**Paper 5**

**Analysis of Leadership in Meetings**

**Part 1: Analysis of Leadership Meetings**

**The purpose of this exercise is to learn more about leadership in decision groups. You are to observe a meeting and watch for examples of effective and/or ineffective behavior. This assessment should be filled out shortly after the meeting is over. Please feel to add any effective or ineffective behaviors that you observe that are not included on the assessment.**

**Does the leadership:**

**Clearly explain the purpose of the meeting and required preparations.**

**Yes or No Explain:**

Yes, the leader explains this is a weekly meeting to discuss the success of students.

**Describes the problem without implying the cause or solution.**

**Yes or No Explain:**

Yes, the leader describes the issue of students skipping school on Fridays.

**Shares essential information with group members.**

**Yes or No Explain:**

Yes.

**Allows ample time for idea generation without immediate evaluation.**

**Yes or No Explain:**

Yes and No. The leader didn't rush into solutions, but her coworkers were quick to respond.

**Encourages and facilitates participation by all members.**

**Yes or No Explain:**

Yes, the leader sums up the meeting by saying, "If no one has anything else, I think we can wrap up,"(3:30). This gave an opportunity for additional conversation.

**Keeps the discussion focused on the purpose or objective.**

**Yes or No Explain:**

Yes, the leader does not lose focus of the subject.

**Uses systematic procedures for evaluation of proposed solutions.**

**Yes or No Explain:**

Yes, one worker said that students were complaining about how hard it was to get up in the morning. Attributing the absences to friday blues. She then provided a solution of a pancake breakfast or appealing event on Friday. Another worker said there were many students feeling ill.

**Clarifies communication and summarizes progress in a timely way.**

**Yes or No Explain:**

Yes, leader concludes by repeating agreements made during the meeting.

**Encourages an integrative “win-win” solution if there is conflict.**

**Yes or No Explain:**

Yes, positive solutions were made.

**Clarifies member responsibilities for implementation.**

**Yes or No Explain:**

No. The leader did not delegate specific responsibilities.

**Works Cited:**

Youtube. (2013 November, 19). [Video File]. Retrieved from

https://www.youtube.com/watch?v=3WrZMzqpFTc

**Part 2: Manager’s Workshop - Lisa**

**1. What was the major problem with Lisa’s job performance? What were the underlying causes of this problem?**

It was obvious that Lisa has a wonderful work ethic with the charisma to match. However, when she got into her sales mode, she was unexpectedly abrasive towards everyone except the Doctors. The cause of her poor sales were attributed to the lack of her interpersonal skills. She didn't recognize the significance and power that the secretaries/receptionists had and how important personal relationships are in the business of sales. She was so busy concentrating on getting to see the doctor that she was robotic towards people who could have helped her. It's an obvious fact, but if people like you, they are more willing to respect you.

**2. How did you attempt to handle Lisa’s job performance problems?**

I knew that I was going to have to accompany her on a sales call right away. Initially I tried to encourage Lisa that it takes time to establish relationships and that sales will come with time. Lisa was not persuaded and continued to tell me that effort should directly reflect her sales. According to her numbers, contacting 90% of the M.D.'s in her territory, effort was definitely not Lisa's weakness. I realized that a better solution by shadowing Lisa on her sales calls. Whether I found issues or not, having Lisa be a new employee, it was necessary to see her progress since hiring. After accompanying Lisa on her sales calls and acknowledging the issues, she quickly caught on to the effectiveness of being personal.

**3. Evaluate the overall effectiveness of your management of Lisa’s job performance problems. What did you do well? In what ways could you have improved your management of Lisa?**

Overall, I think that my management decisions with Lisa were very effective. Before I even talked with Lisa I made sure to look over her files for some background information. It was clear the from the beginning that she was a motivated individual and reading her files helped me prepare for our meetings. While meeting with Lisa, I kept the line of communication open and listened to her before I made decisions. I was able to empathize with Lisa by understanding her frustrations when she felt her effort wasn't matching her effort. Lisa was feeling like a failure and nearly ready to quit. Without my help this simple situation may not have been solved so easily.

**4. Which motivation theory (theories) discussed in the Manager’s Workshop was/were most applicable in managing Lisa?**

I believe the most applicable motivation theory is the Learning Theory. Lisa is a brand new partner and her inexperience was quite possibly the only thing standing in the way of her success. In the beginning, Lisa had low sales numbers acting as a negative reinforcement, even though she was making a substantial effort. Her motivation was on the decline because she started to feel like she was out of options. It was obvious that something negative was present and, with my help, Lisa learned that engaging in more interpersonal behaviors she could remove that negative reinforcement.

In doing so, Lisa learned from the consequences of her behaviors and was able to shape them into positive results. Lisa altered her approach and focused more attention on building relationships rather than pressure selling. There was an almost immediate reaction and her sales increased dramatically. This behavior diminished the negative reinforcement and in turn created a positive reinforcement. The positive reinforcement can be measured by the success of Lisa meeting her sales goals. The likelihood of Lisa successfully continuing is high because she is being positively reinforced by her commission. When Lisa realized the effects of the behavioral change, she creates a positive reinforcement as she starts making more and more sales.

**5. Suppose that you become a manager in the real world and you encounter another employee who displays the same performance problems that Lisa did in the Manager’s Workshop. What did you learn from your management of Lisa in the Manager’s Workshop that could help you to manage your employee in the real world more effectively?**

This situation taught me that sometimes it takes a small change to make a big difference. It is best to listen to the employee before jumping to any conclusions. Additionally, preparation before any meeting is necessary. If I didn't follow Lisa on her visits I would never have been able to find out what the underlying issues were. Even though this is a workshop model, I genuinely think I would approach the situation the same way.