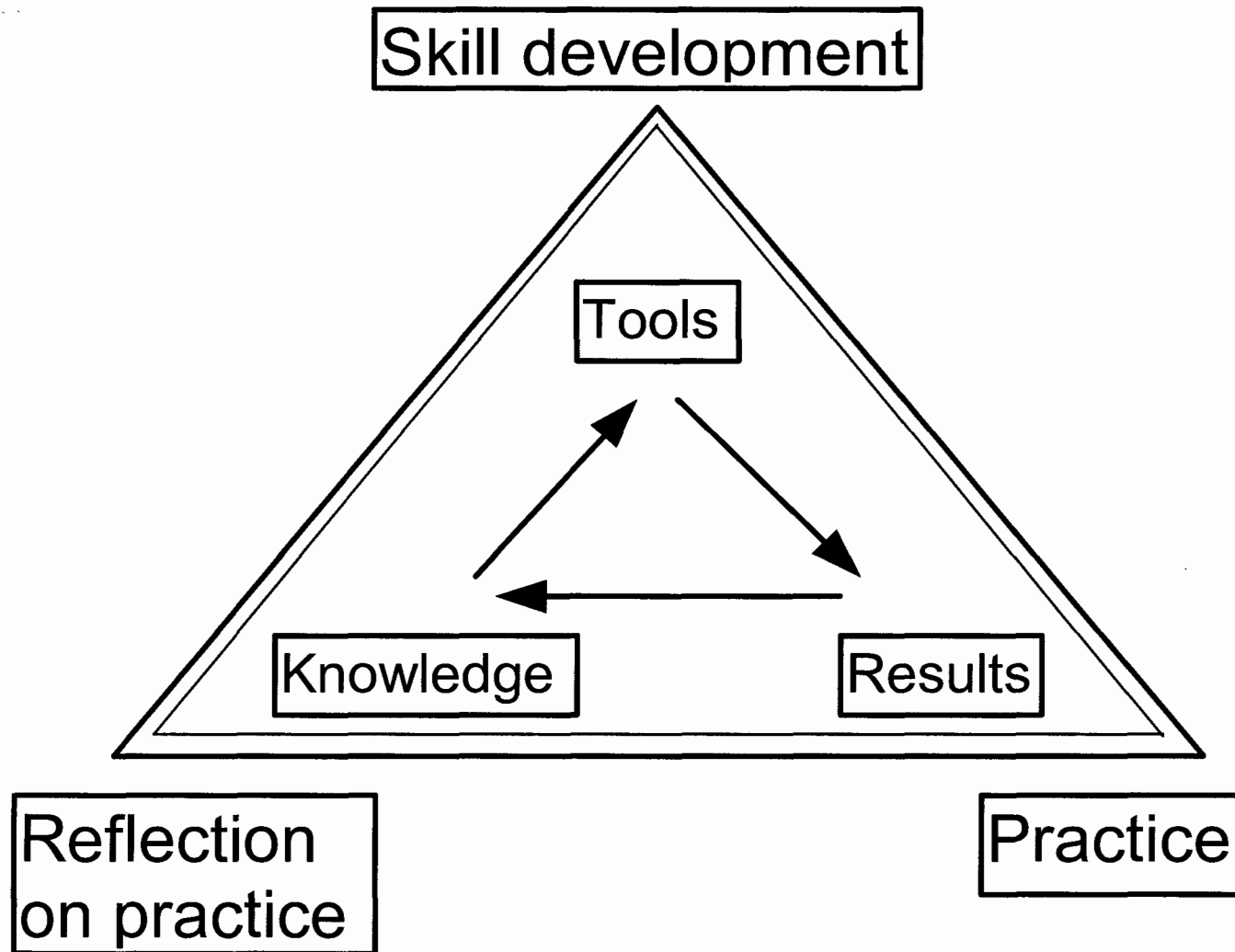


How do you develop leadership?





LFM Leadership Program

- ❖ A coherent program over two years
- ❖ Consistent set of principles and approaches
- ❖ Relationships between all modules as well as other courses and activities
- ❖ Specific tie in with internship
- ❖ Immediate impact

What is Leadership?

- ❖ **“Management is about coping with complexity... Leadership is about coping with change”**

(John Kotter, Harvard Business Review, 1990)

Managers coordinate, structure, achieve goals efficiently, exchange inducements for contributions;

Leaders create visions and values, inspire commitment, challenge and transform ways of thinking and acting

- ❖ Note -- a company can survive poor leadership more easily than it can survive poor management!
- ❖ **“Leadership can’t be taught, but it can be learned”**

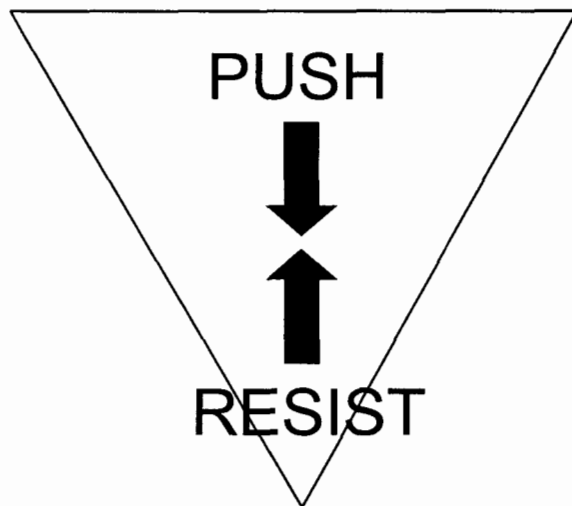


Where is Leadership?

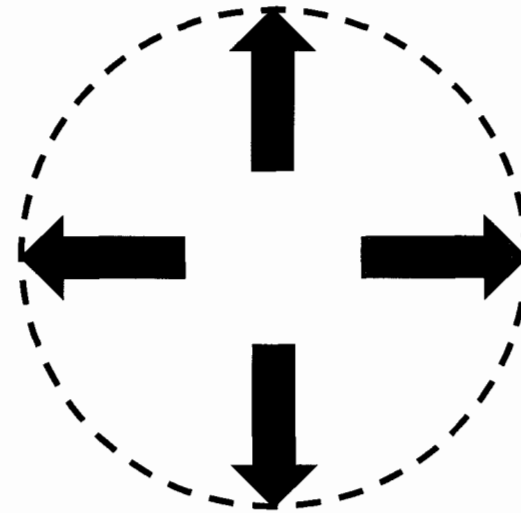
- ❖ Leadership isn't a position or a person, it is a collective process among interdependent participants working on tasks in a particular context (Peter Senge, Deborah Ancona)
 - Senior managers at strategic levels
 - Line managers in the middle
 - Networkers in the informal organization
- ❖ First, lead yourself (Covey). Surveys find that followers want **integrity** in a leader.

✓ *Concepts of Leadership*

Command & Domination



Purpose & Capability



Leadership Behaviors (Bob Thomas)

- ❖ **Seeing:** See things from the perspectives of others, and separate what we know from what we infer or assume
- ❖ **Hearing:** Attend to the dynamics of communication and the broad array of channels through which facts and feelings are transmitted
- ❖ **Seeing and Hearing Yourself:** Be both an “insider” -- a sincere, committed participant, and an “outsider” -- someone capable of stepping back from a situation or role
- ❖ **Living Values:** Engage in a constant dialogue with one’s values and with the people and situations that form and test those values
- ❖ **Trusting:** Trust others and oneself in order to create the conditions for collaboration and learning
- ❖ **Challenging:** Question norms and assumptions to remove unnecessary and unrealistic limits
- ❖ **Visioning:** Pursue the creation of goals and objectives as a collaborative dialogue to reveal possibilities rather than impose them



Goals of the Universe Within

- ❖ To explore the limits of our ideas, our abilities, and our visions of the future
- ❖ To establish a learning organization of our own -- one that will evolve over the course of the next two years and beyond
- ❖ To challenge conventional ideas about what it means to be a leader, a follower, a student, and a teacher



How Will We Work Together?

- ❖ Feel free to leave if you have to.
- ❖ Be present, pay attention, for the sake of your classmates. If you must, go deal with outside issues. You have already passed.
- ❖ One conversation at a time, unless we are in subgroups.
- ❖ Nothing leaves the room. We respect each other's confidentiality.
- ❖ If there is something you want to say, at any time, then say it.

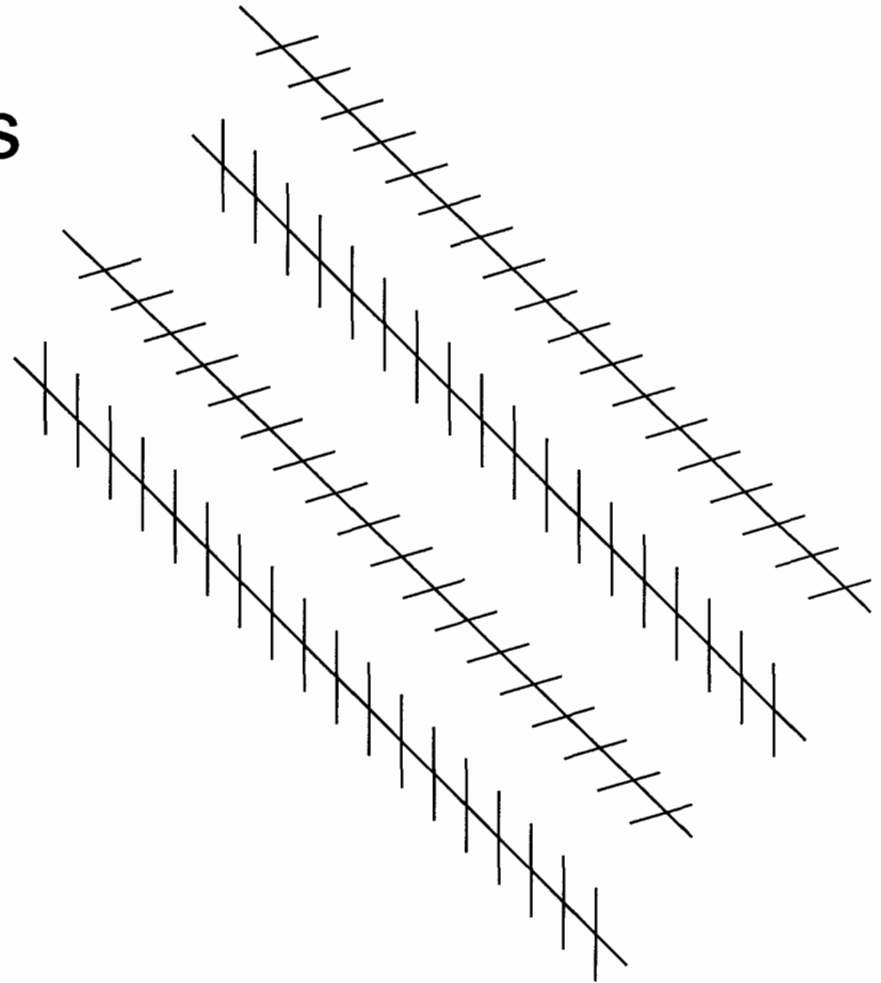
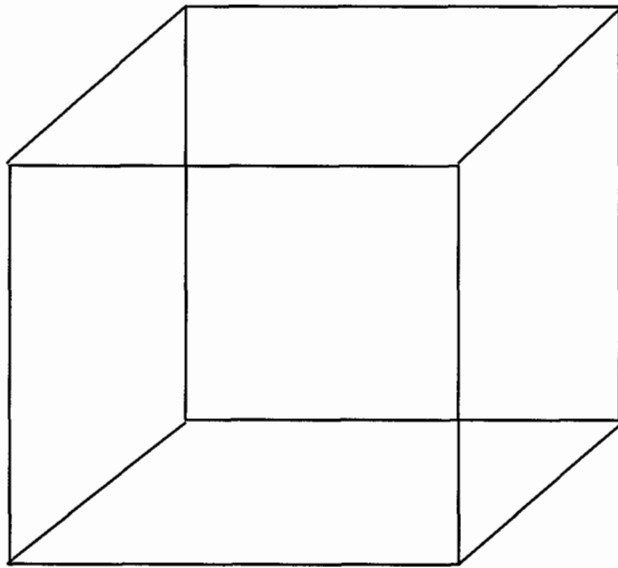
Dead Poets' Society Questions

As you watch *Dead Poets' Society*, keep in mind the following questions for discussion:

- ❖ What are examples of leadership at personal, interpersonal, team, and organizational levels?
- ❖ What was surprising or interesting?
- ❖ What kinds of leadership behaviors seem to produce positive results, and why?
- ❖ What kinds of leadership behaviors seem to produce negative results, and why?

Examples of Inference Making

❖ Perceptual illusions



Can You Read This?

According to research at an English university, it doesn't matter in what order the letters in a word are, only that the first and last letters are at the right places. The rest can be a total mess and you can still read it without a problem. This is because we do not read every letter by itself, but the word as a whole.

Seeing With the Mind's Eye

(Loftus & Palmer)

- ❖ Watch film that includes multi-car crash. Asked how fast were the cars going when they:

“Smashed” 40.8 mph

“Collided” 39.3 mph

“Hit” 34.0 mph

“Contacted” 31.8 mph

- ❖ One week later, Did you see any broken glass?

“Smashed” 32% yes

“Hit” 14% yes

Frames Give Reference Points

- ❖ The United States is preparing for the outbreak of an unusual Asian flu epidemic that is expected to kill 600 people. Two alternative programs are being considered. Which would you favor?

If Alternative A is adopted, 400 people will die.

If Alternative B is adopted, there is a $1/3$ chance that no one will die and a $2/3$ chance that all 600 will die.

- ❖ The United States is preparing for the outbreak of an unusual Asian flu epidemic that is expected to kill 600 people. Two alternative programs are being considered. Which would you favor?

If Alternative A is adopted, 200 people will be saved.

If Alternative B is adopted, there is a $1/3$ chance that all 600 will be saved and a $2/3$ chance that no one will be saved.

Ladder of Inference

- ❖ Actions
- ❖ Beliefs
- ❖ Conclusions
- ❖ Assumptions
- ❖ Meanings
- ❖ “Data”
- ❖ Observations



Work the Ladder of Inference

- ❖ Salespeople lie to customers to get orders.
[What evidence do you have of this?]
- ❖ Salespeople promised delivery without confirming whether the product could be delivered on time.
- ❖ Engineers live in ivory towers.
[What makes you feel this way?]
- ❖ Product designers omitted features customers want four times.

The Left-Hand Column

- ❖ What I am thinking and feeling
 - assumptions
 - feelings
 - confusions
 - what I see
 - what I am trying to show nonverbally

- ❖ The content of the conversation
 - what s/he said
 - what I said

Left-Hand Column Example

I'm concerned that you're not doing it right. I can't afford any mistakes right now and mistakes don't mean a lot to you.

NO! That's why I want to look at the report!

Darn!

JOE: Suzy, I'd like to take a look at that report you're working on.

SUZY: Why? Don't you think I can do it right by myself?

JOE: Of course, but I just wanted to see if I could help.

SUZY: Thanks, I'm doing just fine.

JOE: Fine, okay.

A Left-Hand Column Exercise

- ❖ One of your subordinates has been performing inadequately for several months now. You've talked to him/her several times, and each time he/she has promised that performance would get better, but you don't see any evidence of this.
- ❖ Since you prefer not to fire him/her, you decide to make one more attempt. He/she walks into your office and asks: "Did you want to see me?"



A Left-Hand Column Exercise

- ❖ Read the role play instructions for your role
- ❖ Prepare how you want to play your role
- ❖ Role play with an observer
- ❖ Reconstruct the right hand columns
- ❖ Reconstruct the left hand columns
- ❖ Discussion: Surprises? Insights?