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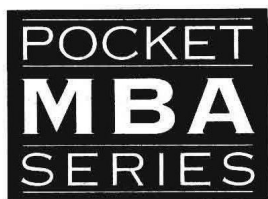
领导与远景—— 激励属下的25个诀窍

LEADERSHIP & VISION
25 KEYS TO MOTIVATION

雷蒙·J. 阿尔达格博士
巴克·约瑟夫博士著

北京大学出版社

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陈荣 译注

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前言

《纽约时报袖珍MBA英语学习手册》具有很强的实用性，适合各层次商业人士学习，无论是一线经理还是企业决策人士。本系列书的作者均为美国最好的商学院教授MBA课程的博士们，并由麦克·勒维塔斯等一组资深编辑运用其商业出版的专业知识为此系列配备了极有价值的参考资料。

本系列书的特点在于提供了快速学习顶尖MBA课程的参考要点，每本书以25个诀窍的形式对在企业管理专业领域中应用的关键性原理提供了无可比拟的综合表述。本系列书的独特方法是将学术著作变成易学易懂的读物，既可做英语培训教材，又是商业人士理想的MBA英语自学用书。为完成您的MBA学习，请一定买齐全套12本书。

勒勃海尔—富莱德曼图书公司
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全套12本书包括：

- 分析财务报表—理解数字的25个诀窍
- 编制商业计划—制定正确商业计划的25个诀窍
- 企业融资—筹资的25个诀窍
- 企业的成长与管理—建立企业的25个诀窍
- 公司的组织形式—选择企业组织结构的25个诀窍
- 预测与预算—成功计划的25个诀窍
- 管理与控制成本—成本管理的25个诀窍
- 销售与市场营销—销售产品的25个诀窍
- 管理投资策略—进行盈利资本投资的25个诀窍
- 国际化战略—进行跨国经营的25个诀窍
- 领导与远景—激励属下的25个诀窍
- 董事会—建立公司治理结构的25个诀窍

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内容简介

本书讲授激励属下的25个诀窍，使你得心应手地监管理层干部，以实现公司远景目标，并促使人力资源部门在员工招聘、员工保持和员工满意方面发挥关键作用。

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KEY 1

Introduction and overview: welcome to the journey!

Leadership means “guiding on the way, especially by going in advance.” The act is akin to venturing out toward a place where no one has yet been—an adventure, not for the timid, the cowardly, the weak. As part of the *New York Times* Pocket MBA series, *Leadership and Vision* will help you lead the journey into new territory.

Leaders are made, not born; they are molded by experience, helpful mentors, and opportunity. Most carry tools. This book’s tools should serve you well as you shape decisions regarding your roles, the people that you lead, and your organization’s potential.

Three themes summarize this book’s contents: leading yourself, building productive working relationships, and creating and implementing organizational vision.

We hope you find our recommendations clear, concise, helpful, and, above all, practical. Not

dreamed up in an ivory tower, our advice comes instead from a synthesis of study and experience. The suggestions are derived from some fifty years of experience with leadership research and consulting with business leaders of all levels attending executive-education courses at the University of Wisconsin-Madison and in companies across the country and world.

To lead others, you must first be able to lead yourself. Thus, as you read and lead, continue to explore skeptically both yourself and your unit of responsibility. These questions may help you continue your life-long leadership exploration:

- ◆ What are my strengths and weaknesses?
- ◆ What are the strengths and weaknesses of my unit of responsibility?
- ◆ Where do I need to improve my leadership ability?
- ◆ Where does the unit need to improve: productivity, quality, control of costs, safety, competitiveness, personnel knowledge and skills, morale, innovation?
- ◆ What are our opportunities for small and big wins?
- ◆ What should be our common vision and purpose?
- ◆ How do I inspire and motivate myself and others to support, commit to, and work to accomplish our common vision and purpose?
- ◆ What do I need to do to build a cohesive, productive team?
- ◆ What do the people in the unit need to do their best?
- ◆ How can we put more joy and celebration into our efforts?

Best of luck to you. "Bon Voyage!"

KEY 2

Develop emotional intelligence

As adults in the working world, one of our greatest challenges is to manage our emotional lives with intelligence. Our passions, when properly managed, can help us to act, prosper, and survive. Mismanaged, they can wreak havoc.

Most experts now agree that IQ scores largely reflect a relatively narrow range of linguistic and mathematical skills. IQ taps only a small part of the full human intellect. Further, the skills assessed by IQ tests may be relevant to classroom performance, but the scores do little to predict performance in the "real world."

Consider one compelling demonstration of the need for an expanded view of "intelligence." At age 4, a large number of children were given both an IQ test and the "Marshmallow Test." With the Marshmallow Test, the child was given a marshmallow and told that if she could put off eating it until later, she could have two. Twelve to 14 years

later, this measure of ability to control impulse was twice as strong a predictor as IQ of how children did on the Scholastic Aptitude Test. It also was a better predictor of adjustment, popularity, confidence, and dependability.

When people—whether “experts” or not—are asked to describe an intelligent person, they use phrases such as “solves problems well,” “displays interest in the world at large,” “accepts others for what they are,” “admits mistakes,” “is goal oriented,” and “converses well.” Such phrases suggest that people focus on the worldly side of intelligence, as opposed to just “academic” intelligence.

Howard Gardner, in his book *Frames of Mind*, describes several forms of intelligence, including logical-mathematical, linguistic, bodily-kinesesthetic, visual-spatial, musical, interpersonal, and intrapersonal. Gardner argues that these are intrinsically equal in value, and that the degree to which people possess them helps explain how they learn and fare in the workplace. He further argues that it is possible to hone these intelligences, and that they wither with lack of use.

Only the first two fit into traditional conceptions of IQ. Gardner’s “personal intelligences”—interpersonal and intrapersonal—are defined as follows:

Interpersonal intelligence: the ability to understand other people—what motivates them, how they work and how to work cooperatively with them.

Intrapersonal intelligence: the capacity to form an accurate model of one’s self and to be able to use that model to operate effectively in life.

Together, interpersonal intelligence and intrapersonal intelligence comprise emotional intelligence.

As defined by Daniel Goleman in his book *Emotional Intelligence*, it is a “phrase for a different way of being smart. It’s not the usual way of thinking about it—academic smarts—IQ—it’s how you do in life, how you manage yourself, your feelings, how you get along with other people, whether you’re empathic, how well motivated you are.”

Emotional intelligence (EQ) is critical in answering questions like the following:

- ◆ Should you trust a coworker with a confidence?
- ◆ Is a friend on the verge of a nervous breakdown?
- ◆ How should you behave in an escalating argument?
- ◆ How should you respond to a racist joke?

There are many reasons why EQ is important in organizations, and in life in general:

- ◆ The emotional brain may “highjack” the rational brain. Fear, rage, and jealousy may prevent us from rationally addressing problems.
- ◆ EQ is especially important in higher-level jobs, including leadership roles. While technical skills may suffice in lower-level positions, the ability to deal with others becomes critical as we advance in the organization.
- ◆ EQ is critical for working in groups.
- ◆ EQ is needed to effectively manage diversity.

- ◆ EQ helps us adapt to new situations.

Emotional intelligence requires a rich set of abilities. These include:

- ◆ Self-awareness—Recognizing an emotion as it engulfs us.
- ◆ Emotion management—Controlling reactions to emotion-laden events so that our response fits the situation.
- ◆ Self-motivation—Directing emotions to serve a desirable goal.
- ◆ Empathy—Recognizing emotions in others.
- ◆ Relationship management—Managing the emotions in others.

EQ is critical in the real world. In business settings, EQ is related to a wide variety of leadership skills. These are demonstrated in group performance, individual performance, and the quality of interpersonal exchange. Those with a high EQ are better able to do everything from bringing about meaningful change within their organizations to conducting effective performance appraisals. Throughout this volume we will address issues, such as managing stress, self-motivation, coaching, and communicating, to help you develop your emotional intelligence.

KEY 3

Manage your time wisely

The average life span of an American today is 77.3 years. Compared to the eternities of time that came before us and will come after us, that 77.3 years seems but a small dust mote in a vast universe. But it is what it is—the only true resource we will ever have is the time we each are allotted on this planet. The only questions, then, seem to be (1) “What is my purpose here?” and (2) “To what best use can I make of the time I have left?” Every second counts. Don’t let it steal away.

TIME ROBBERS & SOLUTIONS

Here are some commonsensical solutions to dealing with time-robbers:

Lack of Awareness. Some of us are so busy driving that we don’t take the time to step back, stop, and see where we’ve been and where we’re going.

Record for two weeks how you spend your time each day. Analyze the data. Identify your time robbers—disruptions, distractions, unplanned

Each person's life is but a breath.



Psalm 39, The Holy Bible

meetings, trivial work, etc. Think of time as money invested to accomplish certain goals. Are you making wise investments? For each item on your time log, ask three questions created by Peter Drucker, the famous management guru: "What would happen if this were not done at all?" "Which activities could better be done by someone else?" "What wastes my time without contributing to my effectiveness?"

No Planning. Sometimes, people fail to see the need to plan, arguing that they really don't have the time to do so.

Planning at the front end can produce a great ROI (Return on Investment), saving lots of time. "Measure twice; cut once."

Set goals and objectives to be reached within specific time frames. Break out the specific actions that need to be taken to accomplish each objective. Eat the elephant, but only one bite at a time!