

Client Leadership Tactics

1. **Knowing how your work supports the organization's overall strategy**

- Learn about the strategic areas that affect your work. Talk to senior people in the organization. Find out what is more important.
- Review strategic plans before determining specific approaches on new situations
- Write down the strategies that most relate to your daily tasks for a constant reminder of how your work contributes to the overall strategy
- Hold discussions about the strategic intent of the organization
- Set priorities based on the most important strategic initiative

2. **Analyze how well members of your work group work together**

- Set aside time to talk individually with members of your class group to determine how they are assessing the class' ability to function effectively
- Monitor the group's progress and achievements
- Observe the interaction in the group. How do members talk to one another? Watch for signs of dysfunctional behaviour and ask members for ideas for improving the situation

3. **Knowing the capabilities and motivation of the individuals in the work group**

- Make a habit of speculating about the impact of outside influence on your organization and work group. Be practiced and polished at asking, "If happens, how will the group react?"
- Use available personality and aptitude assessments to learn more about the values and skills of the members of your group
- Take time to know each member of your group. Learn what appeals to individuals in their work. Determine the differences and similarities among members of the group.
- Observe how the group functions under pressure. Be clear about the limits of the group's ability in the midst of adversity
- Organize informal events at which members of the group can talk about personal interests. Use different skills and build rapport.

4. **Knowing your own capabilities and motivation**

- Look for opportunities to learn more about what challenges you. In high pressure situations ask, "What's the best thing about this?"
- Designate specific times to personally evaluate your performance. Note what seems difficult and what seems easy.
- When you feel frustrated about specific issues, ask yourself, "Why is this important to me?"
- Review events in your career when you felt particularly successful. What were you doing in those situations and what led to that positive outcome?

- Seek feedback from others on what you do well and where you could improve.

5. **Involving the clients in developing the work group's strategy**

- Recognize client's different styles of thinking and learning. Use a variety of images, metaphors, and ideas.
- Explain why something is to be done. "Why" is as important as "what."
- Create opportunities for clients to contribute to the vision of the work group.
- Discuss how specific tasks contribute to the larger strategy.

6. **Standing up for what is important.**

- Be willing to take risks to clarify and support what is important to you and your work group.
- Help clients see the value of their work, beyond the immediate task. Emphasize the fulfilling aspects of work and the positive effect of their work on others.
- Confront ideas and opinions that conflict with your values.
- Provide supporting information to substantiate your point of view.
- Represent the interests and needs of others accurately.

7. **Creating a positive picture of the future for the work group.**

- Write down the key elements of the vision.
- Take time to articulate the vision. Schedule a meeting to work it out. Do not tack it on to the end of a busy day.
- Ask, "What would clients/students want us to do?"
- Use memorable images. Use different expressions and media to shape the vision.
- Encourage client/pupils during difficult parts of the job by discussing the positive aspects of the work and how it will feel when the work is done.

8. **Communicating clearly the results expected from others.**

- Seek out individuals' special skills. State how these skills will contribute to achieving the overall goal.
- Be precise about the anticipated results. Describe the expected outcome, and then check to make sure it is understood.
- Schedule sufficient time to talk about what is to be done and the result you may want to achieve. Ask, "How do we want our student/clients to feel at the end of each day?"
- Note areas where the communication lacks clarity, and reenact the discussion by yourself as a means of self-development.

9. **Appealing to student/clients hearts and minds to lead them in a new direction.**

- Structure meetings to raise questions, concerns, and clarifications.
- Talk to students about what excites them about their work. Relate the excitement to current projects.
- Ask students questions that help you understand what is important to them. Then think about how the information relates to proposed changes.
- Take time to analyze your own concerns about change and be willing to share your feelings about the situation. Use your discussion to identify areas of mutual concerns and motivational factors.
- Look for better alternatives to current situations. Ask, "What's the hidden opportunity here?" Explain the potential benefits of new direction.

10. Demonstrating care for the members of the work group.

- Spend several minutes every morning in one-to-one conversation with clients/students. Take time to learn more about them through informal conversation.
- Ask students if they need help. Provide it if they do.
- Set a goal for yourself and others in your work group to get to know people in other parts of the organization.
- Think about the effect of your decisions on others' work and home lives.
- Find out what level of resources is needed to complete projects or specific tasks. Be willing to overcome obstacles in order to provide the necessary technical resources and equipment.

11. Demonstrating confidence in the abilities of your client/student.

- When selecting students for assignments, seek out those with diverse talents, experiences, and cultural backgrounds. At the outset, take the opportunity to announce publicly what strengths they bring to the project.
- Allow students space for accomplishing work. Once they are committed, do not meddle. Negotiate deadlines-do not impose them.
- Gather background data so that you can defend the decisions of your work group if they are challenged by others.
- Learn the limits of others' abilities and consider what a reasonable "stretch" would be, so that students are challenged but not overwhelmed by assigned responsibilities.
- Be available as a resource person.

12. Letting students know how they are progressing toward the group's goals.

- Take both formal and informal opportunities to provide specific feedback to work-group members.
- Define standards that lead to quality improvements.
- Publish updates that show how ideas have led to improvements and display graphs that illustrate the group's performance on specific targets.

13. Promoting the development of students' talents.

- Be willing to listen to others. Encourage students with less experience to lead discussions and give presentations.
- Recommend others for special projects or assignments that will help them develop new skills.
- Rotate responsibilities so that individuals have the opportunity to try new things.
- Provide training in new skills so that students can develop competencies that will move them forward in their learning.

14. **Recognizing the contribution of students.**

- Give credit where credit is due. Recognize students publicly.
- Divide huge projects into milestones. Celebrate as each milestone is reached. Say "thank you"-publicly and privately
- Reflect on work that has been done. Remind students of past accomplishments.

15. **Stimulating others' thinking**

- Trigger new ideas by stating "great thoughts"-either your notions or quotes from others.
- Do your homework. Be prepared to raise questions and share information about issues that are important to the group.
- Bring in guest speakers from other disciplines to help

16. **Building enthusiasm about projects and assignment.**

- Review the vision, and show why it is attractive.
- Demonstrate high energy. Model the behaviour. People will see that you care.
- Organize early announcements carefully. Build momentum with energizing and positive statements about the work that is to follow.
 Do celebratory activities for group members. For example, hold a Friday afternoon celebration to mark the week's accomplishments and to sustain energy for the weeks to follow.
- Keep a sense of humor and demonstrate your ability to laugh in the face of adversity.

HOW GOOD ARE YOUR CUSTOMER-INTERACTION SKILLS?

Complete this self assessment exercise and chose one or two skill areas on which to focus during the next month. Discuss this assessment with a co-worker in order to come up with a personal as well as an objective assessment.

mastery		average		Need improvement		skill
self	other	self	other	self	other	
						Connecting Using verbal or non verbal techniques to establish a personal bond with the client. Eg. Greeting, eye contact or small talk.
						Encouraging Giving verbal or non verbal signals to encourage the client to keep participating in the interaction. Eg. Nodding, or asking questions such as 'what else may I help you with?'
						Questioning Asking thoughtful, open-ended questions to uncover in-depth, high-quality information
						Confirming Gaining agreement on what the client has said by listing important points, pulling together related issues and checking for client's agreement
						Providing

					<p>Using Capability Statements</p> <p>Describing the benefits of the organization and relating them to the needs of the client</p>
					<p>Exploring Needs</p> <p>Getting information about the client's situation, problem and needs</p>
					<p>Exploring Options</p> <p>Having conversation about different ways to meet the customer's need.</p>
					<p>Presenting solutions</p> <p>Describing products and services in a convincing way and relating them to the needs of the customer.</p>
					<p>Follow up</p> <p>Giving the client a call or note to indicate the progress made on a request</p>
					<p>Out of Office People Skills</p> <p>Simply recognizing individuals in different settings. Saying hello on the street or dining room</p>
					<p>Going Beyond The Call of Duty</p> <p>Doing all in your power and going beyond to help a client</p>
					<p>Awareness of your Importance in the Team</p> <p>Understanding that your work station is far less effective without you.</p>