LEAD BY DOING



EAE Learning objectives for this lesson

Learn and practice when to use the gerund and when to use the infinitive.
Practice talking about leadership and learn new expressions and words about

Activity One - Questions to answer:

1. Does your company have to change and adapt constantly? Why?
2. What roles do leaders have in this process?
3. Who are the leaders in your organisation?
4. Who can become a leader?
5. Do leaders and managers in your organisation encourage co-workers to think for themselves?



Activity Two: The Learning process..

For any new skill, we learn mainly through experience. Most of our learning is not conscious. Our experiences of looking for the words we need, and then using them, for example, is how we will remember those words again, when learning a new language. Our experience of hearing a new word or expression, finding out what it means and then seeing it again, this is how we will make the connections necessary to be able to use that word or expression ourselves. In terms of leadership, people also learn by doing. Therefore telling employees what to do, without asking them what they think, or encouraging them to think for themselves, will not allow them to learn from experience and develop leadership skills themselves.

Read these statements from **Michael Gelb**, author of 'How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day'. Then answer the questions which follow.

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"Leadership development is about actually teaching people how to learn and how to accelerate the process of learning."

"Organizations love to talk about organizational development, and they love to talk about strategy, but the missing link is often the individual…The notion of the learning organization has become very popular over the past 20 years. It's an idea that an organization can be flexible, agile, adapt and change to anticipating the needs of its customers and clients. However, the missing link of the learning organization is the learning individual. Unless every individual in an organization has an understanding of the nature of the learning process and how to accelerate their own learning, the learning organization remains a theoretical construct instead of a practical reality."

"How do you genuinely support an environment that encourages the freedom of ideas, that encourages people to really think for themselves?" Gelb asked. "One of the problems that leaders often have is … an unconscious shadowy fear that if they really listen to everybody, and really get everybody to express all their opinions, that means they'll have to actually listen to them. They won't have the freedom to make their own decisions."

"It takes a very secure leader to genuinely encourage this democracy of ideas, but it is one of the powerful elements of a truly innovative culture."

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Questions:

1. Do you agree that an organisation can't improve or evolve if the individuals working for it don't learn and evolve?
2. Do leaders in your organisation really encourage people to express their opinions?
3. Would you say that there is a democracy of ideas in your organisation?
4. Can you give an example from recent experience, of managers listening to the ideas of their co-workers?
5. What elements do you think are necessary if your company culture is to be truly innovative?

Activity Three - Learn by doing.

If you want to improve your English it's true that you need to practice. You need to practice expressing your ideas. This will often require searching for words in your mind, or even in a dictionary. It doesn't matter if you speak with native English speakers or with French people or other nationalities, as long as you are practicing you will optimise your learning. If you have plenty of opportunity to speak English with other people then this is ideal, if not, you can still talk to yourself! It sounds like the first sign of madness but it is in fact a very sane idea. The process you will go through will help you to improve fluency and learn new words. So talk to yourself for ten minutes each day. You could get into the habit of telling yourself about what you intend to do at work, explaining your priorities and talking through your plans for the day. Let's practice.

Remember, to express intentions in English we use the auxiliary verb **going to**. To talk about priorities we use modal verbs - **Must**, **Have to**, **Should** and superlatives, **most** important, **biggest** priority, **greatest** urgency.

Answer the questions:

1. What is your top priority in terms of developing your co-workers?
2. What is the most important thing you have to do today?
3. What are you going to put in place in order to promote individual leadership in your teams?
4. What's the most urgent task your team has to complete this week?
5. Talk about your priorities at work this week in general.



Activity Four - Buzzwords…

Here are some leadership buzzwords and expression.
Explain what they mean to you…

- Be present
- Command less and coach more
- Advocate for your team
- Choose curiosity over fear
- Transformational leadership
- Return on relationship
- Authentic leadership
- Courage in leadership

Activity Five - Quoting Leaders..

Read the quotations below , which do you like the best and why?

A. "The most dangerous leadership myth is that leaders are born-that there is a genetic factor to leadership. That's nonsense; in fact, the opposite is true. Leaders are made rather than born." —Warren Bennis

B. "I start with the premise that the function of leadership is to produce more leaders, not more followers." —Ralph Nader

C. “Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes.” —Peter Drucker

D. “Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better.” —Harry S. Truman

E. “The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.” —Reverend Theodore Hesburgh



Activity Six - DoING or to DO

Some verbs are followed by - to + the infinitive, some verbs are followed by - verb root+ING



Consider these examples -

- I hope to become a strong leader - CORRECT
- I hope becoming a strong leader - INCORRECT
- I intend to organise a leadership training session. - CORRECT
- I intend organising a leadership training session. - INCORRECT
- I forgot to go to the meeting. - CORRECT
- I forgot going to the meeting. - INCORRECT

Now fill the gaps in the sentences:

- I remembered……(wish) Corinne a happy birthday.
- I enjoyed……..(eat) some birthday cake.
- All co-workers are involved in ……..(make)a difference in our brand reputation with our customers.
- Would you consider……(offer) a discount to the first 100 customers?
- He managed……(assemble)the sofa in record time.

Let’s review the theory…

THE GERUND.

1. A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the **subject**, the **complement**, or the **object** of a sentence.

Examples:

- Reading helps you learn English. subject of sentence
- His main task is reading. complement of sentence
- I enjoy reading your e mails. object of sentence

THE INFINITIVE

2. Infinitives are the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the **subject**, the **complement**, or the **object** of a sentence.

Examples:

- To learn is important. subject of sentence
- The most important thing is to learn. complement of sentence
- He wants to learn. object of sentence

WHICH TO USE

3. Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more **abstract**. In the following sentences, gerunds sound more natural and would be more common in everyday English.

Examples:

- Learning English is important. normal subject
- To learn English is important. abstract subject - less common
- The most important thing is learning English. normal complement
- The most important thing is to learn English. abstract complement - less common

IMPORTANT

4. **As the object of a sentence**, it is more difficult to choose between a gerund or an infinitive. In these situations, **gerunds and infinitives are not normally interchangeable**. Usually, the main verb in the sentence determines whether you use a gerund or an infinitive.

Examples:

- He enjoys managing a team. **"Enjoy" requires a gerund.**
- He wants to become a manager. **"Want" requires an infinitive**.

5. Some verbs are **followed by gerunds** as objects. (Here is a list of those verbs).

Examples:

- She suggested organising a training session.
- Fabien keeps talking about his management issues.

6. Some verbs are **followed by infinitives**. (Here is a list of those verbs.)

Examples:

- She wants to become a manager.
- Fabien needs to talk about his problems.

MORE PRACTICE: ***Fill the gaps*** **in the sentences here again.**

Begin - We will begin……..(offer) free coffees to all morning shoppers from Monday.
Advise - I advise you…….(visit) the store in the mornings when it's less busy.
Choose - We choose…….(offer) leadership training to co-workers not just managers.
Discuss - We need to discuss……..(invest) in more training for co-workers.
Practice - You have to practice……..(assemble) furniture in order to be faster at it.
Forget - Don't forget……..(send) that e mail this morning.

Activity Seven - Leading by Doing

Read the quote by **Greg Whitby** and answer the questions.

'There is a difference between being a leader and doing leadership. Rather than linking leadership to a set of traits, I prefer to think of leadership as the art of lea



- Being open to learning
- Willingness to exchange ideas
- Being reflective
- Building a shared purpose
- Enabling shared responsibility
- Being outcomes-focused
- Celebrating success'

Do you agree with the norms listed by Greg Whitby? Would you add anything to the list?
What's the different between being a leader and doing leadership in your opinion?

Activity Seven - **Learning by doing.** (Please prepare at home if possible).

- Study the diagram below. Are you familiar with these four stages of learning?
- Can you explain what a co-worker could experience going through these four stages as he/she learns about their personal leadership? Give examples of how they might do things in each stage.

- Then explain from the point of view of a manager who is helping co-workers to develop their personal leadership. What would they do at each stage of the learning process to help their co-worker to learn by doing?

Here are some expressions to help you to explain step by step…

First of all, Secondly, then, after that, finally, the end result is that.
Furthermore, However, All in all, Essentially, Basically, Ultimately.



Practice and persistance coupled with the belief that if one person can do it, you can do it too.
This is a **sure-fire** way for **change!**

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