Human Resources Tools

Leadership and Building Your Team

Acknowledgements

All booklets in the HR Tools Series are available online in the Information Section of CCCO's website at www.workinculture.ca

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Introduction

The need for effective leaders in the cultural sector is enormous, not just to ensure the success of their organizations but also to promote and act as spokespersons for their art forms in the community. This is particularly important for increasing community interest and involvement in the arts, as well as for commitment and financial support from private and public sector sponsors.

There has always been a great deal of debate about what makes an effective leader, in the cultural or any other sector. People use terms such as charisma, loyalty and integrity in an attempt to define the qualities of a successful leader.

But we would fail if we tried to define a single set of qualities that would fit all leaders: some are admirable, some can be very unpleasant. Leadership can also depend on the situation: some managers are highly effective during a crisis but not as successful when there are routine jobs to be done.

So it is more appropriate for us to think of effective leadership (hence, successful management) in terms of

RESULTS ⟹ A good leader gets trust, loyalty and consistently good performance from their employees and organization

BEHAVIOUR ⟹ What they do to achieve those results

There are many different frameworks within which leadership can be discussed, some quite theoretical, some more practical. Our aim in this guide is practical, i.e., to help you to recognize and build effective leadership skills in your management role. We will introduce two models of leadership: task orientation or people orientation, and manager focus or team focus. We will then look at building and developing your organizational team, managing change and problems, and taking on a new leadership role.

NOTE

Considering and analyzing your own leadership style will help you to personalize aspects of the leadership models presented and to apply them in a practical way to specific issues in your cultural workplace.

We begin with a quiz on your leadership style.

Styles of Leadership

DIRECTIONS: The following items describe aspects of leadership behaviour. Respond to each item according to the way you would most likely act as <u>the leader of a group of cultural workers</u> – whether you are full-time staff, project contractors or volunteers. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S) or never (N).

Note: Some boxes have a diagonal line inside. For the moment, ignore the diagonal line.

A F O S N		
A F O S N	1.	I would most likely act as the spokesperson of the group.
A F O S N	2.	I would encourage people to work overtime if they had a particularly heavy workload.
A F O S N	3.	I would allow people complete freedom in their work.
A F O S N	4.	I would encourage people to follow existing, standard procedures.
A F O S N	5.	I would permit the people to use their own judgment in solving problems.
A F O S N	6.	I would stress being "more popular" than other organizations in our cultural field.
A F O S N	7.	I would speak as a representative of the group.
A F O S N	8.	I would push group members for greater effort.
A F O S N	9.	I would try out my ideas in the group.
A F O S N	10.	I would let people do their work the way they think best.
A F O S N	11.	I would work hard for personal recognition and advancement.
A F O S N	12.	I would tolerate postponement and uncertainty.
A F O S N	13.	I would speak for the group if there were visitors present.
A F O S N	14.	I would try to keep work moving at a brisk pace.
A F O S N	15.	I would "turn people loose" on a job and let them get on with it.
A F O S N	16.	I would settle conflicts when they occur in the group.
A F O S N	17.	I would get swamped by details.
A F O S N	18.	I would represent the group at outside meetings.
A F O S N	19.	I would be reluctant to allow team members much freedom of action.
A F O S N	20.	I would decide what to do and how it should be done.
A F O S N	21.	I would push for continually improving results from the team.
A F O S N	22.	I would delegate as much responsibility as possible to the most able members of the team.
A F O S N	23.	I would usually find that things turn out as I had predicted.
A F O S N	24.	I would allow the team a high degree of initiative.

A	F	O	S	N	25.	I would assign team members to particular tasks.
A	F	O	S	N	26.	I would be willing to make changes.
A	F	O	S	N	27.	I would ask team members to work harder.
A	F	O	S	N	28.	I would trust team members to exercise good judgment.
A	F	O	S	N	29.	I would schedule work to be done.
A	F	O	S	N	30.	I would refuse to explain my actions.
A	F	O	S	N	31.	I would persuade others that my ideas are to their advantage.
A	F	O	S	N	32.	I would permit the group to set its own pace.
A	F	O	S	N	33.	I would urge the group to do even better than before.
A	F	O	S	N	34.	I would act without consulting the group.
A	F	O	S	N	35.	I would ask that group members follow standard rules and regulations.

TOTALS:

T   P

SCORING INSTRUCTIONS

1. Convert to an X each of the boxes marked with a diagonal ⬜ if your response was S (seldom) or N (never).

2. Put an X in each of the unmarked boxes ⬜ if your response was A (always) or F (frequently).

3. Total the number of X's in the left hand column (T) and then in the right hand column (P).

Your Leadership Style

To determine the way you balance your attention in the process of leading your team:

1. Mark your T score on the <u>attention to task</u> dimension (T) on the left hand arrow below.

2. Move to the right hand arrow and mark your P score on the <u>attention to people</u> dimension (P).

3. Draw a straight line to join your P and T scores.

The point at which that line crosses the centre line indicates your degree of balanced effectiveness.

Getting things done   Creating harmony

20

15

HIGH

15

10

MEDIUM

T
attention
to task

10

10

P
attention
to people

LOW
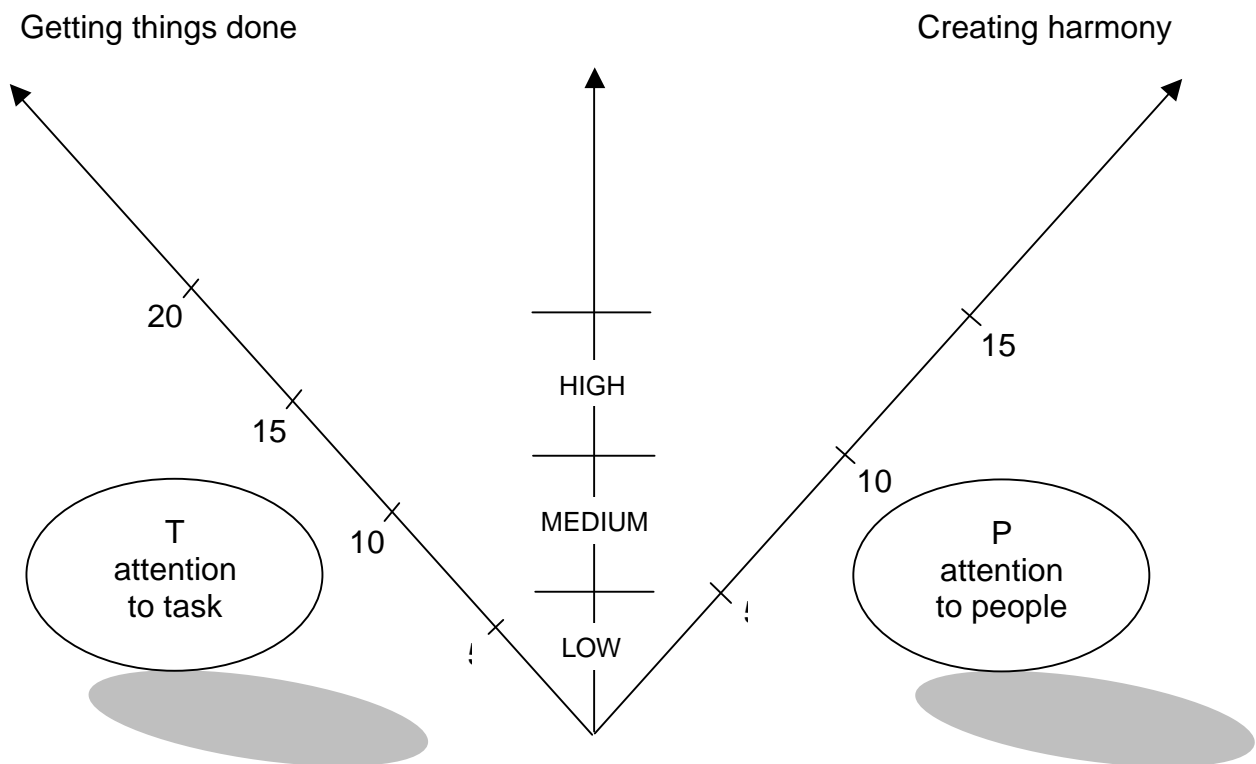
NOTE

This model shows your *preferred* leadership style (not necessarily how you are perceived by other people, which would require gathering data from them). It is about how concerned you are about accomplishing each task, about the needs of your staff, and about relationships in your organization.

Your Influence

You are the single biggest influence on your team's performance and attitude.

A key characteristic of successful leaders is their ability to balance their attention between

> ▶ Getting the job done (i.e., achieving results)
> AND
> ▶ Paying attention to people

A preferred leadership style balances

High task attention ***High people attention***	⟹	This type of manager focuses on getting results while involving staff fully and giving regard to their needs and problems. If you get this balance right, you will have a group of cultural workers who are truly advancing your organization's goals <u>and</u> good morale.

An imbalance can create problems for you and your organization.

High task attention *Low people attention*	⟹	This type of manager is only concerned with getting things done, even at the expense of people's needs and problems. Initially they may appear effective, but there is likely to be resentment at their treatment of people which will grow, to the detriment of group (and organizational) effectiveness.
Low task attention *High people attention*	⟹	This type of manager puts total emphasis on creating harmony and avoiding conflict. While this may create high morale at first, lack of meaningful results will lead to a growing sense of staff frustration.
Low task attention *Low people attention*	⟹	This may be termed leadership at a distance, or more accurately, lack of leadership. Results will be poor, and so will commitment.

Pay Attention to People

A mid-size museum manager/curator with 5 full-time and 7 part-time staff is very "high task." In the past she had hired other full-time staff who were "high task" but also "high people." This produced a high energy institution where the "high people attention" employees compensated for the manager's weakness in this area. When two "associate level" positions were filled with new people who were not "high people," staff turnover greatly increased, as did complaints to the HR department of the municipality operating the museum.

"High task, high people" is the most effective overall leadership style in any environment. However, you need to be flexible, depending on the situation. Effective, confident leaders recognize this and are able to adapt their style quickly when required.

For example, if there is a major technical "glitch" backstage just before the curtain goes up on an opening night performance, you may have to adopt a "high task/low people" style to ensure the performance goes as smoothly as possible. But don't forget to talk to people afterwards to ensure good relations.

An ability and willingness to be flexible is essential.

Leader: Know Thyself

Most leaders juggle shifting priorities and multi-task with ease – not something everyone is comfortable doing. Often more experienced, these leaders may dominate meetings and drive the agenda, forsaking the opportunity for others to share or provide input.

One cultural executive had the habit of speaking too much, too quickly, and listening impatiently. It took an external contractor, who needed to hear the thoughts of other staff, to point this out. Thereafter the leader took pains to shift his style to something a bit more restrained.

Making an effort to speak slowly, listen well, encourage others at the table to question what is being discussed and to think through ideas is part of being a good leader.

What factors influence leadership style at any particular time?

THE TASK ⟹ The nature and complexity of the job to be done

THE PEOPLE ⟹ Their capabilities and attitudes

YOU ⟹ The style you find most comfortable

THE SITUATION ⟹ The urgency and particular circumstances

THE ORGANIZATION AND CULTURAL SUB-SECTOR ⟹ The particular leadership style that may be effective and readily accepted in your organization and cultural sub-sector

Effective Leadership

What can you do to lead effectively?

SET A GOOD EXAMPLE

Employees will look to you to set an example. Your own effort and motivation must reflect what you expect from them.

ESTABLISH CLEAR GOALS

Make sure that everyone – individually and as a team – understands the results you want them to achieve. In cultural organizations these goals may change quickly as circumstances (e.g., funding, patron or audience support) change. The key is to make sure that everyone is fully informed about the rationale and fully involved in changes to the plan.

DELEGATE

"Leading by example" does not mean that you have to do everything yourself. Your aim is to lead other people to get things done. The more activities you can pass on, the more time you will have for management concerns, such as planning, organizing and controlling the department.

Delegate – A Tale of Two Extremes

One museum manager believed herself to be an excellent manager who hired excellent staff. **But** all written material including promotional pieces and reports required her approval. That need to review everything resulted in huge piles accumulating on her desk. Each day the administrative assistant tried to move urgent items to the top of the pile - with limited success. When the manager finally reviewed promotional material, she would rewrite sentences, change paragraphs and add or subtract information in pen. Staff had to make her changes on computer and then resubmit, sometimes three or more times. Staff felt belittled. They were often sure she was rewriting her own rewrites! If she knew exactly what and how something should be said, they wondered why she didn't just do it herself and save everyone the time and trouble.

A second manager was usually very busy herself and usually hired excellent people. She seldom reviewed material from staff. Drafts were sent, often with questions requiring her input. Time went by. When they came for answers, staff members were told "Didn't you send that out already?" or "I couldn't find it, could you resend?" In this office the staff felt their work was unnoticed and unappreciated. In spite of the manager's many compliments, how could their work be judged good if it went unread?

COMMUNICATE

Give people all the information they need to do their jobs. Keep them fully informed about the state of the organization and any future changes that will affect them. Remember that communication is a two-way process – always be prepared to listen.

ENCOURAGE A TEAM OUTLOOK

Success in any cultural organization depends on co-operation, not only within any particular team, but also between work groups, artistic and administrative staff, and throughout the organization as a whole. Develop a sense of team spirit, so that individuals work well with their colleagues, and are sensitive to the needs of people who are dependent on what they do.

GIVE ATTENTION TO INDIVIDUALS

Show that you recognize the value of each person's contribution to the performance of your group. This means respecting people as individuals, paying attention to individual needs and problems, and making people feel that their contributions are appreciated.

Teambuilding

Teams, by and large, are more than the sum of their collective parts. A good exercise is to be open about each team member's experience, strength and weaknesses.

Most museums are just beginning to make the most of technology to help run their businesses, but comfort with technology is not something necessarily resident in-house. One consultant in this area starts technology projects of this kind by facilitating a session open to a wide number of staff members. This helps uncover talent and experience that may have been missed by including just a select few on the project team. Following this

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technique once at a large museum gave the front-end staff to chance to speak directly to the consultant about their ideas and experiences, to the benefit of the project and the users of the final product, a web-based search tool.

Encouraging honesty and candor identifies possible risk areas, creates new learning opportunities and supports a communications approach that promotes a sharing, caring work style.

BE FAIR AND CONSISTENT

You should have clear, fair standards for what you expect from people in their work and their behaviour at work. These standards should be the same for everyone, and you should stick to them, to develop a reputation for dealing fairly with people. If you apply different standards, or your reaction to people changes depending on your own mood, staff will not feel secure in their relationship with you.

ALWAYS BE PROFESSIONAL

Leadership skills are really tested when you are working under extreme pressure which calls for calm judgment and decisive action. Stick to the principles of effective leadership, delegate if you can and make firm, clear decisions. If you appear unprofessional, you can lose the respect of your staff.

Your Own Leadership Checklist

How well do you lead your staff?

Here are some questions to ask yourself. Consider them carefully - tick those where you are satisfied with your skills, and put a cross against those where you think you can improve.

SETTING A GOOD EXAMPLE	▶ Are you strongly committed to the success of your organization?	
	▶ Are you constructive and co-operative in your attitude to other managers, and to both artistic and administrative staff?	
	▶ Do you make the same degree of effort that you ask from staff?	
	▶ Do you follow the same policies everyone else must follow?	
ESTABLISHING CLEAR GOALS	▶ Is each employee absolutely clear about the results s/he should achieve?	
	▶ Does the staff member accept these targets?	
DELEGATING	▶ Do you delegate interesting as well as detail-oriented tasks to your staff?	
	▶ Do you delegate as much responsibility and authority as appropriate?	
	▶ Do you make a real effort to develop their skills?	
COMMUNICATING	▶ Does each staff member know how well the organization is doing?	
	▶ Are employees informed about future workload or any proposed changes that would affect them?	
	▶ Do employees know their own prospects for development and advancement?	
ENCOURAGING A TEAM OUTLOOK	▶ Do employees have a strong team identity?	
	▶ Do work groups co-operate well?	
	▶ Do you involve team members in outside meetings?	
GIVING ATTENTION TO INDIVIDUALS	▶ Do you give enough time to considering the needs and problems of individuals?	
	▶ Do you show how you value each person's contribution?	
	▶ Do people come forward freely with ideas for improvements?	
BEING FAIR AND CONSISTENT	▶ Do you have clear and fair standards for work and behaviour?	
	▶ Do you apply these standards to everybody without favour or prejudice?	
BEING PROFESSIONAL	▶ Do you always stick to good leadership practice, even when your team is working under extreme pressure?	
	▶ Do you make clear-cut decisions and directions?	

Making Decisions

We have looked at how a good leader relates – task- and people-focused – and at what a good leader <u>does</u>. There is one more point that is particularly important.

Ask yourself:

> Do you make all the important decisions in your organization yourself and communicate them as "done deals"?
>
> OR
>
> Do you actively encourage people to participate in decision-making and truly value and recognize that participation?

These are two extremes of style but there is a range of possible approaches in between. Suppose you have a particular decision to make, affecting your team. This diagram illustrates the range of possible leadership styles.

Manager-centred <<			>> Team participation
You make a decision and tell the team	You make a decision, then encourage questions and discussion	You define problems, invite solutions, then select one	You allow the team to identify problems and reach a decision
You make a decision and "sell" it to the team	You present "suggested" decisions for discussion, with the possibility of change	You define problems and limiting factors and ask the team to reach a decision	

NOTE

There has been a major shift in management thinking in recent decades from manager-centred to team participation style. But often only lip-service is paid to this shift, and the old Victorian management (manager-centred) style persists.

It is important to ask yourself whether you truly involve your team in decision-making and value their input or whether you impose your decisions.

You can always be flexible in your decision-making leadership style, adopting different styles in different circumstances, depending on the nature of the task at hand and the capability of staff to contribute.

Remember too that you may need flexibility to deal with different individuals, as well as with the team as a whole.

The extent to which you change your style in dealing with particular issues depends on

YOU

▶ What is your own value system regarding who should carry the responsibility for decisions?

▶ How confident are you of your employee's abilities?

▶ What leadership style do you find most comfortable?

▶ How secure do you feel in uncertain situations?

YOUR STAFF

▶ Do they expect to take part in decision making?

▶ Do they want to take part in decision making?

▶ Is their attitude to the issue positive and constructive?

▶ Are they capable of assuming more responsibility?

▶ Do they have sufficient knowledge and experience?

▶ Do they identify with organizational goals?

▶ How effective are they at working as a team?

PRACTICAL FACTORS

▶ Does the way the organization works dictate your style?

▶ Does the nature of the issue suggest a particular style?

▶ Are there time constraints?

▶ How many people are involved in dealing with the issue?

▶ Are people from outside your team involved?

▶ Will any decisions affect people outside your team?

Developing a Team Outlook

Regardless of what leadership style you decide is most appropriate, developing and maintaining team spirit is vital.

You can apply the principles of developing team spirit to all working relationships from three people engaged in planning a fund-raising event to a whole cultural organization.

The next pages list the benefits of a team with a strong commitment to the work group or organization.

Consider each of these benefits in relation to your work group. Think about whether there is need for improved enthusiasm and commitment to the success of the work group and the organization.

ADVANTAGES OF GOOD TEAMWORK

COMMON STANDARDS	▶ People work to common standards and continually aim to raise these standards.
MOTIVATION	▶ The organization has common values and goals, and each member is strongly motivated to achieve them.
MUTUAL SUPPORT	▶ Individuals are sensitive to each other's strengths, weaknesses and needs, and support each other to achieve goals.
TEAM PARTICIPATION	▶ Communication is complete, clear and quick within the team, and there is a free and open exchange of information.
GROUP STRENGTH	▶ The members of the team have a collective strength and reliability that benefit the organization.
ENERGY	▶ The drive to achieve common goals stimulates energy and initiative, with members seeking ways to improve the way they work.

STABILIITY	▶ Individuals want to stay, work with each other and contribute to the success of the organization.
COMMUNICATION OUTSIDE TEAM	▶ While communication within the team is good, communication from the team – with the rest of the organization, patrons and public – is also good.
INFLUENCE OUTSIDE TEAM	▶ The team works to high standards and also tries to influence others in the organization to work to similar high standards.
TEAM IMAGE	▶ When dealing with anyone outside the team, members show group strength and loyalty that leave a favourable impression.

A Strong Team Spirit Can Impact on Visitors and Audiences

Strong team spirit has an impact on people outside an organization. A large children's museum has a very high attendance. All staff who encounter visitors, including maintenance and office staff as well as those with a more public role, smile and acknowledge visitors with a friendly greeting. Results from surveys showed that it just felt good to be there – whether finding a parking spot, buying an admission ticket or wandering from gallery to gallery. Even leaving the museum was a positive experience. Visitors reported that they felt the impact of that genuine spirit, not the mechanical "Is this your first visit?" or "Have a nice day" that is much more frequent.

In summary, team spirit is reflected in the performance of individuals and the organization as well as in the effect on people outside the team.

If your checks suggest that you are not getting some (or all) of the above benefits, possible reasons could be

- ▶ people are working as individuals rather than as members of a team
- ▶ one or more members of the team are not doing their share
- ▶ people are working in a team, but not necessarily towards stated organizational goals.

Building a Team Outlook

There are a number of things cultural managers can do to develop and strengthen teamwork.

PLAN AHEAD

If there is any question of changing workload or the nature of people's work, always plan as far ahead as possible. You want your team to accommodate changes with minimum disruption.

SELECT THE RIGHT PEOPLE

When a vacancy occurs, select the person who will meet the job requirements, but also take care to choose someone who will be a "good fit" with the existing team.

FOCUS ON RESULTS

Make sure everyone knows the goals and priorities of the organization and the importance of the team's efforts in contributing to those goals.

OPEN UP COMMUNICATIONS

Adopt a practice of full and open communications with your team. This will set a style for communications between team members as well.

PROMOTE TEAM IDENTITY

Use every opportunity to encourage a team outlook – everyone working towards team goals, identifying and using all team members' skills and focusing on team performance. Regular team meetings are essential.

DEVELOP SKILLS

Identify and support individual and group improvement needs with coaching, resources or any other support. Help staff members broaden their skills to increase cover and flexibility in the team and to move into more senior roles.

DELEGATE

Pass on as much responsibility as possible. Move towards a "team participation" style of management in all decisions that affect the team.

ENCOURAGE MUTUAL SUPPORT

Encourage people to support each other by helping individuals with temporary excess workloads, and by helping new employees. As team identity grows stronger, mutual support should become a natural feature.
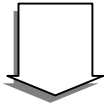
Handling Changes

Problems can occur when someone leaves a team. You want to replace them with someone who has the necessary skills to do the job, but you also need to get a replacement who will fit with the team.

Here are some ideas about making the change as smooth as possible.

SELECT WITH CARE

Select a new member who will be flexible enough to adapt to team goals and standards and whose skills, attitude and personality are acceptable to the team. You may decide to involve the team in the selection process.

You may also use this opportunity to introduce someone who can strengthen and raise team performance.

PREPARE THE TEAM

Fill team members in on newcomers before they start; let team members know about their skills and experience. Ask people to help them find their feet. Remind them to consider the newcomer's point of view (e.g., the new staff member may never have worked in the cultural sector or may be a stranger coming into a close-knit group, uncertain about the reception and having to change thinking and work practices).
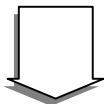
ARRANGE INTRODUCTION

Plan the newcomer's introduction to the team and arrange their initial work activities. Share these activities among members of the team.
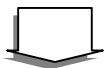
BRIEF NEWCOMER

At the interview and at the start of employment, emphasize that it is a job in a team. Spell out what that means in terms of activities, goals and work practices. Explore attitudes to check that they can work effectively in a team environment.
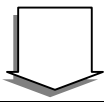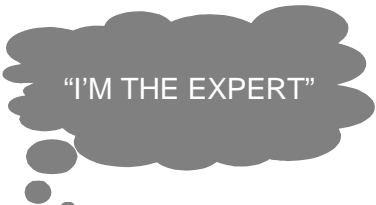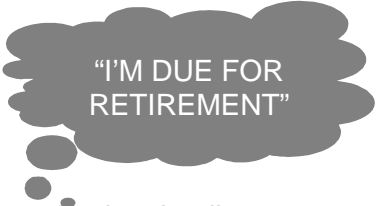
MONITOR PROGRESS

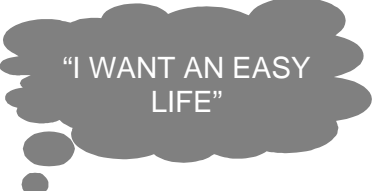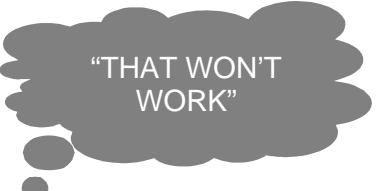Keep a close check during the "settling in" period, reviewing progress with the newcomer at least once a week. If problems occur in the team, encourage people to raise them with you. By the end of a month you should have a pretty good idea about whether the change will succeed.

Managing Team Members

The successful cultural manager takes pride in building a great team – a team that works collaboratively and productively and that is viewed positively by other cultural organizations.

But everyone is an individual which can sometimes cause problems in team work. Take a look at some examples of particular types of individuals and some suggestions for how to get them to work effectively in your team.

TYPE OF INDIVIDUAL	POSSIBLE SOLUTIONS
1. "I LIKE WORKING ON MY OWN" Prefers to work by themselves, and in their own way.	Give them responsibility for developing and helping less experienced staff. Explain that you would like their help in building a team identity.
2. "I'M THE EXPERT" Proud of their skills, with a fairly low opinion of everybody else.	Have them guide/train junior or new staff to develop standards for the team to work to.
3. "I'M DUE FOR RETIREMENT" Wants a quiet time leading up to retirement, feels out of touch with current employees.	Give them responsibility for helping you with "low-pressure" team activities.

4. **"I WANT AN EASY LIFE"** Sees team-working as an opportunity to let other people do all the work – doesn't pull own weight.	Set them individual goals and monitor them. Remember – your other staff are watching. If your team is developing well the other team members may sort this problem out themselves.
5. **"NEVER TRUST MANAGEMENT"** Draws a sharp distinction between managers and workers. Distrusts any move by management to involve the team in decision making.	If they are good at their job, and the opportunity exists, consider promoting them to a supervisory role. Put them in a position where they have to act in the interests of both the team and the organization.
6. **"I'VE GOT PROBLEMS"** Their personal problems are affecting their work.	Talk to them in confidence about their problems. Allow them time to sort things out. Be supportive.
7. **"THAT WON'T WORK"** Always tries to dampen other people's enthusiasm. Their reaction to any idea is to think of reasons why it won't work.	Challenge them to recommend something that will work. Make them responsible for implementing new ideas.
8. **"EVERYONE PICKS ON ME"** Is treated with contempt by other staff.	Assuming that they are productive workers, team them with a senior member of the team.

Taking on a New Leadership Role

One of the most important – and potentially difficult ? career changes you can make is taking over the leadership of an existing team within your current organization, or within another similar cultural organization, or in a completely different cultural field. In any case, you usually cannot be certain of the team dynamics and team/management attitudes until you are actually in the role.

Here are some tips and suggestions for moving into a new leadership position with an existing team.

How to behave and what to do or not do during your first few weeks in the new role.

How to deal with potential problem while learning your new job and being accepted by the team.

This section of the module is helpful if you are new to a post, when you are promoted, or are taking on your first management role in a cultural organization, or even if you are considering a more challenging management role.

The guidelines will also help you to understand what is happening if there is another leadership change in the organization – the process the new manager is going through.

The first few days and weeks are critical. If you get off to a good start you will probably get on top of the job quickly. If, however, you make mistakes at the beginning you may find it very difficult to recover.

Below is a list of DO's and DON'Ts in the learning period of your first few weeks in a managerial position.

DON'T	DO
Jump to immediate conclusions about changes that are needed.	Take time to find out how a team operates and how well it is performing
Distance yourself from staff.	Get to know the staff.
Feel threatened by your staff (e.g., if they have more artistic/technical/specialist expertise than you).	Listen to staff when you are learning about the team
Rely just on the opinions of your own team.	Find out for yourself whether other parts of the organization are satisfied with the service they receive from your team.
Accept, without questioning, a boss' view of team performance or problems.	Make up your own mind about the team's performance.
Make changes just because you are new	Encourage and build on things that are going well.
Sit back and become complacent if things appear to be working well without your having to do much.	Establish a full and productive managerial role for yourself

Overcoming Problems

During your initial settling-in period find out how your group works and how effective it is in fulfilling its mandate.

Even if you do everything right in the first few weeks, you may still run into problems if the team is not working effectively or warming to you.

If the group is working well and team morale is good	⇒	That's good news. But don't sit back and take it easy. Instead, reflect on why it is working well.
If the group is not getting done what should be done, it is your management role to focus on and diagnose where improvement/change is needed	⇒	**RESULTS** Are goals and expectations realistic? Do other parts of the organization make unrealistic demands? **RESOURCING** Is the staffing level appropriate? Have you got the right systems and support? **STAFF PERFORMANCE** Do people have the necessary skills and knowledge? Do they have positive attitudes, strong motivation?
If you have problems in establishing a good relationship with your team	⇒	Think about possible reasons and decide how to resolve the problem. Possible causes may be ▶ Resentment (perhaps because you may have got the job over another staff member) ▶ Your personality is different from the previous manager's ▶ Your management style is different from the previous manager's

IMPORTANT

Don't try to solve problems like these in your first few days in the new role. Give yourself time to make sure you get to the root of the problem.

If there is a real problem, face up to it and tackle it. Don't back off or behave as if it doesn't exist. It will not go away of its own accord, and will most likely get worse until it is addressed.

Summary

Our aim in this guide has been to provide practical suggestions and tips to help you develop your leadership and teambuilding skills within the context of your role as a cultural manager.

There are, of course, many excellent, creative senior leaders and visionaries who seem to do little or no management but simply direct and inspire those around them to manage effectively. It may seem effortless, but many of these "born leaders" have learned their skills and nurtured their leadership abilities just as you can.

TOP 10 TIPS: Effective Leadership –Transitioning

Prepared by Robert Sirman, Director, Canada Council for the Arts, for Cultural Career Council Ontario's 2nd Annual HR SWAP MEET (June 2007)

1.   Know yourself. Understand your strengths and weaknesses. Leaders are self-reflective, and don't make promises they can't keep.

2.   Don't be afraid to ask others for help. No one has all the answers. Reach out and expand the knowledge base available to solve problems.

3.   Invest in others. Leaders win loyalty through their generosity to others. Give and you will get.

4.   Recruit people around you who are smarter than you are. A chain is only as strong as its weakest link. Forge the strongest possible team.

5.   Learn how to run effective meetings. Find out what you have to do before, during, and after meetings to become an effective chair and/or contributor.

6.   Be prepared. Winging it is for the birds. Don't risk compromising your credibility and authority by entering a situation without appropriate research and advance preparation.

7.   Maintain a professional tone in all written communication. Assume that every e-mail, memorandum, and letter you write will become part of the public record. In an age of transparency and access to information, this may very well turn out to be the case.

8.   Stay positive. People turn to leaders for inspiration and a reason to believe. Give them the positive energy they need to keep going, no matter what.

9.   Dream big. Leaders are people who raise the bar. Keep your vision moving forward, and think creatively.

10.   It's not about you. Everyone wants to be liked, but there is little worse than being described as "a nice person but an ineffectual leader." Forget your ego, and get the job done. People will admire you all the more for it.

As stated at the beginning of this guide there is constant debate about what makes a good leader. Many books and articles have been written on different models and theories of leadership and teambuilding. If you wish to explore these topics further, following is a selection of popular books on the topic of leadership and teambuilding in the workplace:

"Leadership 101: What Every Leader Needs to Know"

Author: John C. Maxwell (ISBN 0785264191)

- Stresses the need to have a clear vision for moving ahead. See also *"Developing the Leader Within You"* by the same author.

"The One Minute Manager Builds High Performing Teams"

Author: Ken Blanchard (ISBN 0688172156)

- Written as a conversation between the One Minute Manager, a curious manager and a human resources manager, about how to manage teams versus individuals.

"The Five Dysfunctions of a Team: A Leadership Fable

Author: Patrick M. Lencioni (ISBN 0787960759)

- an excellent description of a dysfunctional work team and realistic suggestions as to how to improve it.

"Mastering Team Leadership: 7 Essential Coaching Skills"

Authors: Mark Kelly, George Alwon, Robert Ferguson (ISBN 0970460600)

- includes step-by-step plans, boxed tips, dialogues and self-assessment exercises.

"Primal Leadership: Realizing the Power of Emotional Intelligence"

Authors: Daniel Goleman, Annie McKee, Richard E Boyatzis (ISBN 1578514861)

- Leaders need to work on developing an effective leadership style by knowing themselves, controlling their emotional impulses, and influencing others to advance their organization's work.