

Country Management Development Programme



Day 4 Leadership Essentials



MODULE 1

PEOPLE LEADERSHIP



Effective Leadership is leadership that is able to influence people to achieve defined objectives



LEADERSHIP PROCESS

PROCESS

- P – Planning
- D – Do
- C – Check
- A – Action

INFLUENCE

LEADERSHIP STYLE

OBJECTIVE

- Quality
- Productivity
- Cost Efficiency



Situational Leadership Component

Situational Leadership

Task
Behavior

Relationship
Behavior

Task Behavior & Behavior in relationship

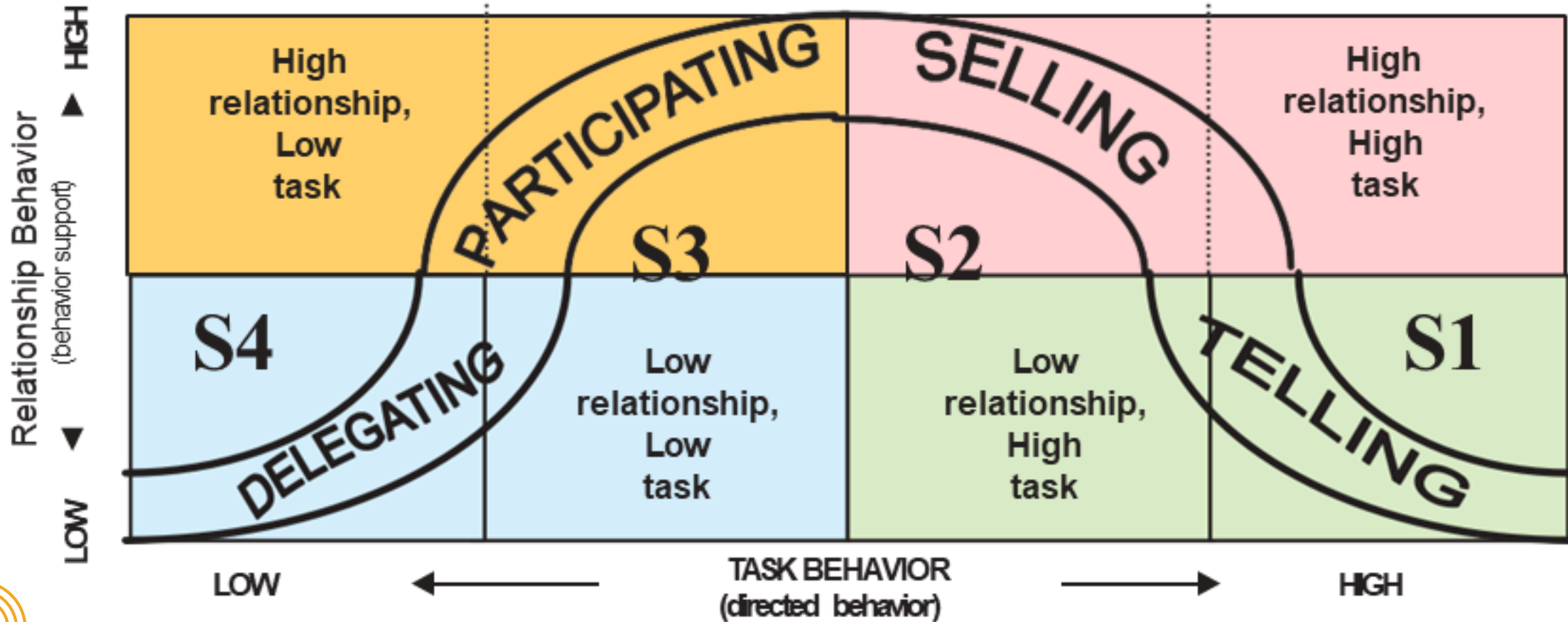
Task Behavior

- Detailed description of activities to team member
- High frequency of work control

Relationship Behavior

- Open communication
- Provide social and emotional support

Situational Leadership Leadership Style





Telling / S1

Leaders tell people what to do and how to do it





Selling / S2

Leaders provide direction and try to sell their ideas to get people on board





Participating / S3

Leaders focus on relationship and less on providing direction. They work with the team and share the decision-making responsibilities

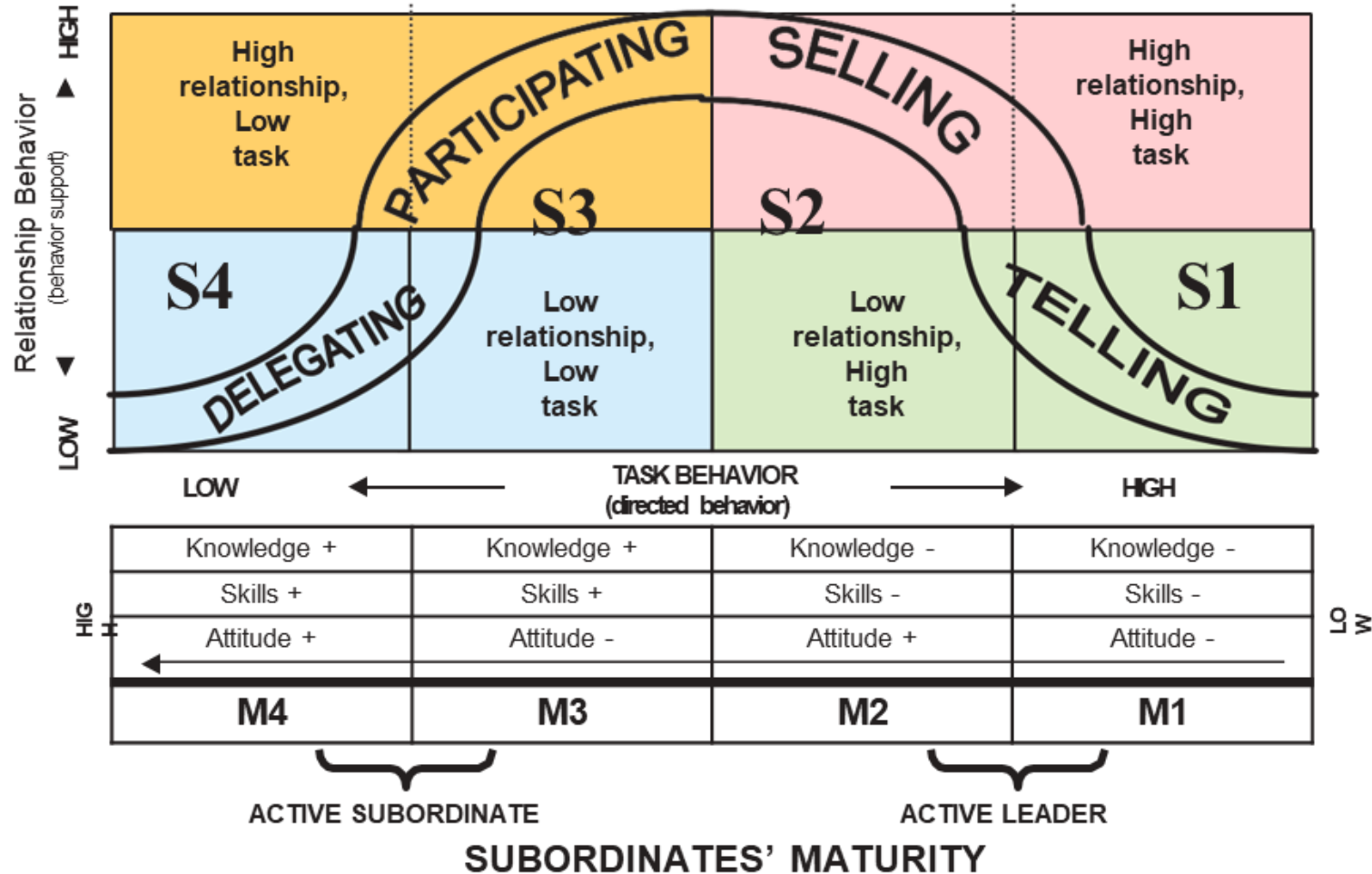


Delegating / S4

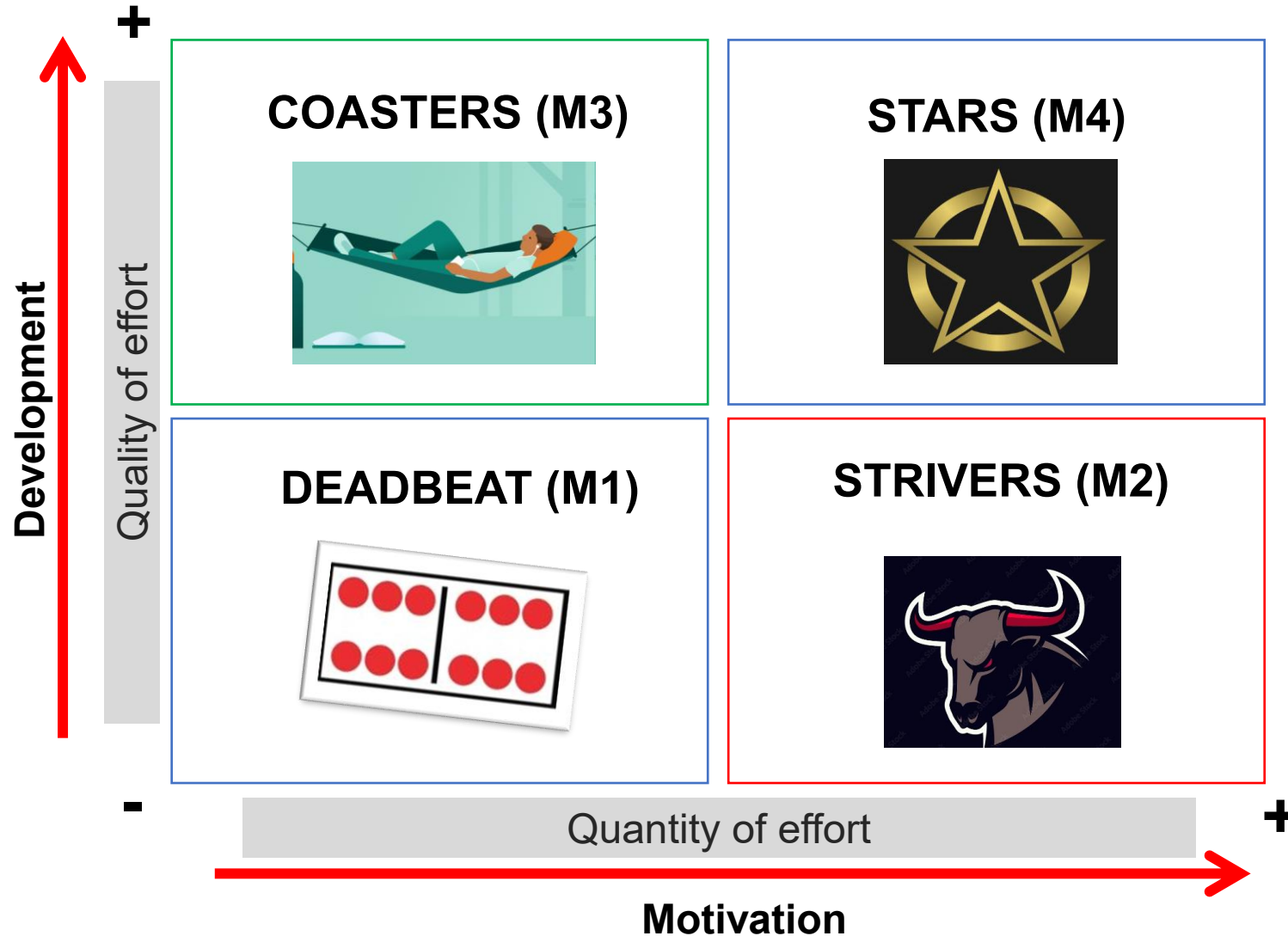
Leaders delegate most of the responsibility to the subordinate. They monitor progress, but are less involved in decision making



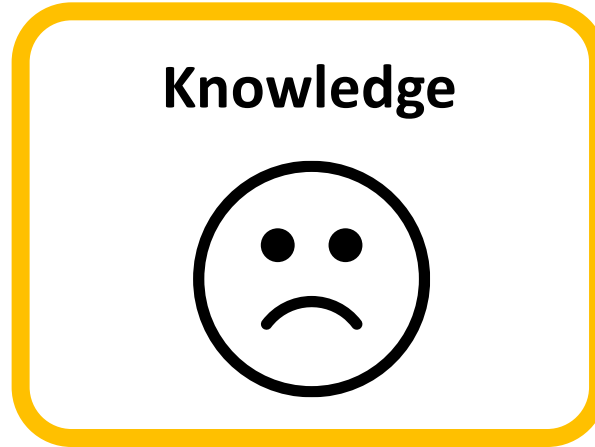
Situational Leadership Leadership Style



Subordinate's Maturity Level



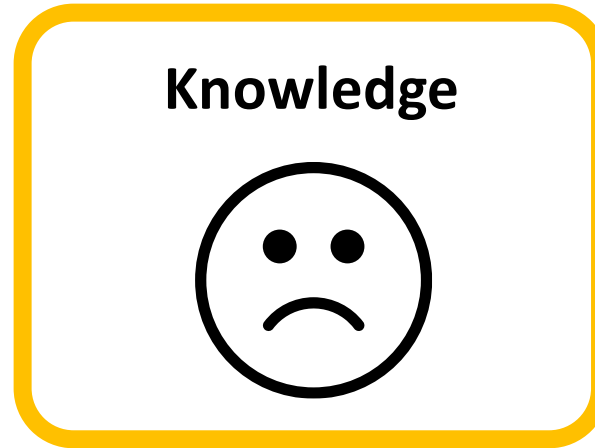
M1



Need

- Clear objective. Clarity about their roles
- Information, direction, coaching,
- Enthusiasm and initiative
- Priority, deadline, feedback, steps to learn and practice new skills.

M2



Need

- Clear objective, perspective (Are they making progress?), feedback on their jobs
- Someone to help and compliment their progress
- Someone to analyze mistakes and achievement
- Coaching, opportunity to make decision, input and suggestion

M3



Need

- Forum that listens to their ideas and opinions
- Opinion from the leader about their ideas
- Enhancement on their confidence level
- Someone to review their performance and achievement with objective
- A help from a leader to fix things

M4

Skill



Knowledge



Attitude



Need

- Recognition from the leader for their contribution
- More responsibilities
- New challenge
- A chance to share their opinion with others



Subordinate Maturity

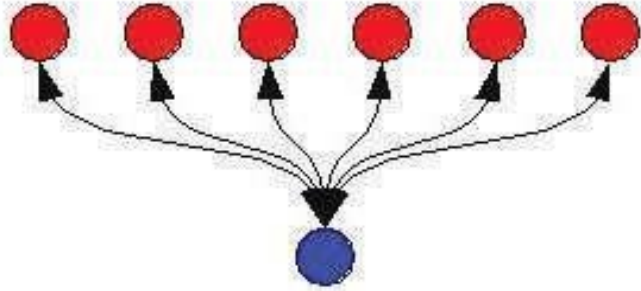
<p style="text-align: center;">M3</p> <p>Advantages: Proven abilities.</p> <p>Disadvantages: Make other employees frustrated.</p>	<p style="text-align: center;">M4</p> <p>Advantages: High quality output, stimulating others.</p> <p>Disadvantages: often not a team player or fallback into sleeper.</p>
<p style="text-align: center;">M1</p> <p>Advantages: Almost nothing except for employee reduction program.</p> <p>Disadvantages: Consumes a lot of time for management, bring bad images.</p>	<p style="text-align: center;">M2</p> <p>Advantages: Likeable, reliable for simple task.</p> <p>Disadvantages: Made a lot of mistakes.</p>



MODULE 2

BUILDING AN EFFECTIVE TEAM

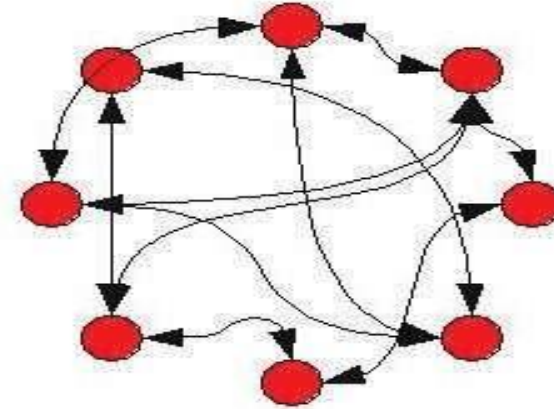




Group

Several individuals who came together with a shared objective and a designated coordinator.

VS

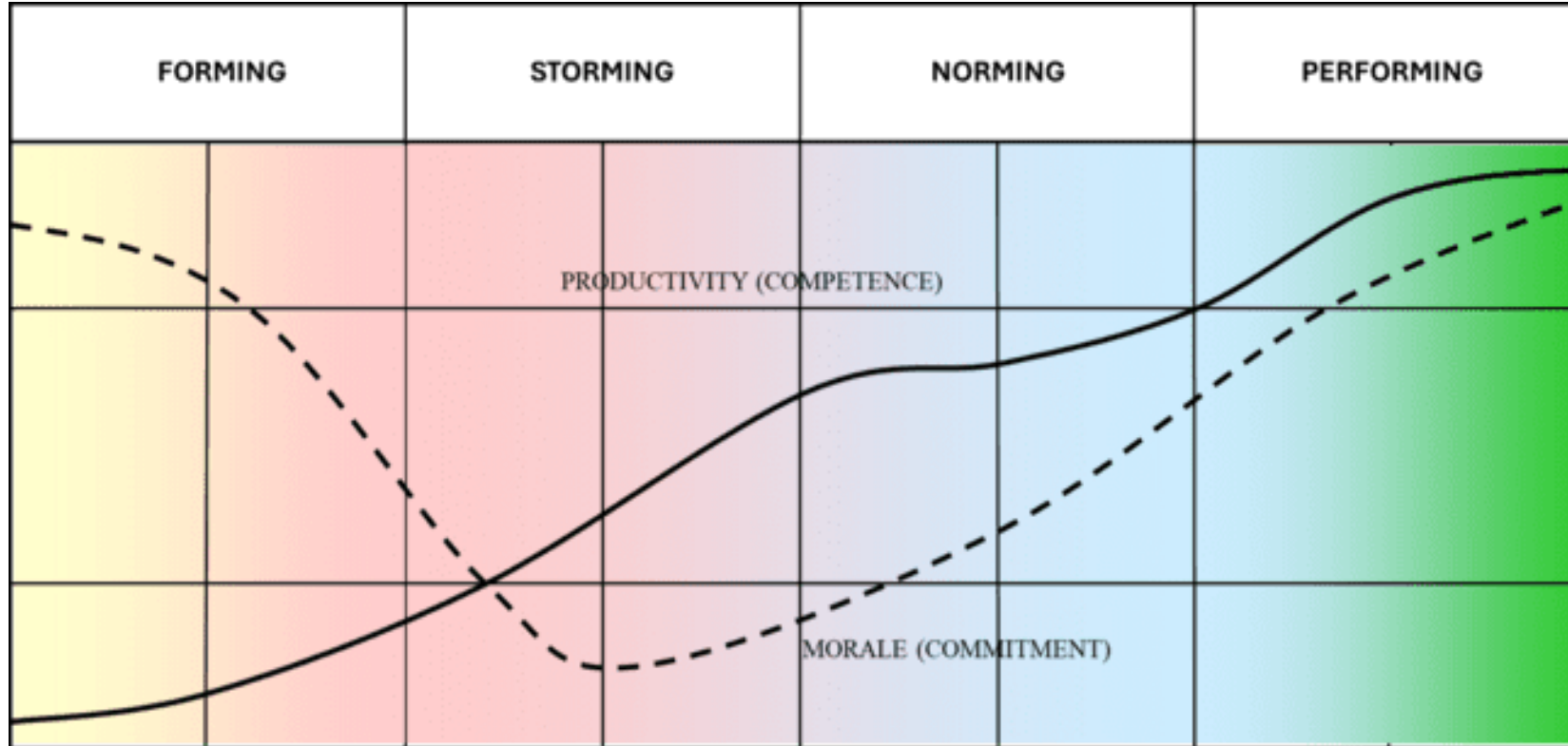


Team

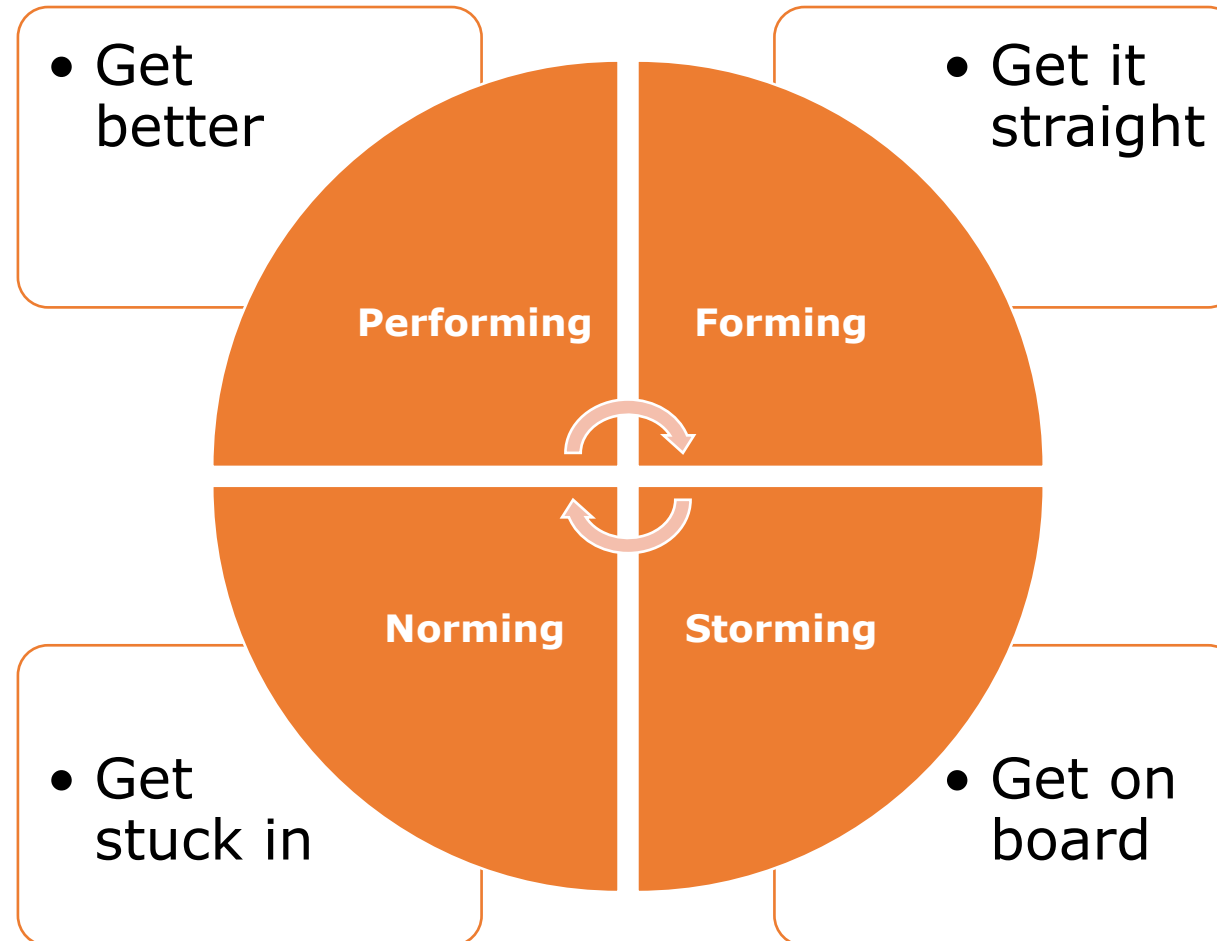
A group of individuals committed to a shared objective, whose work consistently impacts one another.



Team Development



4 Stages Needed to Build A Team



GET IT STRAIGHT



- ✓ Big picture (team targets)
- ✓ Detailed task & responsibilities

GET ON BOARD



- ✓ Your strengths & weaknesses?
- ✓ Are you maximizing the skill & knowledge your team possessed?
- ✓ Are there gaps that need to be filled?



GET STUCK IN



- ✓ Set informal ground rules
- ✓ Sharing
- ✓ Make commitment



GET BETTER



- ✓ Achievement
- ✓ Independence
- ✓ Learn from the good and the bad

Idea-giver

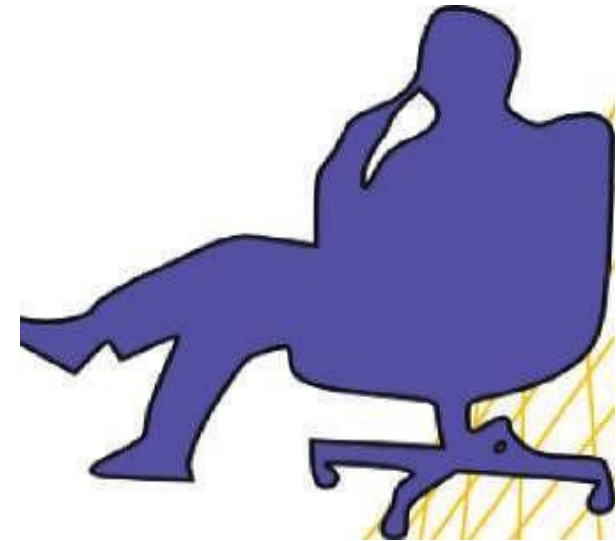


- 1. The source of creativity**
- 2. They are respected by other team members for their experience**
- 3. They love to explore new fields**
- 4. Generating innovative ideas and developing theories**
- 5. They are not very objective and practical**



Analyst

- 1. They are appreciated for their objectivity**
- 2. Methodical**
- 3. They like to analyze the ideas and choices generated by the “Idea-giver”**
- 4. They like to analyze someone’s skills**
- 5. They like to think logically and about what is easy to apply**



Planners

- 1. They are appreciated for their organizing skills**
- 2. Act as the guide and giving direction for the team**
- 3. They have planning skills that can map out the route of each team member so that they are able to translate concepts into reality**
- 4. They supervise the progress of the planning**
- 5. They suggest corrective action to keep the team on the field**



Executive

- 1. Rewarded for its performance**
- 2. They have a high self-motivation**
- 3. They execute the plan set by the Planner**
- 4. Greeting reality from the concepts developed by the Analyst and the Idea-giver**
- 5. They can also act as good role models for new members to join the team**



Supervisor

- 1. They are appreciated for their knowledge in business**
- 2. Someone who plays a role in providing an objective view**
- 3. They are able to see the outside side of sales and marketing or the background of the purchase**
- 4. Fostering relationships with people outside the team**
- 5. They sometimes lead the team in negotiating**



Coordinator

- 1. They are appreciated for their administrative skills**
- 2. A discipline and assertive organizer**
- 3. They monitor whether the team's performance is in accordance with the planned time, cost and quality standards**
- 4. They usually have strong interpersonal skills**
- 5. They like to facilitate and provide feedback**



Team Charter

Team Goals:

Team Roles

Who

What

How

When

Ground Rules:

How We Interact:

Process:

Signed by: *(all team members)*



MODULE 3

LEADERSHIP IN DIVERSITY



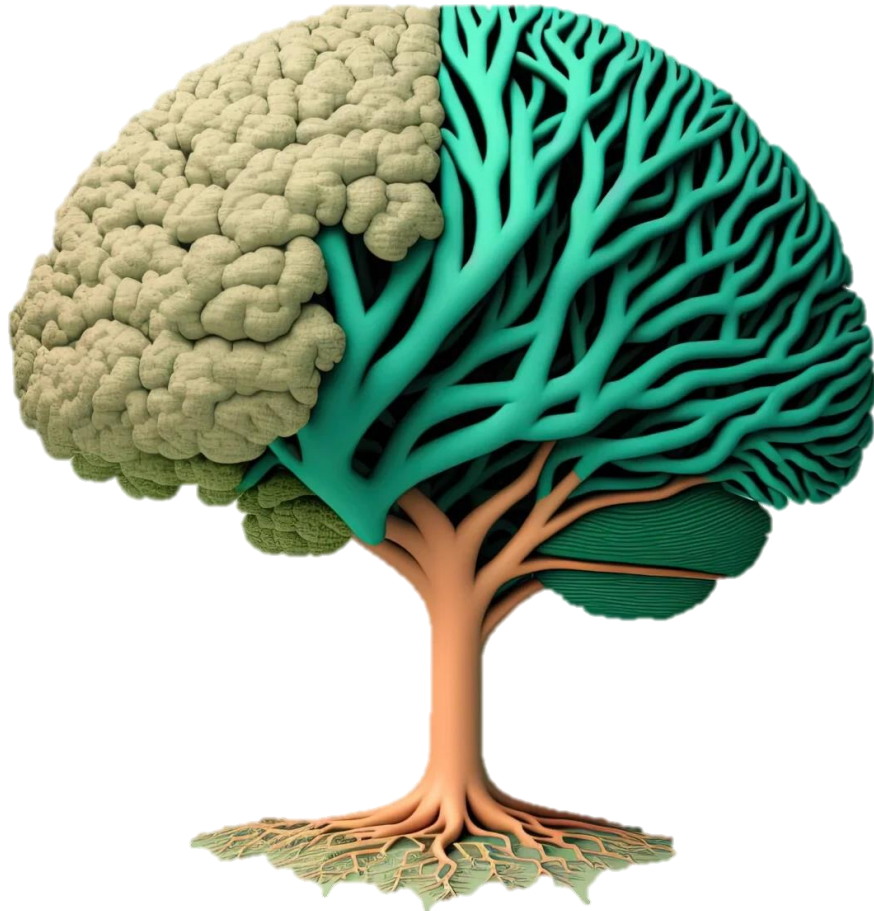


The Importance of Leading in Diversity

- **Enhances Innovation & Problem-Solving** – Diverse perspectives drive creativity and better decision-making.
- **Improves Employee Engagement & Retention** – Inclusive leadership fosters belonging and motivation.
- **Bridges Generational Gaps** – Understanding different work styles increases team synergy.
- **Strengthens Global Competitiveness** – Cultural intelligence enables businesses to expand and collaborate effectively.
- **Reduces Conflict & Miscommunication** – Awareness of cultural and generational differences leads to better teamwork.

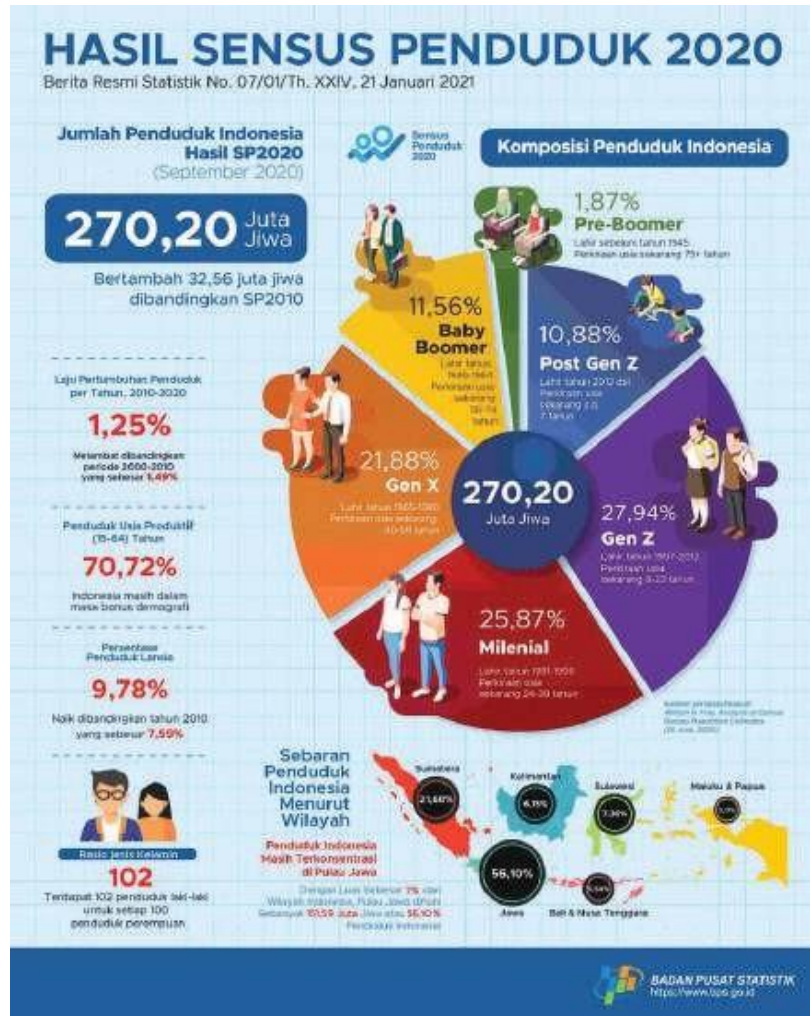


Generational Intelligence



- Generational intelligence is **specific skills that each generation bring to the job**
- Focusing on **advantages of each generation** can improve innovation and teamwork
- Leaders can also adjust the leadership style by engaging every values of the generation to **motivate** team effectively

Multigenerational Team



- **Gen Z: age 8 - mid 20**
- **GeY: mid 20 – end of 30**
- **Gen X: early 40 - mid 50**
- **Gen Baby boomers: mid 50 – mid 70**
- **Traditionalist: mid 70 and above**

Multigenerational Team

- Gen Z is opportunistic generation with entrepreneurial tendency, they can switch several jobs within a year when they feel they are not growing in a company.
- Gen Y generally work for 3 years for one company, and that, if they like the boss and the job itself.
- Gen X will switch job 7-9 times their whole life and they prefer doing projects than regular task list.
- Boomers only switch jobs 1-2 times during their whole life and they never actually retired.





What does it mean for us?

Organization needs to re-structure the way people work in organization

Technology will keep taking away our job, so we all need to keep up with constant changing and new people

Leaders need to learn how to lead a new world with a never-ending staff turn-over, coaching them with relevant ways and motivate them accordingly





Boomers



- Not retired as expected but they 'change job'
- Shifting principle from hard work to enjoy life
- Familiar with hierarchy, structure, and process
- Perception towards loyalty is for long term
- Working hard to achieve objectives





- Grow up with MTV, Madonna & PacMan
- Parents are Boomers and traditionalist
- Try to follow rules from Boomers but reduced and changed
- Want balanced life and time with family
- Believe that they can work anywhere and didn't want to tied with office hours
- Want to work based on projects and freedom



Generation Y



- Born and grow up with technology
- You Tube, Facebook and Twitter era
- Socially and globally connected with technology
- Nurtured by Gen X and Zoomers parents
- High confidence level
- “Life is too short” mentality
- Want to have fun & receive recognition





Gen Z



- Gen Z learned the way live works after **9'11 in US**
- Gen Z was born during **China's growing economy**
- Gen Z live in an era where **content and information is free** and all the buying experience and transaction can be **done online**
- They never experience a world **without website** and **they know what is a floppy disk**



Gen Z at Workplace

1. Career Aspirations

Gen Z prefers to work in industries that they interact with in their personal lives opposed to industries they aren't frequent consumers of.

2. Career Development

Gen Z desires diverse and entrepreneurial opportunities with the safety of stable employment and will remain loyal to a company if they can offer this.

3. Working Styles

Gen Z prefers individual tasks over team-based activities however they will value physical connection. They prefer independence but not isolation.

4. Core Values

Gen Z no longer forms opinions of a company solely based on the quality of their products/services but now on their ethics, practices and social impact.

5. Behavior & Character

Gen Z attachment to social media will pose implications to how they interact and want to be perceived.

Gen Z at Workplace

6. Diversity

Gen Z defines diversity along different lines than generations before them

7. Education/ Learning

Gen Z proactively seeks out learning opportunities to enhance skills and prefers to learn independently via online platforms, such as online tutorials



Cultural Intelligence (CQ)

*The capability to **relate and work effectively across cultures**. It involves **understanding** different cultural norms, **adapting** behavior accordingly, and **navigating diverse social and professional environments** with empathy and effectiveness.*

Cultural Intelligence (CQ)

CQ consists of four key components:

- 1. Cognitive CQ** – Understanding cultural differences and similarities.
- 2. Metacognitive CQ** – Awareness and ability to adjust one's thinking in cross-cultural interactions.
- 3. Motivational CQ** – Willingness to engage with different cultures.
- 4. Behavioral CQ** – Ability to adapt verbal and non-verbal behaviors to different cultural contexts.

"Cultural Intelligence: Individual Interactions Across Cultures" by Soon Ang & Linn Van Dyne (2008).



Hofstede's Cultural Dimensions

Geert Hofstede's model explains how culture influences values and behaviors in organizations and leadership. It consists of six key dimensions:

- ❑ **Power Distance:** Acceptance of unequal power distribution.
 - **High:** Strong hierarchy, authority respected.
 - **Low:** Egalitarian, open to questioning authority.

- ❑ **Individualism vs. Collectivism:**
 - **Individualism:** Independence, personal goals.
 - **Collectivism:** Group loyalty, community-driven decisions.

- ❑ **Masculinity vs. Femininity:**
 - **Masculinity:** Achievement, competition, power.
 - **Femininity:** Collaboration, well-being, quality of life.





Hofstede's Cultural Dimensions

- ❑ **Uncertainty Avoidance:** Comfort with uncertainty and risk.
 - **High:** Strict rules, long-term planning.
 - **Low:** Flexible, open to change.

- ❑ **Long-term vs. Short-term Orientation:**
 - **Long-term:** Future-oriented, perseverance.
 - **Short-term:** Tradition-focused, quick results.

- ❑ **Indulgence vs. Restraint:**
 - **Indulgence:** Free expression, enjoyment.
 - **Restraint:** Strict social norms, self-discipline.

This model helps leaders navigate cultural differences for effective global leadership.





Key Strategies for Leading a Diverse Team

- ✓ Understand Generational Differences
- ✓ Promote Cross-Generational Collaboration
- ✓ Encourage Continuous Learning
- ✓ Balance Stability & Innovation
- ✓ Develop Cultural Intelligence (CQ)
- ✓ Create an Inclusive Work Environment
- ✓ Lead with Empathy & Respect





MODULE 4

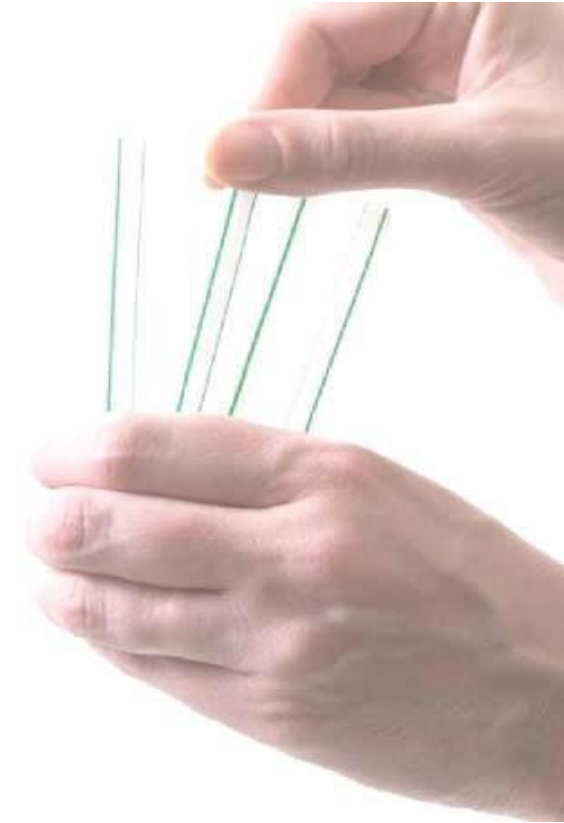
Developing People





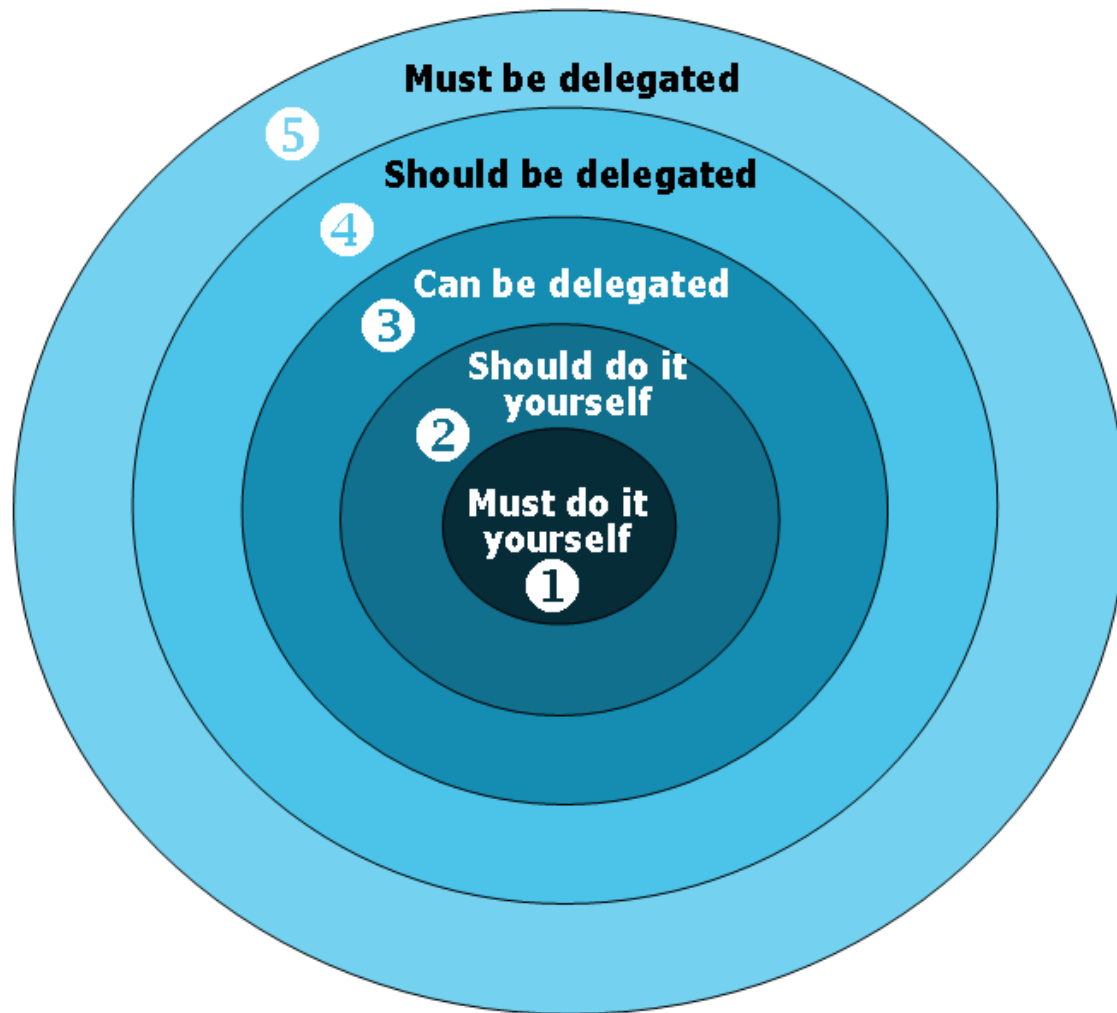
DELEGATION

- One way to become an organized and effective leader is knowing how to empower people through delegation
- In delegation we assign power, authority, and duties to others and entrusting responsibility to them as well.





Delegation Zone



DELEGATION ZONE

Delegation zone	Type of Job	Monitoring of Delegate Recipients
Zona 1 Must Do It Yourself	Your tasks are confidential and sensitive	X
Zona 2 Should Do It Yourself	Large, complicated (time pressure), needs the help of others	Intensive monitoring
Zona 3 Can Be Delegated	Can be delegated after specific instructions	Monitoring in every process
Zona 4 Should be Delegated	<ul style="list-style-type: none"> • It can be completed without you • It helps team members to develop themselves 	A little bit of monitoring
Zona 5 Must Be delegated	The job is in a subordinate job-desk	Final Review

Stages of delegation



Introducing the tasks

Providing necessary training and guidance

Clarifying reporting authority, timing and guidelines

Ensuring task understanding

Monitoring & offering support

Evaluate & provide feedback

Education 10%

- Professional journals
- Conferences/seminars
- E-learning/Blended Learning
- Books
- Formal "Training"

Learn

10%

Relationships 20%

- Role models
- Ongoing 360 feedback
- Career Planning
- Mentoring

Support

20%

Experience 70%

- Cross-functional teamwork
- Start-up/Shut-down assignments
- Job change/rotation
- Special projects/taskforces
- Development in role "on the job"

DO

70%

Learning & Development Continuum

SOURCE: Princeton University USA



Mentoring vs Coaching

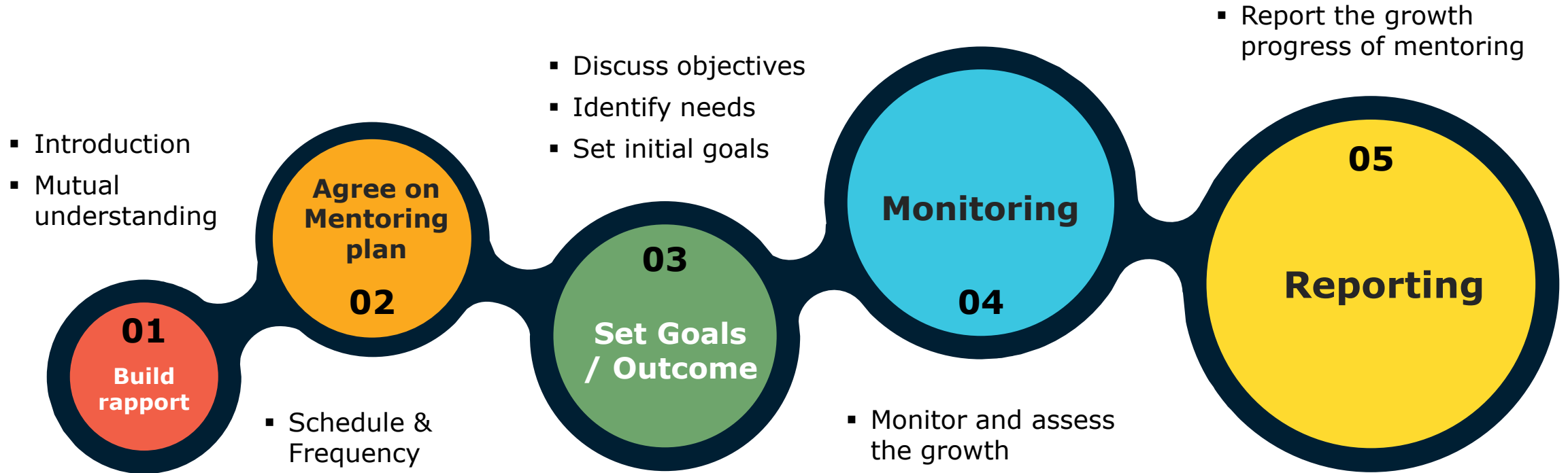


Mentoring	Coaching
<ul style="list-style-type: none">• Mentors are experts in their field	<ul style="list-style-type: none">• Coaches do not have to be experts in the field they coach
<ul style="list-style-type: none">• Usually from the senior to the junior	<ul style="list-style-type: none">• It can be cross-area
<ul style="list-style-type: none">• Focus on mastery of a specific field	<ul style="list-style-type: none">• Coaching focuses a lot on aspects of behavior change



Mentoring Session

Key Activities:



Roles and Responsibilities



Mentor	Mentee	HRBP	BG HR
<ul style="list-style-type: none"> • Make time to meet. • Coach, guide, advise, support and motivate. • Show the way, point to alternative and resources and give recommendations. • Devil’s advocate & “truth-sayer”. • Have proper records to monitor and follow up issues emerged during sessions. • Maintain confidentiality 	<ul style="list-style-type: none"> • Schedule mentoring sessions. • Prepare for meeting agenda (e.g. goals, issues). • Open mind for learning and motivation. • Commitment to action plan for career growth • Be proactive in reaching out to mentors and feedbacks. • Having proper records and plans to progress in each session. • Willing to be open and honest especially in providing / receiving feedback • Maintain confidentiality 	<ul style="list-style-type: none"> • Propose and maintain selected mentor list. • Complete standard forms and report of monitoring mechanism. • Collect and address feedback from mentee through mentor. • Suggest improvement plan where needed. 	<ul style="list-style-type: none"> • Prepare guidelines (e.g. criteria, characteristics, etc). • Monitor throughout the process. • Evaluating together with HRBP and BU Head. • Gathering feedback form mentors and mentees • Suggest improvement plan where needed.





COACHING

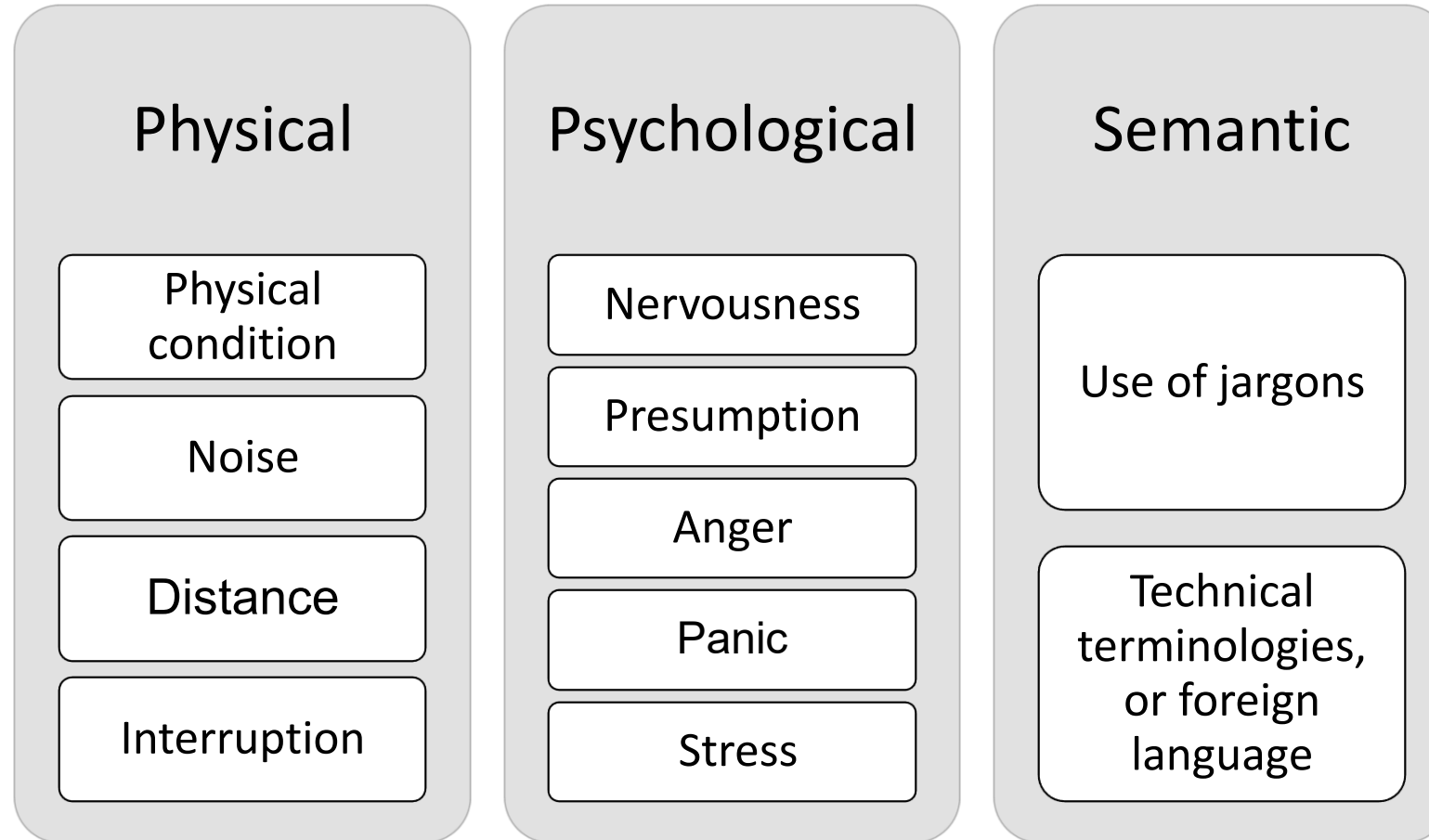


Fostering the growth and empowerment of individuals by providing them with the necessary knowledge, skills, tools, opportunities, and support to enhance their effectiveness.





COMMUNICATION BARRIERS IN COACHING



Establishing and Maintaining Rapport At A Deeper Level

Silence

Simple acknowledgements

Echoing or rephrasing

Matching style: Visual, Auditory, Kinaesthetic

Respecting what the other is saying by hearing them out before you suggest your own idea



COACHING

Before-Coaching	Coaching	After-Coaching
<ol style="list-style-type: none">1. Needs Identification2. Opportunities Identification	<p>Goals Reality Options What's next</p>	<ol style="list-style-type: none">1. Conduct a progress review and provide necessary support2. Reinforce newly acquired awareness and strategize for the next phase.





GROW Model

G _{oals}	Make goals specifically
R _{eality}	Face and compare actual condition with the ideal target
O _{ptions}	Develop alternative solution to achieve goals
W _{hat's Next}	Make sure what, when and who will done it



Open-ended Questions

"What have you already done?"

Open-ended questions provide an opportunity to explore further into someone's story



Close-ended Questions

"Is your work finished or not?"

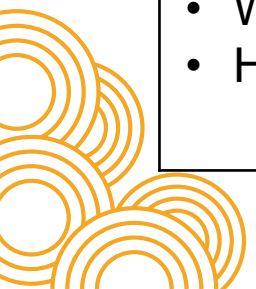
Closed-ended questions tend to elicit yes/no, already/not yet responses, or seek justification.



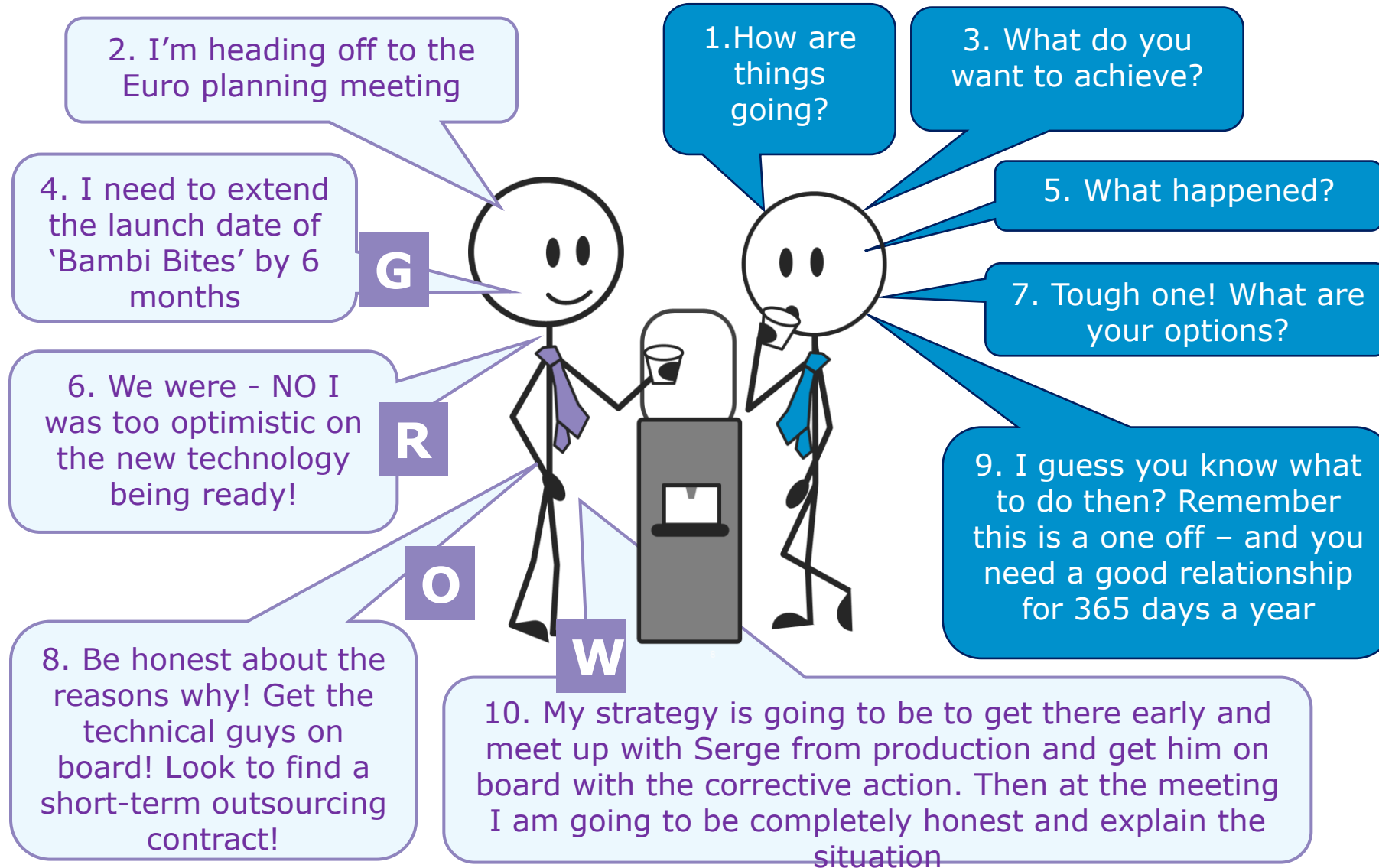


Examples of GROW Model Questions

<p style="text-align: center;">GOAL</p> <ul style="list-style-type: none"> • What do you want to achieve? • Is it challenging enough? • What does success look like? • How do you know when it's achieved? • How do you measure your goals? 	<p style="text-align: center;">REALITY</p> <ul style="list-style-type: none"> • What's happening right now? • What are the impacts of this situation? • Are there any other relevant factors? • Who else is involved? • What are their perceptions of this situation? • What have you done so far?
<p style="text-align: center;">WHAT'S NEXT</p> <ul style="list-style-type: none"> • What will you do? • What are your next steps? • When will you start? • Does this action align with your goals? • What support do you need? • How committed are you in carrying this out? 	<p style="text-align: center;">OPTIONS</p> <ul style="list-style-type: none"> • What can you do? • Are there any other alternatives? • What approach will you use? • Who can help you? • What are the strengths and weaknesses of each alternative?



Coffee Machine Coaching



POST-TEST



<https://bit.ly/PostTestCountryMDP>

EVALUASI



<https://bit.ly/EvaluasiLE-MDP>



Reflection Journal and Leadership Action Plan

