

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY
HARRISON SCHOOL OF GRADUATE STUDIES

MOTIVATION, TEAMS, COACHING, & MENTORING

LDR 5283-531

INSTRUCTOR:

DR. ROBIN BLAKNEY

ASSIGNMENT: Book Interaction: "Business Leadership" by Joan V. Gallos, Editor.

STUDENT DATA:

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Point 1: Understanding emotions to change environments

Interaction to point one found in chapter two: “Primal Leadership.” Organizations suffer when the leader cannot identify the emotions of others. The reality is that understanding feelings is a crucial component of emotional intelligence. In chapter two, the authors define emotional intelligence as “how leaders handle themselves and their relationships” (Goleman et al., 2008, p. 18). In the chapter, the authors describe an effect that I consider remarkable; they call it “mirroring.” Mirroring happens when two or more individuals have an emotional connection by having a conversation. When two people experience mirroring, often their heart rate aligns. As a result, two people who share a bond tend to manifest the same mood and respond in the same way. Thus, you could see that the second person will replicate the first person’s positive or negative attitude.

I find this very interesting. As a leader, the way you show up and interact with others matters more than you know. You can become the standard setting of a group. Your words, actions, and temperament can shift the atmosphere at work. The distinction between a thermometer and a thermostat is that the first reads the temperature, but the latter sets it. However, emotionally intelligent leaders need to learn to do both.

Point 2: Rapid learning offers a trace of talent

Interaction to point two found in chapter seven: “The Traces of Talent.” The authors state that “the speed at which you learn a new skill... provides the telltale clue to the talent’s presence and power” (Buckingham & Clifton, 2008, p. 83). I argue in favor, and at the same time, I disagree with some thinking associated with this type of statement. While our talents tend to easily gravitate towards what we have a predisposed ability to accomplish, we must be careful not to forget that we can acquire and improve specific skills if we devote the necessary

discipline. In other words, just because we are not quickly proficient at something does not mean that with time and discipline, we cannot master it. At the same time, people looking to develop talents must dive into what they show a propensity to excel in. In doing this, they will maximize their strength.

This chapter provides tremendous insights to help people discover their abilities. One way to find talent is the speed of learning. Another way is by identifying the way we think about specific activities. If when we perform an activity, we find ourselves thinking, when will this be over? That is a sign that we might not possess the necessary skills to excel in those activities. On the contrary, if we find ourselves hoping to do that activity repeatedly, perhaps we have encountered a talent or skill, and we should develop them (Buckingham & Clifton, 2008, p. 85).

Point 3: The paradox of outstanding leadership

Interaction to point three found in chapter nine: “Level 5 Leadership.” The paradox of outstanding leadership requires extreme humility and a solid professional will (Collins, 2008, p. 100). In his research, Collins finds that “good-to-great transformations don’t happen without Level 5 leaders at the helm. They just don’t” (2008, p. 101). While many factors contribute to building successful organizations, having leaders who can exhibit the paradox of outstanding leadership is essential for achieving more extraordinary results.

I agree with this point. I am fond of paradoxes; they often teach you about tensions to manage instead of problems to solve. You cannot solve this riddle. Level 5 leaders need both even if they seemingly stand in opposites of the spectrum. So how do we apply this paradox? Levels 5 leaders are modest but also courageous. They are reserved but ready for action. When faced with adversities, they understand the difficulties of today, but they also believe that

tomorrow is going to get better. It is not a naïve thought. In a sense, Level 5 leaders operate on a step-by-step basis, ready for the future but knowing they still have to tackle today.

Point 4: Information gives you facts; knowledge gives you context.

Interaction to point four found in chapter sixteen: “Knowledge Management Involves Neither Knowledge nor Management.” Information is not the same as knowledge. Information gives you facts, but knowledge gives you context. A manual or an online guide provides you with information, but you need to apply that information in a relationship with another person to acquire the best context. Proponents of “knowledge management,” popularized in the late ’90s with the dot-com boom, affirm that organizations need databases full of manuals and procedures because employees can walk out from the job at any time (Efron, 2008, p. 227). However, the author suggests that instead of cold archives or digital files, organizations need to focus on developing relational activities to pass on that knowledge to the other members of the organization (Efron, 2008, p. 227). Interaction generates context.

Although I advocate for manuals and written operating procedures, that is not enough. Therefore, we have developed a system to give our new team members theoretical information first, but the following step is to apply it in a live environment. So first, we provide them with information, then we provide the context, making a massive difference for volunteer retention.

Point 5: How to discover and implement an organizational mission

Interaction to point five found in chapter twenty-two: “What Is Our Mission?” To determine a mission, you must discover where your organization’s opportunities, competence, and commitment collide (Drucker, 2008, p. 302). An organization must first start with a future preferred outcome to establish missional objectives. To activate these objectives, then we look to what needs to happen today. However, an organization must never start the other way around.

Drucker states that “unless the mission is explicitly expressed, clearly understood, and supported by every member of the organization, the enterprise is at the mercy of events” (2008, p. 302). Thus, the leader’s mandate is to express the mission, establish organizational buy-in, and contend for it. The result of having a corporate mission is that organizations can look at events through the lens of their beliefs to see if they align. If they do not align and the leader has established buy-in, they can veto such events. The more alignment behind the mission, the more unity and focus in one direction will exist, increasing effectiveness, productivity, and efficiency.

Point 6: Your failures make you more appreciative of your success

Interaction to point six found in chapter thirty-seven: “Learning for Leadership: Failure as a Second Chance.” The value of failure is that it teaches you more profound lessons that continuous success does not offer. Unfortunately, people with a long track of success often develop a shallow understanding of what it means to succeed (Dotlich et al., 2008, p. 483). In the words of singer-songwriter Jason Mraz, “It takes some silence to make sound. It takes a loss before you found it... It takes a hole to make a mountain.” It takes one to know the other. As followers of Christ, it took living in darkness and loss to appreciate the light and the fact that Jesus found us.

Failure does not have to define a leader; however, it must mark him. This generation demands that their leaders show signs of their past struggles. So then, we must lead with our full humanity. However, on the other hand, we far too often see people who take their past struggles and falls to the point of idolizing their failures. Swinging the pendulum too far in the other direction often brings confusion to the followers and exhibits an inability from the leader to grow and heal their scars. Although I cannot recall the author, I have heard this phrase before: you will

bleed on other people if you do not recover from your wounds. Meaning, if leaders do not do the hard work to seek healing in their personal lives, they will affect those they lead.

Interaction with video on the subject of business leadership

In the video, Dr. Blakney encourages us to remember that business leaders hire people, not robots. People have people's needs; families issues, housing problems, and other circumstances that can creep up in their personal lives affect their performance at work. As a leader, if I expect people to perform well at work, I need to allow them time to make sure they take care of their personal lives. As leaders, we need to recognize that people have needs and people with needs interrupt. As Dr. Blakney mentions, it is wise for leaders to build buffer times into their schedules to allow for interruptions. However, people are not interruptions.

Dr. Blakney dives into the importance trust to gain respect. Great leaders intuitively teach their followers that they can be trusted by doing what they say they would do. Poor leaders let people down and do not live up to their word. Sometimes we learn how to be a leader from learning from poor leaders. As a mentor of mine says, "you learn how to act from some people. From others, you discover whom you do not want to become."

Finally, one of the most challenging times in an employee-employer relationship is when the employee chooses to terminate the relationship. From the leader's perspective, this is stressful if you need to find another person to hire for that position. Dr. Blakney encourages us to give employees enough time to prepare to leave. A transition is always challenging, but leaders need to understand the importance of not burning bridges even when they are immediately affected. I can attest to that, as it is something I am currently experiencing.

Reading statement

I, Daniel De los Reyes, have read 80% of the book.

References

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