ASPIRE
CONSULTING INTERNATIONAL

# Leadership Program

# Aspire Introduction

HOW IT ALL STARTED

In the mid 90s, four friends each on a completely different career course bonded over two things – their passion for creating positive change in people's lives and their love of sports. Having travelled the world attending leadership schools and sports camps, it quickly became evident that the best way to penetrate minds and impact people was not through conventional means. To their surprise and delight it was actually fun, discovery and challenge, all components of competitive games.

They discovered first hand that when people fully engage for even an hour in a game or sport, their true personalities involuntarily emerge. Then stripped from their personas of everyday life, it became easy to address the real issues and cause major change. And because people were experiencing the lessons instead of just hearing about them, they became engraved on a deeper level in their minds.

So, with this knowledge in mind, they went about to create camps for underprivileged children in Egypt. The results were outstanding. While on the surface it all seemed like fun and games, these children emerged with new values and behaviors. Parents, seeing their children become independent, cooperative, and emotionally strong were astounded with the results and decided that they too wanted a part of this phenomenal change.

The rest is history.

Despite its start at a community level, word eventually got out and market need for 'transformational change' grew high in demand amongst corporations. That's when Bassem Emad, Tamer Isaac, Hany Massoud and Maged Fawzy founded Aspire in 2007 with a clear vision that they would champion change through 'experiential training', a method that would revolutionize how people learned in corporations, among youths and within the community.

## WHO WE ARE AND WHAT WE DO

With over a decade of experience, Aspire Consulting & Training provides consulting and training solutions with proven track records of success. Pioneers in our line of work, our distinct methodology heavily relies on simulating real-life settings and applying practical knowledge so that learnt concepts are firmly grasped over a short period of time. Because we use 'experiential' methods we are able to deliver tangible leaps in performance which is hard to achieve using conventional techniques which provide only theoretical teaching. We use creativity and unconventional approaches to create programs that work for corporates, youths and the communities we live in.

## VISION

To empower, enlighten and inspire deep lasting transformation in the lives of individuals, teams, organizations and communities to live, lead and prosper

## MISSION

To deliver unrivaled integrated experiences in every training solution we implement using a unique methodology combining knowledge, experience & innovation

## OUR VALUES

**DARING TO BE DIFFERENT**
We create an unrivalled experience with innovation

**CONSTANT IMPROVEMENT**
We learn continuously with intentionality

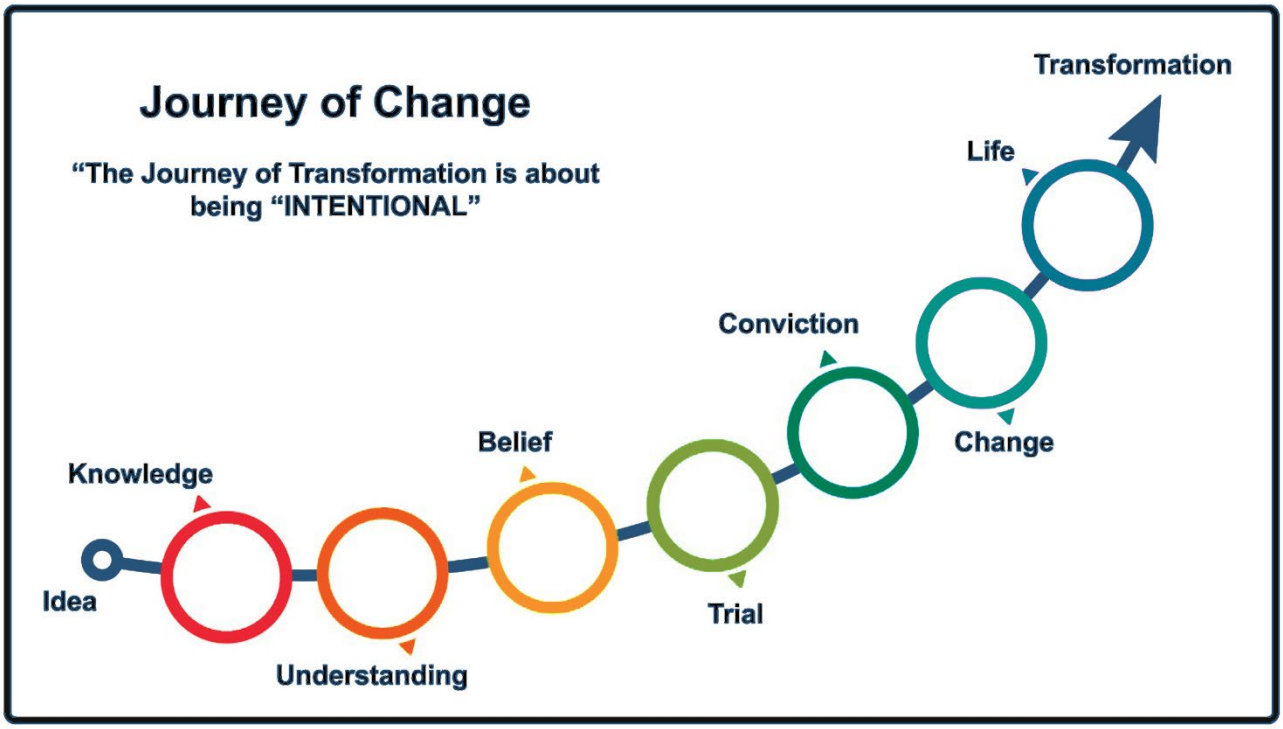
**SERVICE**
We genuinely support our customers

**COLLABORATION**
We work in teams with passion

**IMPACT**
We add value with a winning mindset.

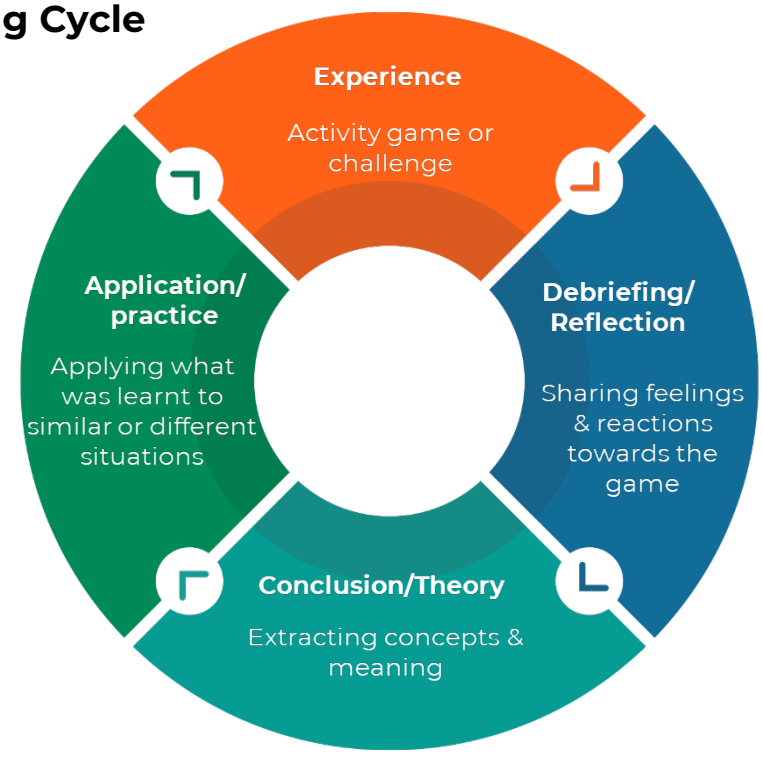
**ACCOUNTABILITY**
To hold people responsible against agreed upon standards.

# Training Methodology




## Experiential Learning Cycle

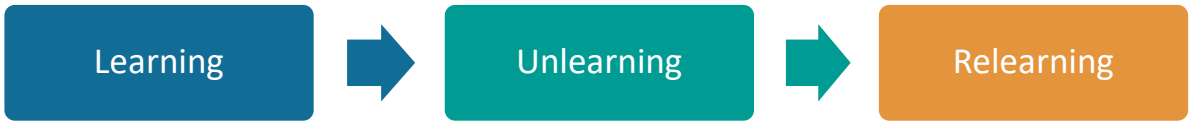
The experiential learning cycle is **a four-step learning process that is applied multiple times in every interaction and experience**: Experience – Reflection – Application & Conclusion .



# A New Perspective: Paradigm Shift

## Paradigm Shift

Paradigm is a word which means "a pattern or model; the generally accepted perspective." Our paradigms represent our views of ourselves, everyone and everything around us, our explanations for what we observe in the world around us. A paradigm shift occurs when our paradigms change, allowing us to see the world in a new light, allowing us to reach our full potential. There's such phenomenal opportunity for the person who really understands themselves, who understands how their paradigm was formed, and




how that paradigm can be changed. Sometimes this happens suddenly, and sometimes very gradually.

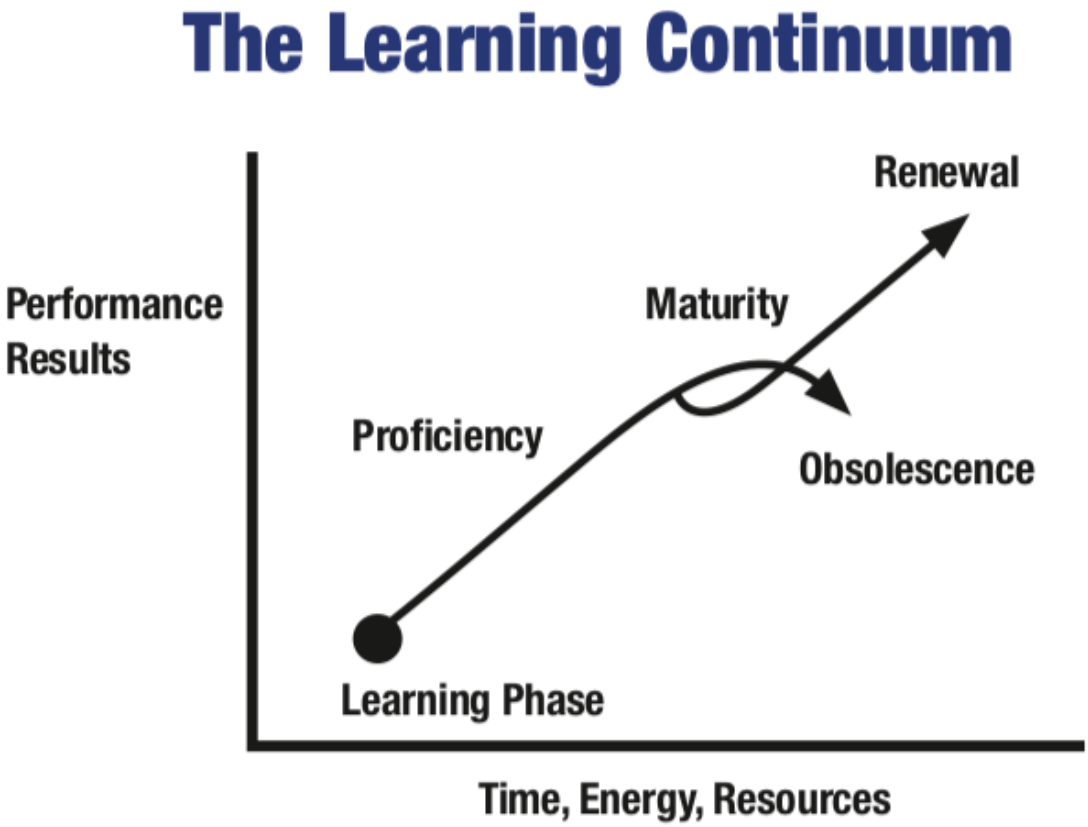
**Learning, Unlearning, Relearning model**

Shifting your paradigm is not so easy for most people because it's often uncomfortable to go up against the border of our own reality. That shift cannot happen unless one masters "learning agility." Learning agility is the willingness and ability to learn, unlearn and relearn through experiences and observations, as learning is not just about acquiring knowledge but it's also about monitoring your knowledge and habits to see if it's necessary to set aside old ideas and methods in order to embrace new ones.

Learning is the process of acquiring knowledge when first experiencing a new topic or idea.

Unlearning is the idea of erasing what was previously learned in order to replace it with a more relevant and suitable one. Unlearning is an ever-changing, fluid process of exploration by using different sets of questions about everything we know and value to discover unknowns.

Relearning is the process of acquiring new information on a previously known idea and adapting this new understanding with was previously known and why this new meaning is more relevant to the current situation. We shall question previous experiences and learnt ideas and consider what new meanings they have with our current state.




## The Learning Continuum

Learning phase: At this phase, we're starting to learn a new idea, concept or theory. As what we're learning is new and are bombarded with a lot of new knowledge to process in a short period of time, the progress we're making is relatively slow.

Proficiency phase: If we keep training and repeating something interesting happens; our brain starts adjusting to the challenge and suddenly the progress becomes much more accelerated.

Maturity phase: Once we reach a certain level of skill and knowledge, we enter the phase of maturity. We start mastering the new knowledge or skill and our brain has adapted and adjusted to the challenge; we hit the bounds of the skill or we know all there is to know in that field.

Obsolescence phase: As time goes, our surroundings change and that skill, knowledge or idea becomes outdated or not suitable for the new environment we're living in. That is where the unlearning part comes in; as context changes, we need to question that old-fashioned, useless information or skill, let it go in an effort to embrace new skills, experiences, behaviors, ideas and knowledge that are more in line with the new environment we currently live in.

Renewal phase: This phase occurs when a person desiring performance excellence embraces a new way of doing, being and behaving. Over time and under the right conditions, we can change old ideas and perceptions and create new ones that are more suitable for the new environment.

# Character Vs Personality

## Leadership is about 4 C's

Character, connection, competence and commitment are the four aspects which effective leaders should work on all the time. The character represents motives, and everything you value. Connection is about relationships and who you connect with while competence is about the skills and commitment is about what destination you are committed to grow into

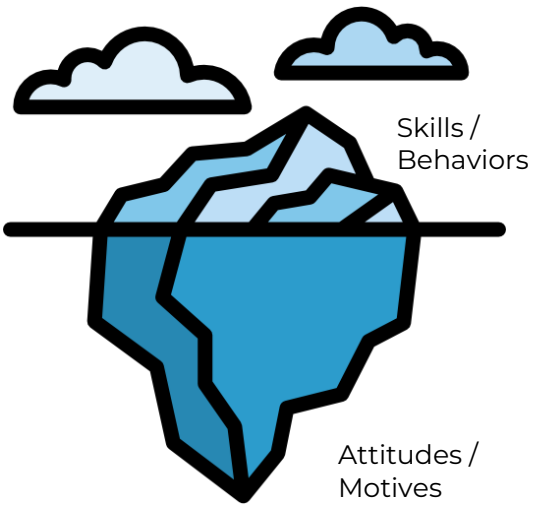
| | |
|---|---|
| **BE** **Character** | **BE WITH** **Connection** |
| **DO** **Competence** | **GROW** **Commitment** |

**Personality:**
The combination of characteristics or qualities that form an individual's distinctive Behavior.

**Character:**
Is who you are when no one is looking.
It represents the person's principles, virtues, value system, attitudes, beliefs & ethics.

## The Ice Berg

- An iceberg has only 10 percent of its total mass above the water while 90 percent is underwater. But that 90 percent is what the ocean currents act on, and what creates the iceberg's behavior at its tip.
- We can look the same way at ourselves; our attitudes and motives shape our apparent skills and behaviors, which together make us whole.



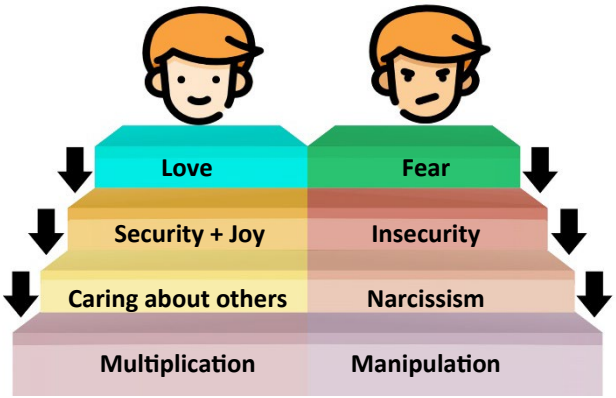
# Leadership Motives

Since we all are unique, we are not driven by the same things or goals in life. Many motivational theories have evolved trying to explain what directs human behavior and organization leaders have always been eager to solve the mystery to keep their employees motivated and engaged in their work. Going deeper within the human soul, we are all driven by two main motives, either love or fear. Both motives work and get us going, but the consequences and the emotions they produce are totally different.
This session aims for you to discover your motives, and their consequences. Furthermore, it will demonstrate how servant leadership that comes from love can impact people and organizations.

## True Leadership

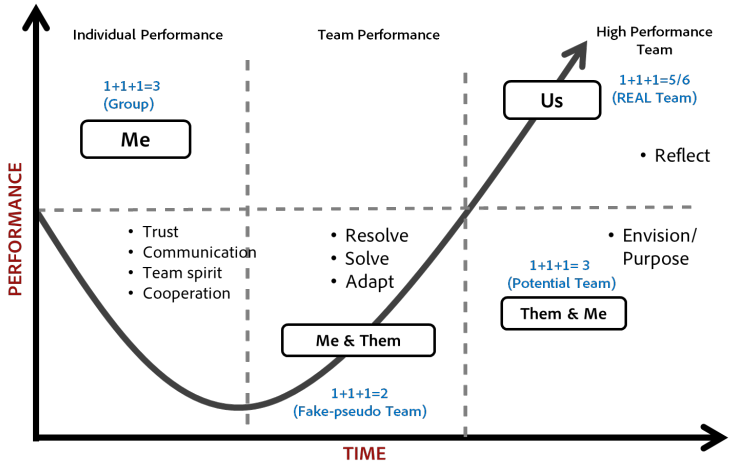
- **Love-Driven Leadership**

Having chosen love, doesn't mean you will never fear again. In fact, it means that many of your fears will come up to finally be healed. This is an ongoing process. We must continually choose love in order to nourish our souls and drive away fear, just as we eat to nourish our bodies and drive away hunger.



# High Performance Teams

Team effectiveness and efficiency are determined by how much the team feels that they belong to this team and how much they can work together in unity while respecting and capitalizing on their diversity.



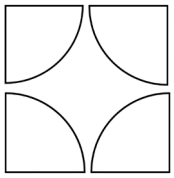

## Team Development Curve

- **Working group:** This is a group for which there is no significant incremental performance need or opportunity that would require it to become a team. The members interact primarily to share information, best practices, or perspectives and to make decisions to help each individual perform within his or her area of responsibility. Beyond that, there is no realistic or truly desired "small group" common purpose, incremental performance goals, or joint work-products that call for either a team approach or mutual accountability.
- **Pseudo-team:** This is a group for which there could be a significant, incremental performance need or opportunity, but it has not focused on collective performance and is not really trying to achieve it. It has no interest in shaping a common purpose or set of performance goals, even though it may call itself a team. Pseudo-teams are the weakest of all groups in terms of performance impact. They almost always contribute less to company performance needs than working groups because their interactions detract from each member's individual performance without delivering any joint benefit. In pseudo-teams, the sum of the whole is less than the potential of the individual parts**.**
- **Potential team:** This is a group for which there is a significant, incremental performance need, and that really is trying to improve its performance impact. Typically, however, it requires more clarity about purpose, goals, or work-products and more discipline in hammering out a common working approach. It has not yet established collective accountability. Potential teams abound in organizations. As our performance curve illustrates, when a team approach makes sense, the performance impact can be high. We believe the steepest performance gain comes between a potential team and a real team; but any movement up the slope is worth pursuing**.**
- **Real team:** This is a small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. Real teams are a basic unit of performance**.**
- **High-performance team:** This is a group that meets all the conditions of a real team and has members who are deeply committed to each other's personal growth and success. That commitment usually transcends the team. The high-performance team significantly outperforms all other like teams, and outperforms all reasonable

expectations given its membership. It is a powerful possibility and an excellent model for all real and potential teams.

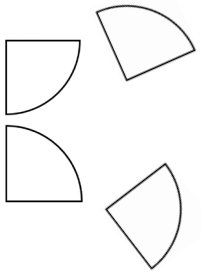
## Stages of Team Formation

**Forming**



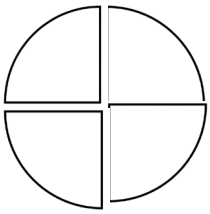
- Pride in being chosen and anticipation of what lies ahead
- Impersonal, watchful, guarded, cautious behavior
- Tentative attachment to the team
- Members cautiously explore boundaries of acceptable individual and team behavior
- Tendency to avoid others and be loners
- Little real communication
- Suspicion, fear and anxiety about the task ahead
- Some anxiety about why they are there, why others are there, who'll lead the group & what they will do

**Storming**



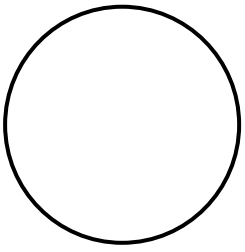
- Impatience with lack of progress
- Focus on team production without regard for the needs of team members
- Domination by one or several team members
- Overly competitive and confrontational
- Self-serving, 'look out for #1' attitude
- One-way communication
- People becoming tests, allocating blame and being overzealous
- Frustration, anger and resistance to goals
- Defensive, competition, in-fighting

**Norming**



- Competitive relationships become supportive
- Relief in believing that team issues will be worked out
- Team relationships emphasized even at the expense of productivity
- Sense of team cohesion and close attachment to the team
- Team showing strong concern for the needs of team members
- Agreements, norms, procedures for working together
- Communication that is open in all directions, active and candid
- Feelings of mutual trust, respect and harmony
- Team focus on building harmony and managing conflict

**Performing**



- High productivity as a result of working collaboratively towards common goals
- Clear mission, goals, roles and performance expectations
- Agreement on who they are and where they are going
- Involvement of all team members in achieving important tasks
- Co-operative & productive team climate
- Open, relevant, business-like communication
- Ability to prevent or work through tough team issues

# The 5 Dysfunctions of a Team

In course of his experience working with CEOs and their teams, Patrick Lencioni realized that organizations fail to achieve teamwork because they unknowingly fall prey to 5 pitfalls. They form an interrelated model, making susceptibility to even one of them potentially lethal for the success of a team.

**Absence of Trust:** Essentially, this stems from their unwillingness to be vulnerable within the group. Team members who are not genuinely open with one another about their mistakes and weaknesses, and hesitate to ask for help or offer help outside their own areas of responsibility make it impossible to build a foundation for trust.

**Fear of Conflict:** Teams that lack trust are incapable of engaging in unfiltered and passionate debate of ideas. Instead, they resort to veiled discussions and guarded comments. They hesitate to disagree with, challenge, and question one another, trying hard to preserve some artificial harmony in the team.

**Lack of Commitment:** Without having aired their opinions in the course of passionate and healthy conflicts, team members rarely, if ever, buy in and commit to decisions, though they may feign agreement during meetings. There is no clarity around direction and priorities and team members keep revisiting discussions and decisions again and again.

**Avoidance of Accountability:** The lack of real commitment to a clear plan of action makes even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team. A team that avoids accountability creates mediocrity and places an undue burden on the team leader as the sole source of discipline.

**Inattention to Results:** Failure to hold one another accountable creates an environment where team members put their individual needs, such as ego, career aspirations, or recognition, or even the needs of their divisions above the collective goals of the team.

# Building Trust

Why is trust so rare? Two reasons. First, people use the word inconsistently, and so trust means different things to different people. Second, because it's just plain hard. When it comes to teams, trust is all about **vulnerability**. Team members who trust one another learn to be comfortable being open, even exposed, to one another around their failures, weaknesses, even fears. That's plain hard to achieve as human beings have this crazy desire for self-preservation.

## Trust Busters

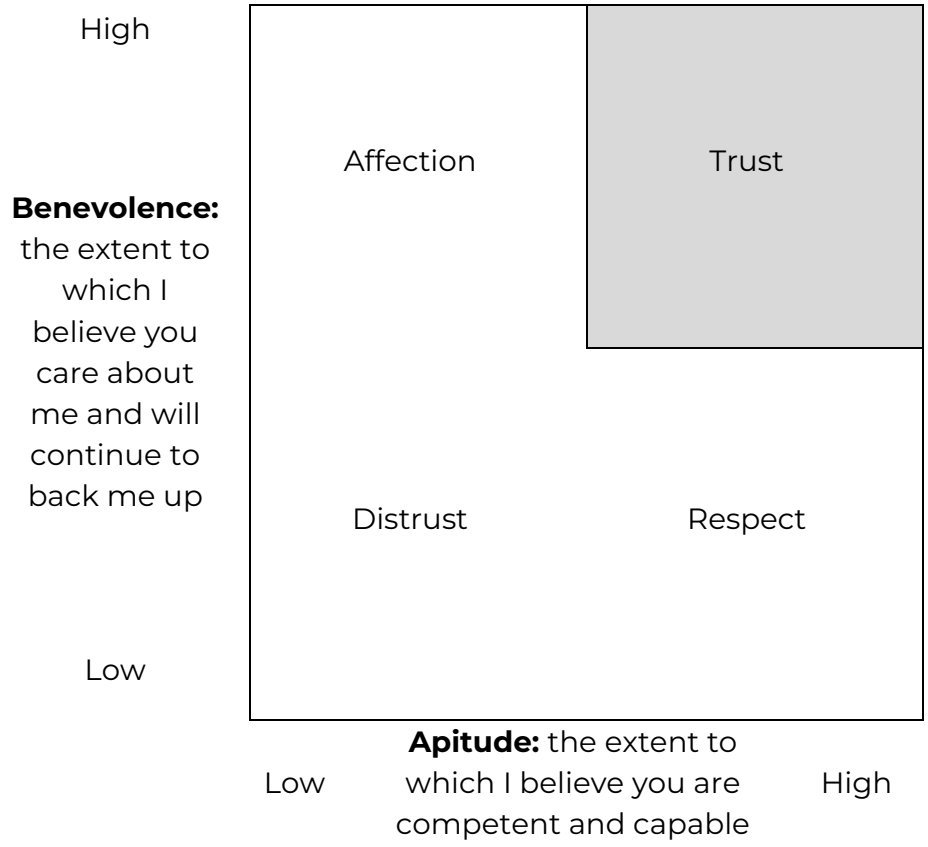
- Defensive: Defend own opinions and do not listen to others. Move ahead without adequate facts.
- Selfish: Take care of self at the expense of others. Self-promotion takes precedence over working with the team.
- Ambitious: Too focused on positioning self (looking good) for the next job at the expense of teamwork.
- Insincere: Not up front, withholding/distorting information. Tell one person one thing and another person something else.
- Controlling nature: Want to control all the decisions. Want to control the information and use it for their own benefit.
- Inconsiderate: Don't show trust or consideration for teammates. Leave them out if they think might disagree, even when it's obvious they have a stake in the decision/action.

## Trust Builders

- Open: Candid. Share their true feelings, not spin.
- Share important and difficult challenges: Show your personal weaknesses. Admit your flaws and shortcomings.
- Honest: Exhibit integrity and authenticity. Act the same no matter who is around. Walk the talk.
- Transparent: No private agenda, no surprises. What you see is what you get.
- Genuinely care: Concerned about the needs of others as evidenced by actions, not just words.
- Listen: Listen carefully, nonjudgmentally, with empathy.
- Seek and value other opinions (before making decisions).
- Support: Reach out to help others.
- Build relationships: Socialize. Engage in fun activities.

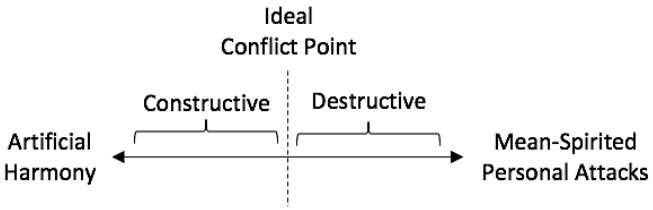
To increase trust, we need to open up, and at the same time give up some control, putting ourselves at risk of being taken advantage of by someone else, which makes it a hard move for many of us. However, if neither person in a relationship takes the risk of trusting, the relationship is inhibited by caution and suspicion. If leaders want the higher levels of performance that come with trust and collaboration, they must demonstrate their trust in others before asking for trust from others.

There are three elements of trustworthiness: ability, which is the competence the trustee possesses in the specific domain; benevolence, which is the willingness of the trustee to do good for the trustor; and integrity, which is whether the trustee has a core set of values to guide behavior



# Conflict Resolution

Once the team has begun the process of building trust, it's time to think about leveraging that trust. Conflict is a difference of ideas or opinions between people from different backgrounds and with different skills and experience. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Any team that wants to maximize its effectiveness needs to learn to engage in productive, ideological conflicts and unfiltered debates around issues of importance, and doing so can only happen if vulnerability-based trust exists.




## Positive Conflict

A difference of ideas or opinions can be very productive in a team environment. It can encourage creative solutions to problems and generate innovation, variety and increased communication. Positive conflict can also clear the air between team members, raise issues for clarification and resolution and improve relationships. Team leaders must mine for constructive conflicts. They must seek out opportunities for unearthing buried conflict and forcing team members to address those issues.

## Negative Conflict

In some cases, varied opinions are not productive. This is generally because the conflict is not communicated and dealt with appropriately. When conflict is handled ineffectively it may result in:

- Team members becoming frustrated
- Competition between team members and the development of a win-lose environment
- Increased stress levels and low morale
- Resentment between team members and the inability to work together effectively
- Ongoing anger between team members and outbursts of anger
- Poor communication within the team and the development of a gossip culture within the team

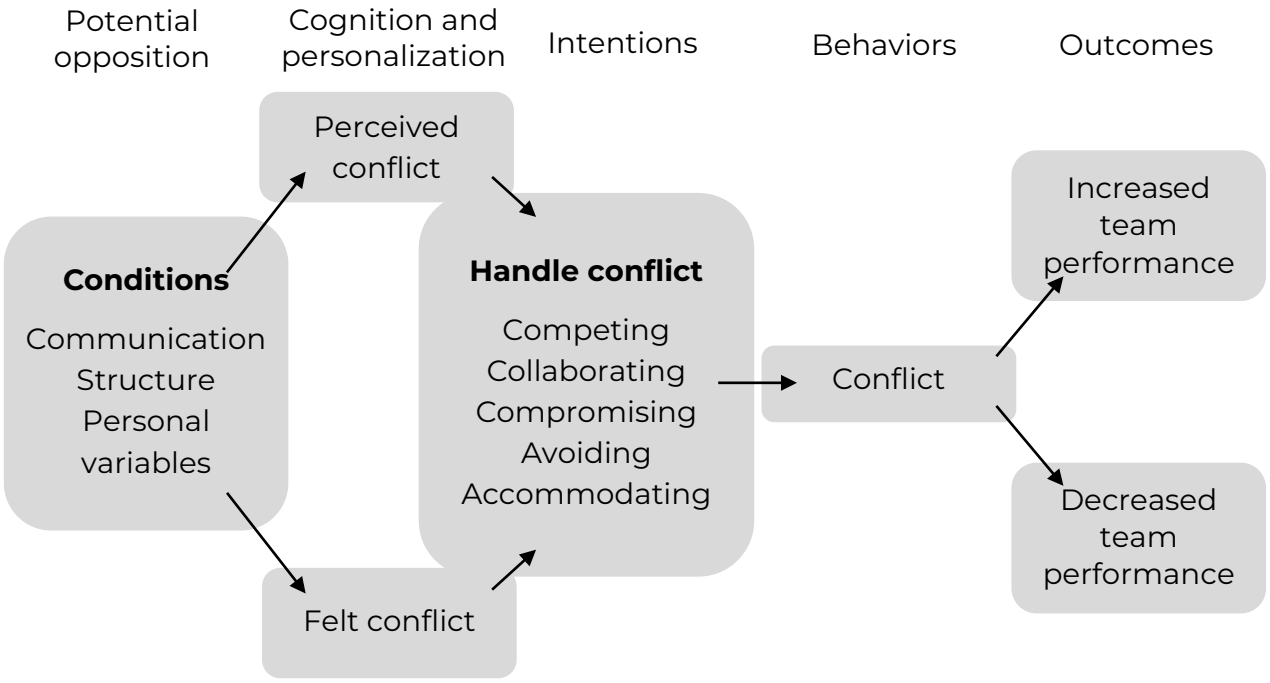
## Six Poisons

Here are the root causes and sources of destructive conflicts:

- **Assuming:** Presuming to know people and to have a superior knowledge of their feelings.
- **Generalizing:** Using words like: always, never, typical, everything, anything, ever.
- **Attacking:** Attacking the other person's identity rather than talking about an incident or particular behavior.
- **Rejecting:** Saying no, rolling eyes, laughing dismissively, storming out, slamming the door.
- **Defending:** "It's not me!!!"
- **Interrupting:** Interruptions usually trigger louder tones that might end up with a bigger conflict.

## Conflict Stages

Any conflict consists of five stages that show how conflict begins, grows, and unfolds among individuals or groups with different goals, interests or values of the organization.



**Stage 1: Potential Opposition or Incompatibility**

The first step in the conflict process is the presence of conditions that create opportunities for conflict to develop. There are 3 conditions that can cause negative conflicts:

- Task
- Process
- Relationship

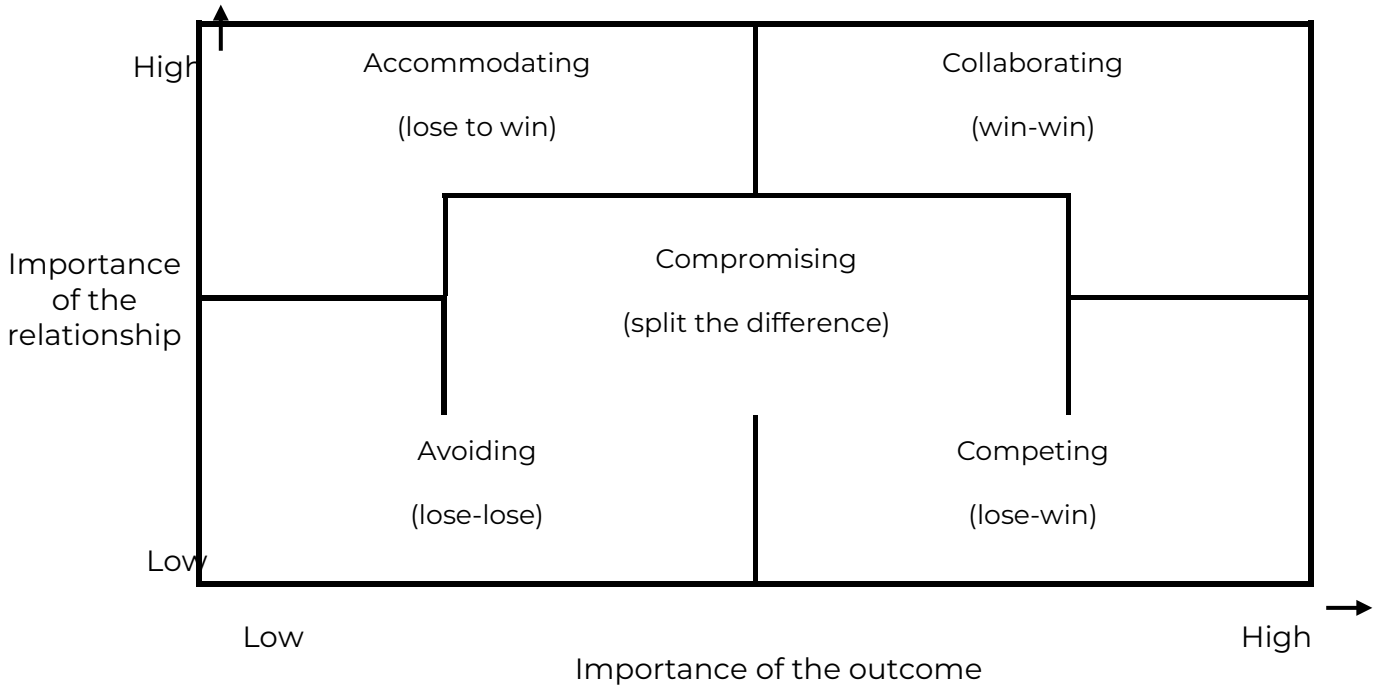
**Stage 2: Cognition and Personalization**

Conflict must be perceived by the parties to it whether or not the conflict exists is a perception issue, second step of the conflict process. This stage is the place in the process where the parties decide what the conflict is about and emotions play a major role in shaping perception.

**Stage 3: Intentions**

Intentions are decisions to act in a given way, intentions intervene between people's perception and emotions and their overt behavior.

**Lewicki and Hiam's negotiation matrix**




We each have our own way of dealing with conflict. The techniques we use are based on many variables. However, there are five major styles of conflict management techniques in our tool box.

- **Collaborating style:** Problems are solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimized.
  Pros: Creates mutual trust, maintains positive relationships, and builds commitment.
  Cons: Time consuming, energy consuming.
- **Competing style:** Authoritarian approach.
  Pros: Goal oriented, quick.
  Cons: Breeds hostility.
- **Avoiding style:** Non-confrontational approach.
  Pros: Does not escalate conflict; postpones difficulty.
  Cons: Unaddressed problems, unresolved problems.
- **Accommodating style:** Giving in to maintain relationships.
  Pros: Minimizes injury when we are outmatched, relationships are maintained.
  Cons: Breeds resentment, exploits the weak.
- **Compromising style:** Middle ground approach.
  Pros: Useful in complex issues without simple solutions, all parties are equal in power.
  Cons: No one is ever really satisfied, less than optimal solutions get implemented.

### Stage 4: Behavior

This is a stage where conflict becomes visible. The behavior stage includes the statements, actions, and reactions made by the conflicting parties. These conflict behaviors are usually overt attempt to implement each party's intentions.

### Stage 5: Outcomes

The action-reaction interplay between the conflicting parties results in consequences. Conflict is constructive when it improves the quality of decisions, stimulates creativity and innovation, encourages interest and curiosity among group members, and provides the medium through which problems can be aired and tensions released and foster an environment of self-evaluation and change. Conflict is dysfunctional when uncontrolled opposition breeds discontent, which acts to dissolve common ties and eventually leads to the destruction of the team.

## Conflict Resolution Rules

- Make sure that good relationships are the first priority: As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one another and remain constructive under pressure.

- Keep people and problems separate: Recognize that in many cases the other person is not just “being difficult” – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- Pay attention to the interests that are being presented: By listening carefully you’ll most likely understand why the person is adopting his or her position.
- Listen first; talk second: To solve a problem effectively you have to understand where the other person is coming from before defending your own position.
- Set out the facts: Agree and establish the objective, observable elements that will have an impact on the decision.
- Explore options together: Be open to the idea that a third position may exist, and that you can get to this idea jointly.

# Building Commitment

Like trust, conflict is important not in and of itself but because it enables a team to commit to decisions and standards. Commitment is the binding force that makes persons carry out a specific action or assume a position. Commitment makes people look for solutions when faced with obstacles, instead of considering quitting. It gives people a script for how to handle things when times get tough.

## The Three Component Model of Commitment

John Meyer and Natalie Allen developed the model which explains that commitment to a team is a psychological state, and that it has 3 components/types that affect how employees feel about their organization. These 3 types are not mutually exclusive. They can be experienced all three, or two of the three, in varying degrees. The 3 components/types are:

- **Affective commitment:** Affection for you job; it is the strong emotional attachment to both the team and work.
- **Continuance commitment:** Fear of loss; it is weighing up the pros and cons of leaving or doing a certain action towards the team and usually the loss is greater than the benefit.
- **Normative commitment:** Sense of obligation to stay; it is feeling the urge to stay with the team, even if there's a state of dissatisfaction. It feels that it's the "right" thing to do.

It's important to grow affective commitment, and manage to reduce the team's reliance on continuance and normative commitment, so that the people feel passionate for their roles. As depending on continuance and normative commitment only may results in bored or unmotivated team members and unenthusiastic work spirit.
People are more likely to develop affective commitment if they experience positive emotions at work. To encourage positive changes, a leader should make sure that he is linking people's goals with those of the team or organization. It would be beneficial also if he has the opportunity to align then team's roles with their skills and interests. It's important to help people find purpose in their work.

Following are some actions to take to develop the team members' affective commitment:

- **Get the buy-in:** Commitment is not consensus. Waiting for everyone on a team to agree intellectually on a decision is a good recipe for mediocrity, delay, and frustration. Ironically, commitment is something of the opposite. It's about a group of intelligent, driven individuals buying in to a decision precisely when they don't naturally agree. It is the ability to defy a lack of consensus.
- **Clarify the activity:** Unfortunately, even when teams master this ability to disagree and commit, they can still fail to benefit from their commitment. That's because many teams fail to achieve clarity and alignment around a decision. It's the leader's role to clear things up and determine collective and practical ways to execute every aspect of their decisions.
- **Connect activity to overall purpose:** Connecting an individual's day to day role to the overall purpose of the business, it can help to build a stronger level of commitment, because they see how their job fits into the overall picture.
- **Gauge the level of 'hunger' a person has:** Gauging hunger is about desire – how much do you want to do what it takes to get the outcome you crave? People tend to have preferences when it comes to the work they have to do. A leader's role is to find out that 'hunger' and try to work along with the employee to feed it. Doing so will help employees commit to their work and put their blood and sweat and tears in what they are doing.

# Delegating Effectively

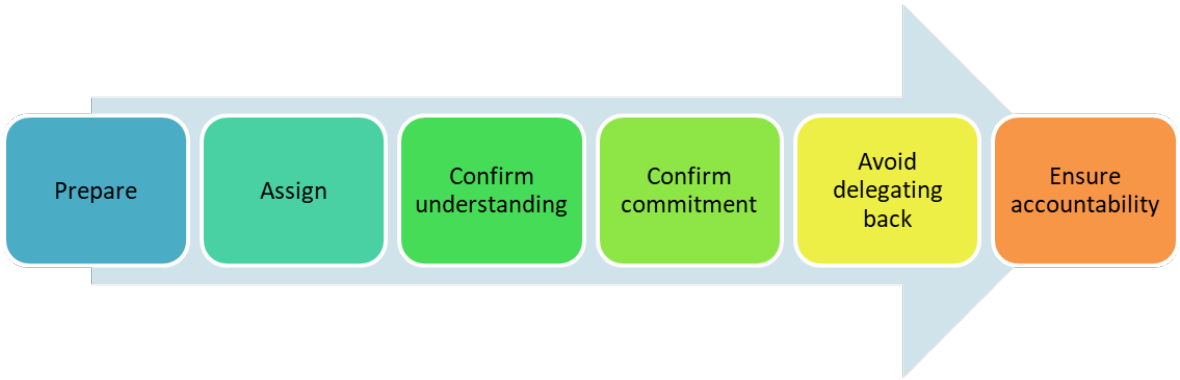
Being accountable is subject to having to report, explain or justify; being answerable, responsible. It's a choice to rise above one's circumstances and demonstrate the ownership necessary for achieving desired results; to see it, own it, solve it and do it. Delegation is one of the most important leadership skills that builds a sense of ownership and accountability within teams. It's the art of believing in others. It's your trust in action. Good delegation saves time, develops people, grooms a successor, motivates, and helps in growing commitment and accountability within the team members.

Poor delegation will cause frustration, demotivates and confuses the other person, and fails to achieve the task or purpose itself, and most importantly, results in the team members lacking a sense of ownership to the work and the organization as a whole, thus avoiding accountability.

### Why are leaders reluctant to delegate?

- **Lack of trust:** Delegation is based on trust between superior and subordinates. Leaders who can't trust find it hard to let go, hard to believe that someone else will do as good a job, and believe that only they can uphold their own standards.
- **Retention of power:** Consciously or otherwise, some leaders may fear competition from their subordinates. The exposure of their inabilities to perform a task with a certain level of quality creates a feeling of insecurity and, therefore, they fear to delegate.
- **No enough time:** Some leaders think that they are too busy to take the time to delegate and train their subordinates to do the task well. Therefore, simply tackling the jobs themselves seems easier and more efficient for them, and would take much less time to do it.

## Six steps of delegation

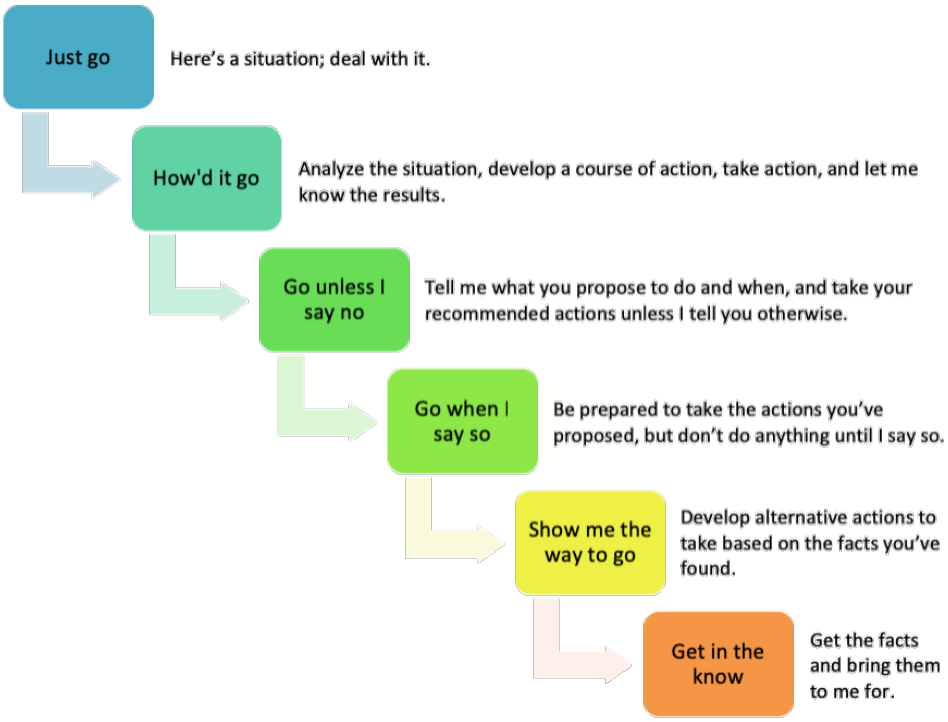



### 1. Prepare

Employees can't deliver quality results if the task delegated to them isn't fully thought out, or if expectations keep changing. Take the time and develop the discipline to map out exactly what you're asking for.

### 2. Assign

Once you've taken the time to map out exactly what you're looking for, you need to take time to understand the strengths and weaknesses of each member of your team and select the one who has the capabilities relevant to perform that task. Convey the information to your subordinate. Be sure to include clear information on timing, budget, and context, and set expectations for communication and updates, including frequency, content, and format. Delegation doesn't have to be an all-or-nothing proposition. Consider the following levels of delegation when assigning tasks for your subordinates



3. **Confirm understanding**

One of the most critical areas where delegating tends to fall apart is when an assumption is made that the other person understands what we mean. Ask questions to make sure that employees understand all aspects of what is required and have them paraphrase the deliverables you've assigned for them.

4. **Confirm commitment**

This is another important area that most managers tend to skip in the delegation process. Leaders assume an employee's acceptance of the task. They should give their subordinates the space to challenge their ideas and question them in order to be convinced with the work and commit to the expected results, and to the whole process that has been set out.

5. **Avoid delegating back**

Sometimes, employees are better at delegating than their leaders. Managers often end up completing tasks they had delegated to others, because those tasks somehow end up back on their plate. If an employee reaches an impasse, don't take the task back but treat it as a learning opportunity. Coach the employee through it, making sure he or she has the resources and knowledge needed to complete the task.

6. **Ensure accountability**

Accountability is key to the process of delegation; it entails that employees to rise above one's circumstances and demonstrate the ownership necessary for achieving desired results; to see it, own it, solve it and do it. It also implies that employees are regularly communicating with you about the status of the deliverable and the timing of delivery so that there are no surprises. Leaders just have to make sure that their subordinates have access to them whenever they have any question and have access as well to the information that they need to make the right decisions based on real-time information.

# Motivating Your Team

Accountability is defined as the willingness of team members to remind one another when they are not living up to the performance standards of the group. It is direct, peer-to-peer accountability, and it is based on the notion that peer pressure and the distaste for letting down a colleague will motivate a team player more than any fear of authoritative punishment or rebuke. Ironically, for peer-to-peer accountability to become a part of a team's culture, it has to be modeled by the leader.

One of the skills that helps in building a work environment that fosters employee accountability is motivation. Being able to motivate team members into contributing their best is very powerful. Employees are discretionary in their application to a project; they will only give if they feel they are being supported, nurtured and inspired. Motivation pushes us forward through the positive and negative aspects of working life by showing initiative, perseverance and dedication, as well as being goal orientated, focused and proactive.

One definition of motivation explains it as a force acting either on or within a person to initiate behavior.

Research showed that people are motivated to perform behaviors that trigger their reward system and stimulate dopamine. Our brains are actually activated by two types of motivators: intrinsic and extrinsic motivators.

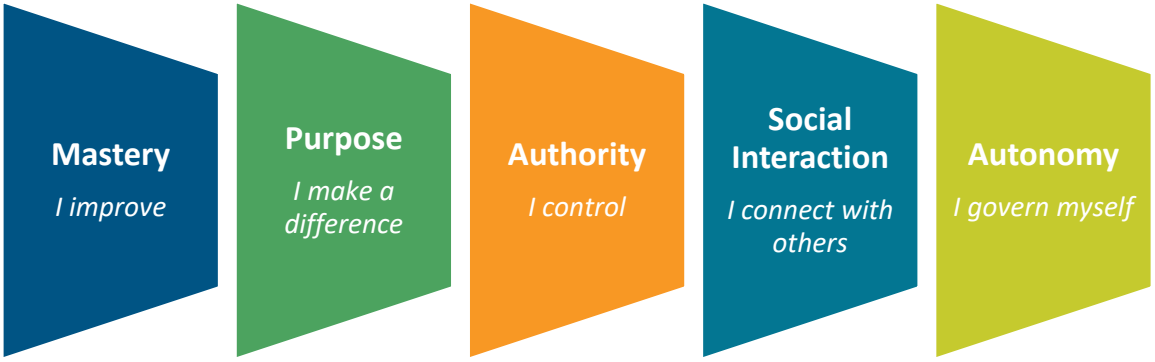
## Behaviors that demotivate Team Members

- Not giving enough face time
- Favoritism
- Failing to recognize achievements
- Hiring and promoting the wrong people
- Not following through your commitments
- Not offering opportunities for growth

## Intrinsic Motivators

- Intrinsically motivated behaviors are performed because of the sense of personal satisfaction that they bring. Intrinsic motivation represents engagement in an activity for its own sake. With intrinsic motivation, the result is often growth. When people talk about engaged employees having both their heads and their hearts in their jobs, intrinsic motivation is the "heart" part of that equation. Here are the key intrinsic motivators:
- These intrinsic motivational drivers will differ from person to person, so you need to get to know your employees well enough to understand their intrinsic motivational drivers

## Extrinsic Motivators



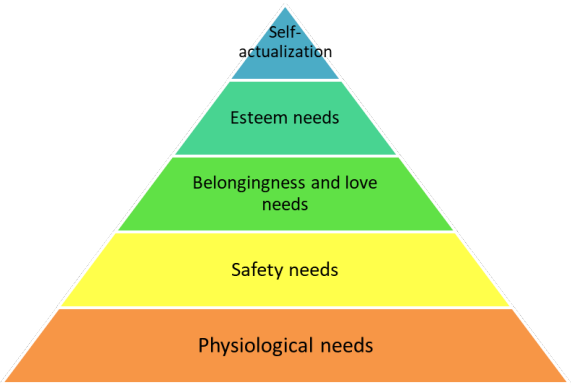

Extrinsically motivated behaviors, on the other hand, are performed in order to receive something from others or avoid certain negative outcomes. Theorists define extrinsic motivation as engaging in an activity to obtain an outcome that is separable from the activity itself. Bonuses and job promotions are examples of extrinsic motivators since they are bestowed on the individual by another person.

## Over Justification Effect

The over justification effect is a phenomenon in which being rewarded for doing something actually diminishes intrinsic motivation to perform that action. Researchers have found that when contingent extrinsic rewards (such as money and prizes) are given for actions that people already find intrinsically rewarding, they will become less internally motivated to pursue those activities in the future

## Maslow’s Hierarchy of Needs

The Maslow's hierarchy of needs is one of the best-known theories of motivation. According to humanist psychologist Abraham Maslow, our actions are motivated in order to achieve certain needs.




**Physiological needs** are probably fairly apparent—these include the things that are vital to our survival. Some examples of the physiological needs include food, water and breathing.

**Security and safety needs** are a bit more complex. People want control and order in their lives, so this need for safety and security contributes largely to behaviors at this level. Some of the basic security and safety needs include financial security, health and wellness

**Social needs** in Maslow’s hierarchy include such things as love, acceptance, and belonging. At this level, the need for emotional relationships drives human behavior. Some of the things that satisfy this need include friendships, romantic attachments, family and social groups.

**Esteem needs** are needs for appreciation and respect. When the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behavior. At this point, it becomes increasingly important to gain the respect and appreciation of others. People have a need to accomplish things and then have their efforts recognized.

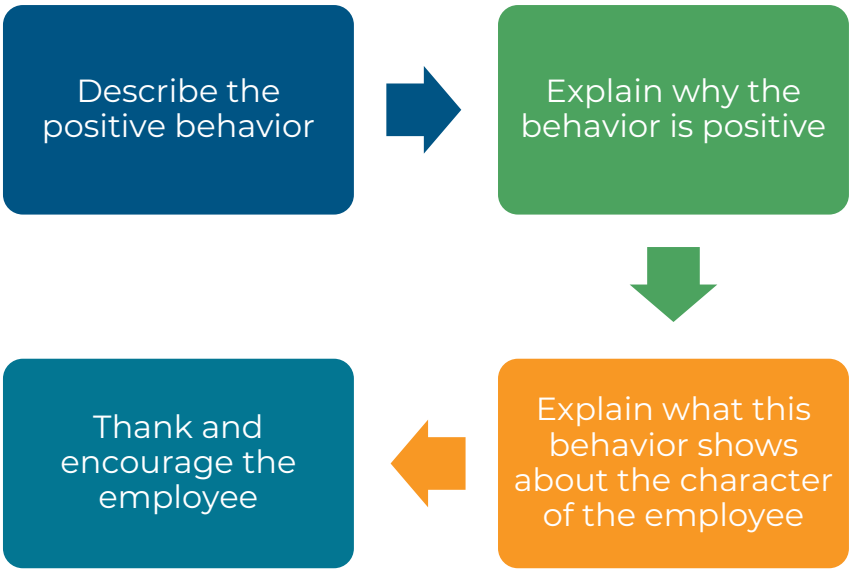
**Self-actualization needs** are needs people have to achieve their full potential as human beings. According to Maslow’s definition of self-actualization, "it may be loosely described as the full use and exploitation of talents, capabilities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing... They are people who have developed or are developing to the full stature of which they capable."

# Giving and Receiving Feedback

One of the most important extrinsic motivators that is essential to build accountability in the workplace is feedback. Feedback is an essential instrument that helps to motivate the team members and enhance their growth and development. There are two different types of feedback.

## Positive Feedback

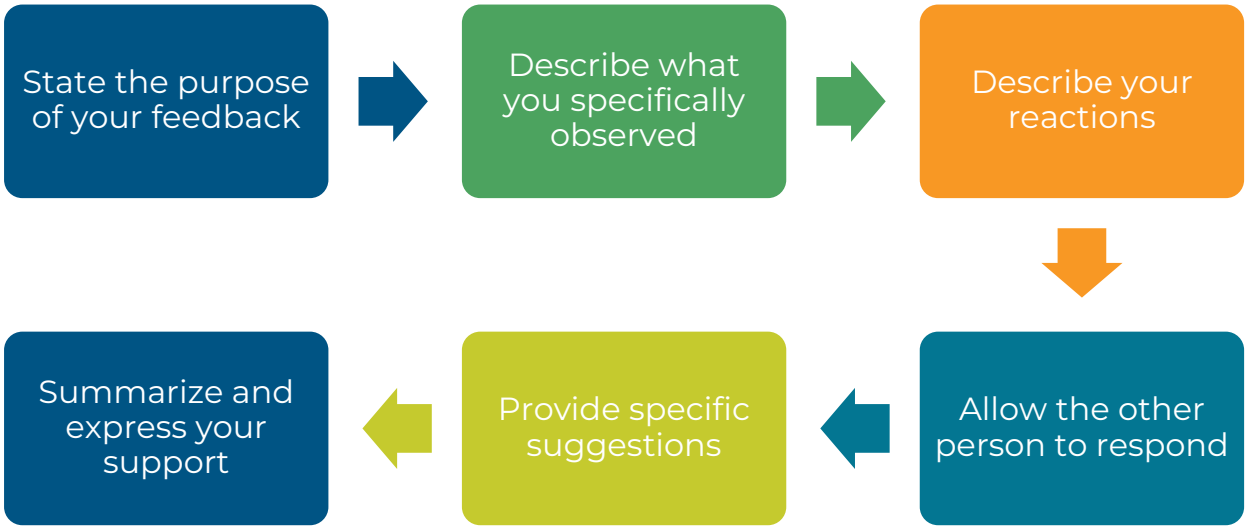
One of the crucial elements to build accountability is to recognize the achievements of the employees and appreciate their efforts. Feedback is given then in order to reinforce desired behaviors and results. The following steps are a guide for offering positive feedback



## Constructive Feedback

The key to making accountability stick is the willingness of the leader to enter the "danger zone" whenever someone needs to be called on their performance. That means being willing to step right into the middle of a difficult issue and remind individual team members of their responsibility, in terms of results and behavior as well.

**The following steps are a guide for offering constructive feedback:**



## Write a positive feedback to your team

| Employee | Steps | Feedback |
|---|---|---|
| | Purpose | "I am concerned about… |
| | Observed behavior | "I noticed that… |
| | Reaction | "I felt… |
| | Response | "What do you think? |
| | Suggestion | "Rather than…, you can… |
| | Support | "I have confidence you can… |
| | Purpose | "I need you to know that… |
| | Observed behavior | "It came to my attention that… |
| | Reaction | "The impact of that was… |
| | Response | "Was that done on purpose? |
| | Suggestion | "What you can do differently is… |
| | Support | "We can work together to overcome… |
| | Purpose | "I want to discuss… |
| | Observed behavior | "I observed that… |
| | Reaction | "I think that caused… |
| | Response | "Was that done on purpose? |
| | Suggestion | "Next time, you can… |
| | Support | "Let's try together to… |
| | Purpose | "I have some concerns about… |
| | Observed behavior | "I noticed that… |
| | Reaction | "That made me… |
| | Response | "What's your reaction to my comments? |
| | Suggestion | "It would be great to… |
| | Support | "I'm completely optimistic you can… |

## Write a constructive feedback to your team

| Employee | Steps | Feedback |
|---|---|---|
| | Observed behavior | "I noticed that you… |
| | Reason | "That is really going to help us… |
| | Character | "That indicates that you… |
| | Encouragement | "I would love to see you more… |
| | Observed behavior | "Something I noticed that I really appreciated is… |
| | Reason | "The consequences of such behavior are… |
| | Character | "That showed that you… |
| | Encouragement | "I want to thank you for… |
| | Observed behavior | "I think you did a great job when… |
| | Reason | "The impact of that is… |
| | Character | "That implies that… |
| | Encouragement | "As long as you keep doing that… |
| | Observed behavior | "I can see you're having a positive impact in… |
| | Reason | "That's one of the most impactful things as it… |
| | Character | "It showed that you… |
| | Encouragement | "I'm proud of… |
| | Observed behavior | "I came to my attention that… |
| | Reason | "That was great because… |
| | Character | "That hints that you. |
| | Encouragement | "Thank you so much for your… |
| | Observed behavior | "I was pleased to observe that… |
| | Reason | "That is really going to help us… |
| | Character | "That conveyed that you… |
| | Encouragement | "I'm extremely grateful for you… |

# Attention to Collective Results

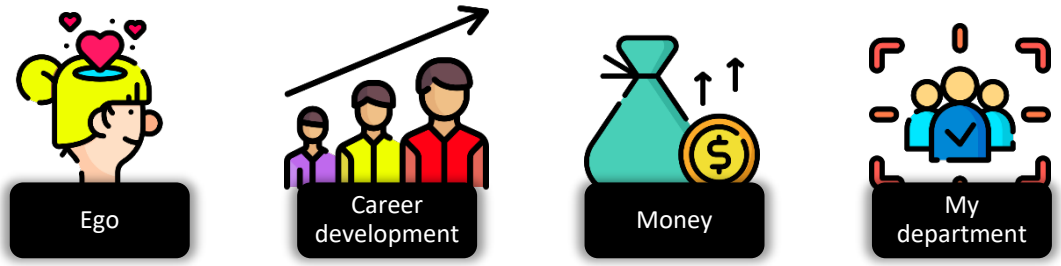
If team members trust one another, engage in healthy conflict around issues, commit to the decisions they make, and hold one another accountable for those decisions, there is a pretty good chance they're going to make it. However, there might still be a chance that it would stumble and lose sight of the ultimate measure of a great team: results.

What is it about us that makes it so hard to stay focused on results? It's this thing called self-interest. And self-preservation. We have a strong and natural tendency to look out for ourselves before others, even when those others are part of our families and our teams.

These distractions that divert employees from their team's goals are:

## Alignment around common goals and objectives

Alignment is the most efficient way to fly, and a strategy your team can also employ as it tackles challenges. But, unfortunately, teams sometimes get out of alignment; infighting develops, frustrations flare, and projects get derailed. Here are the some actions to help you build alignment around common goals:




- **Find each person's sweet spot:** To do our most effective work, we must uplift each other by offering encouragement. This happens when managers empower employees to live in their zones of genius, using their unique talents, strengths, and skills.
- **Share leadership responsibilities:** People often confuse titles with leadership, but the qualities of true leadership can be found anywhere in an organization. Managers should take stock of their employees and spot the leaders among teams. These key employees take initiative, inspire and encourage others, and positively impact productivity and morale. Take time to acknowledge the

leadership skills of these employees, asking how you can support them in their leadership roles.

- **Clearly communicate objectives:** Teams need to communicate constantly to stay on course – not just once a quarter during 'reviews'. Checking in with each other via email, an employee feedback platform, and/or in person is paramount to staying aligned on goals. Continual communications helps individuals understand where they fit in the big picture, and helps them prioritize tasks to line up with the company's greater mission.
- **Maintain trust when times get tough:** If one person is struggling, people sometimes gang up on that person and feel "let down" that he is not pulling his weight. They complain about this person to management, and feel burdened to have to take on more of the work. Instead, when situations arise when one team member is struggling, managers should take time to find out what is happening and why. When people fall short, think of it as an opportunity to build trust and inspire better work.
- **Rally around shared values:** To align your team around common goals, it helps to create core values for your company. This might seem like overkill, but every value flows together into one main premise: we believe in supporting each individual to achieve his or her unique greatness.

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