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# Power Leadership



**What comes to mind when  
you think of a powerful  
leader?**





## Leadership Principles

**Leadership:** There are various theories regarding leadership. Below are some quotations:

### What is Leadership?

"The ability to get others to do what they don't want to do and like it. "  
Harry S. Truman

"Getting people to do what they really don't want to do and don't feel equipped to do against a timeline they don't believe in with risks that scare them to achieve an objective they believe at the beginning is impossible."  
Eric Gregory

"If you think you are a leader and you look behind and nobody is following you... you are not a leader."  
Gandhi

Dr. Stephen Covey, who was an expert on leadership and wrote the award-winning book, *The Seven Habits of Highly Effective People*, did a study in 1976 for his doctoral dissertation. In this study he wanted to identify what constituted success in the United States for the first 200 years of its history. He called this his "Bicentennial Study."

What he found was that, prior to World War I, the success literature that he reviewed he described as being "character based." What it showed was that the characteristics that produced eventual success for a person or organization were thought to be basic character traits, or values; things like honesty, integrity, industry, thrift, charity, service, etc. The content of Benjamin Franklin's autobiography is a good example of the essence of this type of literature.

Then he noticed a shift occurred during the next fifty years; which has manifested in today's society about what the fundamental assumptions are relating to personal and interpersonal success. This new focus targeted personality development as the key to success instead of character development. A person's external behaviors were considered more important than his or her internal character traits. The emphasis was placed on behavioral techniques of how-to's, what a person "did," body language and various other processes of human interactions... or a person's personality as opposed to his or her character. The end result of this became a mindset that focused on how to get what you want. This then promoted an orientation toward manipulation and a quick-fix. For instance, the idea of service and relationship development was abandoned in sales training and manipulative selling tactics took its place.

Dr. Covey relates this shift in the leadership development mindset to an iceberg. The base of the iceberg represents what the person stands for, or his or her "character" underneath the surface of the water; or what can't be seen; their values, integrity and vision, which comprises his or her character.



The top or the tip of the iceberg which can be seen above the water line is what people “see;” the personality; their mannerisms, physical appearance, (are they “attractive?”), how they “smile,” make eye contact, shakes hands, dress, etc. These are the things that can be learned about an individual in a matter of minutes; they are visible to the naked eye.



Leadership constitutes what makes up the greatest mass of the iceberg; what lies beneath the water line; the character, the principles, the vision and mission. This represents the things that people cannot “see” but rather, have to be learned over time. Relationships develop over time. Effective leaders are consistent over time and build relationships with others based on integrity, honesty, trust, etc.

The key to leadership is not what can be “seen” in a person, but rather is based upon his or her character; which is the base of the iceberg. It is what that person stands for; what is known about him or her, his or her reputation; how he or she manages crisis situations, how they respond to and communicate with others.

Leadership is about who would follow that person. Ghandi said: “If you think you’re a leader and you look around and there’s no one following you; you’re not a leader.” A leader is defined by the people who follow them. While technical expertise, experience and organizational knowledge are important, the greater portion of this is based upon their “personal” power; the kind of example they set and how they interact, communicate and treat the people they lead.

## **Successful Leaders**

For leaders to be successful, they need to approach and live their role from the “base” of the iceberg; from the basis of their personal character; their principles, values and commitment to the vision or mission of their role. If a leader exhibits basic character traits in his or her



interactions and communications with others, things like personal integrity, being trustworthy, truthful, honest, etc., then he or she is demonstrating the basic traits of an effective leader... or leadership.

### **Position Power vs. Personal Power**

<b>Position Power</b>	<b>Personal Power</b>
<ul style="list-style-type: none"> <li>• Power bestowed by institution</li> <li>• Level</li> <li>• Protocol</li> <li>• Supported by policy</li> <li>• Sanctioned</li> <li>• Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Comes from within self</li> <li>• Persuasive</li> <li>• Respect</li> <li>• Charisma</li> <li>• Type of person you are</li> <li>• Knowledge</li> <li>• Experience</li> <li>• Connections/Network</li> </ul>

The first thing that needs to be explored is what is meant by “power” and authority. There are two types of power that is exercised in society, whether in the corporate world, government, academia or the family. They are: Position Power and Personal Power.

Position Power is bestowed by the institution. It is indicated by level, or title, i.e., president, vice president, director, manager, supervisor, police officer, professor, teacher, mother, etc. These titles command certain protocols and are supported by policies, sanctions and authority within the systems of the institution—whether it’s a large corporation, the military, government agency, educational institution or family.

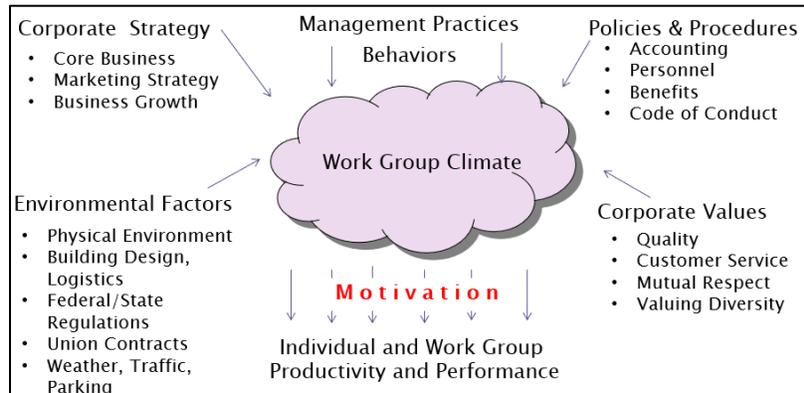
Personal Power is given by others. It comes from within the individual; in the way he or she attempts to influence or persuade others to accomplish tasks and the respect he or she conveys towards other people. It’s based on an aura of “charisma,” their personality or the type of person they are; as well as their knowledge, experience and connections. We know what this is when we experience it in our interactions with other people, i.e., “that doctor has a nice ‘bedside manner,’” “that salesperson has a ‘bad attitude,’” etc.

One kind of power is not better than the other and everyone has both kinds of power. The challenge is that some people are more comfortable with one kind of power than the other and is based on the individual person’s comfort zone. What happens is that the individual exhibits behaviors based on the type of power they are most comfortable with. This is fine in situations where those behaviors are appropriate for the situation. It can create problems, however, when the situation calls for behaviors that are from the least-comfortable form of power; and that is where problems can arise.



The key is balance: Balancing position and personal power. It means drawing upon the appropriate “power” for the situation at hand and being able to recognize or “diagnose” the situation and which way is best to respond.

## The Work Group Climate



The work group climate is the environment in which we work. How people feel about what they’re doing.

Certain elements affect the climate of the work environment—they set the Work Group Climate, or the culture.

In this model, Work Group Performance and Productivity is the goal and it is the result from the impact on the work group climate; or the culture.

According to two Harvard University professors Litwin, G.H. & Stringer, R.A. Jr., who conducted an in-depth study on work environments, there are five basic elements affecting the work group climate... affecting the way each of us feels about what we’re doing and why we’re doing it. They are:

- Corporate Strategy—The corporate strategic direction
- Policies & Procedures—How we manage ourselves and others in the workplace
- Corporate Values—Strong contributors to the climate. When our personal values are complementary to the work environment values, the work climate is more harmonious.
- Environmental Factors—External factors, the physical environment, federal/state regulations, union contracts, weather, parking—A huge environmental factor that we’re all being affected by right now is the COVID-19 Pandemic.



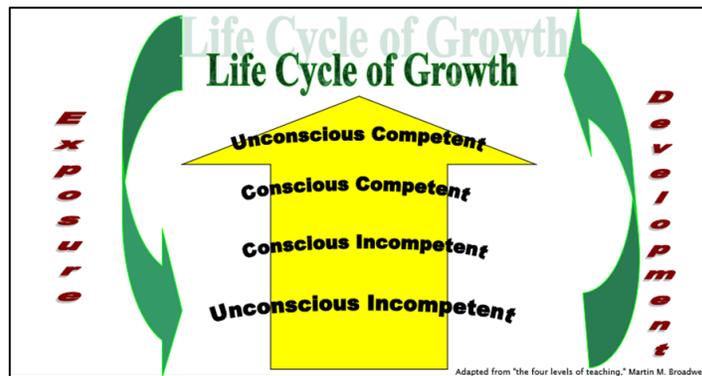
- Management Practices—the core practice... and most important is the management practices. These are our behaviors; they are the things that we do, or do not do with the people with whom we come into contact.

Together, these five factors impact the Work Group Climate. Two important points to remember are:

1. “Change” in any of these areas can also have a significant effect on the Work Group Climate and,
2. Of the five factors, only the Management Practices, or the behaviors we employ in our daily relationships, are the things in which we have any control. We can’t control any of the other elements, but we can control our behaviors.

The reason you want to control these factors is to improve the work group climate. The object of improving the work group climate is to increase productivity and performance. By positively influencing the work group climate we can add the element of motivation to the model. Changing or enhancing the management practices, or the behaviors we employ in our relationships with other people, our peers, colleagues, etc. means learning new ways of doing things and communicating with one another.

### The Life Cycle of Growth



The behaviors and communication technique that make up the management practices can be learned and, with practice can be made second nature to us... just as we’ve learned other things in our lives, we go through a process of learning. That process of learning is called The Life Cycle of Growth and it is a model adapted from Martin M. Broadwell’s theory entitled “The Four Levels of Teaching” by Mike Vance, the former Creative Director of Disney.

The Life Cycle of Growth is based on two critical elements... Exposure and Development.



**Exposure:** When we learn we are exposed to new information; we receive feedback and through the exposure and feedback we wind up developing.

**Development:** The more we're exposed to the new information, receive feedback and practice the new behaviors, we develop our competence in that area and develop our skills upwards through the four stages of development within the cycle.

There are four stages in the Life Cycle of Growth. They are unconscious incompetent, conscious incompetent, conscious competent and unconscious competent. As you're exposed to more information you develop competence and move through the stages from one to the next.

**Level 1—Unconscious Incompetent:** This is the lowest level of competence. At this stage we're ignorant, but we don't know it. In other words, we don't know what we don't know.

**Level 2—Conscious Incompetent:** At this stage we become aware of our lack of knowledge. We recognize that there is a great deal that we need to learn; we become 'conscious' of our incompetence, or we 'know' that we don't 'know.'

**Level 3—Conscious Competent:** We reach this level as we move further up the life cycle and gain knowledge and experience in a particular area. Here we've progressed to the point where we have the know-how to do whatever it was that we previously didn't know how to do. At this stage, however, it requires a great deal of mental energy because we must be 'conscious' or 'think about' everything we do.

**Level 4—Unconscious Competent:** As you do the job, this is where practice comes in. You do it so often, it becomes second nature. At this level, you no longer have to 'think' about it and this is where you are at the 4<sup>th</sup> Level, you become an 'unconscious competent.' You no longer have to think about it. It is here that we do the job so well we do it automatically—it is a habit.

We remain vibrant and creative when we're moving up within the cycle and we can become stagnant when we stay at any one level for too long. So, when we've reached the top level, after we've developed to the point of unconscious competence, we must take ourselves back down to the first level of the cycle by exploring new areas, exposing ourselves to new opportunities for creativity, learning and growth.

The object of learning is to get to a point where it becomes second nature to you and then you can share it with someone else, thereby helping them grow through exposure to new information.

Of course, not everyone will be at the conscious competent level for every task. In the real world, we sometimes get to a point where we're great at what we do and all of a sudden



something happens and we have to learn something new. What happens then is that we have to start over. The point is we're all at different stages of development in many different areas.

Ideally, we'll always be moving from unconscious incompetent to unconscious competent and then renewing the cycle in all aspects of our lives both professionally and personally.

## Resiliency: The Ten Characteristics of Self-Empowerment



**Introduction to Resiliency Model:** Much of the work that has been done on Change Management in recent years is rooted in the Kurt Lewin theory of “un-freeze, change, and freeze.” What this means is that a “system” (or an individual) is “frozen” into its processes, (habits), etc. When the time comes to institute a “change,” the system is then “unfrozen” and the change (new process/behavior) is instituted; then the “system” is then “frozen” into place again. This theory worked well into the middle of the 20th Century. However, my view is that towards the end and into the Technology Age of the 21st Century this theory doesn’t work as well because it assumes that the new “change” will have a chance to “freeze” into place again. With the speed of technology, communications and Globalization, multiple changes are occurring simultaneously and a system doesn’t get the chance to “freeze” into the new process(s). However, organizations and leaders are continuing to operate out of the original mindset.

**Continuous Change:** Developing “resiliency” from the multiple impacts of these multiple changes occurring simultaneously is a key element in self-empowerment. The Ten Characteristics of Self-Empowerment are built into the Resiliency Leadership Model. It can apply to one’s business or personal life.

What does “resiliency” mean? According to Merriam-Webster resiliency is:



1. The capability of a strained body to recover its size and shape after deformation caused especially by compressive stress.
2. An ability to recover from or adjust easily to misfortune or “change.”

Both of these definitions can apply to resiliency. As professionals in the workplace we need to look at how we recover from the “compressive stress” of continuous changes we experience in both our professional and personal lives. What kind of strain does it apply to our bodies? How do we handle stress? What happens to our disposition and our attitude when plans have to change or unexpected events or emergencies occur? How do we adjust to and deal with the changes that occur in daily life?

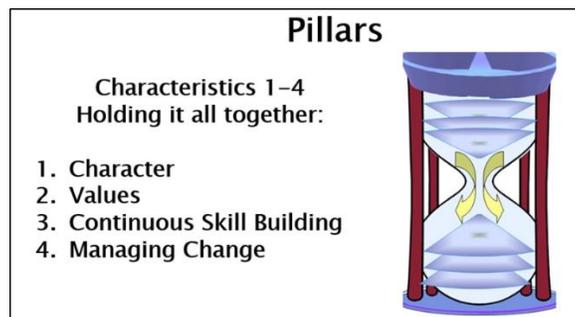
**Resiliency Hourglass Model:** Because of the multiple “hats” that we all must wear in the workplace, developing the resiliency to recover from the constant “hits” coming in from all directions related to all of these roles is a critical component needed to survive and thrive in a constantly changing work environment.

**Hourglass Definition:** To present the model, I created a metaphor of an hourglass. An hourglass is defined as an instrument for measuring time consisting of a glass vessel having two compartments from the uppermost of which a quantity of sand runs into the lower one in an hour.

I chose an hourglass as the representative of the model for several reasons:

1. An hourglass can only do its job as a result of constant change because;
2. The sand inside is always being shaken up, as the hourglass itself has to be turned upside down in order for it to function.

**Resiliency Hourglass:** Each part of the model represents a particular characteristic and the associated behaviors or needed skills related to it. The two parts of the inner hourglass consist of a vessel that is held together by an outer frame. Without this frame, the hourglass would not function because the glass would not stand upright and would fall apart.





**Pillars:** Four columns, which act as the “pillars” for leadership, connect the top portion to the bottom portion of the hourglass.

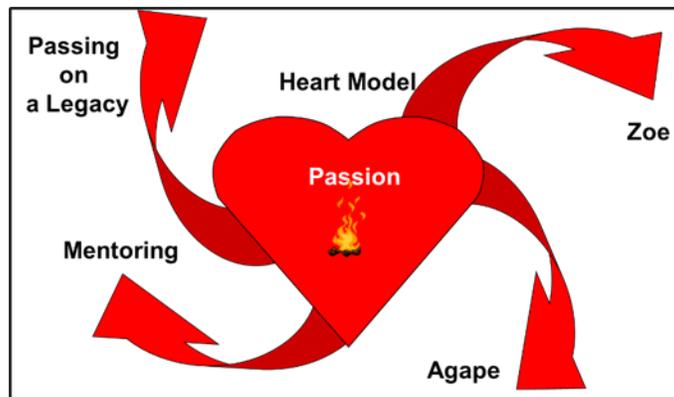
**Characteristics 1 and 2 - Character and Values:** The two pillars in the back that are not completely visible, represent personal character and values; which corresponds to the “base” of the “iceberg” mentioned previously and is the foundation for leadership. Character is a person’s spirituality; personal integrity, honesty, work ethic, etc. Values are his or her personal values, ethics and spiritual beliefs. Our personal values are what influence how we make decisions.

These two characteristics work together and, based upon them, is what creates a person’s interests, inner drives, or his or her inner “passions” in life; what is truly in his or her “heart.” This is illustrated by the “Heart Model” described as follows:

### **Passion: What’s Flowing from the “Heart”**

<b>Zoe:</b>	Comes from the Greek, which means life, or to live. It is the quality of living our life. Are we happy? Do we experience a sense of joy and satisfaction in our daily life?
<b>Agape:</b>	Also comes from the Greek, which means to love unconditionally. It is the quality of our relationships with our spouse, family, friends, etc.
<b>Mentoring:</b>	We are open to learning and sharing our knowledge with others. We are willing to show others the “ropes,” so-to-speak and help more-junior people along the way.
<b>Passing on a Legacy:</b>	How do we want to be remembered after we leave this world? What are we going to “pass on” to the next generation?

**Heart Model:** Values flow from a person’s “heart” and combine to create his or her “passion;” which can be compared to a “burning fire” within. The four drives indicated in the “Heart Model” flow from that passion.

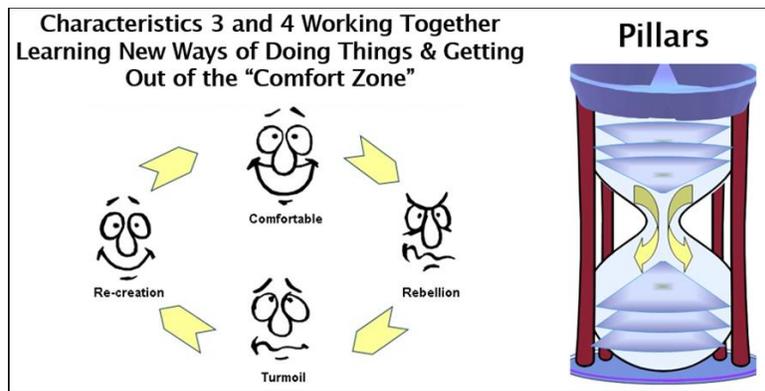




Self-empowerment begins when we identify and understand what our own “drives” are within us and this is one of the foundational elements of self-empowerment and self-satisfaction. Everyone possesses all of these drives. Self-empowerment begins when we create our own sense of mission or purpose by identifying what these internal drives consist of for us; and then focus our energy and our actions on living our life around them.

Personal character and values are the foundational piece of self-empowerment because they help us to understand what is truly important in our lives and we can focus our activities around the things that contribute most to them.

### **Characteristics 3 and 4—Continuous Skill Building and Managing Change**



**Continuous Skill Building and Managing Change:** Columns three and four, Continuous Skill Building and Managing Change work together hand-in-hand. Typically, when change occurs, one needs to learn new skills in order to adjust and adapt to the change.

**Continuous Skill Building:** This means that we have to always be open to learning new ways of thinking and doing things; we may have to develop our skills in any given area, either physically, emotionally, socially or spiritually. It may become necessary for us to get additional training, go back to school and get additional degrees or certifications or learn new technologies just so that we can perform our jobs. If we don’t, we will be left behind as technology advances and changes how people communicate and move forward; which is why the next characteristic, Managing Change, is critical to developing resiliency and self-empowerment.

Learning new skills and behaviors is not always an easy thing to do. Change is not easy, but once we break through and get to the other side, it’s well worth it, which is why “Managing Change” is the fourth characteristic.



**Managing Change:** As human beings we do not like change. We like to create and remain in our “comfort zone” and can also think that the needs of our job will always remain the same.

We need to prepare ourselves for the changes that are being imposed by changing technologies and recognize that, depending on the extent of the changes, it may not necessarily be an easy transition.

**Five Stages of Grieving:** Elizabeth Kubler-Ross identified the Five Stages of Grieving; in her book *On Death and Dying*, which she wrote after working with people who had been advised that they had been diagnosed with a fatal disease. These stages are: denial, anger, bargaining or negotiating, depression and then acceptance; they do not necessarily occur in this order and an individual can “bounce” around among several of them before they get to the last stage of “acceptance.” These “stages” also occur when an individual experiences “change.”

**Change Cycle:** We all go through a change cycle whenever we experience any kind of change. First, we are comfortable with the way things are, we do not believe that the change will really happen; we’ve got our “plans” and things are going to go according to “our plan.” This is the “denial” stage and is demonstrated by our first reaction when we hear that something happened... we say something like: “Oh no!” or “Not again!” or “Oh no, you did not!” or “Don’t tell me that!” or something along those lines. The point is that we immediately “deny” the news we have just received.

Then we hear that the change is really coming and we go into rebellion, thus the “anger” stage. We resist; we’ve got “our plan!” We get angry and frustrated. Some people may “yell,” others become “silent,” depending on how they handle anger. They may “blame” other people, special circumstances, make excuses, or have various reactions as they go into turmoil. The point is that we are confused or maybe feel “torn.” We don’t know what to do. We cannot handle it. Here we may be in the “bargaining/negotiating stage; we think things like: “If I had done ‘this,’ then ‘that’ wouldn’t have happened,” or, “if only ‘this’ had happened.” When we finally figure out that none of the “if onlys” and “shoulda, woulda, coulda’s” don’t work... then the “depression” stage “hits” because we cannot change anything; the change is still happening.

However, as the change happens, we start to get used to doing things the “new” way. As we get into it, and “practice” the new way of doing things, it becomes easier; it is not as bad as we thought it would be and we begin to get used to it. We go to the re-creation stage of the cycle or “acceptance,” and then become comfortable again and start the “cycle” over. Our “comfort zone” is the stage in which we are “comfortable.”

When learning new skills, it might become uncomfortable to grasp them right away. The key is to stick with it and practice until it becomes comfortable. The goal is to get to the point until it is second nature and you create a “new” comfort zone.

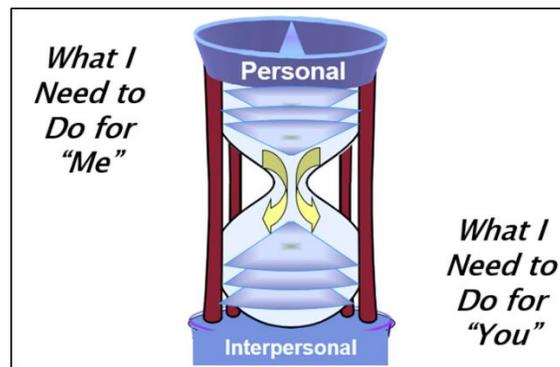


We have to identify our own personal coping mechanisms and develop the skills necessary to manage the changes that will come.

This is the reason the managing change and continuous skill building columns on the Resiliency Hourglass are critical to supporting the skills contained within the vessel. It is the critical foundation for the remainder of the material.

Once we experience the paradigm shift needed to understand the priority these supporting columns of the model brings, and they become ingrained into our behavior, we can then direct our attention to the top and bottom portions of the hourglass.

### **Personal and Interpersonal Characteristics**



**Personal and Interpersonal Characteristics:** When describing the vessel section of the hourglass, the top portion containing the personal characteristics is addressed first, followed by the bottom portion containing the interpersonal characteristics.

**Personal Characteristics:** The top portion of the hourglass vessel represents the characteristics we need to develop resiliency at a personal level. These are the skills we need to manage ourselves as an individual; responsibility, goals and priorities and are represented by the “sand” that flows through the vessel from the top portion.

These personal characteristics, which begin the process of the “sand” flowing through the neck of the vessel from the top of the hourglass and in the order in which it flows, starts with responsibility, then goals and lastly, priorities.

**Interpersonal Characteristics:** The bottom portion of the hourglass represents the skills we need to learn at an interpersonal level to develop a resiliency. As the “sand” that represents the first three self-empowerment characteristics and the associated behaviors and skills beginning

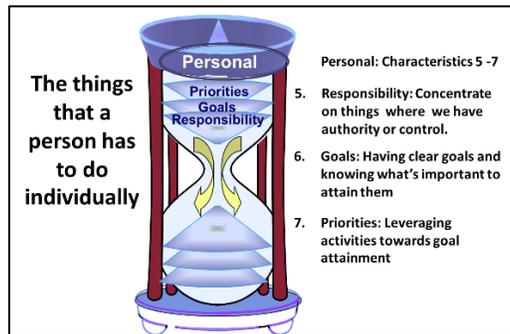


with “responsibility” first, then “goals,” and lastly, “priorities” flows through the neck of the vessel to the base, it begins to “pile up” at the bottom of the base.

Once the first grain of sand representing “responsibility” “hits” the base it is then “transformed” into the first interpersonal trait of self-empowerment, which is “collaborate.” It then continues with the next trait from the top, “goals;” which transforms to “empathy” upon hitting the base. Lastly, the “sand” representing “priorities” flows through and transforms into the self-empowerment trait of “teamwork” which completes the process.

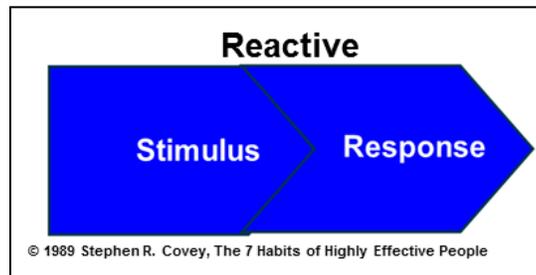
### Characteristic 5—Responsibility

The first skill from the personal level represented by the “sand” flowing through the neck of the hourglass vessel and is the foundational characteristic of self-empowerment is responsibility. We need to accept responsibility for ourselves and our circumstances. We are proactive and not reactive.



It’s important to know the difference between the two. Dr. Stephen Covey describes this best in the Seven Habits of Highly Effective People.

### Reactivity



When we “react,” it’s like a knee-jerk reaction; we have no control over it and we go directly from that stimulus to response. It’s a physical reaction. I get the stimulus and go right to the response. It’s as if the two are “joined” together.



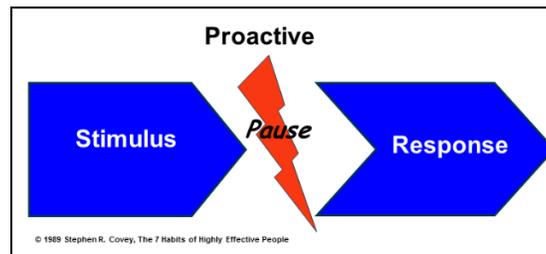
When we get distracted by things happening around us, we are basically conditioned to respond in a particular way to a particular stimulus.

For example, a person who is reactive and is negative towards change can demonstrate behaviors ranging from grudging compliance—moaning and groaning—to dysfunctional practices such as starting rumors and perhaps even sabotage.

### **Proactivity: “Concentrate on things where we have authority or control.”**

When we are proactive, we do not react to what’s happening around us and accept responsibility for ourselves and our circumstances. We separate the “stimulus” from the “response.” We do not put ourselves into the role of victim and we don’t place blame on anything else. We concentrate on the things we can do something about; where we have authority or control.

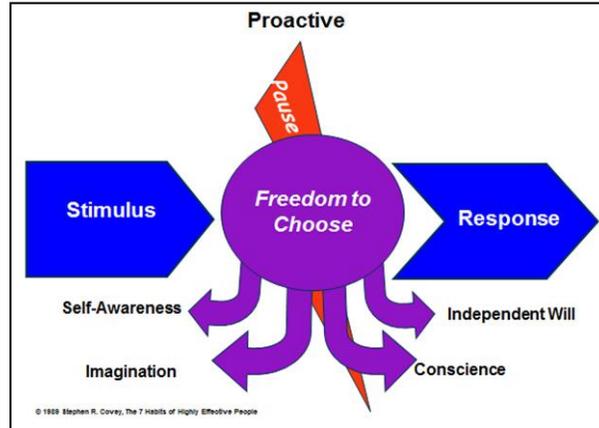
### **Separating the Stimulus from the Response**



A person who is “proactive” learns how to separate the “stimulus” from the “response” and replace that with a “space” in the middle between the “stimulus” and the “response.” Once they can do that they are in a better position for self-empowerment because they can look at the situation and make the best decision based upon the areas in which they have “influence” or control.

### **Four Endowments of the Human Personality**

Returning to the proactivity model, acting within this “space” created by the separation of the “stimulus” and the “response,” gives a person the “Freedom to Choose,” based on the endowments of the human personality which all people possess: Self-awareness, Imagination, Conscience and Independent Will.



**Self-Awareness:** These are the things that a person knows about themselves; his or her likes, dislikes, habits, preferences, etc. For example, I know that I like chocolate ice cream. I know that I don't like lima beans. I know that I am easily distracted and need to work to focus. Everyone has those kinds of things that they know about themselves.

**Imagination:** People have the ability to be creative and develop alternatives in their mind. Once we have evaluated a situation, we have the ability to visualize various scenarios in our mind to evaluate the situation.

**Conscience:** The ability to distinguish between right and wrong, good and bad, etc., and is based on one's personal character and values.

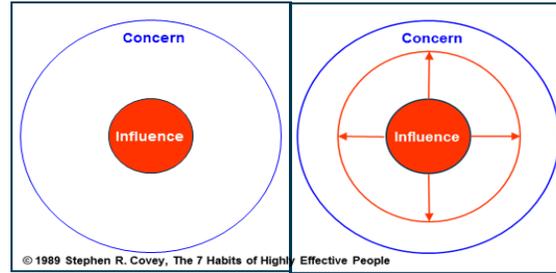
**Independent Will:** All people have the ability to make choices based on their free will. They have the ability to evaluate the various alternatives in any given situation and make a decision based on their choice of the best way to respond.

### **Freedom of Choice: The "Space" in the Middle**

When a person is proactive, he or she learns to develop the ability to separate themselves from their immediate reactions to a situation and make decisions based upon this freedom of choice, which is what will impact the result. This is where true empowerment begins.

Proactivity, along with these four endowments, operates simultaneously and functions at a personal level as well as all in areas of our lives.

### **Circle of Concern/Influence**



Dr. Covey illustrates this well through his model of the Circle of Concern and the Circle of Influence which is two circles; a smaller circle within a larger circle. The larger circle represents everything that a person could have a concern about. If a person concentrates his or her energies on issues within the larger Circle of Concern, he or she is dis-empowering themselves because there is nothing that they can do about those issues; they have no control or “influence” over them.

The key is for a person to focus his or her energies on the smaller circle in the middle which represents everything in which the person has “influence” or control over. The point is to concentrate on the things which a person has “influence” over; thereby avoiding the “stress” of focusing time and energy on things over which one has no control. When this is done, an interesting dynamic occurs on the smaller Circle of Influence—it causes the circle to grow larger; which cuts down on the size of the larger Circle of Concern.

The more we concentrate on the things that we have control over, the more power and influence we gain over our lives and this is a critical component to self-empowerment.

### **“New Habits” = Self-Empowerment**

These principles apply to all areas of life: personal, work, family, community, etc., it’s the application, or putting it into practice is where the challenge lies. Are you struggling with self-management issues; time management, focusing, personal organization? Is there a difficult career or work situation you are dealing with? Are there family issues that are causing problems for you? The key is to separate the “stimulus” from the “response” and get in the habit of focusing on the things where you have some “influence” or control. There will always be times where we “react;” it is part of being human. The solution is to “recognize” when it’s happening and then get back to focusing on where your “influence” is... and then “do” that. The more we continue to “do” that, as a result of the repetition, the new, possibly “uncomfortable” behaviors will soon become a part of our “comfort zone” and will then become new, “good habits” as opposed to the old “bad habits.” As a step towards self-empowerment, try “practicing” one “new” habit every thirty days. After thirty days, those “new habits” are no longer new and we’re well on our way towards self-empowerment.



The remaining characteristics, starting with “goals,” are tools to keep us focused on those things where we have power and control and continuing to empower ourselves on the path towards self-empowerment.

## **Characteristic 6—Goals**

The second characteristic of self-empowerment represented by the sand flowing down the neck of the hourglass vessel is goals. In the best-selling book *Simplicity*, Bill Jensen says, “...top performers and ‘most admired’ companies had very clear goals and objectives. And they worked very hard to keep them clear... day in, day out.” In order for them to do that “day in, day out” they know what’s important to attain them.

### **SMART Criteria**

This is where we start to hone in and focus on what is truly important. We set long- and short-range goals for each life part. In business, for goals to be effective they need to meet SMART criteria. That means that they have to be:

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound/Trackable

**Supportive Goals:** Goal setting is begun by setting and developing long and short-term goals for each part of your life. What do you want to accomplish in each of the various parts of your life?

For each of your life parts, you want to begin by writing one short term and one long-term goal using the SMART criteria. Short term is something you want to accomplish within the next week or month. Long term is just that; it can be a year, or two, or five, etc.

It is important to get used to the process of writing goals. By doing this it will aid you to begin seeing things differently; from the perspective of your goals and develop a clearer focus in attaining them through planning, organizing and managing your time.

Your goals for each of your Life Parts need to consist of the five basic categories: Resources, Action Steps, and Deadlines or “By-When” Dates, Success Indicators and Accomplishment Date.



**Resources:** These are the things you will use in accomplishing the goal. Who will help you? What tools you will use? Where you will obtain the financial backing or money you will use?

**Action Steps:** What are you going to do towards accomplishing this goal? How are you going to do it?

**Deadlines or “By-When” Dates:** These target dates are critical for success. They must be realistic; however, without them the chances are that the goal will never be achieved. If a deadline is “missed” then you set another realistic one; but always set deadline or “by-when” dates so you can monitor your success as you proceed through the process.

**Success Indicators:** How do you know you’re making progress towards the attainment of your goals? These success indicators act as benchmarks along the way so you know you’re on track or, if you’re off track, to get right back on.

**Accomplishment Date:** This is your “pat on the back” for a job well done. Be sure to “reward” yourself when you meet your goal and it is “complete!”

“Self-empowerment comes from knowing what our priorities are and where we are spending our time.”

This goal setting process is an invaluable step towards self-empowerment and it can be said that it is, “easier said than done.” The interruptions and crises of daily life happen to everyone. Just how does a person get everything done with everything happening at once? Self-empowerment comes from knowing what our priorities are and where we are spending our time.



## Characteristic 7—Priorities

This is where we begin to start looking at how we manage our time. The third part of the sand to funnel through the hourglass vessel is priorities. Self-empowerment comes from what we do with the time that we have. Are we using our time effectively or are we wasting the valuable time that we have?

**Time is Money:** The old adage that “time is money” is well understood. If we waste an hour a week for 52 weeks, we have wasted 52 hours in a year’s time. Multiply that times the hourly rate and that is the amount of money the wasted time “costs” in a year. We don’t have to dwell on it to understand the concept, and in all reality, I think it’s safe to say most of us must “waste” more than one hour in a week’s time.

Additionally, however, this doesn’t take into account the amount of money we may have “lost” in the areas of possible missed opportunities. For example, contacting new customers, making higher commissions, increased revenues, possible promotions, etc.; there are endless possibilities of accomplishments that we may have achieved if we were effectively using our time. There’s no way of knowing what opportunities may have been “missed.”

However, to avoid the “should’ve’s, would’ve’s, could’ve’s,” which is a “negative” response and outside of our Circle of Influence, what we need to focus on is whether or not we are spending our time moving towards or away from accomplishing our goals. The key is to focus on activities that provide “leverage” towards attainment of our goals as opposed to “reacting” to external stimuli that we are being “bombarded with on a daily basis.

## Chronos vs Kairos

Many people live a life of “survival” which consists of just doing what needs to be done in order to survive in the world. This is where the difference between Chronos and Kairos comes in. To clarify: this is not “good” vs. “bad;” it is making comparisons of the appropriateness and effects of them both. The key is to achieve balance between the two.

**Chronos** refers to the clock; it is linear; sequential. The “ticking” of the clock dictates the rhythm of our lives. It keeps us on track; we need to know what time to be at our job, when our appointments are scheduled; the necessities of life. This is not bad, and it is important. We have to take care of ourselves, eat right, get enough rest, exercise and respond to basic bodily functions; which mean to live a healthy lifestyle. This would also include dressing and grooming; which is all important. The key is whether or not these things are ruling us.



**Kairos** is the direction of your life. It is the quality; the value you get out of time as opposed to how many minutes or hours you put into it. It can be compared more to the “voice of direction” we get from a GPS. Are you moving in the direction you want your life to be going? Are you listening to the “voice” of your internal GPS and accomplishing the things you want to accomplish? Kairos time is the value you get out of life—the quality time or appropriate time.

**The GPS vs the Clock:** “There is a gap between what is valuable to us and how we spend our time.” For many of us there is a gap between the GPS and the clock—between what is valuable to us and how we spend our time. We spend our life as if a “stopwatch” has started and we’re “racing” to “beat the clock.”

### **Efficiency vs. Effectiveness**

This is where we begin to look at being efficient versus being effective.

**Efficiency** means to do things right. It is the stopwatch; how we spend our time—the countdown. However, the problem with efficiency is that it focuses on “doing.” We are always doing something. However, if you are always “doing,” what will you produce? What will your life look/feel like?” Answer: busyness, stress, too much to do and not enough time to do it.

**Effectiveness** means to do the right things. It is the GPS; am I going in the direction I want to be going to live the kind of life I want?” It keeps me focused on “doing” the things that are important towards achieving my goals.

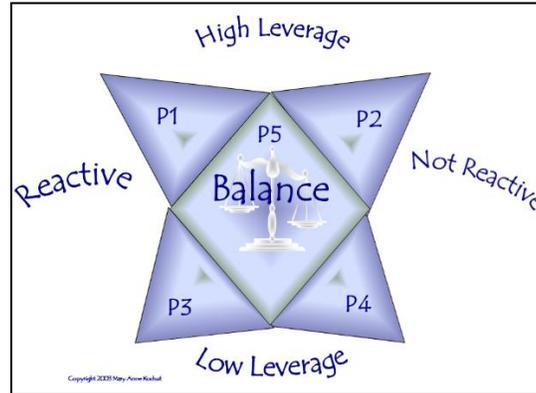
Approaching life from a Kairos viewpoint encompasses and includes the necessities, the reality of life, (Chronos) while keeping what is important (Kairos) in front.

Living life in Kairos time entails identifying the activities that provide us with the “leverage” we need in order to attain our goals in our lives and careers. Focus on performing high-payoff activities—those that will provide the best return on your time investment. Always ask yourself, “Is this the best use of my time right now?”

### **Leverage vs Reactivity**

In the earlier section on responsibility, we covered the importance of remaining focused and concentrating on acting upon the things that we have some power and control over was covered. The point is to concentrate on the things that are within our Circle of Influence and not react to the pressures being imposed by the surrounding environment.

### **Prioritizing Points**



The model is based on two elements: leverage; defined by Merriam Webster as:

- **Leverage:** “1 LEVERAGE Function: noun; 1: the action of a lever or the mechanical advantage gained by it 2: power, effectiveness <trying to gain more political leverage>3: the use of credit to enhance one’s speculative capacity
- **2 LEVERAGE Function:** transitive verb Inflected Form(s): -aged; -ag•ing To provide (as a corporation) or supplement (as money) with leverage; also: to enhance as if by supplying with financial leverage.”

For our purposes, the focus is on #2, power, effectiveness. This is what gives us our power and effectiveness in achieving self-empowerment in managing our time, or for that matter, “our life.” That power is based on our goals, the things that are “important” to us. Activities that have leverage are activities that are aligned to our goals and are moving us in the direction of achieving our goals. What it comes down to is what is important.

The second element in the model is “reactive.” The definition follows:

**Reactive:** “1: of, relating to, or marked by reaction or reactance. 2: a: readily responsive to a stimulus; b: occurring as a result of stress or emotional upset “reactive depression”

The focus here is on number two; a: responding to a stimulus that is imposed by the environment and b: occurring as a result of stress or emotional upset. These are the activities that are urgent; that we have to respond to. Urgent means, “Calling for immediate action: pressing.” These are the events and things that happen in life that we have to respond to.

**Priorities:** These elements combine to create four prioritizing points:

**Point 1 (P1)** represents the combination of “high leverage” and “reactive.” This means any activities relating to this point are “high leverage” because they are related to our goals and are



“reactive” because they are being imposed by the environment and we have to respond, and sometimes react quickly. These are crises, sudden problems, deadlines, etc.

**Point 2 (P2)** represents the combination of “high leverage” and “not reactive.” These activities are the activities needed for self-empowerment because they are “high leverage,” meaning they are related to our goals and are “not reactive” because they do not have to be addressed immediately; there is no outside pressure from the environment to do them.

**Point 3 (P3)** represents the combination of “reactive” and “low leverage.” These activities are “reactive” because there is a sense of urgency being imposed by the environment. It’s a sudden crisis that must be dealt with. However, they are “low leverage” because they are not related to our purpose and goals. They are the interruptions that get us off track.

**Point 4 (P4)** represents the combination of “low leverage” and “not reactive.” This means that the activities are not related to our purpose and goals and are “not reactive” because they do not have to be addressed immediately; there is no outside pressure to do them. These are our time wasters; our escape activities.

Self-empowerment comes from learning to spend the majority of our time in P2 because we’re working on things that are related to our goals.

What usually happens, for instance, is that this is where we procrastinate. We put the activities in P2 off; then they “jump” into P1 and we become reactive and have to respond to the urgency.

When most of the things we have to accomplish are in a crisis mode, we have more and more things that we have to respond to that are crisis driven. Then, when we finally get a break, we’re so beaten up by the stress of being in crisis mode, we escape into P4 and engage in “coping-types” of behaviors and activities.

The key is to focus on activities that fall into the P2 area. We will always have crisis situations that we will have to respond to; however, when we handle the situations when they are in P2, we will have less jumping over into P1.

When P3 activities come up, we handle them and get back to “high leverage” activities. Whenever possible we avoid engaging in activities that fall into P3 and P4.

Being human, we will always have experiences where we drop into P4. The key is to get back on track as soon as you can.

The point is... once we experience the paradigm shift and live our life based on attaining our goals and not the whims of the environment; we know what we are doing. Distractions and



interruptions will come, however; when we develop an increased awareness of all our activities, after a while you will not let yourself get away with wasting your time. We all have the exact same number of minutes in a day. It's how we each choose to use them that makes the difference.

**Prioritizing Point Five (P5) Balance:** The center of the model represents the fifth point: "balance." This is where we begin moving towards living in Kairos Time. The image of the uneven scale at the center of the model represents the fact that we will never be equally balanced in all of these points. In reality, we do not want to be. The key to self-empowerment is to find the right "balance" that works for you. This is balancing all the interruptions that occur in the course of a day and being flexible enough to determine the appropriate behaviors to exhibit when they occur.

Kairos time comes from the quality of living life in the "moment." It comes from the center of the "Heart" model and where your "passion" lies. It is derived by determining which activities and functions you engage in are high leverage and contribute towards the attainment of your goals; concentrating on them and avoiding those that do not. Once you learn how to schedule and balance your time between activities that are reactive and high leverage and focus on living your "passion" during the course of each day Kairos Time will emerge... One way to tell is that sometimes there is no sense of "time," or the "clock;" it is as if time is "flying by," but it doesn't feel like it. You may feel "energized," or a new sense of accomplishment in completing your day-to-day activities.

We all have to deal with the interruptions and crises of daily life and self-empowerment comes from employing tools to help us manage our activities and our time. We have already started the process of accepting responsibility and clarifying our purpose and setting goals for the different life parts.

An important skill to develop is the habit of documentation; which means recording our activities and accomplishments as well as the planning and scheduling of our time.

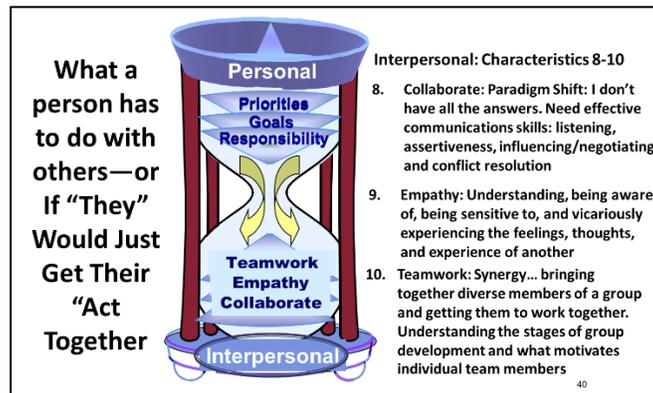
Periodically we have to set some time aside to review our long-term goals; once a year is usually good for this; or any time of "transition" or change. Spend some time reviewing your accomplishments and visualize yourself attaining your goals.

Planning and Scheduling: Scheduling and planning is an important part of managing time. There are many different planners and organizers available on the market; they can be paper-based or electronic, however, a planner only works as well as it is put to use. All anyone needs to do is find a process and a tool that works for them. Self-empowerment comes from using a process... it is the process that works, not the tool.



A good process is yearly, monthly, weekly and daily planning. Additionally, it helps to use some sort of follow up system so that things do not fall through the cracks.

## Interpersonal Characteristics



The focus of this portion is on the bottom section of the hourglass model; the “Interpersonal” piece. This is the part of self-empowerment where it can be much more difficult because it pertains to the relationships we have with other people, institutions and organizations. This can be frightening because we have less control in this arena because the only area in which we have 100% control is with ourselves. Often the tendency is to want the other person to change, so we don’t have to—thereby remaining in our own comfort zone.

The characteristics and related skills needed to manage our relationships with other people are: collaborate, empathy and teamwork.

## Characteristic 8—Collaborate

The term “**collaborate**” represents a “shift” in the mindset that as an individual I may not have all the answers and I need to learn to seek out and communicate with other people to get the answers I need. To do this I need to shift my mindset to one of a win/win attitude in which, not only do I want to achieve my goals, I also want to help others achieve their goals. Assertiveness, negotiating, and conflict resolution skills are a must in this arena. I must be able to work with others and develop solutions that will benefit all of us.

**Communications:** As a self-empowered individual, I may need to examine how I communicate with others. Am I communicating effectively? I need to be aware that not everyone shares the same communications preferences and we may not all communicate in the same way.



When a person is communicating effectively, they appear more confident and competent. They express their thoughts and feelings in a way that is appropriate and respectful of everyone involved. In addition, they also respectfully and actively listen to others when appropriate.

Conflicts can occur in interpersonal communications and how we manage ourselves can determine how successful we are in resolving the conflicts we encounter every day. Conflict occurs when parties with contrasting goals come in contact with one another.

The next Characteristic, Empathy is where we develop listening and questioning skills to assist in understanding others.

## **Characteristic 9—Empathy**

**Empathy is described as:** “The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner; also: the capacity for this.”

In her book *Talking from 9 to 5*, Deborah Tannen says that “Conversation is a ritual.” We don’t think of the literal meaning of the words we say because we say the things that seem like the right thing to say at the time. However, people vary on how they use these rituals, and when a person doesn’t recognize the ritual in the first place, they take the spoken words “literally.” She goes on to say that differences aren’t “expected” and we don’t recognize that they are a ritual. The problem is exacerbated when “we think we’re all speaking the same language.” That “language” comes from our own “frame of reference” which means our beliefs and preconceived notions or mindsets... everything that makes up our unique individuality and personality. This is formed from our own individual experiences and can be based upon any variety of sources from our own culture, ethnicity, gender, family of origin, education, work experiences, geographic location, etc. The challenge here is that often times we “expect” that other peoples’ experiences “mirror” our own and, there may be similarities. However, in many cases the other person’s experiences “differ” and their frame of reference is very different from ours.

## **Listening**

Active listening means going beyond a literal comprehension to an empathetic understanding of the speaker. It means “putting yourself in the speaker’s shoes” and understanding the emotions they are experiencing. This aids in the communication process.

Empathy is a critical component for anyone who is leading a team or is a member of a team. For people to work effectively together towards the attainment of common goals, all team members need to be able to communicate effectively with one another.



Self-empowerment as a team leader or member comes from fostering teamwork by drawing upon the unique and diverse talents of all team members. This is accomplished by asserting themselves, managing conflicts, (which are inevitable when diverse people work together), and listening to other peoples’ concerns; which may be conflicting with their own. The next section covers the characteristics effective leaders or team members use when collaborating effectively; sharing ideas and concepts and developing mutual strategies and/or solutions to the everyday challenges and problems as they arise.

### **Characteristic 10—Teamwork/Synergy**

<p><b>Characteristic 10</b></p> <p><b>Teamwork: Synergy:</b> bringing together diverse members of a group and getting them to work together. Understanding the stages of group development and what motivates individual team members</p>	
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Self-empowerment is critical when leading a team or being a member of a team, because it involves bringing together diverse members of a group and getting them to work together to create “synergy” which is the highest level of energy the group can produce. Synergy comes from the Greek word, “synergos,” which means “working together.” Synergy cannot be “manufactured,” but rather it “emerges” as combined “energies” of the team members combine and come together towards the accomplishment of the task at hand. A group of eight to ten people working together can produce much more than eight to ten people working alone.

### **The Purposes of Teamwork**

A self-empowered leader needs to be aware of what tasks require the utilization of the team and which ones would be better assigned to individual team members. A good place to start is to understand the purposes of teamwork. The following chart lists the purposes of teamwork. This can be invaluable when working with workgroups and teams. If the task at hand does not appear below, it would be better assigned to an individual and not involve the assembling of the team.



<b>Purposes of Teamwork</b>
➤ Set goals or priorities
➤ Analyze or allocate the way work is performed according to team members' roles and responsibilities
➤ Examine the way the team is working, its processes, such as norms, decision making, communications and so forth
➤ Examine relationships among the team members
Beckhard (1972)

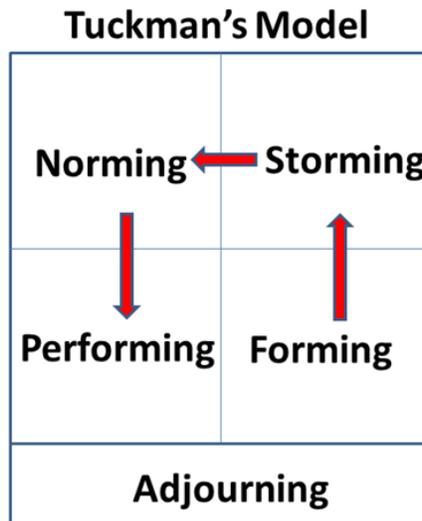
### **The Criteria of an Effective Team**

The next point that is critical for a self-empowered leader to understand is what criteria constitute an effective team.

<b>Criteria for an Effective Team</b>
➤ Understanding, mutual agreement and identification with respect to primary task
➤ Open communication
➤ Mutual trust
➤ Mutual support
➤ Management of human differences
➤ Selective use of the team
➤ Appropriate member skills
➤ Leadership
McGregor, 1967

It is important to concentrate on the third bullet here regarding "Trust." Trust: "I know that you will not—deliberately or accidentally, consciously or unconsciously—take unfair advantage of me. I can put my situation at the moment, my status and self-esteem in this group, our relationship, my job, my career, even my life in your hands with complete confidence." (McGregor 1967) Of all of these, trust is the most important. A self-empowered leader knows that if a team is to be effective, there must be high levels of trust starting with the leader and amongst all team members.

### **Stages of Group Development**



In 1965 Bruce Wayne Tuckman, Professor Emeritus of Educational Psychology at Ohio State University, developed a theory called "Tuckman's Stages of Group Development." According to Tuckman's theory, all groups or "teams" progress through these stages. Tuckman's original model consisted of four stages: Forming, Storming, Norming and Performing. Later, in 1977, he added a fifth stage; Adjourning.

**Stage 1—Forming:** This is at the beginning of the team formation process; a new group has just been formed and the new team members are just coming together and getting to know one another. Basically, what's happening at this stage is where they are trying to figure out what they're going to do; who's going to do what, etc. At this point they are highly dependent upon the leader for direction and clarity. The leader needs to provide clear objectives and goals as well as be prepared to answer many questions related to the various aspects of expectations such as policies, procedures, etc.

**Stage 2—Storming:** As the group moves out of the Forming stage and into this stage, Storming, the team members may begin to experience friction or conflicts with one another. They may resist the directions of the leader as individual personalities begin to arise within the group. Power struggles can, and often do occur between team members and/or the leader. Factions and cliques may develop as individuals vie for status, allegiances and/or control within the group. This can be a very emotional and uncomfortable process.

The Storming Stage is very important in the development of the group and, if the Storming stage is not handled appropriately, the team runs the risk of becoming "dysfunctional" during the course of the project. Many people mistakenly think that it "shouldn't be happening" or that "something is 'wrong' (either with the people or themselves)", and thereby try to "sweep it



under the rug,” attempting to avoid the issues in the hopes that they will “work themselves out.” In “denial” of the problems they “move on,” however, the problem does not go away, but rather goes “underground” to arise later... oftentimes as “problems” during implementation.

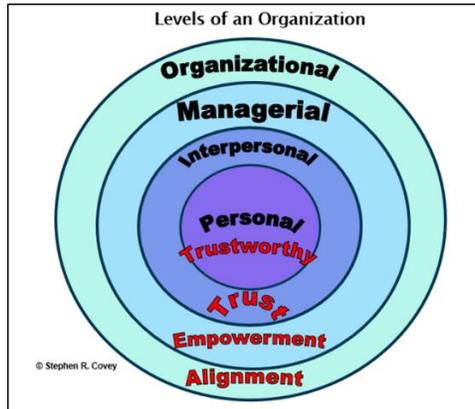
Rather than avoid the issues, during this stage people need to address and resolve them. To do this they need to employ effective communications skills such as listening, assertiveness, conflict management and negotiating to move the group to an effective transition into the next stage.

**Stage 3—Norming:** As the group proceeds through the Storming stage and begins the processes of resolving the issues identified there, the team transitions into the next stage which is Norming. In Norming, individual roles begin to become more clearly defined. Consensus and agreement begin to occur between individual team members and they begin to cooperate with one another. Commitments are created towards the attainment of mutual goals. A sense of unity emerges and the team members begin to socialize and even have “fun” together.

**Stage 4—Performing:** At this stage, the team is at its “peak” levels of energy and performance. This is where, when the pressure is on and the deadlines are close, the team’s members all come together, and, even though at times the goal may appear “impossible;” somehow, some way, everything comes together (sometimes seeming like “magic”), and the goal is successfully achieved. This is where synergy occurs. It’s hard to describe... it must be “experienced.” Performing comes as a result of all team members being keenly aware and committed to the vision and strategic nature of the goals. The leader’s main role at this stage is delegation, observation and availability as a resource. At this stage the leader “gets out of the way” and lets the team do its work.

**Stage 5—Adjourning:** Upon receiving feedback after reviewing the results of over twenty studies he performed after his original publication, Dr. Tuckman decided to add a fifth stage to his model entitled Adjourning. This is the “grieving” process a team experiences once the project is completed and the team may be “disbanded.” Team members move on to other assignments and projects. It can be as little as a “good-bye handshake” or “farewell luncheon/dinner.” It can also be stressful or even emotional and/or painful... particularly if the disbanding of the team was not planned or voluntary.

Additionally, whenever the team experiences any sort of a change, either by the leader or a team member “leaving” or “joining” the team, the entire team reverts back to the “Forming” Stage and begins the process over again.



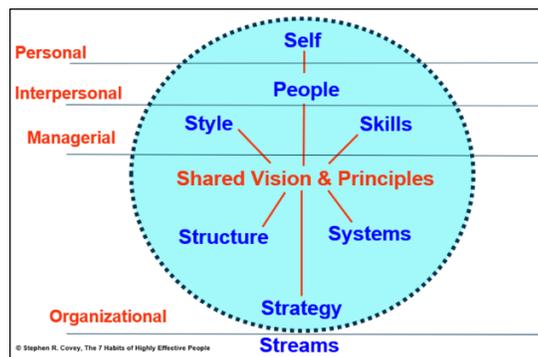
Team communications and change affects all levels within an organization. First, at a personal level. How I react internally, emotionally, behaviorally. How do I manage “me?”

Next at an interpersonal level. How it affects the interpersonal relations between individuals. Different people may be reacting in different ways to the same situation and acting out in different ways. How do I/we manage our relationships?

At work, in a managerial capacity, how do I interact people who are experiencing challenges or problems at work and behaving in different ways.

An organization is a collection of people. As a result, whatever is affecting the people in the organization will impact the organization as a whole. At the organization level, how does the leadership of the organization manage the effects on the culture of the entire organization.

How does this work? It helps to understand what an organization is.



An organization is a living organism that is composed of nine fundamental elements.

At the center is *shared vision and principles*. This is what the organization does, what it stands for, it’s operating principles and values, why it does what it does. A key component in the



effectiveness of the organization is alignment of all these elements to the organization's vision and mission.

Moving to the top of the model, is the *self*. This is the individual and are they aligned to the vision and principles. Under that is people. This is the collection of people that make up the organization and their alignment.

To the left is *style*. This is the organization style, i.e., the management style of the organization, its culture. It reflects how people interact with one another and communicate, for example, open door policy, level-consciousness, etc. Do we talk to one another vs. electronic communications (email/text messages)? Is this aligned with the vision and principles.

To the right is *skills*. Do the people in the organization have the skills necessary to do the job and are they kept current. Are they aligned?

Moving to the lower portion of the model at the left is the organization *structure*. How are the operations organized within the organization; it's infrastructure. How is this aligned to the vision.

To the right is *systems*; the internal systems within the organization, i.e., the compensation system, accounting system, time reporting, etc. Are these aligned with the vision.

Below that at the center is *strategy*; the organization's strategy to how it produces results. Is this aligned with the vision.

The organization is surrounded by a *semi-permeable membrane*. Outside this membrane at the bottom is *streams*. This represents the environment. Any part of the organization can be affected by occurrences in the environment which could have an impact the alignment. A good metaphor to compare it to is a mobile, or a windchime. If you pull on any of the pieces all of the other ones are affected. Likewise, if one element of the model is out of alignment it will also affect the others.

This is a diagnostic model in which change can impact any piece. Empowerment comes from where we have control, or what we can do something about. Depending on our role in the organization determines where can we have an impact as it relates to managing change.

If we track this model with the levels of the organization described previously, the only part of this model that anyone has complete control of is the top portion, or the "self." The second part related to the interpersonal level, demonstrated by people and interpersonal relationships. The third section tracks with the managerial piece based on style and skills. Which leaves the major portion of the model, related to the organizational piece.



An understanding of these organizational models is important when you are a member of a team or leading a team because of the team and organizational dynamics in communications.

### Resiliency Wheel



All these characteristics and skills are overlaid into the Resiliency Wheel and are a critical part of the development of self-empowerment. They are at the center of the wheel and function as the “spokes” that support the entire wheel. The outer part of the wheel; or “where the rubber meets the road” represents behaviors needed to engage in to develop and maintain self-empowerment; scout, educate, build allegiances and grow.

Scout: This means to continually “scout” the environment and be aware what is happening around us. Where are new opportunities? What is happening in society? Where is the culture going? What are some of the things that are happening in our target market? What is affecting our business? We are somewhat like the “surfer” who is always looking over his or her shoulder waiting for the next wave.

Educate: As a result of “scouting” certain areas may be identified in which “education” is needed to keep up with changes in society or technology; new skills to be learned, either personal, interpersonal or technological. For example, in the last ten years the new cars being manufactured no longer have cassette tape players in them. If cassette tapes were a part of your business, you had to transition to CD’s or on-line downloading procedures. As a result, you may need additional training on how to use the new technology or even return to school to get additional certifications as they relate to the changes occurring in your industry or target market.



Build Allegiances: This is the continued networking; or fellowship with other people. In her book, *The Secrets of Savvy Networking*, Susan Roane says, that “Networking is a reciprocal process, an exchange of ideas, leads and suggestions that support both our professional and our personal lives. There is also a spirit of sharing that transcends the information shared. The best networkers reflect that spirit with a genuine joy in their ‘giving.’” She goes on to say that, “Being a good networker also means being a visionary – having the ability to see the larger picture of the future. We do things for people for no apparent reason or immediate return. ‘What goes around comes around’ is a tenet of networking and of life.” She continues by saying that in order for networking to work, both in a professional and personal nature, it “must reflect certain values. To successfully do business via our contact base requires several current yet old-fashioned qualities, including a solid sense of ethics and a great degree of integrity. Current business literature has catapulted ethics, integrity and honesty back into the limelight.”

This is accomplished by reaching out and getting to know people. Get involved by joining professional, business and networking groups... do volunteer and pro-bono work. Nurture those relationships that you make. In reality networking is about making contacts and helping other people connect and make additional contacts as well. One of my favorite motivational speakers of all time is the late Zig Ziglar who is known for the quote: “You can get everything in life you want if you will just help enough other people get what they want.” This quote is the foundation of networking. While there are no guarantees, and it may not always balance out evenly as in “quid pro quo;” building a strong network and helping other people build theirs as well will strengthen your reputation with your connections in your network. As the old saying goes... “It’s not what you know, but it’s who you know.”

Here are some suggestions for successful, effective networking:

- Show up consistently
- Listen for what others need
- Give first
- Ask for what you need
- Meet one-on-one for deeper understanding
- Do what you say you are going to do

Grow: This means that we are always open to additional growth and development; professionally, personally and also spiritually. One of my favorite quotes for many years is by Ray Kroc, who founded the McDonalds franchises. He said: “As long as you're green, you're growing. As soon as you're ripe, you start to rot.” I heard this quote very early in my career and it has stayed with me all these years. Whenever I would find myself starting to get too “comfortable” in any situation, I’d remind myself that no matter how much I know; if I’m going to succeed in developing self-empowerment, I need to be open to new growth. I need to



continuously be open to growth and developing myself to continue growing in self-empowerment; and it's the same for all of us.

The characteristics of empowerment; the skills and traits that make up the Resiliency Hourglass Model support all of these behaviors. For us to develop self-empowerment we need to learn and exhibit all of these skills and behaviors.

At first, this can seem extremely overwhelming, and almost impossible. However, once we begin to put these skills and characteristics into practice, after time they become part of our routine and then become simpler.

Summary: Power Leadership through Self-empowerment means knowing and understanding how critical continuous learning is to the of a leader and that everyone— team members, colleagues, clients, etc., are learning together and from one another.

Interdependence: All of these Power Leadership characteristics of Self-Empowerment function interdependently of each other. Power Leadership through Self-empowerment comes with the knowledge of oneself and recognizing that when a powerful leader “empowers” him or herself, he or she does not have to react. He or she can successfully move forward towards the accomplishment of his or her goals.

Just like when all the sand flows through to the bottom portion of thee hourglass vessel, the hourglass is then shaken up and turned upside down again, and, just like in real life, the transformation process starts over again.

Power Leadership through Self-empowerment is a simple, though complex process. In all reality, however, it is really common sense, but more of an organized common-sense approach to the process. However, the implementation is not an easy process. But, like anything worth working for, the rewards in the end can be great... greater satisfaction and greater accomplishments as we become “unstoppable” in achieving our goals!



**Goal Setting Worksheet**  
**List Short and Long-Term Goals**

<b>Short Term Goal (1 – 2 years)</b>				
<b>Resources</b>	<b>Action Steps</b>	<b>Target Dates</b>	<b>Success Indicators</b>	<b>Accomplishment Date</b>
<b>Long Term Goal (2 – 5 Years)</b>				
<b>Resources</b>	<b>Action Steps</b>	<b>Target Dates</b>	<b>Success Indicators</b>	<b>Accomplishment Date</b>



## Action Planning – My Commitment

**Course Topics Check (v) two or three that relate most to you and your job**

- |  |  |
|--|--|
| <input type="checkbox"/> Characteristics of an Effective Leader      | <input type="checkbox"/> Characteristic 6: Goals       |
| <input type="checkbox"/> Power Model                                 | <input type="checkbox"/> Characteristic 7: Priorities  |
| <input type="checkbox"/> Life Cycle of Growth                        | <input type="checkbox"/> Characteristic 8: Collaborate |
| <input type="checkbox"/> Resiliency Hourglass Model                  | <input type="checkbox"/> Characteristic 9: Empathy     |
| <input type="checkbox"/> Myers Briggs Type Indicator                 | <input type="checkbox"/> Characteristic 10: Teamwork   |
| <input type="checkbox"/> Characteristic 1: Character                 | <input type="checkbox"/> Resiliency Wheel              |
| <input type="checkbox"/> Characteristic 2: Values                    | <input type="checkbox"/> Scout                         |
| <input type="checkbox"/> Characteristic 3: Managing Change           | <input type="checkbox"/> Educate                       |
| <input type="checkbox"/> Characteristic 4: Continuous Skill Building | <input type="checkbox"/> Build Allegiances             |
| <input type="checkbox"/> Characteristic 5: Responsibility            | <input type="checkbox"/> Grow                          |



## Complete the following Statements

I will apply what I learned today by: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I will do differently is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will start on: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My desired impact for this is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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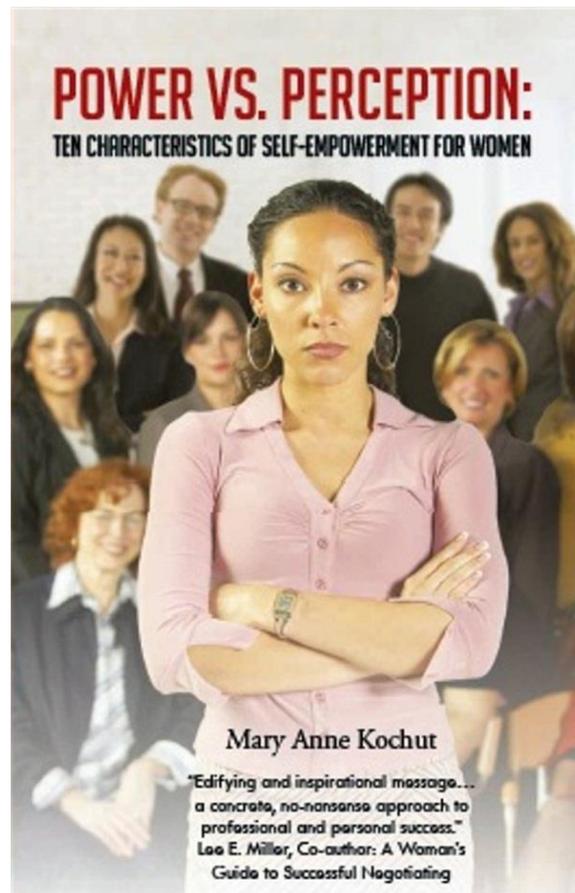
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# Thank You!



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