# Leading Self, Others and Organisations

## July 2017

### Advance Communication Preferences
### The Differences Between A Leader & A Manager

CAMBRIDGE
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**Sensory Preference System**

<u>Communication Preference Questionnaire</u>

Instructions:

For each of the following statements, please assign a number to every phrase. Use the following system to indicate your preferences:

1. Least descriptive of you.

2. Next best description.

3. Next best description.

4. Best description of you.

If you have trouble deciding between two phrases, go with the first thought that comes to mind.

1. **When I am on holiday and at the beach; the first thing that makes me happy to be there is:**
a) The feel of the cool sand, the warm sun or the fresh breeze on my face.
b) The roar of the waves, the whistling wind or the sound of birds in the distance.
c) This is the type of vacation that makes sense or the cost is reasonable.
d) The scenery, the bright sun, and the blue water.

2. **When I feel overwhelmed, I find it helps if:**
a) I can see the big picture.
b) I can talk or listen to another person.
c) I can get in touch with what is happening.
d) I make sense of things in my head.

3. **When given an assignment at work, it is easier to carry out if:**
a) I can picture what is required.
b) I have a feeling for what is required.
c) I have an understanding of what is required.
d) Someone talks to me about what is required.

4. **I find it easier to follow a presentation if:**
a) I feel in touch with the presenter and the material is within my grasp.
b) There is a visual display so that I can visualise the concepts.
c) The presentation is based on facts and figures and is logically presented.
d) The presenter speaks clearly with varying tonality or uses sound to emphasise message.

5. **When buying a car, I make my decision on:**
a) The purchase price, petrol mileage, safety features, etc.
b) How comfortable the seats are or the feeling I get when I test drive it.
c) The colour, styling or how I would look in it.
d) The sound of the engine or stereo system or how quietly it rides.

6. **I communicate my thoughts through:**
a) My tone of voice.
b) My words.
c) My appearance.
d) My feelings.

**7. When I am anxious, the first thing that happens is:**
a) Things begin to sound different.
b) Things begin to feel different.
c) Things begin to look different.
d) Things begin to not make sense.

**8. During a discussion, I am most influenced by:**
a) The other person's logic.
b) The other person's tone of voice.
c) The energy I feel from the other person.
d) Seeing the other person's body language or being able to picture the other person's viewpoint.

**9. I assess how well I am doing at work based on:**
a) My understanding of what needs to be done.
b) How I see myself making progress.
c) The tone of voice used by my colleagues and superiors.
d) How satisfied I feel.

**10. One of my strengths is my ability to:**
a) See what needs to be done.
b) Make sense of new facts and data.
c) Hear what sounds right.
d) Get in touch with my feelings.

**11. It is easiest for me to:**
a) Select the volume, bass and treble for easy listening on a stereo system.
b) Select an intellectually relevant point in a conversation.
c) Select comfortable furniture.
d) Select rich, attractive colour combinations.

**12. If you agree with someone, are you more likely to say:**
a) That feels right.
b) That looks right.
c) That sounds right.
d) That makes sense.

**Sensory Preference System Outcome**

**Step One**: For each question on the previous 2 pages note your answers in the box with the appropriate letter.  In other words if you gave 1) D 4 points then you would write 4 where the D is on Question 1 (visual).  Repeat for EVERY answer.

**Step Two**: Add the numbers associated with each Representational System.

| Question Number | Visual (V) | Auditory (A) | Kinaesthetic (K) | Auditory Digital (Ad) |
|---|---|---|---|---|
| 1 | d | b | a | c |
| 2 | a | b | c | d |
| 3 | a | d | b | c |
| 4 | b | d | a | c |
| 5 | c | d | b | a |
| 6 | c | a | d | b |
| 7 | c | a | b | d |
| 8 | d | b | c | a |
| 9 | b | c | d | a |
| 10 | a | c | d | b |
| 11 | d | a | c | b |
| 12 | b | c | a | d |
| Total | **V=** | A= | K= | $A^d$= |

**Step Three**: The comparison of the total scores in each column will give the relative preference for each of the 4 major Communication Sensory Preference Systems.

**Examples of sensory preference communication predicate verbs, adjectives and adverbs, which people use to describe relationships and processes within an experience.**
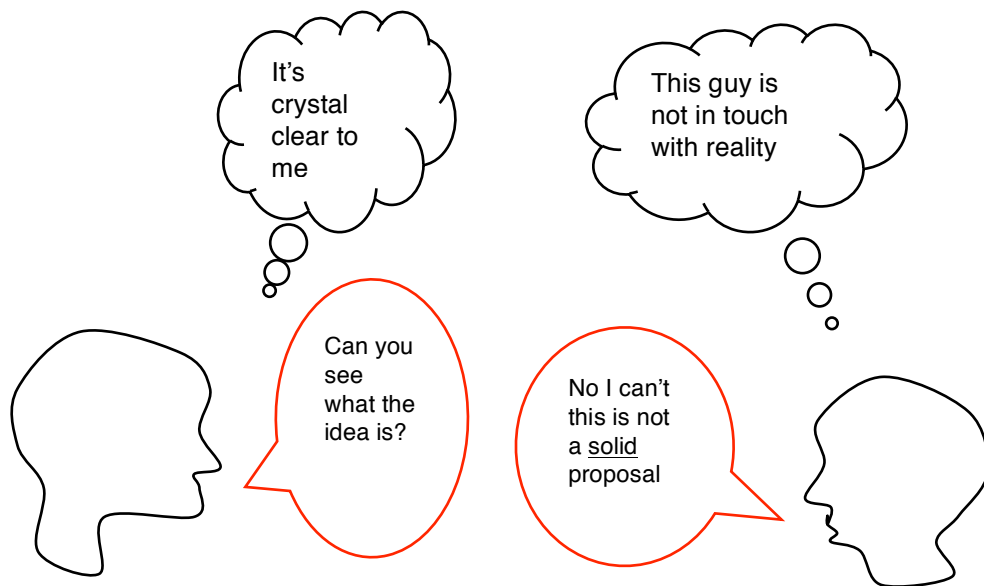
| Visual | Auditory | Kinaesthetic | Auditory Digital |
|---|---|---|---|
| see | hear | feel | sense |
| look | listen | touch | experience |
| view | sounds | grasp | understand |
| appear | make music | get hold of | think |
| show | resounding | slip through | learn |
| dawn | tune in/out | catch on | process |
| reveal | be all ears | tap into | decide |
| envision | rings a bell | connect with | motivate |
| illuminate | silence | throw out | consider |
| imagine | be heard | turn round | change |
| foggy | deaf | unfeeling | insensitive |
| focused | mellifluous | concrete | distinct |
| hazy | dissonance | scrape | conceive |
| picture | unhearing | solid | inform |
| dim | remark | cling | incorporate |
| clarify | pronounce | numb | interpret |
| inspect | enquire | gaze | acquire |
| visible | voice | soft | maintain |
| notice | chatter | solid | preserve |
| foresee | shout | tremble | cancel |
| outlook | amplify | warm | allocate |
| watch | articulate | cold | advocate |
| glance | talk | shiver | qualify |
| defocus | whine | slow | accommodate |
| colourful | call | shake | create |
| bright | cry | cool | adjust |
| glow | resounding | wet | amend |

**More sensory predicate examples:**

| Visual | Auditory | Kinaesthetic | Auditory Digital |
|---|---|---|---|
| Perspective | Comment | Stance | Attitude |
| Look Over | Sound out | Get a feel for it | Consider |
| See it through | Hear it through | Follow it through | Persevere |
| Show | Tell/explain | Guide | Explain |
| Radiate/sparkle | Resonate | Vibrates/sensational | Emit |
| Blank | Silence | Numb | Absent |
| Flashy/showy | Loud | Slick | Ostentatious |
| Keep an eye on | Listen in on | Care for | Attend to |
| The big picture | Introduce the story | The overall feel | The abstract |
| Show off | Sound off | Parade | Display |
| Look at | Listen in to | Lead through | Attend to |
| Look over | Talk over | Walk through | Go over |
| Show/point | Call attention to | Put your finger on it | Identity |
| Imagine | Tune into | Get your head around | Conceive |
| Look familiar | Ring a bell | Familiar feel to | Remind one of |
| Review | Talk over/discuss | Work through | Repeat |
| Hazy | Lots of interference | Clear as mud | Vague |

**The Meaning of your Communication**

*Is the response you get back…..*

It's crystal clear to me

This guy is not in touch with reality

Can you see what the idea is?

No I can't this is not a <u>solid</u> proposal

To match and get word rapport:

Can you grasp this concrete idea

Now we are connecting

In groups of three complete the following;

**Sensory Translation – Instructions for Exercise 2**

The following sentences contain one or more predicates that presuppose a specific sensory representation system. Match the appropriate representation system and write a sentence using predicate (s) from the system. Then translate the sentence into two other representational systems.

For example: The idea is not a concrete one.

Match (the same sensory preference): That idea is not a solid one. (Kinaesthetic)

Translation (Trans):    That idea is hazy. (Visual)

Translation (Trans):    That idea does not make sense. (Auditory Digital)

1. You have a bright future.

   Match: Your future looks good.  (V)

   Trans: I have a really good feeling about your future. (K)

   Trans: The future sounds positive. (A)

2. Your scheme is music to my ears.

   Match:

   Trans:

   Trans:

3. These clothes are very loud.

   Match:

   Trans:

   Trans:

4. It was so silent you could hear a pin drop.

   Match:

   Trans:

   Trans:

5. I need to get a handle on it.

   Match:

   Trans:

   Trans:

6. He had a cold personality.

   Match:

   Trans:

   Trans:

7. I had to research the knowledge I needed.

   Match:

   Trans:

   Trans:

8. His speech left a bitter taste in my mouth.

   Match:

   Trans:

   Trans:

9. I could not see the big picture of his presentation.

   Match:

   Trans:

   Trans:

10. I need to touch base with you.

    Match:

    Trans:

    Trans:

**Instructions for Exercise 3 – In Pairs**

1. Describe your favourite holiday or hobby for 3 minutes.
2. The person listening listens to the most sensory language used. After 3 minutes the person listening can guess the sensory language preference of the other person.
3. Then swap around and start again and move through instruction 1 and 2.

**Instructions for Exercise 4 – In Pairs**

1. Work with someone who you haven't worked with today.

2. Describe a holiday or your favourite hobby using 2 out of the four preferences – pick the lowest 2 preferences from your results from the questionnaire.  For example if your top two preferences were K and Ad, you would use V and A sensory words to describe your holiday.

3. The swap over and start again moving through instruction 2.

   Was it easy or a little harder to use your less preferred preferences?


**Instructions for Exercise 5 – In groups of 4**

Design a 5-minute presentation (using the 4 MAT style) on the differences and similarities between a manager and a leader.  Make sure you include all of the 4 sensory predicate choices within your presentation.

Always begin the first couple of sentences of your presentation, using K sensory words, then an A, then a V.  AD can be used at the end.

For example:  A very warm welcome to you all here today.  We are going to be talking about sensory predicates and how they can be useful building rapport when presenting an idea to a team or a larger audience.  You will be able to see and understand how to use this within a work context.

If we have time a small number of groups will present in front of the whole group.

When listening to a presentation note down the predicates (sensory words) you hear.


| Kinaesthetic | Auditory | Visual | Auditory Digital/ Unspecified |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

Notes:




A generalisation on recognising possible sensory communication preferences within others:

**Visual:**
Erect posture.
Eyes move upwards when talking.
They breathe from the top of their lungs.
Often have a slightly higher pitch voice.
Not easily distracted by noise.
Appearance is important to them.

**Auditory:**
Eyes move side to side when listening.
Speak in order to process and access sounds in their mind.
Often they breathe from the middle of their chests and may audibly talk to themselves when thinking.
They are easily distracted by noise.
Enjoy listening to music.
Able to repeat things back to you easily and learn by listening.
They respond to a certain tone of voice, or particular words.
Like to get verbal feedback.

**Kinaesthetic:**
Often move and talk slowly.
Often have deep voices.
They will be breathing from the bottom of their chest and you will see their stomach move when they breathe.
They respond to touch.
Learn through actually doing something.
They will talk in terms of their feelings.

**Auditory digital:**
Spend a lot of time talking to themselves inside their heads.
Often they need to repeat what you have said to them before they can understand it and so their response to your question may take longer.
They can exhibit characteristics of the other major groups.
They may rehearse what they are going to say to you before coming into the office.

# Leaders and Managers – the difference

*Adapted from "The Wall Street Journal Guide to Management" by Alan Murray, published by Harper Business. (*http://guides.wsj.com/management/developing-a-leadership-style/what-is-the-difference-between-management-and-leadership/)

Leadership and management must go hand in hand. They are not the same thing. But they are necessarily linked, and complementary. Any effort to separate the two is likely to cause more problems than it solves.

Still, much ink has been spent delineating the differences. The manager's job is to plan, organize and coordinate. The leader's job is to inspire and motivate. In his 1989 book "On Becoming a Leader," Warren Bennis composed a list of the differences:

*– The manager administers; the leader innovates.*

*– The manager is a copy; the leader is an original.*

*– The manager maintains; the leader develops.*

*– The manager focuses on systems and structure; the leader focuses on people.*

*– The manager relies on control; the leader inspires trust.*

*– The manager has a short-range view; the leader has a long-range perspective.*

*– The manager asks how and when; the leader asks what and why.*

*– The manager has his or her eye always on the bottom line; the leader's eye is on the horizon.*

*– The manager imitates; the leader originates.*

*– The manager accepts the status quo; the leader challenges it.*

*– The manager is the classic good soldier; the leader is his or her own person.*

*– The manager does things right; the leader does the right thing.*

Perhaps there was a time when the calling of the manager and that of the leader could be separated. A foreman in an industrial-era factory probably didn't have to give much thought to what he was producing or to the people who were producing it. His or her job was to follow orders, organize the work, assign the right people to the necessary tasks, coordinate the results, and ensure the job got done as ordered. The focus was on efficiency.

But in the new economy, where value comes increasingly from the knowledge of people, and where workers are no longer undifferentiated cogs in an industrial machine, management and leadership are not easily separated. People look to their managers, not just to assign them a task, but to define for them a purpose. And managers must organize workers, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

The late management guru Peter Drucker was one of the first to recognize this truth, as he was to recognize so many other management truths. He identified the emergence of the "knowledge worker," and the profound differences that would cause in the way business was organized.

**With the rise of the knowledge worker, "one does not 'manage' people," Mr. Drucker wrote. "The task is to lead people. And the goal is to make productive the specific strengths and knowledge of every individual."**

## Article from Udemy
https://www.udemy.com/blog/difference-between-leadership-and-management/

The difference between management and leadership has been a subject of debate within the business and academic community for more than fifty years. Leaders lead. Managers manage. This simplistic definition — often paraded around by laymen — ignores the significant overlap between the two roles. Managers, after all, are also leaders, and leaders also managers. So how do you really define the difference between management and leadership?

Turning to etymology is of little help. 'Manage' comes from Italian maneggiare, which means to handle or lead a horse. 'Lead' comes from the Old English lædan, which means to guide or carry through. Essentially, their etymological and lexical meanings are largely the same. The only way to really differentiate between leadership and management then is to define the two roles in the context of their role within a business, their psyches, and what they bring to an organization, as we will see below.

### Rethinking Management
In a landmark paper published in 1977 titled 'Managers and Leaders: Are They Different', Abraham Zaleznik, a former professor at Harvard Business School, argued that the traditional conception of management – creating and following processes meant to maximize efficiency and delegate authority – disregarded critical aspects of leadership, including vision, inspiration and passion. Leaders Zaleznik argued, are more like artists than managers. While managers concern themselves with creating structures and order, leaders embrace chaos and throw themselves into the deep end.

As an example, consider the late Steve Jobs and Tim Cook, the current CEO of Apple. Steve Jobs was a polarizing figure, a visionary who lead Apple from the depths of bankruptcy to become the most valuable company in the world. Although he was crowned the 'CEO of the Decade', Jobs' primary role within Apple was to be a leader, not a manager. He was the consummate artist-capitalist, leading his flock with visionary zeal – a role that has now been taken over by Jonathan Ive, Senior Vice-President of Design. The day to day running of Apple was handled by a team of expert managers lead by Tim Cook. Tim's role prior to becoming the CEO was Chief of Operations. It was Cook's laser sharp focus on operations that enabled Apple to fine tune its supply chain and negotiate profitable margins from vendors. Apple owes its success as much to Jobs and his iconic product vision, as to Cook and his operations and strategic innovations.

## Leaders vs. Managers: A Brief Rundown

Warren Bennis, one of the pioneers of Leadership studies, argues in his 1989 book "On Becoming a Leader", that the key difference between managers and leaders is their attitude to risk and innovation.  Managers, he argues, administer. They focus on systems and processes, on maintaining order through formal structure. Leaders, on the other hand, innovate. They ask 'why', not 'how'. While managers may succumb to the pressures of shareholders and Wall Street, leaders keep a firm eye on innovation, as Jack Welch teaches in Welch Way, his course on leadership skills. Based on this premise, the key characteristics of leaders and managers can be categorized as follows:

| **Leaders** | **Managers** |
| --- | --- |
| Focus on people | Focus on processes |
| Risk tolerant | Risk averse |
| Innovative | Formulistic |
| Visionary | Objective |
| Emphasize product/service, not financial results | Emphasize the bottom line |
| Think long-term | Think short-term |
| Rely on charm and influence | Rely on authority and formal position |
| Can be dictatorial and authoritative | Are democratic and engaging |
| Work for winning, not for money | Work for rewards – money, fame, or ego. |

## Breaking the Leadership-Management Divide

Leadership and management are complementary, not clashing, as many like to believe. The above qualities are not watertight categories; some leaders have attributes of managers, some managers of leaders. Being effective requires leadership traits as well as management skills.  Rather than products or intellectual property, the strength of the modern organization is its human resources. This is particularly true for tech heavy industries where the limited talent tends to galvanize around natural leaders. Dealing with such workers requires managers to possess an intrinsic knowledge of people and embody leadership traits (hence the current emphasis on leadership skills in business schools).

At the same time, the idea of the autocratic but charismatic leader is woefully antiquated. The data-driven modern organization depends on quantified knowledge to increase efficiency and productivity. In this context, leaders need the cold, hard precision of formal processes as much as they need a zeal for innovation and dealing with people. Hybridity – where leaders embody managerial traits and vice-versa – thus, is critical to organizational success in the 21st century.  Leadership and management are as similar as they are different. Whether you are: a start-up founder, an experienced serial entrepreneur, a senior manager, a senior vice-president of a Fortune 500 company, or an assistant manager of a small business, you need to adopt the qualities of a leader while still following proven managerial processes to become truly effective.