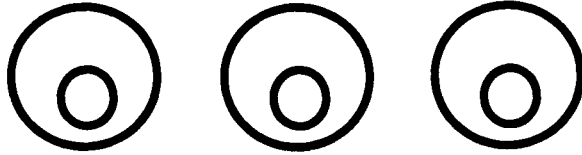


## Chapter 11

### LEADERSHIP WITH A SMALL “L”



Why, you might well ask, should “leadership” be part of a book on **personal effectiveness**? Good question. I’ve come to think of “leadership” as a **skill set**, one that’s important to all of us in some situations. Leadership is an **activity** that answers a situational need that **anyone** may rise to meet.

Also, in spite of all the hype and tripe that’s been written over the centuries on leadership—or maybe because of that—we still know **far too little** about leadership. So, I’ll try to steer clear of clichés and philosophy and offer a few practical approaches.

In this chapter, we’ll look at some practical notions and tips from people I believe **really understand** leadership with a small “L” ... including:

- ⊙ Karl Albrecht ... who wrote ***Personal Power*** (Shamrock Press, San Diego, CA, 1986).
- ⊙ Judith Bardwick ... author of ***In Praise of Good Business*** (John Wiley & Sons, New York, NY, 1998).
- ⊙ William Cohen ... writer of ***Art of the Leader*** (Prentice Hall Trade, Upper Saddle River, NJ, 1991).
- ⊙ Aubrey Daniels ... who wrote ***Bringing Out the Best in People*** (McGraw-Hill, New York, NY, 1994).
- ⊙ Robert Greenleaf ... author of ***Servant Leadership*** (Paulist Press, Mahwah, NJ, 1977).
- ⊙ Peggy Morrison ... who gave us ***Making Managers of Engineers*** (***Journal of Management in Engineering***, published by ASCE, October, 1986).

## Mistaken Beliefs

Judging by what often passes for “leadership,” there must be some mistaken beliefs about what leadership really is. Here are several mistaken beliefs that have been discovered through our practice as well as by the folks listed earlier:

- ⊙ Some believe that one must be in a position of authority to demonstrate leadership. Not so. **In fact, the clearest way to identify a leader is to notice those people who lead without authority and get things done.**
- ⊙ We often think that each organization needs a leader. But actually, **leaders are needed in all parts and all levels of organizations of all kinds.**
- ⊙ Leadership is not ordering or directing others to do this or that. Rather, it is **inviting others to do something that is appropriate to the situation.**

*Leadership: The art of getting someone else to do something you want done because he wants to do it.*

... Dwight D. Eisenhower

- ⊙ Leaders have clear goals and high expectations. But, **they are also very interested in the goals of other committed individuals, and in synergy, the power of group wisdom.**
- ⊙ Difficult, dangerous, emergency, painful and dirty work usually isn't sought out by most folks. Yet, **leaders are often able to turn these aspects of such situations into motivating challenges.**
- ⊙ Leaders do have the ability to solve problems, but not all problems. Rather, **they are able to break problems apart and help focus others on the parts.**
- ⊙ Effective leaders aren't afraid to make quick decisions. However, **they often prefer to mull them over and consult others when time allows.**
- ⊙ Americans in particular, expect reasons for requests and directives. **Leaders find simple truth, well said, usually provides enough “reasons.”**

- ⊙ An “open door” policy is a nice start. However, **an “open ear” policy is better.** Most serious problems are well understood by someone in the organization who would be happy to communicate them if someone was ready to listen.
- ⊙ Leaders sometimes have “charisma” ... or seem to. But what looks like **charisma is often simply taking the mission and people seriously.**
- ⊙ To lead (with a small “L”) you don’t need the power to reward beyond simple, sincere **thanks and acknowledgment.**
- ⊙ Executives usually believe the biggest motivators are job security, high pay and good benefits. Actually, **the top motivators really are:**
  - **doing interesting work**
  - **receiving sincere appreciation**
  - **having real responsibility for their work.**

*Contrary to the opinion of many people, leaders are not born. Leaders are made, and they are made by effort and hard work.*

... Vince Lombardi

## **Appreciation and Acknowledgment**

Appreciation and acknowledgment are powerful influences that are parts of “positive reinforcement.” The interesting fact is, positive and **negative** reinforcement operate **all the time**, whether we are conscious of that or not! Here are some principles we need to be **conscious** of:

- ⊙ Work activities that are recognized or even acknowledged, will often be **repeated.**
- ⊙ Recognition or acknowledgment **need not** be often and **should not** become predictable (as in “always”).
- ⊙ **Specific and descriptive** feedback is more valuable and performance-motivating than general feedback.
- ⊙ Recognition or acknowledgment **often** needs to be private (one to one) to avoid jealousy or embarrassment.

- ⊙ Criticism or “negative” feedback usually needs to be private (one to one) for obvious reasons. There are exceptions.
- ⊙ Extinction (doing/saying nothing) is often effective at **removing** behaviors. This applies equally to behaviors you want and don’t want, so don’t ignore positive results!
- ⊙ Criticism, or negative feedback, **is** sometimes necessary. However, it attaches a negative stigma to the giver in the eyes of the receiver, particularly if it’s over-used.
- ⊙ Criticism or negative feedback is most helpful when it gives **all** this information:
  - What happened, as you saw it?
  - What were the impacts on you and others?
  - What would be better next time?

## Aspiring to Leadership

There are several predictable things about “leadership” that we notice in our consulting work for organizations of **all** kinds:

- ⊙ People are often critical of those in formal leadership positions.
- ⊙ People in formal leadership positions seek little and get little honest feedback from their staffs on “how they’re doing.”
- ⊙ Many organizations are constrained in their growth by a lack of enough excellent leaders or potential leaders.

Among others, Peggy Morrison (see page 57) has some sound suggestions for those professionals who aspire to formal leadership roles:

- ⊙ Take a broader view of your organization, including the needs and priorities of other parts of it.
- ⊙ Value openness and honesty and learn to use them with tact and gracefulness.
- ⊙ Polish your skills of listening, negotiating, managing conflict and communicating clearly.

- ⊙ Learn the group skills of planning and team development, and the individual skills of delegation and follow-up.

## Leadership and Authority

There are many kinds of “authority.” Here are two of the most important and most misunderstood:

- ⊙ **Formal authority** is the recognized “right” to lead a group in various activities. Whether acquired from the organization’s management or by consensus of the group, it allows you to make certain decisions, instruct members to do various things and to organize and coordinate their activities.
- ⊙ **Earned authority** is the personal authority accorded to you by the individuals of a group. It is based on your skills, your attitudes, your demonstrated commitment, your work and their trust in you.

We’ve all participated in situations in which the person with high formal authority also enjoyed high earned authority with group members, and consequently had **a lot of leadership influence**.

And we’ve probably seen people with high formal authority who so undermined themselves with their interpersonal styles that they developed very little leadership influence.

## New Manager

New managers often have understandable fears: fear of failing, fear of looking foolish, and fear of not having the skills to cope with problems.

Too many new managers react to these natural feelings of anxiety with counterproductive ego-building tactics in dealing with people.

Karl Albrecht (see page 57) offers these tips to “new managers,” but they are superb advice for **all of us!**

- ⊙ **Don’t fake it;** don’t pretend to know what you don’t know, and don’t pretend to understand what you don’t understand; ask questions and learn.

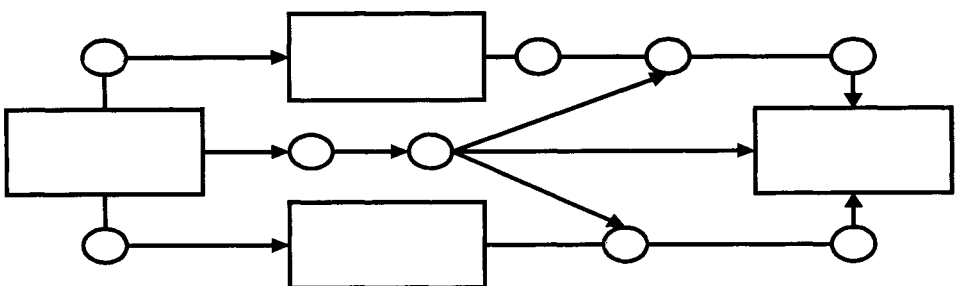
- ⊙ **Don't confuse your ego with your authority**; use your authority appropriately and without apologizing for it, but use it sparingly and gracefully.
- ⊙ **Form a mentor relationship** with an experienced manager, a consultant, a management trainer, or a personnel officer. Call on expert advice and think it over carefully.
- ⊙ **Establish rapport** with the members of your team and keep it, protect it and nurture it. Look out for others and most of them will look out for you ... with tips, cautions, and extra help.

## Project Management

In many organizations, people are asked to serve in the role of project management, either part or full time. In many of those situations, this may be an individual's first real leadership opportunity. Also, and unfortunately, the project manager may have **no** "formal authority" and must rely on **leadership with a small "L."**

**Project managers (PM)** who may lack formal authority need to have personal communication skills and strategies for effectively **influencing their team members** to:

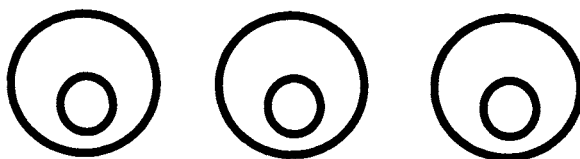
- ⊙ meet their project objectives
- ⊙ accept PM suggestions and guidance
- ⊙ initiate changes in their work
- ⊙ get and give assistance to team members
- ⊙ sometimes, improve job performance.



Bohlen, Lee and Sweeney of the University of Dayton studied PMs from the U.S. and Europe and their strategies. They found that those PMs used the following strategies to get results:

1. **Consulting**—Gaining the support of team members by seeking their participation in the planning and decision-making process for a proposal or a project.
2. **Reasoning**—Using factual information about a project to gain understanding, support and assistance for a project.
3. **Relationship**—Building rapport and good relationships with team members before making a request.
4. **Common Vision**—Presenting project objectives in a way that appeals to team members' basic values and interests.
5. **Enlisting Support**—Developing or enlisting the support of other project contributors toward the project objectives in order to influence a particular member.
6. **Higher Management**—Use of higher management authorization and support to directly influence team members.
7. **Asserting**—Using assertive approaches such as clearly stated expectations for assistance to convince team members to do what's needed.
8. **Reciprocity**—Offering an exchange, such as reciprocal benefits for doing what is needed on a project.
9. **Forcing**—Threatening a team member with a negative outcome or penalty if the member does not assist with project needs and objectives.

Different project contributors may and do respond to different strategies, and the effective project manager must be able to use **any of the nine strategies**.



**Leadership and You**

⦿ Does leadership activity appeal to you? When and where?

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⦿ How could you use appreciation and acknowledgment of others more in your present life?

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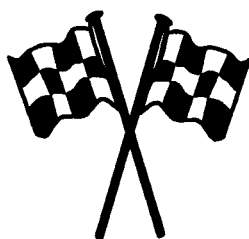
⦿ Whom do you admire for their leadership skills and approach? And, what, in particular, do you admire in them?

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## Chapter 12

### DRIVERS OF BEHAVIOR AND CHANGE



Over the years, I’ve become more and more suspicious of my own reactions (habits), feelings, thinking and intentions as the basis for important decisions and actions. Each contributes in some way, but each may also contain some pitfalls.

**Table 12.1** shows the four things that seem to me to “drive” human behaviors. These four sources of human behavior need to be understood and treated with some caution. All four can be made more useful to us as individuals, as shown.

**Table 12.1: Sources/Drivers of Human Behavior**

TYPICAL SOURCES OF ...	
(1) Reactions	(2) Feelings (Emotions)
<ul style="list-style-type: none"> <li>Programmed largely by our subconscious mind; habitual and strongly patterned. (Up to 95% of our daily actions may be programmed this way.)</li> <li>Often based on “scripts” or “strategies” developed very early in life by our subconscious mind; possibly obsolete.</li> </ul>	<ul style="list-style-type: none"> <li>Life experiences resulting in pain and pleasure.</li> <li>“Voices” from our past; both judgment and praise.</li> <li>Physical traumas associated with pain and unconsciousness.</li> <li>Emotional traumas and associated pain and stress.</li> </ul>

*Table 12.1 continued on next page.*

**Table 12.1: Sources/Drivers of Human Behavior ... continued ...**

MADE MORE USEFUL BY ...	
<ul style="list-style-type: none"> <li>• <b>Noticing</b> one's own habits and reactions.</li> <li>• <b>Developing new habits</b> and "reactive strategies" where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Noticing</b> one's own feelings and those of others, but as <b>data</b>, not determinants.</li> <li>• Not being "run" or controlled by one's own feelings.</li> </ul>
TYPICAL SOURCES OF ...	
(3) Thinking	(4) Intention
<ul style="list-style-type: none"> <li>• The mind's tendency to free-associate and connect things logically and/or creatively.</li> <li>• "One-lesson learnings" (conclusions based on one data point).</li> <li>• The mind's need to decide quickly, without all the facts.</li> <li>• Personal biases, prejudices, myths and stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Largely driven by one's personal values and life goals as they emerge and as they change.</li> <li>• Influenced by reflecting on significant events.</li> <li>• Evaluated in discussions with significant others.</li> <li>• Commitment may be developed sufficient to override faulty reactions, feelings, and thinking.</li> </ul>
MADE MORE USEFUL BY ...	
<ul style="list-style-type: none"> <li>• <b>Treating</b> one's own and others' thoughts, ideas and opinions simply as <b>data</b>.</li> <li>• Remembering the computer rule: garbage in = garbage out.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keeping</b> one's relevant goal(s) in the forefront of the mind by reviewing them daily.</li> <li>• Staying focused on what's important in particular situations.</li> </ul>

## Paradox and Mystery

Once I began to notice how illogical, paradoxical and mysterious my own behavior was (is), I also noticed it in others: family, colleagues, friends and clients. And so I began to "collect" what I might call paradoxes and mysteries of human behavior. Here are a useful few: