

MTC LEADERSHIP DEVELOPMENT AND PEOPLE MANAGEMENT

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SPECIALLY DESIGNED FOR:



DEVTRACO
GROUP



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FOUNDATIONS OF EFFECTIVE LEADERSHIP

1.0 Learning Objectives

By the end of this module, participants will be able to:

- a. Define Leadership and Distinguish It Clearly from Management.
- b. Articulate The Six Essential Responsibilities of a Leader at Devtraco.
- c. Explain The Four Sources of Leadership Influence and Identify Where They Personally Have Most and Least Influence.
- d. Recognise The Difference Between the Position of Leader and The Practice of Leadership.
- e. Apply A Personal Leadership Self-Assessment to Identify Their Two Strongest and Two Weakest Areas as a Foundation for The Rest of the Programme.

ACTIVITY

The Best Leader You Have Ever Worked For

On a piece of paper, write down the name of the best leader you have ever worked for in your career — at Devtraco or anywhere else. Now write down three specific things that leader did that made them effective. Be concrete: not "they were a good leader", but "they did X" and "they said Y in moment Z".

Share your three behaviours with a partner. Discuss: how many of those behaviours are things you currently do with your own team? How many are things you used to do but have stopped? How many are things you have never done?

1.1 Defining Leadership

Leadership has been defined in hundreds of ways across the management literature. Northouse (2018) catalogues sixty-five definitions in widespread academic use. For the purposes of this programme, a single working definition will serve every module:

"Leadership is the process of influencing other people to commit themselves to the achievement of a shared goal."

Three words in that definition do most of the work:

- **Influencing** — not commanding. Authority gets compliance; influence gets commitment.
- **Commit** — not comply. The difference between minimum acceptable performance and discretionary effort is whether the person is committed.
- **Shared goal** — not the leader's personal goal. Leadership is in service of an outcome larger than the leader.

1.1.1 Leadership vs Management

Leadership and management are different, though related. Both are required to run any organisation; many people do both. But the work of each is distinct, and confusing one for the other is the source of much frustration in real organisations (Kotter, 1990).

Dimension	Management	Leadership
Focus	Systems, processes, control	People, vision, change
Question asked	"How and when?"	"What and why?"
Time horizon	Short-term execution	Long-term direction
Output	Order, predictability, results to plan	Movement, adaptation, commitment to a future state
Authority source	Position in the hierarchy	Personal influence and credibility
Without it...	Chaos. Things get missed.	Drift. Nothing changes.

INSIGHT

A common error among newly promoted Devtraco managers is to focus exclusively on the management side — making sure the schedule is hit, the report is filed, the cost is controlled — and to neglect the leadership side. The result is a team that delivers this month's targets but loses its best people next quarter. Both are needed.

1.2 The Six Essential Responsibilities of a Leader

Responsibility	What It Means in Daily Practice
1. Setting Direction	Translating Group strategy and entity-level objectives into clear, specific direction for the team. People know what we are trying to achieve, why it matters, and what success looks like.
2. Building the Team	Recruiting, onboarding, developing, and — when necessary — moving on the people who make up the team. The leader is accountable for the quality of the people in the unit.
3. Driving Performance	Setting expectations, holding people accountable, providing feedback, and managing the gap between current and required performance.

Responsibility	What It Means in Daily Practice
4. Removing Obstacles	Clearing the path for the team. Getting decisions made. Securing resources. Resolving conflicts with other units. Protecting the team from distraction and unnecessary noise.
5. Developing People	Coaching, mentoring, stretching, and developing each team member. Building the successor. Creating the conditions in which careers grow.
6. Representing the Team	Carrying the team's work, voice, and reputation upward, sideways, and outward. The leader is the team's ambassador to the rest of Devtraco and to clients.

1.3 The Four Sources of Leadership Influence

A leader influences others through four distinct sources. Effective leaders draw on all four; weaker leaders rely on only one or two. Understanding which sources you currently use — and which you have neglected — is a foundational diagnostic for the rest of this programme (Kouzes & Posner, 2017).

A leader influences others through four distinct sources. Build all four; the strongest leaders invest most deliberately in the fourth.

STEP 1 POSITION Power	STEP 2 EXPERTISE Power	STEP 3 RELATIONSHIP Power	STEP 4 CHARACTER Power
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Position power is given by the role. Expertise is built through competence. Relationships are built over years. Character grows with every consistent decision.

Figure 1: The Four Sources of Leadership Influence

1.3.1 Position Power

The authority that comes from the title. The Head of Sales has the power to set sales targets because of the role. The Project Manager has the power to allocate site responsibilities because of the role. Position power is real, but it is the least flexible source of influence. It gets compliance, not commitment, and it can be used up by overuse.

1.3.2 Expertise Power

The authority that comes from competence. A senior Devtraco architect with twenty years of building in Ghana brings expertise power that no junior position holder can override. A Quantity Surveyor who has costed every active project this year has expertise power. Expertise power is durable but limited to the domain of the expertise.

1.3.3 Relationship Power

The authority that comes from the relationships the leader has built across the organisation. A unit head who has invested years in genuine relationships with their colleagues across Devtraco entities can get things done that a more senior but less-connected leader cannot. Relationship power is slow to build and easy to destroy.

1.3.4 Character Power

The authority that comes from who the person is — their integrity, their consistency, their values, their reputation. Character power is the only source of influence that grows with use rather than depleting. It is also the only source that operates when the leader is not in the room.

The Senior Leader Insight

When asked which of the four sources of influence carries them through difficult periods, the most experienced leaders almost always answer the same way: character power. Position is taken away when the role changes. Expertise is overtaken by the next generation. Relationships shift with circumstances. What remains is who you are. Build all four sources, but invest most deliberately in character.

1.4 The Position Of Leader Vs The Practice Of Leadership

A common confusion in organisations is to assume that having the position of leader is the same as practising leadership. It is not. The position is given by the organisation; the practice is chosen by the leader, every day.

Many people hold leadership positions at Devtraco. Some practise leadership; others manage transactions. The practice is visible in small daily behaviours: how the leader walks into the team meeting on Monday morning, whether they ask a question or give an instruction, whether they take credit or share it, whether they say "I don't know" when they don't, whether they protect their people in front of more senior leaders or fall in line, whether they remember the names of the artisans on the site or only the engineers.

Position of Leader	Practice of Leadership
Given by the organisation	Chosen by the individual
Visible on the org chart	Visible in the meeting, on the site, in the corridor
Confers authority	Earns credibility
Stays the same day to day	Renewed daily by behaviour
Can be exercised even when the leader has stopped trying	Stops the moment the leader stops practising

1.5 Personal Leadership Audit

Before moving into the rest of the programme, every participant should complete a brief self-audit against the six essential responsibilities and the four sources of influence introduced above. This audit will be revisited at the end of Module 8 and again at Day 90, to track personal progress.

CASE SCENARIO

The Two Project Managers at Devtraco Courts

Devtraco Courts at Tema Community 25 is the largest gated community in Ghana. Across the 205-acre site, construction proceeds in phases, with multiple project managers each responsible for a cluster of housing units. Two of those project managers, Kwame and Akua, were promoted at the same time, eighteen months ago.

Kwame manages a cluster of 60 housing units. He runs his site tightly. He is at site by 6:45 every morning, walks the cluster three times a day, knows the construction schedule by heart, and personally signs off on every milestone. His artisans respect him. His direct reports — the assistant project managers and site supervisors under him — carry out his instructions efficiently. His cluster is on schedule and within budget.

Akua manages a cluster of 80 housing units. She is also on site by 6:45. But her day looks different. She walks the site once in the morning with her three site supervisors, listens to what they raise, asks them how they will resolve it, and steps back. She holds a 30-minute team meeting every Monday with everyone from the supervisors down to the foremen. She has trained her supervisors to sign off most milestones themselves; she signs only the critical ones. She spends most afternoons either coaching one of her supervisors, in cross-functional meetings with sales and customer service, or in design discussions with the architectural team about future phases. Her cluster is on schedule, within budget, and — unlike Kwame's — has produced two of her supervisors who are now ready for promotion.

Last week, both Kwame and Akua were considered for the role of Senior Project Manager overseeing the entire phase, which would manage five clusters. The Head of Construction selected Akua. Kwame was disappointed and asked his manager for honest feedback on why.

Discussion Questions

1. Using the leadership vs management table, where does Kwame sit and where does Akua sit? Provide three specific behaviours from the scenario to support your answer.
2. Map both managers against the six essential responsibilities. Which is stronger on which?
3. Which of the four sources of influence does each leader primarily draw on?
4. If you were the Head of Construction giving feedback to Kwame, what are the three specific behaviour changes you would ask him to make in the next 90 days?
5. Which of these two managers more closely resembles your own current leadership practice? What does that tell you about where to focus in the rest of this programme?

1.6 Module 1 Knowledge Check

Choose the best answer for each. Answers and rationales are in Appendix B.

Q1. Leadership is best defined as:

- A) The exercise of authority through a formal position.
- B) The process of influencing other people to commit themselves to the achievement of a shared goal.
- C) The ability to give clear instructions to subordinates.
- D) The strict enforcement of policies and procedures.

Q2. Which of the following statements about leadership and management is MOST accurate?

- A) Management is more important than leadership in operational businesses.
- B) Leadership and management are the same thing using different words.
- C) Leadership focuses on people, vision, and change; management focuses on systems, processes, and control. Both are required.
- D) Only senior executives need to think about leadership; middle managers need only manage.

Q3. Which of the following is NOT one of the six essential responsibilities of a Devtraco leader?

- A) Setting Direction.
- B) Removing Obstacles.
- C) Maximising Personal Visibility with Senior Management.
- D) Developing People.

Q4. A senior architect with twenty years of experience designing residential developments in Ghana exerts influence primarily through which source?

- A) Position Power.
- B) Expertise Power.
- C) Relationship Power.
- D) Coercive Power.

Q5. Of the four sources of leadership influence, which one tends to GROW rather than deplete with use, and operates even when the leader is not in the room?

- A) Position Power.
- B) Expertise Power.
- C) Relationship Power.
- D) Character Power.

1.7 Recap of Chapter

- a. Leadership is the process of influencing other people to commit themselves to the achievement of a shared goal. The words "influencing", "commit", and "shared goal" each carry distinct meaning.
- b. Leadership and management are different but related. Both are required. Management focuses on systems and execution; leadership focuses on people and direction.
- c. Every Devtraco leader, regardless of unit, carries six essential responsibilities: Setting Direction, Building the Team, Driving Performance, Removing Obstacles, Developing People, and Representing the Team.
- d. A leader influences others through four sources: Position, Expertise, Relationship, and Character. Effective leaders draw on all four; weaker leaders rely on only one or two.
- e. Character Power is the only source that grows with use and operates when the leader is not in the room. It is the most valuable long-term investment a Devtraco leader can make.
- f. The position of leader is given by the organisation; the practice of leadership is chosen by the individual, every day, in small behaviours that the team observes.

LEADING AND MANAGING DIVERSE TEAMS

2.0 Learning Objectives

By the end of this module, participants will be able to:

- a. Define Diversity in the Devtraco Workplace Context and Identify Its Five Most Operationally Significant Dimensions.
- b. Explain Why Diverse Teams Outperform Homogeneous Teams on Complex Problems, And Where They Require Deliberate Leadership.
- c. Apply Five Core Inclusive Leadership Behaviours to Daily Team Management.
- d. Adapt Their Leadership Approach to the Distinct Needs of Artisans, Site Teams, Head-Office Staff, Sales Teams, And Customer-Facing Teams.
- e. Identify And Address the Three Most Common Forms of Unconscious Bias That Affect Decision-Making In Real Estate Organisations.

ACTIVITY

The Team You Find Hardest to Lead

Think honestly about the group of people on your wider team or across Devtraco that you find hardest to lead effectively. Maybe it is the artisans on site. Maybe it is the senior architects. Maybe it is the sales executives. Maybe it is the customer service team. Maybe it is a generational group — the younger graduates, or the long-serving senior foremen.

Share with a partner: who is the group, and what specifically do you find difficult? What have you tried? What do you suspect is the missing element?

2.1 Diversity In The Devtraco Context

Diversity, in the formal management literature, refers to the variety of human differences present in a workplace — visible and invisible, fixed and mutable. McKinsey & Company (2020) demonstrated across 1,000+ companies in 15 countries that organisations in the top quartile for workforce diversity are 25–36% more likely to outperform peers on profitability. The evidence is no longer debated; diverse teams outperform homogeneous teams on complex problems.

At Devtraco, the five most operationally significant dimensions of diversity are not the categories most commonly discussed in international diversity literature. They are the dimensions that actually shape how leadership must be exercised across the value chain.

Dimension	What It Looks Like at Devtraco
1. Functional Diversity	Architects, civil engineers, quantity surveyors, project managers, site supervisors, foremen, artisans, sales executives, marketing officers, property managers, hospitality staff, finance, HR, legal, IT. Each profession brings a different mental model of how work should happen.
2. Generational Diversity	Master masons and senior foremen in their 50s and 60s with decades of practical experience; mid-career managers in their 30s and 40s; recent graduate entrants in their 20s; apprentice artisans still learning their trade. Each generation responds differently to authority, feedback, and recognition.
3. Contract-Type Diversity	Permanent staff (most of head office, most senior site staff); contract staff (project-based engineers, supervisors); subcontracted artisans (often paid per task or per day); third-party teams (architects from external practices, specialist subcontractors). Leadership style must flex across these.
4. Site vs Office Diversity	A Devtraco workforce spans those who work in air-conditioned offices on Noi Fetreke Street and those who work on dusty construction sites at Tema Community 25 in 32-degree heat. The realities, languages, and concerns are different. Leadership that ignores this is brittle.
5. Educational and Linguistic Diversity	A senior architect with a master's degree from KNUST works alongside a master mason with thirty years of apprentice-learned expertise. Conversations may shift between English, Twi, Ga, and Hausa across a single morning. Effective leaders communicate across all of these.

INSIGHT

The categories most discussed in international diversity literature — gender, race, nationality, sexual orientation — matter in any workplace, including Devtraco. But the operational realities that most define how leadership must adapt at Devtraco are the five dimensions above. Effective Group leaders attend to both.

2.2 Why Diverse Teams Outperform — And Where They Need Leadership

Research across multiple sectors and geographies has converged on the same finding: on routine, predictable tasks, homogeneous teams are slightly faster; on complex, novel, high-stakes problems, diverse teams produce meaningfully better outcomes (Page, 2007; Hunt et al., 2020). The reason is that complex problems require multiple perspectives, and homogeneous teams produce convergent thinking, where similar people generate similar ideas and miss the same blind spots.

Two cautions apply. First, diverse teams only outperform when they are well led. A poorly led diverse team underperforms a homogeneous one, because diversity without inclusion produces conflict without resolution. Second, the benefits of diversity show up in problem-solving and innovation, not in routine execution. The leader's job is to draw out the diversity in the moments when it matters and to manage it through the moments when it doesn't.

2.2.1 Three Predictable Failure Modes of Diverse Teams Without Inclusive Leadership

a. Voice Asymmetry: Some members speak; others go silent. Junior staff defer to senior. Site staff defer to head office. Artisans defer to engineers. Women in technical roles defer to men. The team's knowledge fails to surface.

b. In-group/out-group Dynamics: The team fragments into sub-groups (the engineers vs the architects; the site vs the office; the old hands vs the graduates). Trust within sub-groups is high; trust across them is low. Coordination suffers.

c. Decision Capture: Decisions are made by a sub-group of the team and announced to the rest. The other voices stop trying. The same blind spots recur.

2.3 The Five Inclusive Leadership Behaviours

Inclusive leadership is the discipline of getting the most out of every member of a diverse team. Deloitte's (2016) research on inclusive leadership across 15 countries identified six traits of inclusive leaders. Adapted for the Devtraco context, the most operationally useful are the five behaviours below.

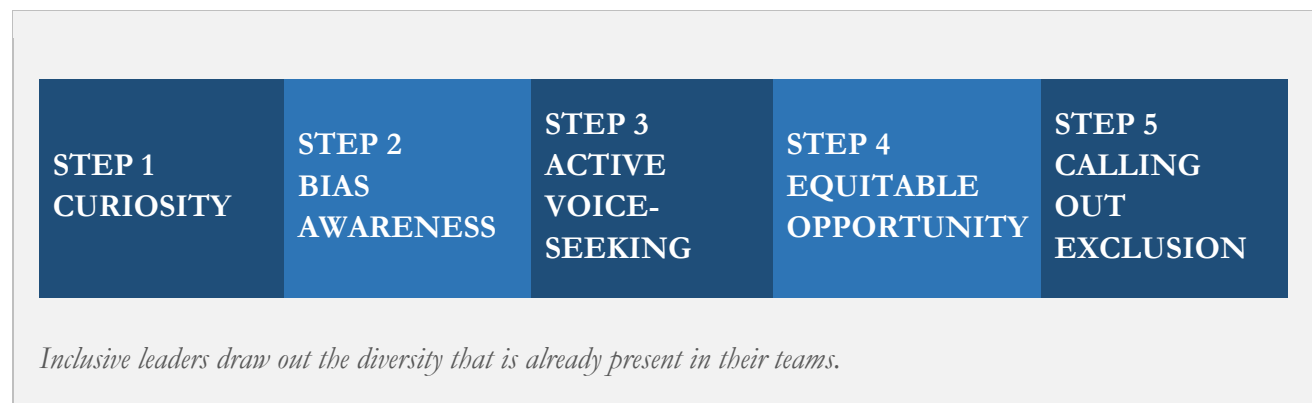


Figure 2: The Five Inclusive Leadership Behaviors

2.3.1 Curiosity About People Who Are Different

The inclusive leader is genuinely curious about colleagues whose background, function, or perspective differs from their own. The senior architect spends time on the construction site asking the foremen what they are seeing. The Head of Sales spends a morning at Talis Property Services understanding

what residents complain about. The Group leader asks the customer service officer what the most common diaspora buyer concern is. Curiosity precedes understanding.

2.3.2 Awareness of Personal Bias

Every leader carries unconscious biases — assumptions about who is competent, who is reliable, who is leadership material. The inclusive leader is aware of their own patterns and deliberately checks them, especially in hiring, promotion, project allocation, and feedback. Section 2.5 of this module addresses the three biases most common in real estate organisations.

2.3.3 Active Voice-Seeking

In any meeting, some voices come forward easily; others have to be invited. The inclusive leader actively seeks the quieter voices. "Kojo, you have been working with this contractor for six months — what are we missing?" "Akua, you are closest to the customers — how does this look from their side?" Active voice-seeking is the single most powerful inclusive leadership behaviour in routine meetings.

2.3.4 Equitable Allocation of Opportunity

Stretch assignments, visibility opportunities, training, and challenging projects are the developmental currency of any organisation. The inclusive leader tracks who is receiving these and who is being overlooked. A pattern of stretch opportunities consistently going to the same handful of people is a leadership failure, not a meritocratic outcome.

2.3.5 Calling Out Exclusionary Behaviour

When a team member is interrupted, dismissed, or undermined — whether by another colleague, a customer, or a more senior leader — the inclusive leader names it and corrects it in the moment. Not as a confrontation; as a redirection. "Let Esi finish her point." "Mr. Adu, the team has been working on this for three weeks; I'd like everyone's thinking before we land on a decision."

2.4 Adapting to the Groups You Lead

A Devtraco leader may work with five distinct kinds of team in a single week. Each requires a different leadership emphasis. The frameworks remain the same; the application shifts.

Team Type	What They Need From Their Leader
Artisans & Site Crews	Clear, specific direction. Respect for their craft and experience. Recognition in the language they prefer (often Twi or Ga). Fair and timely payment. Protection from arbitrary decisions made in the head office without site consultation.
Site Supervisors & Foremen	Authority that matches accountability. Backing when they make tough calls. Coaching on the management side of the role, not just the technical. Career development conversations — these are your future project managers.
Project Managers & Engineers	Strategic context (the "why"). Cross-functional connections. Stretch assignments. Honest performance feedback. Investment in continuous professional development (PMI, GhIE, etc.).
Sales & Marketing Teams	A vivid picture of the offer. Decisive backing on commercial decisions. Recognition tied to revenue and customer outcomes. Career paths that distinguish individual sales contributors from sales managers.
Customer Service & Property Mgmt	Empowerment to resolve issues quickly. Air cover when difficult customers escalate. Visibility of their work to senior management (the team most often invisible until something goes wrong).
Hospitality & F&B Teams	Service standards that are clear and consistently enforced. Training in luxury hospitality protocol. Recognition of guest-facing excellence. Operating rhythms (huddles, briefings) appropriate to shift-based work.

Table 1: Team Type and What they Need from Leader

2.5 Three Common Biases in Leadership

Unconscious bias is the unintentional mental shortcut that affects judgement, often in ways the decision-maker does not detect. Three biases are particularly common in real estate organisations, and inclusive leaders learn to recognise them in their own decisions.

Bias	How It Shows Up	How the Inclusive Leader Counters It
Affinity Bias	Decision-makers favour those who resemble themselves — same school, same hometown, same accent, same style. Hiring and promotion patterns reflect this.	Use structured interviews. Use scorecards before, not after, decisions. Have at least one

Bias	How It Shows Up	How the Inclusive Leader Counters It
		panel member from a different background.
Visibility Bias	Those who are visible to senior leaders — because their role is office-based, or because they are confident self-promoters — get more credit and more opportunities. Site staff and quieter performers are systematically undervalued.	Track who gets stretch assignments. Visit the site. Ask middle managers to surface unsung performers. Promote based on outcomes, not airtime.
Confirmation Bias	Once a leader has formed an opinion about someone ("a strong performer", "not promotable"), they read every subsequent action through that lens — noticing evidence that confirms and missing evidence that contradicts.	Reset assessments at intervals. Seek out evidence that contradicts your current view. Have one trusted peer challenge your team rankings before you finalise them.

CASE SCENARIO

The Acasia Townhouse Project Team

The Acasia Townhouse and Apartments project in Cantonments is a flagship Devtraco Plus development. Yaw Boateng, the Project Manager, has been assigned a multidisciplinary team of fourteen people to deliver the project: two architects (one senior with twenty years of experience, one mid-career), three civil engineers, two quantity surveyors, four site supervisors, a Talis property management liaison preparing for handover, a sales manager from Devtraco Plus, and a customer service officer handling pre-handover buyer queries.

Six months in, the project is technically on schedule but the team is fragmenting. Yaw notices three patterns in his Monday morning project meetings. First, the senior architect and the two quantity surveyors dominate discussion; the site supervisors rarely speak. Second, when the sales manager raises buyer concerns, the engineers visibly disengage — one was overheard calling sales "the people who complicate our lives". Third, the property management liaison, who is the most junior person at the table, has stopped contributing entirely, despite having flagged in private that there are several handover risks she sees coming.

Last week the Group CEO visited the site and asked Yaw how the team was doing. Yaw said "we're on schedule". The CEO replied: "I asked how the team was doing."

Discussion Questions

1. Identify the three predictable failure modes of diverse teams without inclusive leadership (Section 2.2) that are showing up in Yaw's project team. Provide specific evidence from the scenario for each.
2. Which of the five inclusive leadership behaviours is Yaw most clearly failing to practise? What would the behaviour look like in his Monday meeting?
3. The property management liaison and the customer service officer represent the post-handover and customer-facing voices. Why are these voices critical to a Devtraco Plus project? What would Yaw lose by their continued silence?
4. Yaw's response to the CEO ("we're on schedule") confused two things. What two things, and what is the cost of confusing them?
5. Design Yaw's revised Monday meeting agenda and ground rules for the next eight weeks. Aim for an inclusive team that still delivers on schedule.

2.6 Module 2 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

Q1. The five most operationally significant dimensions of diversity at Devtraco are:

- A) Gender, age, ethnicity, religion, and nationality.
- B) Functional, generational, contract-type, site vs office, and educational/linguistic.
- C) Department, job grade, salary band, location, and tenure.
- D) Experience, qualification, certification, performance rating, and potential.

Q2. Diverse teams typically outperform homogeneous teams on:

- A) Routine, predictable execution tasks.
- B) Complex, novel, high-stakes problem-solving — but only when well led.
- C) Any task, in any context, regardless of leadership quality.
- D) Tasks where everyone agrees from the start.

Q3. A junior staff member rarely speaks in meetings dominated by more senior colleagues. The inclusive leadership behaviour most relevant to addressing this is:

- A) Curiosity about people who are different.
- B) Active voice-seeking.
- C) Calling out exclusionary behaviour.
- D) Equitable allocation of opportunity.

Q4. A senior leader consistently promotes people who attended the same secondary school as they did. The bias at work is most likely:

- A) Visibility bias.
- B) Confirmation bias.
- C) Affinity bias.
- D) Hindsight bias.

Q5. Site-based artisans and crews most need their leader to provide:

- A) Frequent revisions to the project plan based on head-office strategy meetings.
- B) Clear, specific direction; respect for their craft; fair and timely payment; protection from arbitrary head-office decisions.
- C) Daily reports and quarterly board updates.
- D) Open-ended discussion about strategic priorities.

2.7 Recap of Chapter

- a. Diversity at Devtraco is more than the categories most commonly discussed in international literature. The five operationally significant dimensions are functional, generational, contract-type, site vs office, and educational/linguistic.
- b. Diverse teams outperform homogeneous teams on complex problems — but only when well led. Without inclusive leadership, diverse teams underperform homogeneous ones.
- c. The three predictable failure modes of diverse teams without inclusive leadership are voice asymmetry, in-group/out-group dynamics, and decision capture.
- d. Five inclusive leadership behaviours: curiosity about difference, awareness of personal bias, active voice-seeking, equitable allocation of opportunity, and calling out exclusionary behaviour.
- e. A leader adapts to different team types in a single week: artisans need direction and respect; supervisors need authority with backing; project managers need strategic context; sales need decisive backing; customer service needs empowerment; hospitality needs clear standards.
- f. Three biases most common in real estate leadership are affinity bias, visibility bias, and confirmation bias. Inclusive leaders learn to recognise and counter them.

SITUATIONAL LEADERSHIP

3.0 Learning Objectives

By the end of this module, participants will be able to:

- a. Explain Why No Single Leadership Style Is Universally Effective.
- b. Describe Goleman's Six Leadership Styles and Identify When Each Is Most Appropriate.
- c. Apply The Hersey-Blanchard Situational Leadership Model to Match Leadership Style To Follower Readiness.
- d. Diagnose The Situation In Front of Them Using A Simple Four-Question Framework.
- e. Recognise Their Own Default Style, Identify the Styles They Over-Use And Under-Use, And Design A Plan To Broaden Their Range.

ICEBREAKER ACTIVITY

Your Default Leadership Style

In one sentence, complete this statement: "When I am under pressure and a decision needs to be made, I tend to..."

Share your sentence with a partner. Discuss: is this what your team would say about you, if asked?

Is your default style serving you in every situation, or is there a category of situation where it backfires?

3.1 Why No Single Style Is Universally Effective

Among the most stubborn folk beliefs about leadership is that there is one best style — the "great leader" — and that the goal of personal development is to acquire it. The research and the practice both contradict this view. The most effective leaders across decades of study have proven to be those who can call upon different styles in different situations, deploying each at the moment it is most useful (Goleman, 2000).

A coercive style that wins in a crisis fails in a creative design conversation. A coaching style that develops a junior architect fails to keep a foreman on schedule when a concrete pour is two hours from start. A democratic style that builds team ownership of a strategic decision wastes hours if the decision is operationally trivial. Style must match situation — and the leader's skill is in reading the situation.

The Senior Leader Insight

Leaders who succeed across many years and many roles tend to be those with the widest stylistic range. Most leaders are competent in two styles, decent in one or two more, and weak or non-

existent in the rest. The development opportunity is rarely to perfect one style further; it is almost always to add a style to your range.

3.2 Goleman's Six Leadership Styles

Daniel Goleman's six-style framework (Goleman, 2000), based on emotional intelligence research and refined over two decades, is the most widely used leadership style model in modern management practice. Each style has its appropriate context. Skilled leaders move between them.

Style	In One Phrase	When to Use	When to Avoid
Coercive (Commanding)	"Do what I tell you."	Crisis. Safety incident on site. Immediate course correction needed.	Most ordinary work. Causes disengagement when over-used.
Authoritative (Visionary)	"Come with me."	When a new direction is needed. When the team needs context and confidence about the future.	When the expert on the team knows more than the leader. Risks ignoring contribution.
Affiliative	"People come first."	Healing rifts. Building trust. Through stressful periods.	Performance problems. Over-use creates an avoidance of necessary tough conversations.
Democratic	"What do you think?"	Building consensus. Generating buy-in. When the leader does not have the answer.	Crisis. Trivial operational decisions. When the team is not competent on the topic.
Pacesetting	"Do as I do, now."	When a competent, motivated team needs to deliver fast results.	Most situations. Over-used pacesetting burns out teams and signals distrust.
Coaching	"Try this."	Developing people. Long-term capability building. Stretch assignments.	Crisis. When the leader has no time. When the person has no interest in development.

Table 2: Goleman's Six Leadership Styles

Goleman's research found that the four styles producing the most consistently positive impact on climate — and ultimately on performance — are Authoritative, Affiliative, Democratic, and Coaching.

Coercive and Pacesetting produce strong results in narrow circumstances but damage climate when over-used. This does not mean Coercive and Pacesetting are wrong; it means they are emergency tools.

3.3 The Hersey-Blanchard Situational Leadership Model

Where Goleman's framework focuses on the leader's repertoire of styles, Hersey and Blanchard's Situational Leadership model (Hersey & Blanchard, 1969; Blanchard et al., 2013) focuses on matching style to follower readiness. The model is simple, durable, and intensely practical for daily management.

3.3.1 Diagnose Follower Readiness

Every team member, at every task, has two characteristics:

- **Competence** — Do they have the skill, knowledge, and experience to do this task well?
- **Commitment** — Do they have the confidence, motivation, and willingness to do it?

These two characteristics combine into four development levels (D1 to D4):

Level	Competence	Commitment	Typical Example at Devtraco
D1 — Enthusiastic Beginner	Low	High	A new graduate trainee in their first month at Devtraco Plus — keen to learn, but doesn't yet know how things are done.
D2 — Disillusioned Learner	Some	Low	A site supervisor six months in, now realising the role is harder than they thought — partial skills, frustration setting in.
D3 — Capable but Cautious	High	Variable	An experienced quantity surveyor on a new project type — has the technical skill but unsure of the specific Devtraco approach.
D4 — Self-Reliant Achiever	High	High	A senior foreman with twenty years at Devtraco — highly competent and self-motivated. Delivers consistently without close supervision.

3.3.2 Match Leadership Style to Development Level

Each development level calls for a different leadership style. The match is not optional; mismatch is the most common cause of avoidable team-management failure.

Match leadership style (S1–S4) to follower development level (D1–D4).

	Low Competence	Some Competence	High Competence
High Commitment	D1 → S1 Directing	—	D4 → S4 Delegating
Variable Commitment	—	D2 → S2 Coaching	D3 → S3 Supporting

The leader's job is to diagnose the situation correctly and supply the style the moment requires.

Figure 3: The Situational Leadership Matrix

Development Level	Style	What the Leader Does
D1	S1 — Directing	High direction, low support. Tell them what to do, show them how, set clear standards. Most of the conversation is the leader speaking.
D2	S2 — Coaching	High direction, high support. Still telling them what to do, but explaining why, listening to concerns, rebuilding commitment.
D3	S3 — Supporting	Low direction, high support. They know how; what they need is your confidence in them, your sounding-board, your encouragement.
D4	S4 — Delegating	Low direction, low support. Hand over the task entirely. Be available but stay out of the way. Recognise the outcome.

INSIGHT

The most common Hersey-Blanchard mismatch in real estate organisations is using S4 (Delegating) on D2 (Disillusioned Learner) staff — leaving them alone to "figure it out" when they need active coaching. The second most common is using S1 (Directing) on D4 (Self-Reliant Achiever) staff — micromanaging your most capable people, who will leave.

3.4 The Four-Question Situational Diagnosis

In daily leadership work, you cannot pause to run a formal framework before every interaction. But you can run a fast four-question mental check that synthesises Goleman and Hersey-Blanchard for any situation.

PRACTICAL TOOL / TEMPLATE

The Four-Question Situational Diagnosis

Before any consequential leadership conversation, ask yourself:

1. What kind of situation is this?

- Crisis (immediate, dangerous, time-bound) → Coercive / S1 Directing
- New direction needed → Authoritative / S2 Coaching
- Team morale / relationship → Affiliative / S3 Supporting
- Buy-in / decision quality → Democratic / S3 Supporting
- Capable team, fast delivery → Pacesetter / S4 Delegating (carefully)
- Development of an individual → Coaching / S2 or S3

2. Who am I dealing with — what is their development level on this task?

- D1 Enthusiastic Beginner / D2 Disillusioned Learner → more direction
- D3 Capable but Cautious / D4 Self-Reliant Achiever → more support and delegation

3. What is my own default style — and is it the right one here?

- If my default matches the situation, proceed.
- If not, deliberately step into a different style.

4. What will I do differently as a result?

- Name one specific behavioural choice for the next ten minutes of conversation.

3.5 Identifying and Broadening Your Range

Most leaders have two strong styles, one or two moderate styles, and one or two styles they almost never use. The development opportunity is rarely to perfect a strong style — it is to add the missing styles. A leader who is excellent at Pacesetter and Coercive but weak on Coaching and Democratic will hit a ceiling in their career when their teams begin to need development and consensus building, not pace and command.

3.5.1 How to Add a Style You Have Neglected

- a. Identify the style. Use the audit at the end of this module to be specific.
- b. Find a situation in the next 14 days where the missing style is the right choice.
- c. Deliberately practise it for the entirety of that interaction, even if it feels uncomfortable.
- d. Debrief afterwards — what worked, what felt awkward, what the team's reaction was.
- e. Repeat in a different situation within 14 days.

- f. After five deliberate practices, the style begins to feel natural and joins your active repertoire.

CASE SCENARIO

Nana's Three Conversations Before Lunch

Nana is the Operations Manager at Talis Property Services, responsible for the maintenance and resident-experience teams across the Devtraco Courts community in Tema Community 25. Last Wednesday morning, she had three conversations before lunch that defined her week.

Conversation 1 (7:30 am). A burst water main in Cluster 4 was flooding into two ground-floor units. Two of her maintenance staff were on the scene but unsure whether to shut the main valve (which would cut water to 60 units for several hours) or attempt to isolate the affected stretch. They called Nana for direction.

Conversation 2 (9:00 am). Nana met with Esi, a maintenance technician who joined Talis four months ago. Esi has shown technical aptitude but has begun arriving late, missing details on her reports, and was noticeably disengaged in last week's team meeting. She told a colleague she "didn't expect the job to be like this".

Conversation 3 (11:30 am). Nana met with Kwabena, her most senior maintenance lead, who has run his patch flawlessly for nine years. Kwabena had submitted a detailed proposal to redesign the preventive maintenance schedule across the entire community, drawing on what he has learned over the past three years. The proposal is thoughtful, technically sound, and would improve cost-efficiency by an estimated 18%. Kwabena is asking for Nana's approval to lead the implementation.

Discussion Questions

1. For Conversation 1, what Goleman style is appropriate? Why? What is Nana's job in that conversation?
2. For Conversation 2, diagnose Esi's development level using Hersey-Blanchard. What is the appropriate style and what does it look like in practice for the next 30 days?
3. For Conversation 3, diagnose Kwabena's development level. What is the appropriate style? Identify the specific risk Nana faces if she over-directs Kwabena.
4. If Nana's default style is Pacesetter (she prides herself on delivering fast and expects others to keep up), in which of the three conversations is her default style most likely to cause harm? Why?
5. Across the three conversations, what specific behaviours mark the difference between a one-style leader and a leader with full stylistic range?

3.6 Module 3 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

- Q1.** Goleman's research on six leadership styles concluded that:
- A)** There is one best style — the Authoritative — that all leaders should master.
 - B)** The most effective leaders use different styles at different moments, deploying each where it fits.
 - C)** Coercive and Pacesetter styles should never be used.
 - D)** Coaching is the only style required at senior levels.
- Q2.** Which Goleman style is most appropriate for a safety incident on a construction site requiring immediate evacuation?
- A)** Coaching.
 - B)** Democratic.
 - C)** Coercive (Commanding).
 - D)** Affiliative.
- Q3.** In Hersey-Blanchard terms, a new graduate trainee in their first month at Devtraco Plus — keen to learn but lacking competence — is at development level:
- A)** D1 — Enthusiastic Beginner.
 - B)** D2 — Disillusioned Learner.
 - C)** D3 — Capable but Cautious.
 - D)** D4 — Self-Reliant Achiever.
- Q4.** A site supervisor who has been in the role six months, has partial skills, and is becoming visibly frustrated with the challenges of the job is best matched with which Hersey-Blanchard leadership style?
- A)** S1 — Directing (high direction, low support).
 - B)** S2 — Coaching (high direction, high support).
 - C)** S3 — Supporting (low direction, high support).
 - D)** S4 — Delegating (low direction, low support).
- Q5.** The two most common Hersey-Blanchard mismatches in real estate organisations are:
- A)** Using S2 (Coaching) on D4 staff, and using S3 (Supporting) on D1 staff.
 - B)** Using S4 (Delegating) on D2 staff (leaving disillusioned learners alone), and using S1 (Directing) on D4 staff (micromanaging self-reliant achievers).
 - C)** Using S1 (Directing) on all staff regardless of level.
 - D)** Refusing to delegate any tasks.

PRACTICAL TASK

Style Audit and Range Expansion Plan

Score yourself 1–5 on each of Goleman's six styles — Coercive, Authoritative, Affiliative, Democratic, Pacesetter, Coaching — based on your honest current practice. Score 5 if you use the style consistently and effectively; 1 if you almost never use it.

Identify your top two styles (your "default range") and your bottom two styles (your "blind spots").

For each of your direct reports, plot them on the Hersey-Blanchard D1–D4 grid for the main task you currently expect from them.

For each direct report, identify whether you are using the matching style (S1–S4) for their development level. Where you are mismatched, document the cost of the mismatch.

Choose ONE of your blind-spot styles. Identify one upcoming situation in the next 14 days where that style is the right choice. Commit to using it deliberately, even if uncomfortable. Document what happens.

Bring your style audit, your team plot, and your blind-spot experiment results to the next session.

3.7 Recap of Chapter

- a. No single leadership style is universally effective. The strongest leaders have the widest stylistic range.
- b. Goleman's six styles are Coercive, Authoritative, Affiliative, Democratic, Pacesetter, and Coaching. Each has its appropriate context.
- c. Hersey-Blanchard matches leadership style to follower readiness across four development levels (D1–D4) and four leadership styles (S1–S4).
- d. D1 (Enthusiastic Beginner) needs Directing; D2 (Disillusioned Learner) needs Coaching; D3 (Capable but Cautious) needs Supporting; D4 (Self-Reliant Achiever) needs Delegating.
- e. The two most common mismatches are using Delegating on Disillusioned Learners (abandonment) and using Directing on Self-Reliant Achievers (micromanagement).
- f. A four-question diagnosis: What kind of situation? What is the development level? What is my default? What will I do differently?
- g. Development is rarely about perfecting your strongest style; it is almost always about adding a style you have neglected.

COMMUNICATION AND FEEDBACK

4.0 Learning Objectives

By the end of this module, participants will be able to:

- Apply The Four-Element Communication Model To Diagnose Breakdowns In Their Own Communication.
- Practise The Five Levels of Listening and Identify Which Level They Typically Operate At.
- Give Performance Feedback Using the SBI (Situation-Behaviour-Impact) Model.
- Conduct Difficult Conversations Using a Structured Five-Step Approach Without Escalation Or Avoidance.
- Communicate Effectively Across the Cross-Cultural and Cross-Functional Realities Of Devtraco.

ACTIVITY

The Conversation You Are Avoiding

Think of a conversation you currently know you should have with someone on your team — but have not yet had. It could be about performance, attitude, conflict, or expectations. Why have you not had it? What are you afraid will happen?

Share with a partner. By the end of this module, you should have the framework to have that conversation. Set a specific date in the next 14 days when you will have it.

4.1 The Four-Element Communication Model

Communication is the most heavily used and least frequently mastered leadership skill. Most managers believe they communicate well; their teams often disagree. The gap is rarely about vocabulary; it is about understanding what communication actually is. At the simplest level, communication has four elements (Shannon & Weaver, 1949; refined by Berlo, 1960):

STEP 1 SENDER	STEP 2 MESSAGE	STEP 3 CHANNEL	STEP 4 RECEIVER
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- **Sender.** The person initiating the communication. Their state, credibility, and intent shape what is sent.
- **Message.** The content being transmitted — words, tone, body language, written text, action. The message is not just the words.
- **Channel.** The medium through which the message travels — face-to-face, phone call, WhatsApp, email, memo, site notice board, video call. Channel choice profoundly affects what arrives.

- **Receiver.** The person decoding the message. Their state, context, expectations, and language shape what they understand.

A breakdown can occur at any element. When a message has not landed, the disciplined leader asks: was the sender clear and credible? Was the message complete? Was the channel right? Was the receiver in a state to receive? Diagnosis precedes correction.

4.1.1 The Channel Decision

One of the most consequential daily choices a leader makes is which channel to use. The medium is part of the message. A site instruction on a safety issue should not go by WhatsApp at 11:00 pm. A difficult performance conversation should not happen by email. A team-wide policy change should not be announced first on the WhatsApp group. The wrong channel is one of the most common sources of avoidable confusion and offence.

Channel	Best For	Avoid For
Face-to-face	Difficult conversations, coaching, sensitive feedback, relationship-building, complex decisions.	Bulk routine information distribution.
Video call	Remote 1-on-1s, cross-site coordination, important decisions when face-to-face is impossible.	Quick yes/no questions.
Phone call	Urgent matters, clarifications, time-sensitive coordination.	Lengthy explanations that need a record.
WhatsApp / messaging	Quick coordination, time-sensitive updates, informal team rhythm.	Performance feedback, difficult conversations, formal communications.
Email	Formal communications, records, multi-stakeholder updates, decisions that need a trail.	Time-sensitive matters, emotional or sensitive subjects.
Site notice / memo	Wide-circulation policy or safety information, written-record requirements.	Personal or developmental feedback.

4.2 The Five Levels of Listening

If communication is the most heavily used leadership skill, listening is the most heavily neglected. Most leaders dramatically overestimate how well they listen. Covey (1989) identified five levels of listening, ascending from worst to best:

Level	Name	What It Looks Like
1	Ignoring	Not listening at all. Looking at the phone. Checking the time. Thinking about the next meeting.
2	Pretend Listening	Making the right noises ("mm-hmm", "right", "okay") but not processing. The speaker can tell.
3	Selective Listening	Catching the parts that interest you or fit your existing view. Missing the rest.
4	Attentive Listening	Focused on the words being spoken. Trying to understand. This is where most "good listeners" operate.
5	Empathic Listening	Listening to understand the speaker's full meaning — their words, their feelings, their context, what they are not saying. The leader's standard.

Table 3: Five Levels of Listening

4.2.1 How to Practise Level-5 Empathic Listening

a. Be Physically Present: Phone face-down. Body turned. Eye contact appropriate to the cultural context.

b. Suspend Your Reply: Most listeners are formulating their response while the other person is still speaking. Stop. Listen first.

c. Reflect What You Heard: "What I'm hearing is..." Use the speaker's words, not your reformulation.

d. Ask One More Question.: "Tell me more about..." or "What else?" The most important thing is often what comes after the second question.

e. Allow Silence: After they finish, wait three seconds before responding. The most honest disclosures often come in that silence.

4.3 Giving Feedback: The SBI Model

Feedback is the single most underused leadership lever in most organisations. Leaders avoid it because it feels uncomfortable. Teams hunger for it because they cannot improve without it. The SBI model, developed by the Center for Creative Leadership (CCL, 2014), provides a simple, repeatable structure that makes feedback safe to give and useful to receive.

The SBI Model**S — Situation:****B — Behaviour:****I — Impact:***SBI works equally for positive recognition and for corrective feedback. Use it for both.***4.3.1 SBI in Practice — Two Examples****a. Recognition (Positive SBI)**

"Kojo, in this morning's site briefing [Situation], when you stopped the team from starting the concrete pour to double-check the rebar inspection paperwork [Behaviour], you protected us from what would have been a serious quality issue and a delayed handover. That kind of judgement is exactly what I expect from a senior site supervisor. [Impact]"

b. Correction (Developmental SBI)

"Akua, in yesterday's project review meeting with the architectural team [Situation], when the senior architect raised concerns about the kitchen fittings and you interrupted twice before he finished his point [Behaviour], it shut down the conversation and we missed his actual concern, which I think we needed to hear. Going forward, please let him complete his thinking before responding. [Impact]"

4.3.2 Three Rules for Effective Feedback

a. Timely: Within 24–48 hours of the behaviour. Feedback delivered weeks later loses most of its value.

b. Specific: Not "you have a bad attitude" but "in this specific moment, you did this specific thing".

c. Private for correction; public for recognition: Reprimand in private; praise in public. The reverse is one of the most common Ghanaian workplace complaints.

4.4 The Five-Step Difficult Conversation

Some conversations are not routine feedback. They are the conversations leaders dread; about poor performance, broken trust, persistent attitude, conflict between team members, ethical concerns. These are the difficult conversations, and avoiding them is the most expensive form of leadership cowardice (Patterson et al., 2012).

A structured five-step approach turns the difficult conversation from an emotional event into a manageable process. The leader's job is to follow the steps, not to control the emotion.

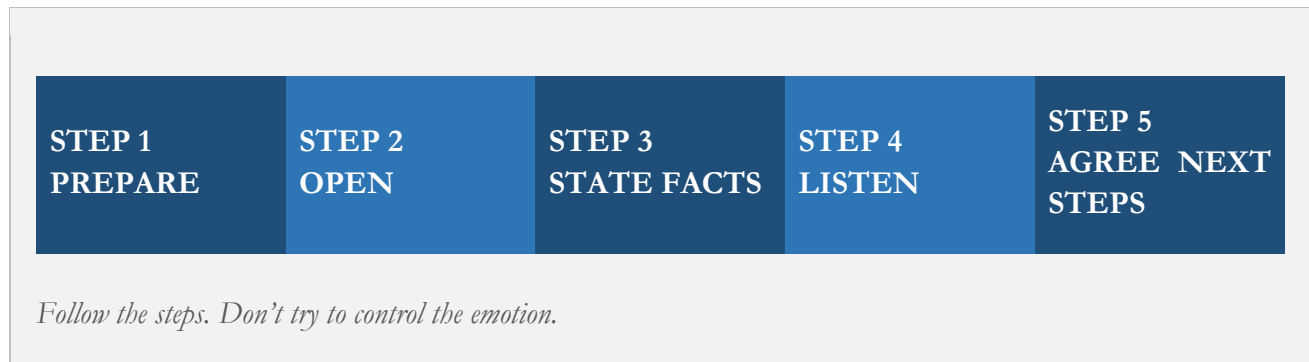


Figure 4: The Five-Step Difficult Conversation

4.4.1 Prepare

Before the conversation: clarify your own intent (what outcome do you want?), gather specific facts (dates, examples, evidence), check your own emotional state (are you angry? give it 24 hours), choose the right time and place (private, uninterrupted), and plan your opening sentence.

4.4.2 Open with Respect and Clarity

Begin with the purpose of the conversation in one or two sentences. "Kweku, I want to talk with you about something I've been observing over the past three weeks that I think is going to affect your work and our team if we don't address it. I value working with you and I want us to find a way forward together."

4.4.3 State the Facts, Not the Story

Describe the observable facts, not your interpretation. "On the 12th, you missed the deliverable. On the 18th, you arrived two hours late. On the 23rd, you did not respond to three messages from the customer service team." Avoid words like "always" and "never". Avoid characterisations like "lazy" or "disrespectful".

4.4.4 Listen to the Other Side

Pause. Genuinely ask: "What is your perspective on what I've just described?" Listen at Level 5. There is almost always context the leader does not have. The conversation may shift course based on what you hear — and that is appropriate. This is the step most leaders skip, and most regret skipping.

4.4.5 Agree on Specific Next Actions

Close with a clear, mutual agreement: what will change, who will do what, by when, and how you will both know it has changed. Write it down (a brief follow-up email, copied to the person) so there is a record. Set a specific follow-up date.

4.5 Communicating Across Devtraco's Contexts

Devtraco operates across multiple communication contexts in a single working day. A leader who can read the room, site vs office, junior vs senior, internal vs customer, has a meaningful operational advantage.

Context	Communication Principles
Head Office (Noi Fetreke / Airport Residential)	English-default. Written records expected. Decisions documented. Hierarchy respected but participation expected. Faster, transactional pace.
Construction Site (Devtraco Courts, etc.)	Mixed English and local languages. Practical, instruction-based language. Respect for craft hierarchy (master mason, foreman, supervisor). Direction must be clear and unambiguous. Avoid jargon that excludes site staff.
Sales Suite (Devtraco Plus showrooms)	Premium, hospitality-grade tone. Language adjusted to client — diaspora buyers, expatriates, returning Ghanaians, local high-net-worth. Multi-language capability often valuable.
Resident Communities (Devtraco Courts)	Service-oriented, empathetic, solution-focused. Mixed demographics — families with young children, professionals, retirees. Communication must work across all groups.
Hospitality Operations (Pelican Hotel Apartments)	International hospitality protocol. Multi-language signage and service. Highly polished standards of address.
Senior Leadership / Board	Concise, evidence-based, decision-oriented. Risks and options surfaced. No surprises. Strategic framing.

CASE SCENARIO

Esi and the Site Supervisor at Forte Residences

Esi is the Site Manager for the Forte Residences project, an exclusive gated community of eighteen contemporary townhouses being developed by Devtraco Plus. Reporting to her is Kweku, a site supervisor with twelve years of experience, who manages the day-to-day execution. Over the past three weeks, Esi has observed a pattern. Twice, Kweku has approved work that did not meet the Devtraco Plus quality standard (a finishing variance on the staircase tiling; a paint colour mismatch on an external wall) and the issues had to be redone, costing days. Once,

Kweku failed to communicate a delivery delay to the architectural team, leading to wasted time and a tense email exchange. The customer service officer mentioned to Esi that a buyer who visited the site to inspect their unit was given inaccurate information by Kweku about the handover date.

Esi knows Kweku is fundamentally a competent supervisor with a strong relationship with the artisans. She also knows that if she ignores the pattern, the issues will compound and may damage the project. She has been putting off the conversation for four days now — partly because she's busy, partly because she's unsure how to raise it without damaging the relationship.

Discussion Questions

1. Esi has three observable behaviours from Kweku. Apply SBI to each. Write out the exact words you would use as Esi.
2. Should Esi treat this as routine feedback (three separate SBI conversations) or as a single difficult conversation? Justify your choice.
3. Walk through the five-step difficult conversation framework for Esi's upcoming conversation with Kweku. What is her opening sentence? What facts will she state? What questions will she ask?
4. What channel should Esi use — face-to-face, email, phone, WhatsApp? Why?
5. After the conversation, what is the specific follow-up Esi should set, and what is the documentation she should create?

4.6 Module 4 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

Q1. The four elements of the basic communication model are:

- A) Speaking, listening, reading, writing.
- B) Sender, Message, Channel, Receiver.
- C) Email, WhatsApp, Phone, Meeting.
- D) Intent, Words, Tone, Body language.

Q2. Empathic listening (Level 5) involves:

- A) Listening only to the words being spoken.
- B) Listening to understand the speaker's full meaning — their words, their feelings, their context, what they are not saying.
- C) Listening for the parts that match your own view.
- D) Nodding politely while planning your response.

Q3. In the SBI feedback model, the letters stand for:

- A) Strengths, Behaviours, Improvements.

- B) Situation, Behaviour, Impact.
- C) Skills, Behaviour, Initiative.
- D) See, Believe, Inspire.

Q4. A senior leader publicly criticises a team member in front of colleagues. This violates which feedback principle?

- A) Feedback must be timely.
- B) Feedback must be specific.
- C) Correction should be private; recognition should be public.
- D) Feedback should be balanced.

Q5. The step in the difficult conversation framework that leaders most commonly skip and most regret skipping is:

- A) Prepare.
- B) Open with respect and clarity.
- C) State the facts, not the story.
- D) Listen to the other side.

PRACTICAL TASK

Practise SBI and Have the Conversation You Are Avoiding

Identify three specific behaviours from your team in the last 7 days that deserve recognition. For each, write out the full SBI statement. Deliver at least two of them face-to-face or by phone in the next 5 days.

Identify two specific behaviours from your team in the last 14 days that need corrective feedback. Write out the full SBI statement for each. Deliver them, privately, in the next 7 days. Take the difficult conversation you identified in this module's icebreaker activity. Walk through the five-step framework on paper: prepare, opening sentence, facts, listening questions, next actions.

Hold the conversation within the next 14 days. Use the channel decision framework to choose face-to-face.

Within 48 hours after the conversation, debrief with yourself: what went as planned? What surprised you? What was the outcome? What follow-up did you agree?

Bring your SBI examples and difficult conversation debrief to the next session.

4.7 Recap of Chapter

- a. The four-element communication model, Sender, Message, Channel, Receiver — helps diagnose where breakdowns occur. The medium is part of the message.
- b. Five levels of listening, ascending: Ignoring, Pretend, Selective, Attentive, Empathic. The leader's standard is Level 5 — listening for the speaker's full meaning.
- c. SBI — Situation, Behaviour, Impact — is the simplest repeatable structure for feedback. It works for both recognition and correction.
- d. Three rules for feedback: timely (24–48 hours), specific (observable behaviour, not labels), private for correction and public for recognition.
- e. Difficult conversations follow a five-step framework: Prepare, Open, State Facts, Listen, Agree on Next Actions. The most commonly skipped step is Listen.
- f. A leader adapts communication to context: head office (English-default, written record), site (mixed-language, practical, clear), sales (premium, hospitality-grade), resident community (service-oriented), hospitality (international protocol), and senior leadership (concise, evidence-based).

CONFLICT RESOLUTION

5.0 Learning Objectives

By the end of this module, participants will be able to:

- Distinguish Productive Conflict from Destructive Conflict and Recognise When Intervention Is Required.
- Identify The Six Most Common Sources of Conflict In Real Estate Operations.
- Apply The Thomas-Kilmann Five Conflict Modes and Select the Appropriate Mode For the Situation.
- Conduct A Structured Five-Step Conflict Resolution Conversation Between Two Parties.
- Mediate Between Teams When Conflict Crosses Organisational Boundaries.
- Handle Escalated Grievances and Formal Disciplinary Matters in Line With HR Policy And Natural Justice.

ACTIVITY

The Conflict You Have Not Resolved

In your work history, identify a conflict you witnessed or were part of that was not resolved well — perhaps it festered, perhaps a good colleague left, perhaps the team's performance dropped. Share with a partner: what was the conflict actually about (often not what it appeared to be on the surface)? What did the leader do, or fail to do? With hindsight, what should have happened?

5.1 Productive Vs Destructive Conflict

Conflict is not, in itself, a problem. A team that never disagrees is a team where some members have stopped contributing or where everyone is thinking the same thing — both worrying signs. Productive conflict, focused on ideas and decisions, is the engine of better decisions. Destructive conflict, focused on personalities and blame, damages teams and outcomes (Lencioni, 2002).

Productive Conflict	Destructive Conflict
About ideas, decisions, or the work itself	About people, character, or personalities
Specific, focused, and time-bound	Diffuse, generalised, and persistent
Direct — raised with the person involved	Indirect — raised with everyone except the person involved
Resolved with a decision or agreement	Resolved by exit, exclusion, or avoidance
Strengthens the team and the relationship	Damages the team and the relationship

Productive Conflict	Destructive Conflict
The leader's job is to surface it and direct it	The leader's job is to address it before it spreads

INSIGHT

A common misjudgement in Ghanaian organisational culture is the avoidance of all conflict for the sake of harmony. The cost of harmony purchased at the price of unresolved issues is high — it merely defers the conflict into private complaints, team gossip, and eventual defection. Effective Devtraco leaders make space for productive conflict in the open and address destructive conflict before it spreads.

5.2 Six Sources of Conflict In Operations

Conflict follows recognisable patterns. Recognising the source is half of resolving the conflict. Six sources are particularly common in real estate operations:

Source	How It Appears at Devtraco
1.Resource Constraints	Competition for the same scarce resources — budget, time on the critical path, the best site team, senior management attention. Project A vs Project B; Phase 1 vs Phase 2.
2.Role and Responsibility Ambiguity	"Whose decision is this?" "Who approved that variation?" "Was this the architect's call or the project manager's?" Unclear ownership produces predictable conflict.
3. Goal Misalignment	Sales wants to close the unit this month; construction needs another two weeks to finish snagging. Cost control wants to defer; design wants to upgrade. Different goals optimised independently produce conflict at the seams.
4. Style and Personality Clashes	A meticulous quantity surveyor and an agile project manager. A direct site supervisor and a relationship-driven sales executive. Different working styles, both legitimate, in proximity.
5.Communication Failures	A decision made and not communicated. An assumption held but never tested. A WhatsApp message misread for tone. Many "conflicts" are at root communication problems.

Source	How It Appears at Devtraco
6. Values and Ethics Differences	Disagreement about what the right thing to do actually is — quality vs speed, transparency vs discretion, formal process vs flexibility. These are the deepest and require the most careful leadership.

Table 4: Six Sources of Conflict In Operations

5.3 The Thomas-Kilmann Conflict Modes

Developed in 1974 and refined extensively since, the Thomas-Kilmann Conflict Mode Instrument (Thomas & Kilmann, 1974) identifies five distinct ways of handling conflict, plotted on two dimensions: assertiveness (the degree to which a person pursues their own concerns) and cooperativeness (the degree to which they accommodate others' concerns).

The five modes plotted on two dimensions: assertiveness (the degree to which I pursue my own concerns) and cooperativeness (the degree to which I accommodate the other party's concerns).

	Low Cooperativeness	Moderate	High Cooperativeness
High Assertiveness	COMPETING	—	COLLABORATING
Moderate	—	COMPROMISING	—
Low Assertiveness	AVOIDING	—	ACCOMMODATING

Effective leaders develop range across all five modes. The mode that fits the situation, not the leader's default, should be chosen.

Figure 5: The Thomas-Kilmann Conflict Modes

Mode	When to Use	Risks
1. Competing (high assertive, low cooperative)	Emergencies. Unpopular but necessary decisions. Defending against exploitation.	Damages relationships. Suppresses information. Over-use creates a culture of fear.
2. Collaborating (high assertive, high cooperative)	Important issues where both perspectives matter. Combining different viewpoints to find better solutions.	Time-intensive. Inappropriate for trivial issues. Can stall decisions.
3. Compromising (moderate on both)	When goals are moderately important. When opposing forces are equally strong. As a temporary settlement.	Both parties may feel unsatisfied. Can produce mediocre outcomes.
4. Avoiding (low assertive, low cooperative)	When the issue is trivial. When emotions are too hot. When the cost of confrontation exceeds the benefit.	Issues fester. Critical concerns go unaddressed. Most over-used mode.
5. Accommodating (low assertive, high cooperative)	When you are wrong. When the issue matters more to the other party. To preserve harmony on minor matters.	You give up things you needed. Pattern of accommodation signals weakness.

INSIGHT

The most common Thomas-Kilmann pattern in real estate organisations is over-use of Avoiding (issues left to fester) combined with occasional over-use of Competing (when avoidance fails and the leader pushes through under pressure). The neglected modes are usually Collaborating and Accommodating. A leader who builds their range of modes resolves conflict more effectively than one who has a single default.

5.4 The Five-Step Conflict Resolution Conversation

When the leader needs to resolve a conflict between two parties — typically two team members, or two functions — a structured five-step approach turns confrontation into problem-solving. The leader's role is to facilitate, not to judge.

STEP 1 SET GROUND RULES	STEP 2 EACH SIDE SPEAKS	STEP 3 IDENTIFY THE REAL ISSUE	STEP 4 GENERATE OPTIONS	STEP 5 AGREE & DOCUMENT
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5.4.1 Set Ground Rules

Open the meeting by establishing how it will work. "We are here to find a way forward. We will hear each side fully. Interruptions will be stopped. We are looking at the issue, not attacking each other. By the end of this conversation, we will have a path forward."

5.4.2 Each Side Speaks (Uninterrupted)

Each party in turn describes the situation from their perspective. Strict no-interruption rule. The leader actively listens (Module 4, Level 5) and may summarise what they heard after each side speaks. Both parties must feel they have been fully heard before resolution is possible.

5.4.3 Identify the Real Issue

After both sides have spoken, the leader names what the conflict is actually about. Often this is not what either party initially said. It may be a resource issue dressed as a personality clash. It may be an unclear role boundary disguised as poor communication. Naming the real issue often releases tension and unlocks resolution.

5.4.3 Generate Options

Ask both parties: "Given what we have established is the real issue, what are the possible ways forward?" Generate options together. Three or four is enough. Avoid jumping to the leader's preferred solution; the parties' own ownership of the solution is what makes it stick.

5.4.4 Agree and Document

Select the option both parties can live with. Document the agreement: who will do what, by when, and how you will all check that the issue has been resolved. Set a 14-day follow-up. End with: "Are we all genuinely committed to this?"

5.5 Mediating Between Teams and Functions

In organizations, much conflict crosses organisational boundaries. Construction vs Sales. Design vs Construction. Talis Property vs the original Devtraco Limited or Plus team. Head office vs site. These cross-team conflicts cannot be resolved by either team alone, and they are particularly damaging because they affect the customer experience and the brand.

5.5.1 Five Rules for Cross-Team Conflict Mediation

- a. Get the Right People in the Room:** Both team leads, not just the staff who clashed. The decision-makers, not just the messengers.
- b. Surface the Underlying Goal Misalignment:** Cross-team conflict is almost always rooted in misaligned objectives or success metrics. Name them.
- c. Establish Shared Accountability:** Both teams own the resolution and the prevention of recurrence. Neither is "the problem".
- d. Escalate When Necessary:** Some cross-team conflicts require senior management to adjust structural issues (KPIs, processes, ownership). Do not pretend to resolve at unit level what only Group can resolve.
- e. Build the Relationship After the Issue:** A one-off mediation is insufficient. After resolving the specific issue, set up a regular working rhythm between the teams to prevent recurrence.

5.6 Grievances, Disciplinary Matters, And Natural Justice

Some workplace conflicts escalate into formal grievances or disciplinary matters. These require careful handling — both because of the wellbeing of the individuals involved and because of the legal and reputational exposure to Devtraco. The principles of natural justice (Ghanaian Labour Act, 2003, Act 651) require:

- a. The right to be heard:** The employee must be informed of the allegation in writing and given an opportunity to respond.
- b. The Right to a Fair Hearing:** The matter must be heard by an impartial party, not the person who has already formed a view.
- c. The right to Representation:** For serious matters, the employee may be accompanied by a colleague or, where applicable, a union representative.
- d. The Right to Appeal:** The employee must have access to a higher level of management to review the decision.

When to Involve HR

Any conflict matter involving any of the following should be escalated to HR immediately and not handled informally by the line manager:

- Harassment, discrimination, or bullying allegations

- Safety, fraud, or ethical violations
- Persistent underperformance that may lead to formal capability proceedings
- Disputes between staff that have escalated beyond two attempts to resolve informally
- Any matter where legal advice or written documentation will be required

CASE SCENARIO

The Snagging Standoff at The Edge

The Edge is a Devtraco Plus luxury apartment development in Labone. Twelve units are ready for handover next month — buyers have made significant payments and are pressing for keys. The Sales Director, Adwoa, has committed handover dates to all twelve buyers in writing. The Construction Lead, Kojo, has reported to Adwoa that four of the twelve units still have unresolved snagging items (paint finish, kitchen fittings, plumbing inspection) that fall below Devtraco Plus quality standards. He is refusing to release those four units until snagging is fully complete — estimated three more weeks. Adwoa believes the issues are minor enough that handover can proceed, with snagging completed in the units after move-in.

Two weeks ago, this disagreement escalated. Adwoa sent an email to Kojo with the Group CEO copied, accusing the construction team of being "perfectionist to the point of damaging the customer relationship". Kojo replied, copying back, defending construction's standards and accusing sales of "selling what hasn't been built". Both teams are now refusing to attend joint coordination meetings. The buyers are calling the sales office daily asking what is happening. You are the Head of Operations, both teams report to you. The CEO has asked you to resolve this by end of week.

Discussion Questions

1. Identify which of the six sources of conflict (Section 5.2) are at work here. Be specific.
2. Which Thomas-Kilmann modes have Adwoa and Kojo each been using? What mode does the situation now require, and why?
3. Walk through how you would apply the five-step conflict resolution conversation to a joint meeting with Adwoa and Kojo on Monday morning. What ground rules? What is the real issue beneath the surface disagreement?
4. Identify the structural problem this conflict has surfaced (a misalignment between two teams' success metrics that should not be left to recur). What would you recommend to senior management?
5. How do you communicate to the twelve buyers during the next week, while resolution is being worked out?

5.7 Module 5 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

Q1. Productive conflict is best characterised as:

- A) Conflict where one party clearly wins.
- B) Any disagreement that is voiced loudly.
- C) Conflict that is about ideas, decisions, or the work itself — specific, direct, and resolved with a decision.
- D) Conflict that is suppressed for the sake of harmony.

Q2. The Sales team wants to close a unit this month; the Construction team needs two more weeks to complete snagging. The most likely source of conflict here is:

- A) Personality clash.
- B) Goal misalignment between functions.
- C) Communication failure.
- D) Resource constraints.

Q3. In the Thomas-Kilmann conflict modes, the mode characterised by HIGH assertiveness and HIGH cooperativeness, suited to important issues where both perspectives matter, is:

- A) Competing.
- B) Avoiding.
- C) Compromising.
- D) Collaborating.

Q4. The most common Thomas-Kilmann pattern in real estate organisations is:

- A) Over-use of Collaborating, leading to slow decision-making.
- B) Over-use of Avoiding (letting issues fester) combined with occasional Competing under pressure.
- C) Constant Accommodating, leading to walk-overs.
- D) Refusal to engage in any conflict mode.

Q5. When a workplace conflict involves an allegation of harassment, the line manager's correct first action is:

- A) Mediate the conflict informally between the two parties.
- B) Investigate the matter personally and reach a conclusion.
- C) Escalate the matter immediately to HR and follow formal procedures including the principles of natural justice.
- D) Ask both parties to write apology letters.

PRACTICAL TASK

Conflict Audit and Resolution Practice

List every active conflict you are currently aware of in your unit or across your stakeholder map. Include conflicts you have been avoiding.

For each conflict, identify the most likely source from the six categories (resource, role ambiguity, goal misalignment, style, communication, values).

For each conflict, identify the Thomas-Kilmann mode you have been using (or that the parties have been using). Be honest.

Pick the ONE conflict that is most damaging to your team's effectiveness and that you have been avoiding. Schedule the resolution conversation in the next 10 working days.

Walk through the five-step framework on paper before the conversation: ground rules, opening for each party, listening prompts, hypothesised real issue, options to surface, agreement format. Hold the conversation. Within 48 hours, document the outcome and set the 14-day follow-up. Bring your debrief to the next session.

5.8 Recap of Chapter

- a. Conflict is not inherently negative. Productive conflict, focused on ideas, is the engine of better decisions. Destructive conflict, focused on personalities, damages teams.
- b. Six sources of conflict in real estate operations: resource constraints, role ambiguity, goal misalignment, style differences, communication failures, and values/ethics differences.
- c. Thomas-Kilmann identifies five conflict modes: Competing, Collaborating, Compromising, Avoiding, Accommodating. Each has its place; over-reliance on one is the typical failure pattern.
- d. The five-step conflict resolution conversation: Set Ground Rules, Each Side Speaks, Identify the Real Issue, Generate Options, Agree and Document.
- e. Cross-team conflict requires both leads in the room, surfacing underlying goal misalignment, shared accountability, escalation where structural change is required, and a working rhythm to prevent recurrence.
- f. Harassment, discrimination, fraud, safety, ethical concerns, and persistent disputes must be escalated to HR. The principles of natural justice apply: right to be heard, fair hearing, representation, and appeal.

PERFORMANCE MANAGEMENT

6.0 Learning Objectives

By the end of this module, participants will be able to:

- a. Describe The Four Phases of The Performance Management Cycle and The Leader's Role In Each.
- b. Set SMART Goals and Team-Level Okrs (Objectives and Key Results) That Align with Devtraco Entity Strategy.
- c. Conduct Coaching Conversations Using the GROW Model (Goal, Reality, Options, Will).
- d. Run A Structured Annual Performance Review and Quarterly Check-In.
- e. Manage Underperformance Professionally Through a Performance Improvement Plan (PIP), Without Avoidance and Without Escalation.
- f. Recognise And Reward High Performance in Ways That Retain and Stretch Top Talent.

ACTIVITY

Your Worst Performance Review

Think back to the worst performance review you have ever experienced — as the person being reviewed or as the reviewer. What made it bad? Was it the conversation itself, the surprises in it, the lack of follow-up, the absence of evidence?

Share with a partner. Identify the three things that distinguish a strong performance management conversation from a weak one. This module will give you the framework to deliver the former, every time.

6.1 The Performance Management Cycle

Performance management, properly understood, is not a once-a-year event. It is a continuous cycle of four phases that operates across the year, with formal touchpoints reinforcing what good leaders are already doing in their daily one-on-ones (Aguinis, 2019).



Phase	What Happens	The Leader's Job
PLAN	Goals are set at the start of the year and cascaded from entity strategy. Each team member knows what they are accountable for and what success looks like.	Set clear, measurable goals. Align with Devtraco entity strategy. Confirm understanding. Document the agreement.
DO	Throughout the year, the work happens. Daily and weekly leadership shapes how the work happens — coaching, feedback, course correction.	Hold weekly or fortnightly 1:1s. Give SBI feedback (Module 4). Coach using GROW. Remove obstacles.
REVIEW	Formal review conversations — typically a mid-year check-in and an end-of-year appraisal. Plus informal quarterly check-ins.	Gather evidence throughout the year (no surprises). Hold structured reviews. Provide honest, calibrated ratings.
REWARD	Recognition, compensation adjustments, promotion, stretch assignments, and development investment based on performance.	Recognise publicly. Reward differentially — top performers must feel it. Address underperformance promptly.

Table 5: Performance Management Cycle

INSIGHT

The single most damaging error in performance management is treating it as a once-a-year compliance exercise: goals filed in January, ignored until November, then dusted off for the appraisal. Every effective Devtraco leader builds performance management into the weekly rhythm of work.

6.2 Goal-Setting: Smart Goals and OKRs

The starting point of performance management is goals. Vague goals produce vague performance. Two frameworks dominate modern practice: SMART for individual goals, and OKRs for team alignment with strategy (Drucker, 1999; Doerr, 2018).

6.2.1 SMART Goals

A goal is SMART when it is:

- **Specific** — A clear outcome, not a vague aspiration. Not "improve customer service" but "reduce average customer issue resolution time from 4 days to 2 days at Talis."
- **Measurable** — A number, a rate, a date, or an evidenced standard. If you cannot tell whether the goal was achieved, it is not measurable.

- **Achievable** — A genuine stretch but within reach. Goals that the person believes are impossible produce disengagement, not effort.
- **Relevant** — Connected to the entity strategy and the person's role. Every goal should link upward to something that matters.
- **Time-bound** — A deadline. End of Q2. By 30 September. Within 90 days. "Ongoing" is not a goal.

6.2.2 OKRs — Objectives and Key Results

OKRs translate strategy into team-level commitments. An OKR has one Objective (a qualitative aspiration) and three to five Key Results (quantitative measures of progress towards the objective). OKRs work particularly well for project teams, sales teams, and customer-facing functions.

Sample OKRs for Devtraco Functions

Devtraco Plus Sales Team — Q1 OKR

Objective: Establish Devtraco Plus as the first-choice luxury developer for diaspora buyers

- KR1: Close 15 unit sales to diaspora buyers, totalling at least US\$8M in contract value
- KR2: Achieve average customer satisfaction score of 4.5/5 across post-sale surveys
- KR3: Convert at least 8 leads from the Ghana Property Expo London into signed reservations
- KR4: Reduce average sales cycle from first contact to reservation from 95 days to 70 days

Talis Property Services — Q2 OKR

Objective: Deliver an exceptional resident experience at Devtraco Courts

- KR1: Reduce average maintenance issue resolution time from 4.0 days to 2.5 days
- KR2: Achieve 95% on-time service charge collection across 1,200+ residents
- KR3: Increase resident NPS (Net Promoter Score) from 32 to 45
- KR4: Reduce repeat maintenance complaints by 30%

6.3 The Grow Coaching Model

Between the goal and the result lies the coaching conversation. The GROW model, developed by Whitmore (2009) and now the most widely used coaching framework in management practice, provides a simple structure for the conversation a leader has with a team member who is working through a problem, an opportunity, or a development challenge.

STEP 1 GOAL	STEP 2 REALITY	STEP 3 OPTIONS	STEP 4 WILL
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G — Goal

"What do you want to achieve in this conversation? In this project? In your role?" Establish the destination before discussing the journey. Without a clear goal, the conversation drifts.

R — Reality

"Where are you now? What is actually happening? What have you tried? What is in the way?" The leader's job here is to listen and ask, not to diagnose. The team member often discovers the real problem in the act of describing it.

O — Options

"What could you do? What else? If anything were possible, what would you try?" Generate several options together. Resist the temptation to supply the answer; the team member's ownership of the option is what makes it work.

W — Will

"What will you do? By when? How will you know it worked? What support do you need from me?" Move from possibility to commitment. Document the commitment. Set the follow-up.

The Senior Leader Insight

Most managers, when a team member brings a problem, default to giving advice or solving the problem themselves. This is faster in the moment, but it teaches the team member to keep bringing problems rather than learning to solve them. GROW takes longer the first few times — and faster every time thereafter, because the team member is becoming the leader you need them to be.

6.4 Structured Performance Reviews

Formal review conversations are the moments of truth in any performance management system. The annual appraisal carries the most weight; quarterly check-ins maintain the cadence. Both follow a structure.

6.4.1 The Annual Performance Review

PRACTICAL TOOL / TEMPLATE

Annual Review Conversation Structure (60–90 minutes)

Before the meeting:

- Both the leader and the team member complete a written self-assessment against the goals set at the start of the year.

- The leader gathers evidence: project outcomes, peer feedback, customer feedback, attendance, specific examples of behaviour against the Devtraco values.
- No surprises rule: any concern raised in the review should already have been raised at least once during the year through SBI feedback or a one-on-one.

During the meeting:

- Open with purpose and tone. "This is your annual review. The purpose is to look back honestly, decide where to invest in your development, and set goals for the year ahead."
- Discuss results against each of the goals set 12 months ago. Use evidence, not opinion.
- Discuss behaviours against the Devtraco values — not just what was achieved, but how.
- Listen first to the team member's view. They will often surface what you would have said.
- Share your assessment and rating, with rationale.
- Discuss development priorities for the year ahead — strengths to leverage, gaps to close.
- Discuss career aspirations and your view of their trajectory at Devtraco.
- Set new goals for the year ahead together.

After the meeting:

- Document the agreed goals, development plan, and rating in writing within 48 hours.
- Schedule the first quarterly check-in for 12 weeks out.

6.4.2 Quarterly Check-Ins

A 30–45 minute conversation every quarter, structured around four questions:

1. How are you tracking against the goals we set?
2. What is working well that we should continue?
3. What is in your way that I can help with?
4. Are the goals still right, or has something changed that means we should adjust?

6.5 Managing Underperformance

Underperformance is the test of any performance management system. Leaders who avoid the difficult conversation — hoping the issue resolves itself, redistributing the work to other team members, complaining privately to peers — are the leaders who damage their teams the most. The high performers notice that the underperformer is being carried, and they disengage or leave.

Managing underperformance professionally has a structure. The structure protects both the employee (clear expectations, fair process) and the organisation (defensible documentation, due process).

6.5.1 The Performance Improvement Plan (PIP)

PRACTICAL TOOL / TEMPLATE

PIP Structure

Step 1: Diagnose

Is this underperformance due to capability (skill gap), commitment (motivation), clarity (unclear expectations), conditions (obstacles outside their control), or culture (the role no longer fits)? Each cause has a different remedy.

Step 2: Document the gap

Write down the specific performance gap with evidence — not "poor attitude" but "missed three of the last four submission deadlines (12 January, 28 January, 14 February); customer escalation on 22 February relating to delayed response."

Step 3: Hold the PIP conversation

Use the five-step difficult conversation framework from Module 4. Be clear: this is a formal Performance Improvement Plan. The expected improvements are specific and time-bound. The consequences of not meeting them are explicit.

Step 4: Set the improvement plan

Specific outcomes to be achieved. Specific actions the employee will take. Specific support the leader will provide. Specific timeline — typically 30, 60, or 90 days depending on the role.

Step 5: Monitor weekly

Weekly review meetings during the PIP period. Document each meeting. Adjust support where needed; do not adjust the standards.

Step 6: Reach a decision

At the end of the PIP period, one of three outcomes: (a) performance has improved and is sustained — close the PIP, return to normal management; (b) partial progress, extend with explicit conditions; (c) insufficient progress — move to next steps under Devtraco HR policy, with HR fully engaged.

When the Difficult Decision is the Right Decision

In some cases, despite a fair PIP, the right answer is that the role does not fit the person. Allowing the situation to drag on indefinitely is a disservice to the underperformer (who is unhappy), to the rest of the team (who are carrying them), and to the customers (who are not being served). A respectful, well-managed exit — with dignity preserved, due process followed, and HR fully engaged — is the mature outcome.

6.6 Recognising and Retaining High Performance

The mirror image of managing underperformance is recognising and stretching high performers. The most common reason high performers leave is not money; it is the absence of recognition,

development, and stretch. Devtraco invests in identifying and recruiting high performers; the leader's job is to keep them and grow them.

6.6.1 *Four Things High Performers Need From Their Leader*

a. Recognition That is Specific: "Great job" is forgettable. "The way you handled the diaspora client on Friday — explaining the legal process clearly, anticipating their questions about title — was exactly the standard we should be setting" lands.

b. Stretch that Grows Them: New projects, broader scope, exposure to senior leadership, presentations to the Board, cross-functional assignments. High performers leave organisations that do not grow them.

c. Differential Reward: High performers must feel the difference — in compensation, in opportunity, in attention. If everyone gets the same, the message to top talent is that performance does not matter.

d. A Career Conversation: Annual at minimum, ideally semi-annual. Where do they want to be in 3 years? In 7 years? What is the Devtraco path that takes them there? Without this conversation, they are conducting it with recruiters from your competitors.

CASE SCENARIO

Joyce and the Two Sales Executives

Joyce is the Sales Manager at Devtraco Plus, with a team of six sales executives selling luxury units across The Address, NoVA, and Forte Residences. Two of her direct reports are at opposite ends of the performance spectrum.

Abena has been with Devtraco Plus for three years. In her first 18 months she was the top performer on the team, consistently delivering 120–140% of target, with a strong reputation among diaspora clients. Over the past nine months her numbers have slipped to 85% of target. She still closes deals but seems flatter. In her last quarterly check-in she said the work has become "predictable" and she is "not learning anymore." She has not asked to leave, but Joyce knows she has been approached by another luxury developer.

Nii is a newer hire, eight months in. His numbers are at 55% of target. He missed several follow-up commitments to clients. The marketing team has complained about lead-handling delays. In conversations with Joyce, he is enthusiastic and full of plans, but the execution does not follow. Joyce has had two informal SBI feedback conversations with him over the last three months, with no sustained improvement.

It is now mid-March. Joyce has 30 minutes scheduled with each of them this Thursday for a quarterly performance check-in.

Discussion Questions

1. Abena is a high performer who is plateauing. Apply the four things high performers need (Section 6.6) to her situation. What does Joyce specifically need to do in the Thursday meeting and in the next 90 days?
2. Nii is showing the early pattern of underperformance. Diagnose the most likely cause from the five categories (capability, commitment, clarity, conditions, culture). What evidence in the scenario supports your diagnosis?
3. Should Joyce escalate Nii to a formal PIP at this Thursday's meeting, or have one more developmental coaching conversation first? Justify your answer with reference to what has and has not yet been tried.
4. Walk through how Joyce would use the GROW model in her Thursday conversation with Abena.
5. Twelve months from now, in the best-case scenario, where are Abena and Nii? What specific leadership actions get Joyce to those outcomes?

6.7 Module 6 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

Q1. The four phases of the performance management cycle are:

- A) Hire, Train, Review, Promote.
- B) Plan, Do, Review, Reward.
- C) Goal, Reality, Options, Will.
- D) Strategy, Tactics, Operations, Outcomes.

Q2. A SMART goal must be:

- A) Strict, Mandatory, Authoritative, Routine, Tracked.
- B) Specific, Measurable, Achievable, Relevant, Time-bound.
- C) Strategic, Marketing-led, Aspirational, Real, Top-down.
- D) Solid, Manageable, Aligned, Reasonable, Targeted.

Q3. The GROW coaching model stands for:

- A) Goal, Reflect, Outcome, Win.
- B) Grow, Review, Optimise, Work.
- C) Goal, Reality, Options, Will.
- D) Generate, Refine, Organise, Wait.

Q4. The "no surprises" rule in annual performance reviews means:

- A) The leader should never give the team member any rating they did not expect.

- B) Any performance concern raised in the annual review should already have been raised at least once during the year through SBI feedback or a one-on-one.
- C) The team member should not be told the review date in advance.
- D) The leader should avoid asking the team member any difficult questions.

Q5. The most common reason high performers leave their organisations is:

- A) Insufficient base pay.
- B) The absence of recognition, development, and stretch from their manager.
- C) Long commutes.
- D) Excessive workload.

PRACTICAL TASK

Apply GROW and Write a PIP

Identify ONE direct report whose performance is currently below where it needs to be. Diagnose the underperformance using the five categories: capability, commitment, clarity, conditions, or culture.

Write a draft Performance Improvement Plan for that person, using the six-step PIP structure in Section 6.5. Include specific evidence, specific outcomes required, specific support you will provide, and specific timeline.

Identify ONE direct report who is a high performer. Schedule a 45-minute career conversation with them in the next 14 days. Prepare three open questions about where they want their career to go.

For ONE current challenge that a direct report has brought to you, hold a 30-minute GROW conversation: Goal, Reality, Options, Will. Resist the urge to give answers. Document what they decided to do.

Review your last set of annual goals for each direct report. Audit them against SMART. Where any goal is not measurable or not time-bound, revise it in conversation with the team member. Bring your PIP draft, your GROW conversation debrief, and your revised SMART goals to the next session.

6.8 Recap of Chapter

- a. Performance management is a continuous four-phase cycle: Plan, Do, Review, Reward. The work happens in the Do phase; the leader's daily one-on-ones determine outcomes more than the annual appraisal does.
- b. SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) are the standard for individual goal-setting. OKRs translate strategy into team-level commitments with quantitative key results.
- c. GROW (Goal, Reality, Options, Will) is the most widely used coaching framework. It teaches team members to solve problems rather than bring them to the leader.

- d. Annual reviews follow a structured rhythm: gather evidence, no surprises, evidence-based discussion, calibrated ratings, development plan, new goals. Quarterly check-ins maintain cadence.
- e. Underperformance is managed through a Performance Improvement Plan with six steps: diagnose, document, hold the conversation, set the plan, monitor weekly, reach a decision. Avoiding the conversation damages the team most.
- f. High performers leave for absence of recognition, development, stretch, and differential reward — not for money. The leader's job is to provide all four.

BUILDING A POSITIVE WORK ENVIRONMENT

7.0 Learning Objectives

By the end of this module, participants will be able to:

- a. Define psychological safety and explain why it is the foundation of high-performing teams.
- b. Apply the four-stage trust ladder (inclusion, learner, contributor, challenger safety) to build trust progressively.
- c. Build accountability without blame using the principles of the team-accountability framework.
- d. Diagnose and improve collaboration across Devtraco entities and functions — the operational expression of the "Win Together" value.
- e. Recognise their role as a shaper of team culture and lead with deliberate culture-building behaviours.
- f. Establish and use team norms or a team charter to reinforce the culture they want.

ACTIVITY

The Best Team You Have Been Part Of

Think back to the best team you have ever been part of — at Devtraco or anywhere else. What made it the best team? Be specific: not "good people" but what the team did, how the leader behaved, how decisions were made, how conflict was handled.

Share with a partner. Across both your examples, identify the three to five characteristics that distinguished those teams from average teams.

7.1 Psychological Safety — The Foundation

In a multi-year study of 180+ teams at Google, the single variable that most consistently predicted team performance was not the talent of the team members, not the seniority of the team leader, not the team's size or composition. It was psychological safety — the shared belief among team members that the team is safe for interpersonal risk-taking (Edmondson, 1999, 2018).

Definition

"Psychological safety is the shared belief that the team is safe for interpersonal risk-taking — that you can speak up, ask a question, admit a mistake, raise a concern, or disagree, without fear of being humiliated, punished, or marginalised."

Edmondson, A. (1999, 2018)

Psychological safety is not the absence of accountability. It is the precondition for it. In an unsafe team, people hide mistakes — which means problems compound. In a safe team, people surface

mistakes early — which means problems are solved quickly. In an unsafe team, junior staff defer to senior — which means the team's knowledge is wasted. In a safe team, the best idea wins regardless of who says it.

7.1.1 Signs Your Team Lacks Psychological Safety

- No one disagrees in meetings, even when decisions are clearly suboptimal.
- Mistakes are concealed and only surface when they cause damage.
- Concerns and risks are raised in private corridors but not in the formal forum.
- Junior staff stop contributing after the second time they are dismissed or talked over.
- Bad news is delivered late, in writing, and only when there is no alternative.
- "Why didn't anyone tell me?" is a recurring question from senior leaders.

7.2 The Four Stages of Psychological Safety

Psychological safety is not binary; it develops progressively across four stages (Clark, 2020). Effective leaders build their teams through each stage in turn. A team at Stage 1 cannot operate at Stage 4 — the foundation must be in place.

STEP 1 1. INCLUSION SAFETY	STEP 2 2. LEARNER SAFETY	STEP 3 3. CONTRIBUTOR SAFETY	STEP 4 4. CHALLENGER SAFETY
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Stage	What It Means	The Leader Behaviour That Builds It
Stage 1: Inclusion Safety	I feel I belong here. I am respected as a person regardless of my role, background, or seniority.	Greet everyone by name. Include site staff and head-office staff in the same meetings where relevant. Reject any culture of "us vs them" between functions.
Stage 2: Learner Safety	I can learn here. I can ask questions, admit I don't know, and try new things without being humiliated.	Model "I don't know" as a leader. Reward the question, not just the answer. Treat mistakes during learning as expected, not as failures.
Stage 3: Contributor Safety	I can contribute fully. My ideas are taken seriously. My work matters.	Solicit input actively. Use ideas, with credit. Give people real

Stage	What It Means	The Leader Behaviour That Builds It
		authority within their scope, not just responsibility.
Stage 4: Challenger Safety	I can challenge the status quo, including my leader, without retaliation.	Actively invite challenge: "What am I getting wrong here?" Welcome dissent. Protect those who disagree publicly. Change your mind in public when challenged correctly.

Table 6: Four Stages of Psychological Safety

7.3 Accountability Without Blame

A common misconception is that creating a positive, supportive work environment means lowering accountability. The opposite is true. Lencioni (2002) identified accountability as one of the five foundations of any high-performing team, and demonstrated that high-trust teams hold each other to higher standards than low-trust teams.

The Lencioni five-foundation pyramid frames the relationship between trust, conflict, commitment, accountability, and results:

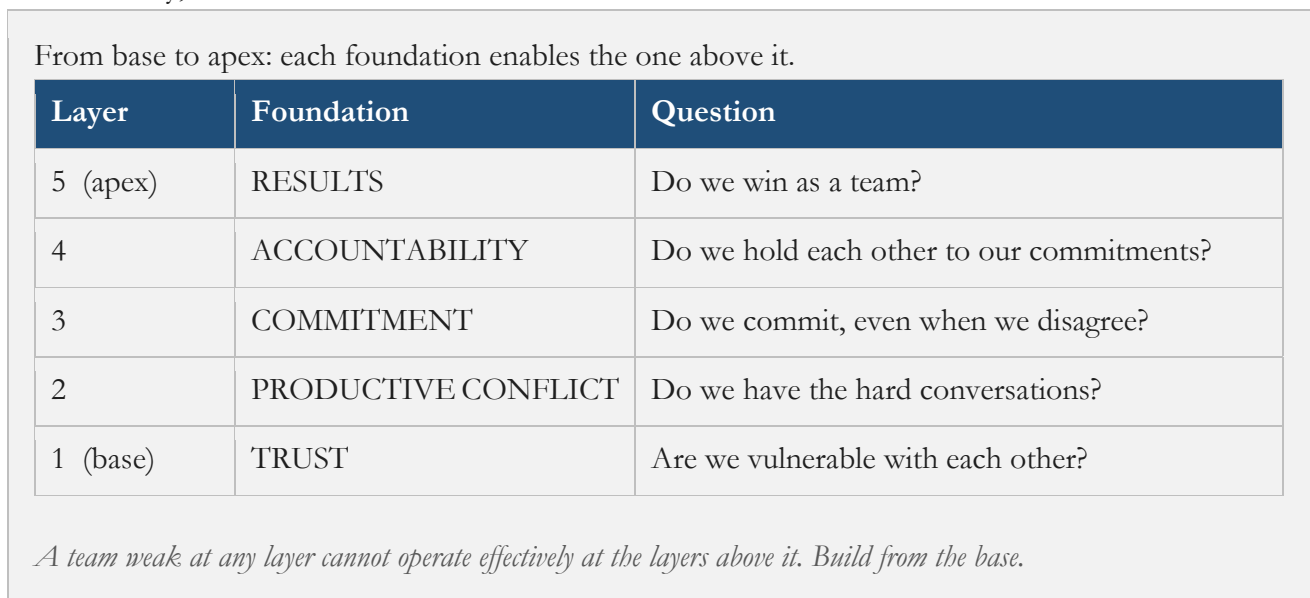


Figure 6: The Lencioni Five Foundations Pyramid

- **Trust:** Team members are willing to be vulnerable with one another — admitting mistakes, weaknesses, and the need for help.
- **Productive Conflict:** Built on trust, teams engage in productive conflict about ideas (not personalities). The hard questions get asked.
- **Commitment:** Because every voice was heard in the conflict, every member commits to the decision — even those who disagreed with it.
- **Accountability:** Because everyone committed, the team holds each other accountable to the commitment. Peers, not just leaders, call out drift.
- **Results:** A team operating on this foundation produces team results, not just individual achievements.

7.3.1 Accountability Without Blame — The Practice

When something goes wrong, the unhealthy team plays one of two games: protecting the guilty (no one is named) or hunting for someone to blame (a scapegoat is found). The healthy team plays a third game: investigating the system that produced the failure, holding the right people accountable, and improving the system to prevent recurrence.

Blame Culture	Accountability Culture
"Whose fault was this?"	"What happened, and how do we prevent it next time?"
Punishment first, learning second (if ever)	Learning first, consequences as appropriate
Mistakes are concealed	Mistakes are surfaced early
Single individual blamed; system not examined	Individual responsibility and system improvement both addressed
Result: people protect themselves	Result: people improve the work

7.4 Collaboration Across Devtraco Entities

"Win Together", the first stated value of Devtraco Group is, in operational practice, a discipline of cross-entity collaboration. A Devtraco Plus luxury project relies on Fabrico's construction, on Talis' property management after handover, on the Group's legal and finance functions, and increasingly on the Hospitality entity for serviced offerings. None of those entities can deliver the customer promise alone.

Cross-entity collaboration fails predictably when leaders are accountable only for the performance of their own unit, when entity-level KPIs reward unit optimisation at the expense of Group outcomes, and when relationships between unit heads are transactional rather than relational.

7.4.2 *Four Disciplines of Cross-Entity Collaboration*

a. Shared Customer Outcome: Name the shared outcome at the level of the customer or resident, not at the level of the entity. "The diaspora buyer who closes on Forte Residences and receives the keys" is a shared outcome; "Plus closes the sale" and "Fabrigo finishes the build" are entity outcomes that can compete.

b. Joint Operating Rhythm: Regular, scheduled meetings between unit heads of collaborating entities. Not just when something goes wrong. Weekly during active projects; monthly otherwise.

c. Shared Metrics Where Possible: A handover process measured both by the speed Plus closes the sale and by the snagging quality Fabrigo achieves. A maintenance issue measured both by Talis' resolution time and by the original construction quality. Where structures permit, build shared KPIs.

d. Investment in the Relationship: Unit heads who know each other personally collaborate faster than those who only meet over disputes. Build the relationship before you need it.

7.5 **Culture as a Leadership Output**

Culture is often discussed as if it were something that exists independent of the leaders — something a team "has." This is misleading. Culture is the cumulative output of the leadership decisions and behaviours that the team observes (Schein, 2010). What gets rewarded, what gets ignored, what gets punished; who gets promoted, who gets retained, who gets exited; how the leader behaves under pressure, how decisions are made under uncertainty — these signals add up to the culture.

Every leader is, whether deliberately or not, shaping their unit's culture. The deliberate leader shapes culture in line with the Group values. The undeliberate leader shapes whatever culture their own habits produce.

7.5.1 *Six Levers a Leader Uses to Shape Culture*

a. What they Pay Attention To: What gets measured, asked about, and discussed in meetings signals what matters.

b. How they Respond to Crises: Behaviour under pressure is read by the team as the leader's true values.

c. Who they Promote, Hire, Exit, And Recognize: These decisions are the loudest culture signal.

d. How They Allocate Their Own Time and Attention: A leader who spends time on quality is signalling quality matters; one who only attends to schedule is signalling schedule trumps all.

e. Stories They Tell About the Team's Past: Which decisions, which people, which moments get retold creates the team's self-understanding.

f. Symbols and Rituals They Create: Onboarding ceremonies, team huddles, recognition moments, project closing rituals — these embed culture more powerfully than policies.

7.6 Establishing Team Norms and Charters

A team charter is a short, written document agreed by the team that codifies how they will work together. It is not a values poster; it is a working agreement. The most useful charters are produced collaboratively in 90 minutes and revisited every six months.

PRACTICAL TOOL / TEMPLATE

Team Charter Template

1. Our Purpose

What is this team here to achieve? (One paragraph.)

2. Our Goals This Quarter

Three to five specific, measurable outcomes we are committed to. (Sourced from entity strategy.)

3. How We Meet

Weekly team meeting (day, time, length, agenda). One-on-ones (frequency, format). Communication channels (when to use email, WhatsApp, in-person). Decision-making approach.

4. How We Treat Each Other

How we run meetings (e.g., everyone speaks; no interruptions; phones away). How we give feedback (e.g., SBI; timely; private for correction, public for recognition). How we disagree (e.g., on ideas, not people; raised directly, not through gossip).

5. How We Handle Mistakes

Surface early. Investigate the system. Learn out loud. No blame games.

6. How We Recognise and Celebrate

Specific moments, specific behaviours, specific rituals.

7. How We Review This Charter

Every six months as a team. Anyone can call for a review earlier.

CASE SCENARIO

The Cross-Entity Handover Team at The Edge

The Edge in Labone is a Devtraco Plus luxury development entering its handover phase. A newly-formed cross-entity team has been assembled to manage the transition: three people from Devtraco Plus (sales, customer service, and the project manager), two from Fabrico (the construction lead and a quality assurance officer), and two from Talis Property Services (the incoming community manager and a maintenance lead).

The team has been meeting for six weeks. Mariama, the Devtraco Plus customer service officer, is the formal coordinator. She has noticed several patterns in the meetings. First, the Fabrico construction lead, Kojo Mensah, rarely speaks in the first half of meetings; when he does speak, it is to push back on something the sales team has said, often sharply. Second, when the Talis community manager (the most junior person in the room, only three months at Devtraco) tried to raise a concern about water-pressure issues in two units she had inspected, the Plus project manager said "that's a construction issue, not a Talis issue, leave it to us" and the topic moved on.

Third, Mariama has noticed that decisions made in the meeting often get re-litigated in private after the meeting. The sales team complains separately about Fabrico's "perfectionism", and Fabrico complains separately about sales "promising what construction can't deliver". Trust between the two entity teams appears low. Last week, when an issue arose that affected two buyers directly, no one on the team raised it for four days because each entity thought it was the other's problem.

Mariama has been asked by the Head of Operations to make the team work better. She has been given full authority to redesign the team's rhythm and ground rules.

Discussion Questions

1. Diagnose the team's psychological safety against the four stages (Inclusion, Learner, Contributor, Challenger). Which stages is the team operating at, and which has it not yet reached? Provide specific evidence.
2. The water-pressure incident with the Talis community manager illustrates a specific safety failure. Which stage was breached, and what was the cost to the team and the project?
3. Apply the four disciplines of cross-entity collaboration to redesign the team's operating rhythm. Be specific about what changes.
4. Design the first team charter Mariama should propose. Walk through the seven sections.
5. When the next issue arises that affects buyers, what should happen differently than what happened last week? What culture change does that depend on?

7.7 Module 7 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

Q1. Psychological safety is best defined as:

- A) The absence of any disagreement on a team.
- B) A culture where mistakes are never discussed.
- C) The shared belief that the team is safe for interpersonal risk-taking — speaking up, admitting mistakes, raising concerns without fear of humiliation or punishment.
- D) A team where everyone agrees with the leader.

Q2. The four stages of psychological safety, in order, are:

- A) Trust, Conflict, Commitment, Accountability.
- B) Inclusion safety, Learner safety, Contributor safety, Challenger safety.
- C) Comfort, Confidence, Curiosity, Courage.
- D) Plan, Do, Review, Reward.

Q3. When something goes wrong, an accountability culture (as distinct from a blame culture) asks:

- A) "Whose fault was this?"
- B) "Who can we punish to set an example?"
- C) "What happened, and how do we prevent it next time?"
- D) "Why are we even discussing this?"

Q4. Cross-entity collaboration at Devtraco fails most predictably when:

- A) Unit heads meet too often.
- B) Each unit is accountable only for its own performance, with KPIs that reward unit optimisation at the expense of Group outcomes.
- C) There are too many shared KPIs.
- D) Unit heads have personal relationships with each other.

Q5. Culture is best understood as:

- A) A fixed property of the organisation that leaders inherit.
- B) A poster of values on the office wall.
- C) The cumulative output of the leadership decisions and behaviours that the team observes — what gets rewarded, what gets ignored, what gets promoted.
- D) A topic for HR but not for line management.

PRACTICAL TASK

Psychological Safety Audit and Team Charter

Conduct a psychological safety audit of your own team using Edmondson's seven questions (a copy is in Appendix C of this manual). Score yourself first, then ask three trusted team members to score the team anonymously. Compare the gaps.

For the lowest-scoring dimension, identify one specific leader behaviour you will change in the next 30 days. Be concrete.

Schedule a 90-minute team meeting in the next 21 days dedicated to producing a team charter. Walk through the seven sections in Section 7.6 together. Document and circulate the charter within 5 days of the meeting.

Identify one cross-entity relationship that is critical to your unit's performance (e.g., your relationship with Talis, with Fabrico, with Plus, with Hospitality). Score the four disciplines of cross-entity collaboration. Where you score lowest, set one specific action with the counterpart unit head.

Review your last six significant leadership decisions (a hire, a promotion, a project allocation, a recognition decision, a response to a mistake, an allocation of attention). For each, identify what culture signal it sent and whether that signal was deliberate.

Bring your psychological safety audit results, draft team charter, and the cross-entity action to the next session.

7.8 Recap of Chapter

- a. Psychological safety — the shared belief that the team is safe for interpersonal risk-taking — is the strongest single predictor of team performance.
- b. Safety builds progressively through four stages: Inclusion, Learner, Contributor, Challenger. Each stage requires specific leader behaviours.
- c. High accountability and high psychological safety are complementary, not opposed. High-trust teams hold each other to higher standards than low-trust teams.
- d. The Lencioni model frames the relationship: Trust enables productive Conflict, which produces genuine Commitment, which enables Accountability, which delivers Results.
- e. Cross-entity collaboration at Devtraco — the operational expression of "Win Together" — requires shared customer outcomes, joint operating rhythm, shared metrics where possible, and investment in personal relationships before they are needed.
- f. Culture is a leadership output. Six levers shape it: what the leader pays attention to, how they respond in crisis, who they promote/exit/recognise, how they allocate their time, the stories they tell, and the symbols and rituals they create.
- g. A team charter — produced collaboratively, revisited every six months — codifies how the team works together. It is a working agreement, not a values poster.

ENGAGEMENT, COACHING AND MOTIVATION

8.0 Learning Objectives

By the end of this module, participants will be able to:

- Define Employee Engagement and Distinguish It From Satisfaction.
- Apply The Twelve Engagement Drivers Identified by Gallup's Long-Running Research.
- Distinguish Intrinsic from Extrinsic Motivation and Design Rewards That Build, Rather Than Erode, Intrinsic Motivation.
- Establish A One-On-One Rhythm as The Core Management Ritual.
- Conduct Stay Interviews to Surface What Their Best People Need to Stay.
- Coach Effectively, Distinguishing Coaching from Mentoring And Managing.
- Develop Future Leaders Through Deliberate Succession Behaviours.

ACTIVITY

Why You Stay Where You Stay

Without thinking about it for too long, write down the three things that keep you at Devtraco today — the things that, if they disappeared, would make you start to look elsewhere. Be honest. Share with a partner. How many of your three are about pay? How many are about the work itself, the people, the development, the purpose? Most leaders find pay is not in their top three. The implication: what you do as a leader matters more than what HR can pay.

8.1 Engagement — What It Is and Why It Matters

Engagement is the emotional commitment an employee has to their organisation and its goals. Engaged employees give discretionary effort — the work that goes beyond the minimum job description and that distinguishes great delivery from adequate delivery. Disengaged employees do the minimum required. Actively disengaged employees do less than the minimum and harm the work of those around them (Gallup, 2024).

	Engaged	Not Engaged	Actively Disengaged
Discretionary effort	High	Low	Negative
Speaks about Devtraco externally	As an advocate	Neutrally	As a critic
Mistakes	Surfaced and learned from	Concealed	Used to justify disengagement

	Engaged	Not Engaged	Actively Disengaged
Likely to stay	High	Moderate	Until something better appears

Engagement vs Satisfaction

Satisfaction asks whether the employee is content. Engagement asks whether they are committed. A satisfied employee may do exactly what is required and no more; an engaged employee does what is required and looks for what should be done that isn't. For an organisation like Devtraco — in a competitive market, pursuing ambitious growth — engagement is what matters.

8.2 The Twelve Engagement Drivers

Gallup's long-running global research, now spanning more than three decades and millions of employees in dozens of countries, has identified twelve specific elements that predict employee engagement (Buckingham & Goodall, 2019; Gallup, 2024). These twelve are not survey questions; they are the things employees need from their immediate manager and workplace.

#	Driver	What the Leader Provides
1	Clear Expectations	I know what is expected of me at work.
2	Tools and Resources	I have what I need to do my work well.
3	Opportunity to Do Best Work	I have the opportunity to do what I do best every day.
4	Recognition	In the last 7 days, I have received recognition for good work.
5	Care from Manager	Someone at work cares about me as a person.
6	Encouragement for Development	Someone at work encourages my development.
7	Opinion Counts	At work, my opinions seem to count.
8	Mission and Purpose	The mission of my company makes me feel my job is important.
9	Quality Standards	My colleagues are committed to doing quality work.
10	Best Friend at Work	I have a best friend at work.

#	Driver	What the Leader Provides
11	Progress Conversations	In the last 6 months, someone has talked to me about my progress.
12	Learning and Growth	In the last year, I have had opportunities at work to learn and grow.

Table 7: The Twelve Engagement Drivers

INSIGHT

Of the twelve drivers, the leader directly influences at least eight (1, 2, 3, 4, 5, 6, 7, 11, 12) through their daily behaviour. Three more (mission, quality standards, friendship) are heavily shaped by the leader's culture-building. Engagement is overwhelmingly a local management variable, not an HR variable.

8.3 Intrinsic Vs Extrinsic Motivation

Motivation is the energy behind sustained effort. Decades of research, synthesised most accessibly in Daniel Pink's (2009) book *Drive*, distinguish between two kinds of motivation:

- a. Extrinsic Motivation:** Driven by external rewards and punishments: pay, bonuses, promotion, fear of losing the job. Effective for routine, predictable tasks where the path from effort to reward is clear.
- b. Intrinsic Motivation:** Driven by the work itself: doing it well, learning, contributing to something meaningful. Effective for complex, creative, judgement-based work, which is most of the work that leaders are paid to lead.

A counterintuitive finding from this body of research: extrinsic rewards can erode intrinsic motivation when over-used, particularly for complex work. The architect who originally loved designing residential spaces becomes the architect who only thinks about the bonus. The leader's job is to use extrinsic rewards as recognition of intrinsic motivation, not as a substitute for it.

8.3.1 Pink's Three Drivers of Intrinsic Motivation

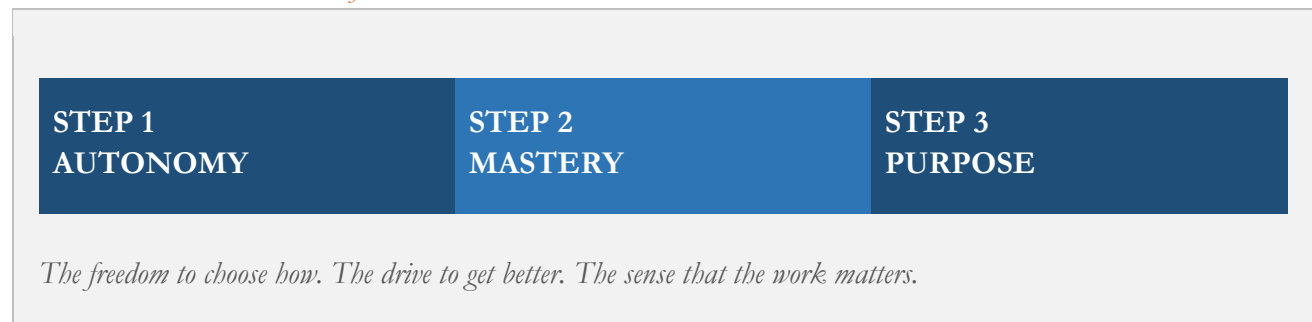


Figure 7: Pink's Three Drivers Of Intrinsic Motivation

a. Autonomy: The freedom to decide how, when, and with whom to do the work. Not unlimited freedom, but meaningful discretion within a clear outcome.

b. Mastery: The drive to get better at something that matters. People are motivated by the chance to develop skill, regardless of whether they are already paid for it.

c. Purpose: The sense that the work matters to something larger than oneself. At Devtraco, purpose is built into the mandate: every project enhances the quality of life of Ghanaians.

8.3.2 Herzberg's Hygiene vs Motivators

A related framework, developed earlier but still operationally useful, distinguishes hygiene factors (the absence of which causes dissatisfaction) from motivators (the presence of which drives engagement) (Herzberg, 1968).

Hygiene Factors (Dissatisfiers)	Motivators (True Engagers)
Pay and benefits	Achievement and recognition
Working conditions	Meaningful work
Company policies	Responsibility and autonomy
Supervision and management practices	Advancement and growth
Job security	Personal development
If absent or poor: people become dissatisfied. If present and good: dissatisfaction is removed but not engagement created.	These are what actually drive engagement and discretionary effort.

8.4 The One-On-One — The Core Management Ritual

Of all the management rituals available to a leader, the recurring one-on-one with each direct report is the most powerful. The team meeting addresses the team's shared work; the one-on-one addresses the individual. Most engagement drivers and motivation levers are activated, or neglected, in the one-on-one.

8.4.1 Recommended Rhythm

- Frequency: Weekly for most direct reports. Fortnightly is the absolute minimum.
- Duration: 45–60 minutes. Not 15 minutes. The time signals that the person matters.
- Location: Distraction-free. Phones away. Door closed (or, if on site, somewhere genuinely private).
- Cancellation rule: 1:1s are cancelled only for true emergencies, not for "I've got a lot on this week". Repeated cancellation signals the person does not matter.

PRACTICAL TOOL / TEMPLATE

A Useful 1:1 Template (45 minutes)

First 15 minutes — Their agenda

- "How are you?" (Then listen — the answer is rarely what they say first.)
- "What is on your mind that we should discuss?"
- Topics they bring — from the work, from the team, from their career, from their life as it affects work.

Next 15 minutes — The work

- Progress against current goals.
- Obstacles you can help remove.
- Decisions either of you need from the other.

Last 15 minutes — Their development

- Feedback (SBI — both recognition and correction).
- Development priorities. What are they learning? What are they trying?
- Career trajectory. What is the next stretch? The next role? The 3-year horizon?

Close

- "What is the one thing you most want me to do or stop doing as your manager?"
- Confirm any commitments and the date of the next 1:1.

8.5 Stay Interviews — Learning Why People Stay (While They Still Do)

Organisations spend significant resources on exit interviews — learning why people leave, after they have left. A more useful practice is the Stay Interview — a structured conversation with each high-performer once or twice a year to learn what is keeping them and what would make them leave.

PRACTICAL TOOL / TEMPLATE**The Stay Interview — Six Questions**

1. "What is the best thing about your role here? What gives you energy?"
2. "What is the worst thing? What drains energy? What frustrates you?"
3. "What would make you start to look for another job?"
4. "If you had three wishes for your role or for our team, what would they be?"
5. "What are you learning? What do you want to be learning that you're not?"
6. "What can I do, as your manager, that would make the biggest difference for you?"

Listen at Level 5. Take notes. Within 7 days, follow up on at least one thing the person raised. Run a Stay Interview with each high-performer at least annually.

8.6 Coaching, Mentoring, Managing — Distinguished

Leaders blur three distinct roles — coaching, mentoring, and managing — and lose the value of each. The most useful distinction is who owns the agenda and what is being developed.

Mode	Agenda Owned By	Primary Tool	Best For
Managing	The leader (or the organisation)	Direction, performance management	Day-to-day delivery of work and accountability for results.
Coaching	The team member	Questions; GROW model (Module 6)	Problem-solving, decision-making, and skill-building in the team member's current role.
Mentoring	The mentee	Advice based on the mentor's experience	Career navigation, longer-term development, transitions to new levels of seniority.

The skilled leader knows which mode they are in at any moment, and shifts between them deliberately. The same conversation may involve all three modes — a coaching question that surfaces a real

obstacle, a managing decision on the next quarter's priorities, a mentoring observation about the team member's career trajectory — but the modes do not collapse into each other.

8.7 Developing Future Leaders — The True Test

The final test of a leader is the leader they leave behind. A Devtraco unit head who builds great results but produces no successors has failed at the most important leadership job. A unit head who builds good results and produces two leaders ready for promotion has built something enduring.

Succession is not an annual HR exercise. It is a continuous discipline of identifying high-potential team members, investing in their development, giving them stretch, exposing them to senior leadership, and protecting them from being overlooked. The leader who insists on doing everything themselves is the leader whose unit cannot survive their absence.

8.7.1 Five Behaviours of Leaders Who Produce Successors

- a. They Identify High Potential Early:** Not just current performance, but capacity to grow. They mark out two or three people in the team who could be in their role in 3–5 years.
- b. They Give Visible Stretch:** Significant projects, presentation opportunities to the Board, cross-functional roles. The high-potential person is seen by the rest of the organisation.
- c. They Invest In Them Publicly:** Their name is mentioned in senior conversations. Their development is sponsored, not just tolerated.
- d. They Make Themselves Redundant In Pieces:** They actively transfer parts of their own role to the successor over time — not on the day they leave.
- e. They Are Not Threatened:** They take pride in producing leaders who outgrow them. They understand that this is the highest form of leadership.

The Devtraco Test

A useful test for any Devtraco leader: if you had to take a six-month sabbatical from your role starting next Monday, who would step in? Would your unit perform during your absence? If the answer is "no one is ready" or "the unit would suffer significantly", you have a succession problem — which is to say, you have a leadership problem. The work to fix it begins this quarter.

CASE SCENARIO

Akosua and the Three High-Potentials at Devtraco Limited

Akosua is the Managing Director of Devtraco Limited (the affordable and mid-market residential entity within the Group). She has eight direct reports, three of whom she has identified as having strong potential to take on broader leadership responsibility within the next three to four years. Yaa is her Head of Sales for the Devtraco Courts community. She is consistently the strongest performer on the leadership team, takes initiative, runs her sales operation with discipline. In a recent 1:1, she mentioned that she is "starting to feel boxed in" by the sales-only remit. She has not explicitly asked for more, but Akosua suspects she is exploring options externally.

Kojo Asare is her Head of Construction Operations, reporting up from the Fabrico-Devtraco Limited delivery side. He is technically excellent, well-respected by site teams, but tends to defer to others in cross-functional meetings and rarely advocates for the construction perspective when it matters. He has not raised any career questions in his last three 1:1s, though Akosua suspects he wonders whether he has a future at the Group beyond his current role.

Abena is the youngest of the three, recently promoted into Head of Customer Service at Devtraco Limited. She is high-energy, ambitious, vocal, asks for stretch assignments, and has been telling Akosua she wants to be a managing director of one of the Group entities "in the next five years." Some of the more senior leaders have started to comment that she is "moving too fast."

Akosua has scheduled a development conversation with each of the three in the next two weeks.

Discussion Questions

1. For each of the three (Yaa, Kojo Asare, Abena), what specifically does that person need from Akosua — in terms of recognition, stretch, development, conversation — to remain engaged and to develop?
2. Yaa has signalled she is "feeling boxed in" but has not asked for more. Walk through how Akosua would structure her conversation with Yaa, using the Stay Interview questions.
3. Kojo Asare is technically strong but does not advocate for himself. What is the risk if Akosua treats him the same way she treats Yaa and Abena? What is the right approach for him?
4. Some senior leaders are saying Abena is "moving too fast." How should Akosua handle this — protect Abena and her development, manage the political concerns, or both? What would each approach cost?
5. Apply the five behaviours of leaders who produce successors. Where is Akosua strongest, and where is she weakest? What does she need to do differently across the next 12 months?

8.8 Module 8 Knowledge Check

Choose the best answer for each. Answers are in Appendix B.

- Q1.** Employee engagement is best distinguished from employee satisfaction by:
- A) There is no real difference.
 - B) Engagement is about being content; satisfaction is about being committed.
 - C) Satisfaction is about being content; engagement is about being committed and giving discretionary effort.
 - D) Engagement only applies to senior staff.
- Q2.** Of Gallup's twelve engagement drivers, the leader directly influences:
- A) Only one or two through their daily behaviour.
 - B) At least eight directly, with several more shaped through culture-building.
 - C) None — these are HR responsibilities.
 - D) All twelve in their entirety.
- Q3.** Pink's three drivers of intrinsic motivation are:
- A) Pay, perks, position.
 - B) Autonomy, Mastery, Purpose.
 - C) Money, Meaning, Mobility.
 - D) Recognition, Reward, Retention.
- Q4.** In Herzberg's framework, pay, working conditions, and company policies are:
- A) Motivators — they drive engagement when present.
 - B) Hygiene factors — their absence causes dissatisfaction, but their presence does not by itself create engagement.
 - C) Irrelevant to engagement.
 - D) The most powerful engagement levers available to a manager.
- Q5.** The most important difference between coaching and mentoring is:
- A) Coaching is for junior staff; mentoring is for senior staff.
 - B) Coaching uses questions and is owned by the team member; mentoring uses advice based on the mentor's experience and supports career navigation.
 - C) Mentoring is paid; coaching is free.
 - D) There is no real difference.

PRACTICAL TASK

Stay Interviews and a 1:1 Redesign

Audit your current 1:1 practice. For each direct report, document: how often you meet, average duration, who sets the agenda, how often the 1:1 is cancelled. Compare to the recommended rhythm in Section 8.4.

Redesign your 1:1 template using the structure in Section 8.4. Pilot it with at least three direct reports in the next 21 days.

Identify the two highest-performing members of your team. Schedule a 60-minute Stay Interview with each in the next 30 days, using the six questions in Section 8.5.

After each Stay Interview, within 7 days follow up on at least one thing the person raised. Tell them you have done so. Tell them what you did.

For one current direct report, score yourself 1–5 on each of Gallup's twelve engagement drivers (would they answer "yes" or "no" if asked the question about you?). Identify the lowest two and act on them in the next 30 days.

Apply the Devtraco Test (Section 8.7): if you took a six-month sabbatical starting next Monday, who would step in? Where you cannot answer "X is ready", identify the one development action you will take in the next quarter to begin closing the gap.

Bring your audit, Stay Interview debriefs, engagement-driver score, and succession action to the next session.

8.9 Recap of Chapter

- a. Engagement is emotional commitment; it produces discretionary effort. It is distinct from satisfaction and far more valuable to a growing organisation.
- b. Gallup's twelve engagement drivers are predominantly local-manager variables. The leader directly influences at least eight; the rest are shaped through culture.
- c. Intrinsic motivation is driven by Autonomy, Mastery, and Purpose. Extrinsic rewards work for routine work but can erode intrinsic motivation in complex roles.
- d. Herzberg distinguished hygiene factors (whose absence dissatisfies) from motivators (whose presence engages). Pay is hygiene, not a motivator.
- e. The recurring one-on-one is the core management ritual. Weekly, 45–60 minutes, distraction-free, cancelled only for true emergencies. Structure: their agenda, the work, their development.
- f. Stay Interviews — six structured questions, annually with each high-performer — surface what is keeping people and what would make them leave, while you can still act.
- g. Coaching, mentoring, and managing are distinct modes. Coaching is owned by the team member and uses questions; mentoring is owned by the mentee and uses experience; managing is owned by the leader and uses direction.
- h. The final test of a leader is the leader they leave behind. Five behaviours produce successors: identify potential early, give visible stretch, invest publicly, transfer the role in pieces, and refuse to be threatened.

CONCLUSION

Effective leadership and people management are essential to building high-performing, accountable, and resilient organisations. Beyond technical expertise and operational responsibilities, leaders are expected to inspire teams, manage relationships, guide performance, and create an environment where people can contribute meaningfully towards organisational goals.

Strong leadership is not defined merely by authority or position, but by the ability to positively influence people, build trust, and drive results through others. Similarly, effective people management requires consistency, fairness, empathy, discipline, and the ability to align individual performance with organisational objectives.

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Appendix A — Glossary of Key Terms

Term	Definition
Accountability	The discipline of holding oneself and others to commitments made, with consequences for both meeting and failing them.
Active Voice-Seeking	The deliberate practice of inviting input from quieter team members in meetings, especially across hierarchy or function.
Affinity Bias	The unconscious preference for people who resemble oneself in background, schooling, accent, or style.
BANT / MEDDIC	Frameworks for qualifying prospects and decisions — the leadership equivalent is structured decision-making.
Coaching	A leadership mode in which the team member owns the agenda; the leader asks questions (using GROW) to help them solve their own problem.
Confirmation Bias	The unconscious tendency to favour information that confirms existing beliefs and dismiss contradictory evidence.
Difficult Conversation	A structured five-step conversation — prepare, open, state facts, listen, agree next steps — used for sensitive performance or behavioural issues.
Empathic Listening	Level 5 of Covey's listening hierarchy — listening to understand the speaker's full meaning, words, feelings, and context.
Engagement	Emotional commitment to the organisation and its goals, producing discretionary effort beyond the minimum required.
GROW Model	A coaching framework: Goal, Reality, Options, Will. The most widely used structure for coaching conversations.
Hersey-Blanchard Situational Leadership	A model that matches leadership style (S1–S4) to follower development level (D1–D4).
Inclusive Leadership	Five behaviours that draw out the diversity present in a team: curiosity, bias awareness, active voice-seeking, equitable opportunity, calling out exclusion.
Intrinsic Motivation	Motivation driven by the work itself, characterised by Pink's three drivers: Autonomy, Mastery, Purpose.

Term	Definition
Mentoring	A development mode in which a more experienced person provides advice and counsel based on their experience, typically focused on career navigation.
Natural Justice	The legal principles requiring the right to be heard, fair hearing, representation, and appeal in workplace disciplinary matters.
OKR	Objectives and Key Results — a team-level goal framework with one qualitative Objective and three to five quantitative Key Results.
Performance Improvement Plan (PIP)	A structured six-step process for managing underperformance: diagnose, document, hold conversation, set plan, monitor weekly, reach decision.
Psychological Safety	The shared belief that the team is safe for interpersonal risk-taking. Builds in four stages: inclusion, learner, contributor, challenger safety.
SBI Model	Situation, Behaviour, Impact — a structured format for delivering feedback, both positive and corrective.
SMART Goals	Specific, Measurable, Achievable, Relevant, Time-bound — the standard for individual goal-setting.
Stay Interview	A structured conversation with high-performing team members to understand what is keeping them and what would make them leave — conducted while they still work for you.
Succession	The deliberate development of internal candidates to take on roles vacated by current leaders — the true test of leadership.
Team Charter	A short, collaboratively-produced document codifying how the team will work together: purpose, goals, meeting rhythm, communication, behaviour norms.
Thomas-Kilmann Conflict Modes	Five modes of handling conflict: Competing, Collaborating, Compromising, Avoiding, Accommodating — plotted on assertiveness and cooperativeness.
Visibility Bias	The unconscious tendency to over-credit those visible to senior leaders (often office-based or self-promoting) and under-credit those who are less visible.

Appendix B — Answer Key for Module Knowledge Checks

Module 1 — Foundations of Effective Leadership

Q	Answer	Rationale
1	B	Leadership is the process of influencing other people to commit themselves to the achievement of a shared goal. Influence (not command), commitment (not compliance), and shared goal (not personal goal) are all essential elements.
2	C	Leadership and management are complementary but distinct. Both are required to run any organisation effectively.
3	C	The six essential responsibilities are: Setting Direction, Building the Team, Driving Performance, Removing Obstacles, Developing People, Representing the Team. Personal visibility is not a leadership responsibility.
4	B	Expertise power comes from competence and domain knowledge — a senior architect with twenty years of experience exerts influence through expertise.
5	D	Character power is the only source of influence that grows with use, does not deplete, and operates even when the leader is not present.

Module 2 — Leading and Managing Diverse Teams

Q	Answer	Rationale
1	B	At Devtraco, the five operationally significant dimensions are functional, generational, contract-type, site vs office, and educational/linguistic.
2	B	Diverse teams outperform on complex, novel problems — but only when well led. Without inclusive leadership, diverse teams underperform homogeneous ones.
3	B	Active voice-seeking is the specific inclusive leadership behaviour for drawing out quieter voices. Asked directly, "Kojo, what are we missing?"
4	C	Affinity bias is the unconscious preference for people who resemble oneself in background — same school, accent, or style.
5	B	Artisans and site crews need clear, specific direction, respect for craft, fair and timely payment, and protection from arbitrary head-office decisions.

Module 3 — Situational Leadership

Q	Answer	Rationale
1	B	Goleman's research found that the most effective leaders use different styles at different moments — there is no single best style.
2	C	A safety incident requiring immediate evacuation is a crisis. Coercive (Commanding) style is appropriate — clear, direct, immediate.
3	A	D1 — Enthusiastic Beginner. Low competence, high commitment. Keen but inexperienced.
4	B	A D2 (Disillusioned Learner) needs S2 (Coaching) — high direction, high support. Still telling them what to do but rebuilding commitment.
5	B	The two most common mismatches: using S4 (Delegating) on D2 staff (abandonment), and using S1 (Directing) on D4 staff (micromanagement of self-reliant achievers).

Module 4 — Communication and Interpersonal Skills

Q	Answer	Rationale
1	B	The basic communication model has four elements: Sender, Message, Channel, Receiver. Breakdowns can occur at any element.
2	B	Empathic listening (Level 5) involves listening to understand the speaker's full meaning — words, feelings, context, and what is not said.
3	B	SBI = Situation, Behaviour, Impact. The structure works for both recognition and correction.
4	C	The rule is: correction in private, recognition in public. Public correction is one of the most common workplace complaints.
5	D	Listen to the other side is the most commonly skipped step and the most regretted. The leader assumes they have the full picture; they rarely do.

Module 5 — Conflict Resolution

Q	Answer	Rationale
1	C	Productive conflict is about ideas, decisions, or the work itself — specific, direct, raised with the person involved, and resolved with a decision.

Q	Answer	Rationale
2	B	Sales and Construction have different optimisation goals — closing this month vs finishing quality work. This is classic goal misalignment at the seams between functions.
3	D	Collaborating is high assertiveness, high cooperativeness — suited to important issues where both perspectives matter.
4	B	The most common real-estate pattern is over-use of Avoiding (issues fester) combined with occasional Competing under pressure when avoidance fails.
5	C	Harassment allegations require immediate HR escalation and formal procedures, including the principles of natural justice. They are not for informal line-manager mediation.

Module 6 — Performance Management

Q	Answer	Rationale
1	B	The four phases are Plan, Do, Review, Reward. The work happens in the Do phase; the annual review is the smallest part of the cycle.
2	B	SMART = Specific, Measurable, Achievable, Relevant, Time-bound.
3	C	GROW = Goal, Reality, Options, Will. Developed by Whitmore; the most widely used coaching framework.
4	B	No surprises means any concern raised in the review should already have been raised during the year through SBI feedback or a 1:1.
5	B	High performers leave for absence of recognition, development, and stretch — not for money. Pay is rarely the top reason in exit interviews.

Module 7 — Building a Positive Work Environment

Q	Answer	Rationale
1	C	Edmondson's definition: the shared belief that the team is safe for interpersonal risk-taking — speaking up, admitting mistakes, asking questions, raising concerns.
2	B	The four stages are Inclusion safety, Learner safety, Contributor safety, Challenger safety — building progressively.

Q	Answer	Rationale
3	C	An accountability culture asks "what happened and how do we prevent it?" — not "whose fault was this?". The system is examined alongside individual responsibility.
4	B	Cross-entity collaboration fails when units are accountable only for their own performance with KPIs that reward unit optimisation at the expense of Group outcomes.
5	C	Culture is the cumulative output of the leadership decisions and behaviours the team observes — what gets rewarded, promoted, recognised, or ignored.

Module 8 — Engagement, Coaching and Motivation

Q	Answer	Rationale
1	C	Satisfaction is about being content; engagement is about being committed and giving discretionary effort. Engagement is what produces the work beyond the minimum.
2	B	The leader directly influences at least eight of Gallup's twelve drivers through daily behaviour, with several more shaped through culture-building.
3	B	Pink's three drivers of intrinsic motivation: Autonomy, Mastery, Purpose.
4	B	Pay and working conditions are hygiene factors — their absence dissatisfies, but their presence does not by itself engage. Motivators are achievement, recognition, meaningful work, responsibility, growth.
5	B	Coaching uses questions, is owned by the team member, and develops them in their current role. Mentoring uses experience-based advice, is owned by the mentee, and supports career navigation.

Appendix C — Personal Leadership Audit Template

Complete this audit at three points: at the start of the programme, at Day 90 after the programme, and again at six months. Track your scores over time.

Section 1 — Foundations (Module 1)

Score 1 (rarely or never) to 5 (consistently and visibly).

- I set clear, specific direction for my team and ensure everyone knows what success looks like. ____ / 5
- I actively build my team — hiring, onboarding, developing, and (when needed) moving people on. ____ / 5
- I drive performance through clear expectations and timely feedback. ____ / 5
- I remove obstacles from my team's path — decisions, resources, cross-team conflicts. ____ / 5
- I deliberately develop the people on my team. ____ / 5
- I represent my team's work and voice upward and across. ____ / 5

Section 2 — Diversity and Inclusion (Module 2)

- I am genuinely curious about colleagues who differ from me in background or function. ____ / 5
- I am aware of my unconscious biases and actively counter them in decisions. ____ / 5
- I actively seek the voices of quieter team members in meetings. ____ / 5
- I track who is getting stretch opportunities on my team — and address patterns of exclusion. ____ / 5
- I call out exclusionary behaviour in the moment, respectfully. ____ / 5

Section 3 — Situational Leadership (Module 3)

- I adapt my leadership style to the situation, not the situation to my style. ____ / 5
- I correctly diagnose each team member's development level for the tasks they handle. ____ / 5
- I know my default style and the situations in which it backfires. ____ / 5
- I deliberately use leadership styles outside my comfort zone when the situation requires. ____ / 5

Section 4 — Communication (Module 4)

- I listen at Level 5 (empathic) in important conversations. ____ / 5
- I give SBI feedback — both recognition and correction — within 48 hours of the behaviour. ____ / 5
- I do not avoid difficult conversations; I structure them and hold them. ____ / 5
- I choose the right communication channel for the message. ____ / 5

Section 5 — Conflict (Module 5)

- I surface productive conflict in my team rather than suppress it. ____ / 5
- I have stylistic range across the Thomas-Kilmann conflict modes. ____ / 5

- I mediate conflict between team members using a structured process. ____ / 5

Section 6 — Performance Management (Module 6)

- Every direct report has SMART goals they understand and have agreed. ____ / 5
- I coach using GROW rather than supplying answers. ____ / 5
- I address underperformance early and through a structured PIP, not by avoidance. ____ / 5
- I differentially recognise and reward high performers. ____ / 5

Section 7 — Positive Work Environment (Module 7)

- My team operates at Stage 3 or 4 of psychological safety (contributor or challenger). ____ / 5
- Mistakes are surfaced in my team early, not concealed. ____ / 5
- My team has a documented charter that is followed. ____ / 5
- Cross-entity relationships I depend on are healthy and well-tended. ____ / 5

Section 8 — Engagement and Coaching (Module 8)

- Every direct report has a weekly or fortnightly 1:1 with me, rarely cancelled. ____ / 5
- I have run a Stay Interview with each of my highest performers in the last 12 months. ____ / 5
- I have a named successor for my role and a development plan to make them ready. ____ / 5
- The five behaviours of leaders who produce successors describe me, not someone I admire. ____ / 5

Total Score Interpretation

Out of 145 possible points:

- 120–145: Mature leadership practice. Focus on developing successors and contributing to organisational capability.
- 90–119: Solid leadership practice. Identify your two lowest sections and build deliberate practice there.
- 60–89: Developing leadership practice. The 90-day implementation plan is essential.
- Below 60: Foundational gaps. Consider deep-dive programme participation and coaching support.

