Leadership

- **Leadership**
  - Enhancing the Lessons of Experience 8th Edition
    - Richard L. Hughes, Robert C. Ginnett, and Gordy J. Curphy, McGraw Hill Education, New York, NY 2015
      - ISBN: 978-0-07-786240-4

Part Two: Focus on the Leader

- ## Chapter Eight: Skills for Building Personal Credibility and Influencing Others

    - Some of the most "basic" skills with which almost every leader should be equipped, include the following:

        - Building Credibility
        - Communication
        - Listening
        - Assertiveness
        - Conducting Meetings
        - Effective Stress Management
        - Problem Solving
        - Improving Creativity

True BASIC®

Building Credibility

- <u>Credibility may be one of the most important components of leadership success and effectiveness.</u>

  - Employees working for leaders they thought were credible were willing to work longer hours, felt more sense of ownership in the company, felt more personally involved in work, and were less likely to leave the company over the next two years.

CREDIBILITY
★★★★★

Credibility

● <u>Credibility is the ability to engender trust in others</u>.

  ○ Leaders with high levels of credibility are seen as trustworthy:

    ▫ Have a strong sense of right and wrong
    ▫ Stand up and speak for what they believe in
    ▫ Protect confidential information
    ▫ Encourage ethical decisions related to business or work issues, and
    ▫ Follow through with work commitments

Two Components of Credibility

- <u>Credibility is made up of two components: Expertise and Trust</u>.

  o Followers will not trust leaders if they feel they do not know what they are talking about.

  o Followers will not trust leaders if they feel confidential information will be leaked, if their leaders are unwilling to take stands on moral issues, or if their leaders do not follow through on their promises.

Building Expertise

- <u>Expertise consists of technical competence, as well as, organizational and industry knowledge, so building expertise means increasing your knowledge and skills in these three areas</u>.

  - To build technical competence, leaders must determine how their jobs contribute to the overall mission of the organization, become an expert in those jobs through formal training or teaching others, and seek opportunities to broaden their technical expertise.

Building Trust

- <u>Building trust can be accomplished by clarifying and communicating your values, and building strong relationships with others</u>.

  - Values are constructs representing generalized behaviors or states of affairs that are considered by the individual to be important.

    - Unfortunately, in many cases leaders' day-to-day behaviors are misaligned with their personal values; they are not living their work lives in a manner consistent with their values.

Values

Principles guiding us towards our goals

Values

- **<u>It is not unusual to find leaders acting in ways that are misaligned with their personal values</u>.**

  - One way to assess the degree to which leaders are living according to their personal values is by asking what they truly believe in and what they spend their time and money on.

    - For example, you could write down the five things you believe most strongly in (your top five values) and then review your calendar and bank statements to determine where you spend your time and money. If the two lists are aligned, you are likely living according to your values.

Leadership Credos

- <u>Leadership credos are personal and are closely linked with a leader's values – a credo should describe what the leader believes in and will or will not stand for. It should also describe an ideal state</u>.

  - A leader's behavior may never be perfectly aligned with his or her personal mission statement, but it should be a set of day-to-day behaviors that he or she will strive to achieve.
  - Leadership credos should be motivating; leaders should be passionate/enthusiastic about the kind of leader they aspire to be.
  - Personal mission statements should be made in public, as leaders need to communicate their values to others.

CREED

Relationships and Trust

- <u>Another key way to build trust is to form strong relationships with others</u>.

  - There is apt to be a high level of mutual trust if leaders and followers share strong relationships; if these relationships are weak, the level of mutual trust is apt to be low.

    - The best way to build relationships with followers is to spend time listening to what they have to say.

Relationships

Relationships and Trust

- <u>Leaders who take the time to build relationships with followers are much more likely to understand their followers' perspectives on organizational issues, intrinsic motivators, values, levels of competence for different tasks, and career aspirations</u>.

  - Leaders armed with this knowledge may be better able to influence and get work done through others.

Communication

- <u>Communication effectiveness is defined as the degree to which someone tells others something and ensures that they understand what was said</u>.

  - In a more general sense, effective communication involves the ability to transmit and receive information with a high probability that the intended message is passed from sender to receiver.

   - Few skills are more vital to leadership.

Communication

- <u>Studies show that good leaders communicate feelings and ideas, actively solicit new ideas from others, and effectively articulate arguments, advocate positions, and persuade others</u>.

  - The quality of a leader's communication is positively correlated with subordinate satisfaction, as well as, with productivity and quality of services rendered.

    - Effective communication skills are also important because they give leaders and followers greater access to information relevant to important organizational decisions.

Communicating Effectively

Communication Process

● <u>Communication is best understood as a process</u>:

1. Beginning with an <u>intention</u> to exchange certain information with others. The intention eventually takes the form of some <u>expression</u>, which may or may not adequately convey what was intended.

2. The next stage is <u>reception</u>. Just as with a weak or garbled radio signal or malfunctioning antenna, what is received is not always what was sent. Reception is followed by <u>interpretation</u>.

3. It is not enough merely to receive and interpret information; as interpretations may not be consistent with the original intentions.

4. Therefore, it always helps to have a <u>feedback</u> loop to assess any communication's overall effectiveness.
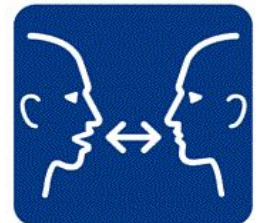
Communication Process
A Systems View of Communication
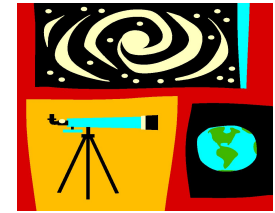
- **1. Intention**
  - What do you want to accomplish?
  - Is your purpose clear?
  - Who needs to hear you?

- **2. Expression**
  - What medium?
  - Expressed with receiver's frame of reference in mind?
  - Expressed in terms receiver will understand?
  - Too much information expressed too quickly?
  - Important points emphasized?
  - Might message be ambiguous to others?
  - Is message confounded by sender's feelings?
  - Biases or invalid assumptions about receiver?
  - Are you communicating directly with receiver or through others?

- **3. Reception**
  - Was it seen?
  - Was it heard?
  - Were there competing messages or other "noise"?
  - Are there reasons the receiver wittingly or unwittingly may have filtered the information?
  - Has time or medium of transmittal diluted or changed the message?

- **4. Interpretation**
  - Was it understood?
  - Do the receiver's ego needs interfere with understanding?
  - Do the receiver's biases or assumptions interfere with understanding?

- **5. Feedback**
  - Did you communicate what you intended?

Communication Breakdown

- <u>There are a number of reasons why communication breakdowns might occur</u>.

  - For example, communication can break down because the purpose of the message was unclear, the leader's or follower's verbal and nonverbal behaviors were inconsistent, the message was not heard by the receiver, or someone may have misinterpreted the message.

BREAKDOWN

Communication Breakdown

- <u>Most people see themselves as effective communicators, and senders and receivers of messages often seem to blame communication breakdowns on the other person.</u>

  - One way to avoid the blaming associated with communication breakdowns is to think of communication as a process, not as a set of discrete individual acts (such as giving instructions).

    - By using the communication process, leaders can minimize the conflict typically associated with communication breakdowns.

When you **blame** others, you give up your power to **grow.**

Follow your dreams: https://www.facebook.com/followyourdreamstoachieve

Know Your Purpose

- <u>You will communicate more effectively with others if you are clear about what you intend to communicate</u>.

  - By knowing purpose, a leader or follower can better decide whether to communicate publicly or privately, orally or in writing, and so on.

    - These decisions may seem trivial, but often the specific content of a message will be enhanced or diminished by how and where it is communicated.

Choose Appropriate Context and Medium

- **<u>Certain physical and social settings will enhance the effectiveness of any communication</u>.**

  - Leaders should praise followers in public and punish them in private.
  - The arrangement of office furniture can enhance or interfere with effective communication.
    - Informal, personal communications are enhanced when two people sit at a 90-degree angle and are close to each other.
    - Formal communication is enhanced when the follower remains standing while the leader is sitting or if the leader communicates across his desk to followers.

ENHANCE
INTERNATIONAL

Choose Appropriate Context and Medium

- <u>Organizational factors help determine whether any particular communication is most appropriately expressed orally or in writing</u>.

  - Oral communication is the most immediate, the most personal, the most dynamic, and often the most effective; it is ideal when communication needs to be two-way or when the personalized aspect is especially important.

  - A more permanent modality is most appropriate when the leader needs a record of the communication or when something needs to be expressed in a particular way to different people, at different times, in different settings.

EXPRESS

Send Clear Signals

- <u>Leaders and followers can enhance the clarity of their communications in several ways</u>.

  o Be mindful of others' level of expertise, values, experiences, and expectations and how they affect their frame of reference.

  o Create a common frame of reference for followers before communicating a message.

    □ i.e. "…welcomed winged creatures (ships)" vs. dragons.

  o Use familiar terms, jargon, and concepts.

  o Use unambiguous, concrete terms and send congruent verbal and nonverbal signals.

    □ Limit sarcasm and transitory feelings.

CLEAR®

Ensure Understanding

- <u>Leaders and followers can ensure that others understand their messages by practicing two-way communication and by paying attention to others' emotional responses</u>.

  - Effective leaders and followers tend to actively engage in two-way communication, though this usually is more under the control of the leader than the follower.

    - They can do so in many ways: by seeking feedback, by mingling in each other's work areas, and, in the case of leaders, by being sincere about having an open-door policy.

↑↓
TWO
WAY
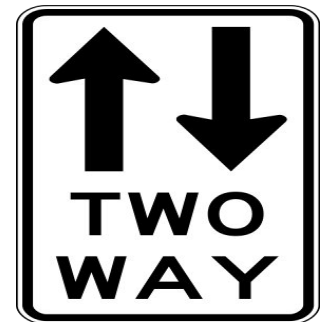
Ensure Understanding

- <u>Leaders can get some clues about the clarity of their messages by paying attention to the nonverbal signals sent by their followers</u>.

  - When followers' verbal and nonverbal messages seem to be incongruent, it may be because the message sent to them was unclear. For example, followers may look confused when they verbally acknowledge that they understand a particular task.

    - In this case, leaders may find it useful to address the mixed signals directly to clear up such confusion.

Listening

- <u>The systems view of communication emphasizes that effectiveness depends on both transmitting and receiving information</u>.

  - Listening to others is just as important as expressing oneself clearly to them.

    - People in leadership roles are only as good as the information they have, and much of their information comes from watching and listening to what goes on around them.
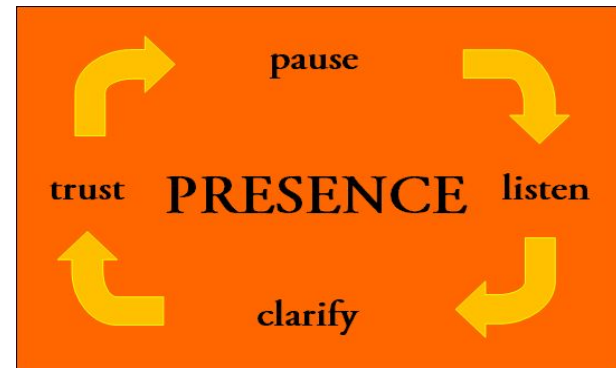
Listening

- <u>**The best listeners are active listeners, not passive listeners**</u>.

  o In passive listening, someone may be speaking, but the receiver is not focused on understanding the speaker. Instead the receiver may be thinking about the next thing he will say or how bored he is in listening to the speaker, etc.

  o Individuals who are listening actively exhibit a certain pattern of nonverbal behaviors, do not disrupt the sender's message, try to put the sender's message into their own words, and scan the sender for various nonverbal signals.

Listening

- <u>In addition to helping us understand others better, active listening is a way to demonstrate that we respect others</u>.

  - People can often sense when others are not truly paying attention to what they are saying.

    - Followers will quickly decide it is not worth their time to give their leader information if they perceive they are not being listened to. Leaders may do the same.

- **<u>Make sure your nonverbal behaviors show that you have turned your attention entirely to the speaker</u>**.

  - The essence of active listening is to see all communication, even listening, as a two-way process.
  - Listeners show that they are paying attention to the speaker with their own body movements.
    - They put aside, both mentally and physically, other work they may have been engaged in, and they show they are genuinely interested in what the speaker has to say.

2. Actively Interpret the Sender's Message

● <u>The essence of active listening is trying to understand what the sender means. We must look for the meaning behind someone else's words</u>.

- This means we need to keep our minds open to the sender's ideas, which implies not interrupting the speaker and not planning what to say while the speaker is delivering the message.

- In addition, good listeners withhold judgment about the sender's ideas until they have heard the entire message.

- And, to actively interpret what the sender is saying, it is helpful to paraphrase the sender's message.

UNDERSTANDING

3. Attend to the Sender's Nonverbal Behavior

- <u>Much of the social meaning in messages is conveyed nonverbally, and when verbal and nonverbal signals conflict, people often tend to trust the nonverbal signals. Thus, no one can be an effective listener without paying attention to nonverbal signals</u>.

  - This requires listening to more than just the speaker's words themselves; it requires listening for feelings expressed via the speaker's loudness, tone of voice, and pace of speech as well as watching the speaker's facial expressions, posture, gesture, etc.

VS **Words**

# 4. Avoid Becoming Defensive

- <u>Although it may seem natural to become defensive when criticized, defensiveness lessens a person's ability to constructively use information. Acting defensively may also decrease someone's willingness to pass additional unpleasant, but important information</u>.

  - Defensiveness can hurt others because it includes a tendency to place blame, categorize others as morally good or bad, and generally question others' motives.

    - Such behaviors do not build a positive team climate.

BLAME!

4. Avoid Becoming Defensive

- <u>Leaders can reduce their defensiveness when listening to complaints by putting themselves in other person's shoes</u>.

  - Leaders have an advantage if they can empathize with how they and their policies are seen by others; they can better change their behaviors and policies if they know how others perceive them.

    - Leaders need to avoid the temptation to explain how the other person is wrong and should instead just try to understand how he or she perceives things.
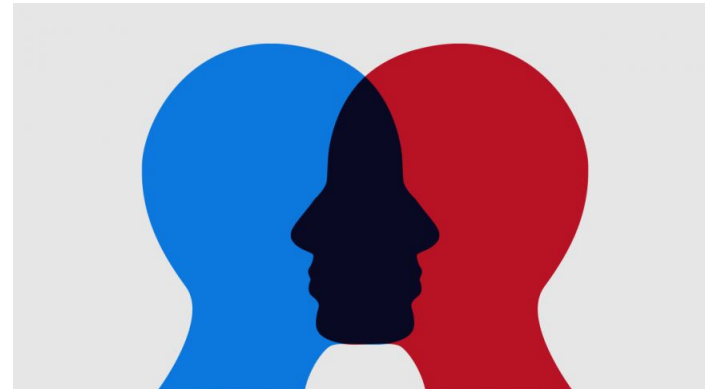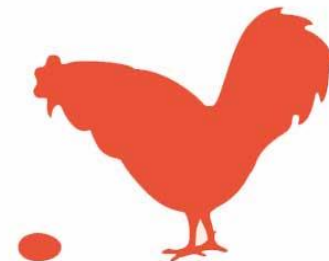
Assertiveness

● <u>Those exhibiting assertive behavior are able to stand up for their own rights, or their group's rights, in a way that also recognizes the concurrent right of others to do the same</u>.

○ Assertiveness involves direct and frank statements of our own goals and feelings, and a willingness to address the interests of others in the spirit of mutual problem solving and a belief that openness is preferable to secretiveness and hidden agendas.

▫ Assertive individuals do not avoid conflict or aggressively confront it head-on, nor do assertive individuals simply compromise.

STANDING STRONG
IN THE STORMS OF LIFE

Abilene Paradox

- <u>Leaders who fail to be assertive with friends and peers run the risk of becoming victims of the Abilene Paradox</u>.

  - The Abilene Paradox occurs when someone suggests that the group engage in a particular activity or course of action, and no one in the group really wants to do the activity (including the person who made the suggestion). However, because of the false belief that everyone else in the group wants to do the activity, no one behaves assertively and voices an honest opinion about it.

PARADOX

Use "I" Statements

- <u>Assertive people take responsibility for what they say. They are clear in their own minds and with others about what they believe and what they want</u>.

  ○ One of the easiest ways to do this is to use first-person pronouns when you speak.

iam

Speak Up for What You Need

- **<u>No one has all of the skills, knowledge, time, or resources needed to do all the tasks assigned to their work group. Virtually everyone will need to ask superiors, peers, or subordinates for help at some time</u>.**

  - Both effective leaders and effective followers ask for help from others when they need it.

Learn to Say No

- <u>No one can be all things to all people, but it takes assertiveness to say "no" to others</u>.

  - Leaders, for example, may need to say "no" to their own superiors at times to stand up for their subordinates' or organization's rights, to keep from spreading themselves too thin, and detracting from other priorities.

    - Additionally, people who cannot say "no" often build up a reservoir of negative emotions, such as those associated with the feeling of being taken advantage of.

Monitor Your Inner Dialogue

- <u>Most of us talk to ourselves, though not out loud. And, not everyone is aware of how much it occurs or how powerful an influence on behavior it can be</u>.

  - Assertive people have self-talk that is positive and affirming.
  - Non-assertive people have self-talk that is negative, doubtful, and questioning.
    - In learning to behave more assertively, it is necessary for leaders to become more aware of their own counter-productive self-talk, confront it, and change it.

I trust my inner wisdom

Be Persistent

- <u>Assertive individuals "stick to their guns" without becoming irritated, angry, or loud. They persistently seek their objectives, even while facing another person's excuses or objections</u>.

  - An assertive person is similarly persistent in standing up for his or her own group's rights.

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Conducting Meetings

- **<u>Meetings are a fact of organizational life.</u>**

  - Well-planned and well-led meetings are a valuable mechanism for accomplishing diverse goals and are an important way of exchanging information and keeping an open lines of communication within and between work groups or volunteer organizations.

    - Unnecessary or inefficient meetings can be frustrating and are often a source of dissatisfaction for participants. Leaders have a responsibility to make them as productive as possible.

Conducting Meetings

- <u>The following are seven helpful tips for running meetings</u>.

  - Determine Whether it is Necessary
  - List the Objectives
  - Stick to the Agenda
  - Provide Pertinent Materials in Advance
  - Make it Convenient
  - Encourage Participation
  - Keep a Record

Better Meetings

Stress Management

- <u>Stress is defined as the process by which we perceive and respond to situations that challenge or threaten us. These responses include increased levels of emotional arousal and changes in physiological symptoms, such as increases in heart rate, perspiration, cholesterol level, or blood pressure</u>.

  - Stress often occurs in situations that are complex, demanding, or unclear. Stressors are specific characteristics in individuals, tasks, organizations, or the environment that pose some degree of threat or challenge to people.
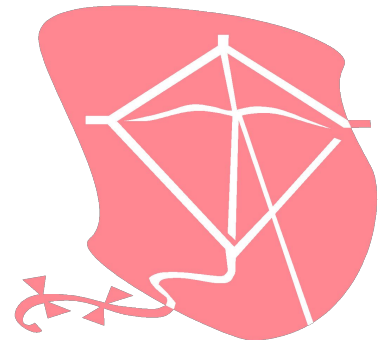
Stress Management

- <u>Stress can either facilitate or inhibit performance, depending on the situation. Too much stress can take a toll on individuals and organizations; that includes, decreased health and emotional well-being, reduced job performance, and decreased organizational effectiveness</u>.

  - Many leaders recognize when followers are under a lot of stress and will give them time off, try to reduce their workload, or take other actions to help followers cope.

Stress Management

- <u>To understand the effects of stress, an analogy might be helpful</u>.

  - Kites need an optimal amount of wind to fly; they will not fly on windless days, and the string may break on a day that is too windy. You can think of stress as being like the wind on a kite: a certain level is optimal, neither too little nor too much.

    - Some stress or arousal is helpful in increasing motivation and performance, but too much stress can be counter-productive.

Stress Management

- <u>Various studies have reported that work-related stress has caused a dramatic increase in drug and alcohol use in the workplace. And, that stress is positively related to absenteeism, intentions to quit, and turnover</u>.

  - Stress can also affect the decision-making process. Although leaders need to act decisively in crises, they may not make good decisions under stress.

Stress Management

- **<u>Leaders should understand the nature of stress because the leadership role itself can be stressful and because leaders' stress can impair the performance and well-being of followers.</u>**

  - To prevent stress from becoming so excessive that it takes a toll in some important dimension of your own or your followers' lives, the following guidelines for effective stress management are provided:

    - Monitor you own and your followers' stress levels.
    - Identify what is causing the stress.
    - Practice a healthy lifestyle.
    - Learn how to relax.
    - Develop supportive relationships.
    - Keep things in perspective.
    - The ABC Model

The ABC Model

● <u>People gain considerable freedom from stress when they realize that by changing their own self-talk they can control their emotional responses to events around them</u>.

   ○ Use the ABC Model to change your self-talk about a stressful event.

      ⬜ A. <u>Triggering Event</u>
         ⬜ (i.e.) Knocking your boss's coffee onto his lap.
      ⬜ B. <u>Your Thinking</u>
         ⬜ (X) "He must think I'm a real jerk."
         ⬜ (Y) "Darn it! But, it was just an accident."
      ⬜ C. <u>Feelings and Behavior</u>
         ⬜ (X) Anxiety, fear, embarrassment, perspiration.
         ⬜ (Y) Apologizing and helping clean up.

Problem Solving

● <u>1. Identifying Problems or Opportunities for Improvement</u>.

  ○ The first step in solving a problem is to state it so everyone involved in developing a solution has an informed and common appreciation and understanding of the task.

    ▢ It is important during this stage to avoid blaming individuals or groups for the problem, which may trigger defensiveness and reduce creative thinking.

    ▢ The statement of a problem should not imply that any particular solution is the correct one.

Pareto Principle

- <u>Another aspect of this first stage of problem solving involves identifying those factors that, when corrected, are likely to have the greatest impact on improving an unsatisfactory situation</u>.

  - A useful concept here is the <u>Pareto Principle</u>, which states that about 80 percent of the problems in any system are the result of about 20 percent of the causes.

    - In school, for example, most discipline problems are caused by a minority of the students.

      - The Pareto Principle can be used to focus problem-solving efforts on those causes that have the greatest overall impact.

Problem Solving

- **2. <u>Analyzing the Causes</u>**

  - Once a problem is identified, the next step is to analyze its causes. Analysis of a problem's causes should precede a search for its solutions.

    - Two helpful tools for identifying the key elements affecting a problem situation are:

      - <u>Cause-and-Effect Diagram</u>
        - A graphic approach to depict systematically the root causes of a problem, the relationships between different causes, and potentially a prioritization of which are most important.
      - <u>Force-Field Analysis</u>
        - A graphic approach to depict the opposing forces that tend to perpetuate a present state of affairs.

Problem Solving

- **3. <u>Developing Alternative Solutions</u>**

  ○ A procedure called Nominal Group Technique is a good way to generate ideas pertinent to a problem.

    ▫ This procedure is similar to brainstorming in that it is an idea-generating activity conducted in a group setting.

      ▫ With NGT, however, group members write down ideas on individual slips of paper, which are later transferred to a blackboard or flipchart for the entire group to work with.
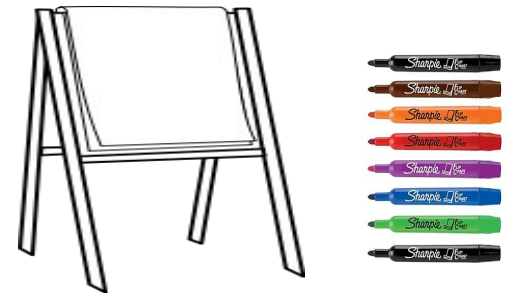
- **4. Selecting and Implementing the Best Solution**

  ○ The first solution one thinks of is not necessarily the best solution, even if everyone involved finds it acceptable.

  ○ It is better to select a solution on the basis of established criteria:

    ▪ Have the advantages and disadvantages of all possible solutions been considered?

    ▪ Have all the possible solutions been evaluated in terms of their respective impacts on the whole organization, not just a particular team or department?

    ▪ Is the necessary information available to make a good decision among the alternatives?

Problem Solving

- ## 5. Assessing the Impact of the Solution

  - We should not assume that the preceding steps will guarantee that the actions implemented will solve the problem.

    - The solution's continuing impact must be assessed by measurable criteria of success that all parties involved can agree on.

Improving Creativity

● <u>Seeing Things in New Ways</u>

  ○ Leaders can do several things to increase their own and their followers' creativity. Some of these facilitating factors include:

    ▪ Assuring adequate levels of technical expertise
    ▪ Delaying and minimizing the evaluation or judgment of solutions
    ▪ Focusing on the intrinsic motivation of the task
    ▪ Removing unnecessary constraints on followers
    ▪ Giving followers more latitude in making decisions.

Old ways won't open new doors.

Improving Creativity

- **<u>Analogies and Pictures</u>**

  - One way to see things differently is to think in terms of analogies – making fresh observations, or seeing one thing as something else.
  - Another way to see things differently is to try putting an idea or problem into a picture rather than into words.

    - Feelings or relationships that have eluded verbal description may come out in a drawing, bringing fresh insights to an issue.

Improving Creativity

● <u>Brainstorming</u>

○ Brainstorming is a technique designed to enhance the creative potential of any group trying to solve a problem.

○ Leaders should use the following rules when Brainstorming:

  ◻ Groups should consist of 5 to 7 people.
  ◻ Everybody should be given the chance to contribute.
  ◻ No criticism is allowed during the idea-generation phase.
  ◻ Freewheeling and outlandish ideas should be encouraged.
  ◻ "Piggybacking" off others' ideas should be encouraged.
  ◻ The greater the quantity and variety of ideas, the better.
  ◻ Ideas should be recorded – ideally on a flipchart for all to see.
  ◻ After all the ideas have been generated, each idea should be evaluated in terms of pros and cons, costs and benefits, feasibility.

Improving Creativity

- **<u>Using Power Constructively</u>**

  - Group members may be reluctant to take the risk of raising a "crazy" idea when superiors are present; or they may be reluctant to offer an idea if they believe others in the group will take potshots at it in front of the leader.

    - Leaders who wish to create a favorable climate for creativity need to use their power to encourage open expression of ideas and to suppress uncooperative or aggressive reactions (overt of covert) between group members.

      - Further, leaders can encourage creativity by rewarding successes and not by punishing mistakes.

Improving Creativity

- ## Forming Diverse Problem-Solving Groups

  - Leaders can enhance creativity by forming diverse problem-solving groups.

    - Group members with similar experiences, values, and preferences will be less likely to create a wide variety of solutions and more apt to agree on a solution prematurely than more diverse groups.

    - Thus, selecting people for a group or committee with a variety of experiences, values, and preferences should increase the creativity of the group, although these differences may also increase the level of conflict within the group and make it more difficult for the leader to get consensus on a final solution.

Managing Creativity

- <u>Researchers have maintained that people who are seen as more creative tend to have several distinguishing personality characteristics</u>.

  - In general, creative people are open to information and experience, have high energy, can be personally assertive and even domineering, react emotionally to events, are impulsive, are more interested in music and art than in hunting and sports, and finally are motivated to prove themselves.

    - Thus, creative people tend to be independent, willful, impractical, unconcerned with money, idealistic, and non conforming.

Managing Creativity

- **Because many organizations depend on creativity to grow and prosper, being able to successfully lead creative individuals may be a crucial aspect of success for these organizations.**

  - Leaders should consider taking the following steps in order to successfully lead creative followers:

    - Set Goals
    - Provide Adequate Resources
    - Reduce Time Pressures, but Keep Followers on Track
    - Consider Non-Monetary, as well as, Monetary Rewards
    - Recognize that Creativity is Evolutionary, not Revolutionary

The End

...IS JUST A NEW
BEGINNING