work and organisations cannot capitalize on teamwork and the synergy that arises when people are interested in helping others rather than just themselves.
 - In low trust environments people are fearful of taking initiative and innovating, they wait for top down directives rather than taking action on their own, they are defensive, hesitant and ultimately low in engagement
 - In high trust environments people feel valued, respected and understood. They are confident to share ideas and concerns because they will be listened to. High-trust organisations outperform low trust ones by 286%
 - Trust is ultimately about opening yourself up to others, making yourself vulnerable. You can't be sure that your openness and candour will be reciprocated. Appreciated, or even held in confidence. You can't be certain that others won't take advantage of your openness. However, you can't expect others to trust you if you aren't willing to trust them.
 - “We all realised that we could have tough conversations with each other without hurting relationships, and in fact that would strengthen our relationships ... we created a new environment where deep inquiry was not only acceptable, it was welcomed. It was about trying to get under issues rather than just flat-lining across the top of them” *Jonathon Moss, Frucor Australia*
- Facilitate Relationships (page 78-82)
 - Strong, healthy relationships are built on trust, good listening and sincere concern for one another and they produce an environment where people look forward to coming to work each morning. They help teams weather storms and manage difficult and stressful times.
 - Drastic change requires investing time and effort into communication and creating opportunities for everyone to share their thoughts and feelings about the change. The temptation in such situations is to simply dictate what has to happen and expect everyone to fall into line.
 - “If people feel trusted, informed and listened to they're going to be far more productive in their jobs because they feel like there's something good happening. If people are

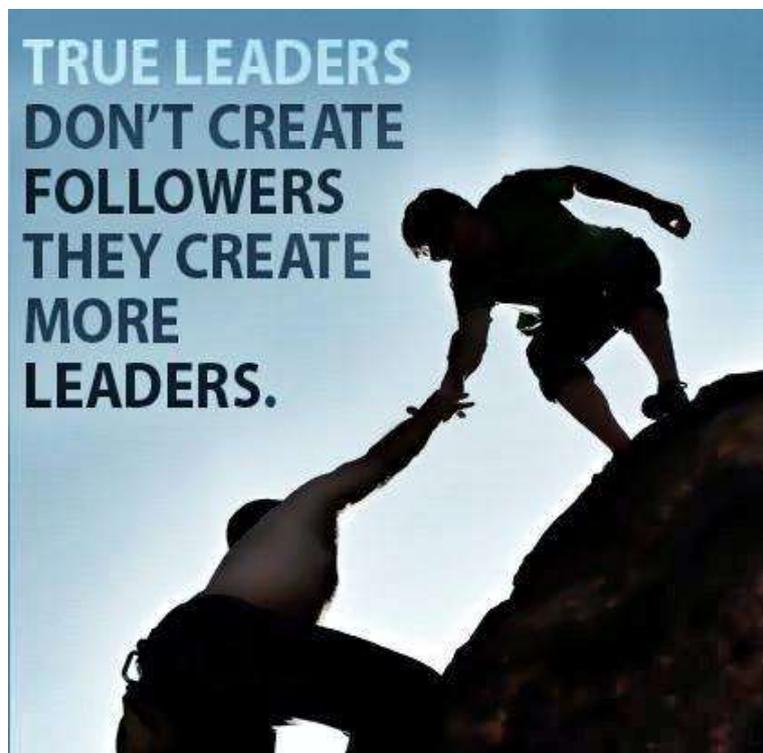


disaffected, uninformed, feel mistrusted or mistreated, they're going to be less productive", *Trish Langridge, WaterCare, NZ*

- Active listening is a crucial component of facilitating healthy relationships. Sometimes people get angry and upset and you just have to let them talk, and really listen to the real messages behind the talk.
- In addition to really listening and attending to their feelings and feedback it is important to be honest and not sugarcoat anything. Those conversations may be hard but you damage relationships when you try to soften things for people in a way that's not entirely truthful.
- "You can move mountains if you're prepared to involve people and listen, and help them find a way to make things happen", *Trish Langridge*
- [Increase self-determination](#) (page 82-84)
 - Exemplary leaders provide people with the latitude and flexibility to take initiative. This is not about abdicating responsibility but providing clear structure and guidelines as they encourage self-determination in their teams.
 - Before people can feel comfortable and confident stretching themselves they must feel competent in their abilities and roles. Without that people can feel overwhelmed and play it safe rather than taking chances.
 - "So we have to trust our people to interpret what's required and make sensible decisions around which next actions to take – you can't prescribe that at all. They need to be tuned into what's right, and which decisions to make. Otherwise managers will be micromanaging every single incident we get on a daily basis, which is counterproductive and demoralising for the team", *Anthony Panuccio, McAfee Australia*
 - "I've learned to trust the capabilities of the people I delegate to. I've learned to relinquish control and allow people to create something that I may not even realise they're capable of creating", *Anthony Panuccio*
 - When team members feel they have the competence and confidence to take advantage of their leader's trust and support, they take initiative and responsibility, looking for ways to improve organisational performance without being asked.
- [Develop competence to build self-confidence](#) (page 84-89)
 - When people feel valued, trusted and confident people perform at a higher level, they discover gifts and strengths they never realised they had.
 - Exemplary leaders believe that their responsibility is to support people becoming excellent, valuing and making the best use of the talent that's right in front of them.
 - "With a little bit of support, a little bit of a push, you can move people where they can really lead, really own what they're doing. And then they become incredibly enterprising and proud. It's allowing people to shine", *Celia Hodson, SSE Australia*
 - Developing people's competence is a necessary step to developing their confidence. Without confidence people can't or won't do what they are capable of doing. Leaders enable people to see that they can improve, develop their skills and do more than they thought possible. They ask questions such as, "How do I support you to do what you're doing better?", "to get you

where you want to be, what are the skills you need to develop?” “What do you need from me so that you can completely rock at what you’re doing?”

- What you can do as a leader to Enable Others to Act is to support developmental opportunities and experiences that build competence and confidence of people in your work group, especially in relation to their next role or assignment. Let them know that you are developing their talents not just for today but also for tomorrow.
- It is also imperative to listen carefully to what others have to say and to demonstrate visibly by your actions that their inputs and opinions are valued. Give people tangible opportunities to use their judgement and discretion; make sure they get to exercise some choice in how they do their work.



Notes: This chapter has strong links to Stephen M.R. Covey’s book “[The Speed of Trust](#)”, John Adair’s “[How to Grow Leaders](#)”, and the implications of [Tribal Leadership](#) by David Logan, John King and Halee Fischer-Wright. All are fascinating reads.

Chapter Six: Encourage the Heart

- No one wants to feel that their efforts are inconsequential, invisible and make little-to-no difference.
- Exemplary leaders are constantly on the lookout for ways to Encourage the Heart of individuals who are living the values that have been agreed to and achieving the goals that have been identified.
- Leaders find ways of building the inner strength necessary for people to struggle to achieve shared aspirations.
- They give people the courage to move forward by recognizing contributions, showing appreciation for individual excellence, and celebrating the values and victories by creating a spirit of community
- This leadership practice may be seen as problematic for some people in an Australasian culture which is sensitive to the tall poppy syndrome and the general norm of egalitarianism. However, no one wants to be taken for granted and every human being has a deep and inherent desire to be recognised and appreciated (pg 93)
- [Expect the best](#) (page 94-97)
 - People can't strive for excellence and be recognised accordingly when they don't know what excellence looks like in a particular context.
 - Leaders who Encourage the Heart not only provide thoughtful praise they provide clear standards, expectations, goals and rules.
 - You can have the most talented and motivated people on the team but if they don't know the rules of the game they won't engage.
 - Encouragement is not only about showing you care, you smile, etc. It is about ensuring that people have the level of information that they need to understand what is expected of them. It's about providing clarity on what we are trying to accomplish.
 - People want to know that they are really contributing to the team goals. By having clear goals they can see their contribution in context.
 - It is very important to carefully manage team members who are not performing. Leaders can't simultaneously encourage high performance while letting poor performance slide; it sends mixed messages to team members.
 - "You have to coach under-performers to lift their game or, if they can't, then you have to take the next step and help them consider a move into a role that better suits their strengths. This shows your strong performers that you value their contribution and you care enough about their motivation and engagement to ensure the whole team is making their strongest possible contribution", *Sallie Purser, IBM NZ*
 - Exemplary leaders have clear standards and expect, enable and encourage people to do their best. They let people know how they are doing so that they can keep themselves focused on doing the things that matter and being recognised for doing so.



- [Personalise recognition](#) (page 97-99)
 - One person may not be encouraged by the same thing as another. Personalised appreciation is the most powerful form of recognition.
 - Good leaders know their people. They not only recognise them for things they have done but do it in a way that they personally value because it is relevant to what *they* care about. Exemplary leaders make it a point to find ways to creatively recognise the contributions that people make. In doing so they demonstrate the confidence they have in the ability of those they work with, which results in raising people’s own level of self-confidence and willingness to put in their best efforts.
 - Levels of engagement in Australasia are directly correlated with the extent to which people report their leaders take the time and effort to make sure they not only “give the members of the team lots of appreciation and support for their contributions” but do so in ways that are best suited to their teams – both individually and collectively.
 - It can’t be stated strongly enough how much people appreciate knowing that their leader is taking time out of their busy schedule to pay attention to them.
 - When you can clearly explain to people why they’re being recognised, and other people understand how their contribution really did add to the team, that risk of favouritism is eliminated
 - When a leader also has direct, honest and tough conversations combined with praise, the praise becomes much more believable.
- [Create a spirit of community](#) (page 100-104)
 - Encourage = to put courage into.
 - In other words it means to infuse people with the drive to do something they would otherwise fear doing. Few things give people greater courage and confidence than feeling they’re part of a team that shares their values and watches out for their best interests.
 - “Knowing people’s names is the gateway to having genuine conversations with them and provides the ability to show genuine care and concern – to really let people know they matter”, *Deven Billimore, CEO of Smartgroup Corp, Australia.*
 - Celebrations are another way leaders bring people together and create community. Exemplary leaders understand that great accomplishments are the result of team efforts, and that individuals are more engaged when they feel they are part of a team than when they feel they are all alone and no-one has their back.
- [Get personally involved](#) (page 104-107)
 - Exemplary leaders are dedicated to encouraging people and listening to their feedback. People feel supported and valued when you spend time genuinely understanding their concerns rather than sending an email or stopping in for five minutes here and there.



- “A lot of them already had the answers but they wanted someone else to tell them; ‘That’s a good idea’”, *Mushfiq Rahman*
- “My light-bulb moment was that while financial metrics are important, if you get the people right, you’ll deliver a successful business and you’ll be stronger later for it. I saw immediate benefits of living and breathing leadership skills over focusing on the finances. I knew that we were heading in the right direction and that it would eventually show up in the numbers”, *Mushfiq Rahman*
- When people feel appreciated, they want to do their best. They are given the emotional fuel to make it through challenging times.
- People will not sustain high levels of energy and productivity if they believe that nobody else cares about the hard work they are doing. Make sure you genuinely care about what is going on. Find ways of getting personally involved. Spend time to necessary to make encouragement personal in other ways by learning about what motivates each of your direct reports and colleagues. And you’re not just giving recognition for recognition’s sake, you have got to make sure that you link it with the values and vision that serve to focus and guide people’s behaviours.

The power of recognition is one of the strongest forces for stimulating human and social action. Yes, recognition is a powerful motivator — to those who receive it as well as those who observe it.

(Lowell Milken)

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