

SEDL ADVANCING RESEARCH, IMPROVING EDUCATION  
SOUTHEAST COMPREHENSIVE CENTER

## Leadership Through People Skills

Dr. Sandra Lindsay  
October 23, 2007

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### Icebreaker: Leadership Tools



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Let's talk first about shaping your communications with others based on their personality traits and propensities and, specifically, their behaviors.

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## Leadership Through People Skills

Dr. Robert E Lefton  
Dr. Victor R Buzzotta

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### Dominance – Submission Dimension

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**Dominance** = Take charge  
(Take control, seize initiative, assume leadership)

**Submission** = Let others lead  
(Yield, give in easily, passive)

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### Hostility – Warmth Dimension

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**Hostility** ————— **Warmth**

Lack of regard for others,  
distrust, insensitivity,  
unresponsiveness

Regard for others,  
trust, sensitivity,  
responsiveness

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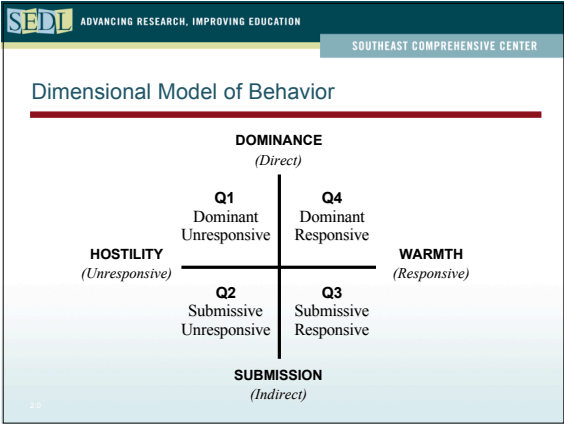
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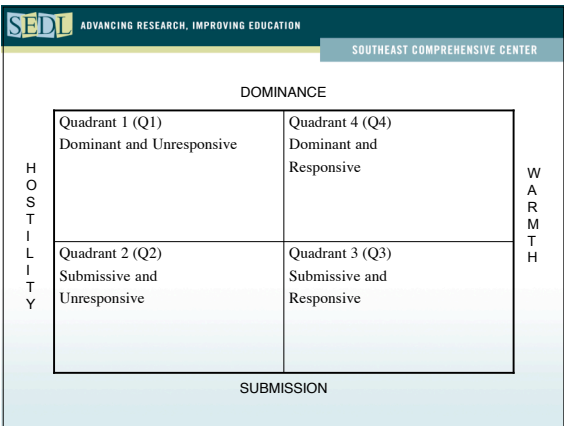
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### Submission

- Indirect
- Passive
- Letting things happen
- Letting others take charge
- Compliant

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### Dominance

- Direct
- Task-oriented
- Forceful
- Putting ideas forward
- Leading
- Taking charge
- Controlling

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### Hostility

- Unresponsive
- Lacking sensitivity
- Lacking regard for others and their needs

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### Warmth

- Responsive
- Respectful
- With regard for all
- Sensitivity to others and their needs

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## Dimensional Model of Behavior

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### Q1

- Aggressive
- Demanding
- Close-minded
- Seizes control
- Forces ideas

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Q2

- Aloof
- Unresponsive
- Cautious
- Neutral
- Guarded

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Q3

- Over-agreeable
- Meandering
- Appeasing
- Compromises quickly
- Over-friendly

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#### Q4

- Forceful
- Open
- Inquiring
- Task-oriented
- Responsive

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### Dimensional Model of Behavior

<p>Q1</p> <p>Aggressive Demanding Close-minded Seizes control Forces ideas</p>	<p>Q4</p> <p>Forceful Open Inquiring Task-oriented Responsive</p>
<p>Q2</p> <p>Aloof Unresponsive Cautious Neutral Guarded</p>	<p>Q3</p> <p>Over-agreeable Meandering Appeasing Compromises quickly Over-friendly</p>

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### Receptivity and Behavior

- Q1 – Low
  - Argumentative
  - Flat assertions
  - Irritable inattention
  - Interruptions
  - Negative emotions

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### Receptivity and Behavior

- Q2 – Low
  - Silence
  - Unresponsiveness
  - Apathy
  - Remote inattention
  - Procrastination

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### Receptivity and Behavior

- Q3—Low
  - Few questions
  - Meandering
  - Unbusinesslike demeanor
  - Over-agreeability
  - Over-sociability

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### Receptivity and Behavior

- Q4—High
  - Qualified disagreements
  - Involvement
  - Agreement after discussion
  - Questions showing interest
  - Active listening
  - Doubts expressed without antagonism

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### Dimensional Model of Behavior

Q1	Q4
Q2	Q3

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# Behavioral Vignettes

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Let's discuss what you saw.

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### What Effective Leaders Do . . .

- Coach, appraise, reinforce through feedback
- Empower and enable performance
- Build teamwork and collaboration
- Develop trust and respect
  
- Build vision, purpose, and direction
- Display cognitive/thinking skills; idea presentation
- Show technical/administrative skills
- Demonstrate drive and motivation

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## Leadership

When all is said and done, leadership is  
*accomplishment . . .*

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## Workshop Objectives

- To identify those existing skills and behaviors that account for your effectiveness in getting results
- To identify those skills and behaviors you need to develop, or use more frequently, to be more effective in getting results

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## Workshop Objectives

- To refresh your people skills, which will help you achieve your goals and influence others to action

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### Key People Skills to Enhance Leadership Effectiveness

- Sizing Up™ Behavior
- Motivating, Influencing, and Gaining Commitment
- Communicating — Inquiring, Listening, Presenting
- Using a Consistent Communication Sequence
- Giving and Receiving Constructive Feedback
- Adapting — Power, Position, Behavior

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### Interaction



LEADER	DIRECT REPORT
Q1	Q2 or Q3
Q2	Q1 or Q2
Q3	Q3 or Q1
Q4	Q4 (or shift in that direction)

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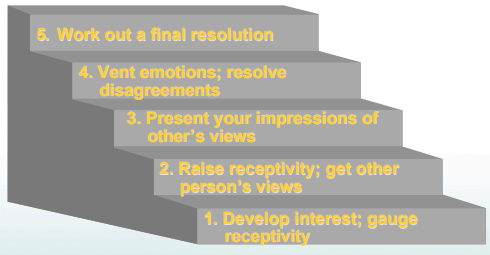
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### The Five Steps



1. Develop interest; gauge receptivity
2. Raise receptivity; get other person's views
3. Present your impressions of other's views
4. Vent emotions; resolve disagreements
5. Work out a final resolution

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Step 1

***Develop interest  
Gauge receptivity***



- Be appropriately sociable
- Provide a clear purpose
- Give the potential benefit for participating
- Question to test receptivity

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Step 2

***Raise receptivity  
Get other person's views***

- Question to surface views
- Encourage discussion
- Summarize comments
- Withhold your views




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Step 3

***Present your views on  
other's views***



- Respond to other's views
  - State agreement/disagreement
- Provide additional facts/opinions
- Be concise — space your ideas

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**Step 4**

***Vent emotions  
Resolve disagreements (APAC)***

- Vent interfering emotions
- To resolve disagreements
  - Acknowledge issue
  - Probe for understanding
  - Answer/alternatives
  - Confirm conclusions/options
- Determine next action




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**Step 5**

***Work out a final resolution***

- Develop goals, plans
- Verify they have substance
- Develop accountability, follow-up dates
- Generate and discuss benefits




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**Dimensional Model of Behavior**

Q1	Q4
Q2	Q3

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## Activity — Team Analysis of Leadership Interaction

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Video: Brenda and Kathy



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## Something to Consider

*You are not going to change your basic personality structure or that of your boss [or others]. But you can be aware of what it is about you that impedes or facilitates working with your boss [or others] and, with that awareness, take actions that make the relationship more effective.*

(Adapted from Gabarro and Kotter)

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## Skills to Emphasize — Q1 Behavior

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Needs	Independence and esteem
Benefits Around	Recognition, control, autonomy, authority
Probes	Open, neutral, summary, reflective
Approach	Firm, confident, show conviction
Tips	<u>Direct Reports</u> — Seek opinion, listen, delegate <u>Peers</u> — Focus results, confront conflict, probe benefits and consequences <u>Manager</u> — Be prepared, allow venting, Step 3 then Step 2

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### Skills to Emphasize — Q2 Behavior

Needs	Security, predictability, stability
Benefits Around	Structure, light at end of tunnel, reduce complaints, self-worth
Probes	Open, pause, summary, neutral, reflective
Approach	Low-key, patient, reassuring, deliberate
Tips	<u>Direct Reports</u> — Patient, develop structure <u>Peers</u> — Businesslike, slow down <u>Manager</u> — Gain trust, probe benefits and consequences

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### Skills to Emphasize — Q3 Behavior

Needs	Friendship, acceptance, harmony
Benefits Around	Being accepted; able to socialize, work with teams
Probes	Closed, summary, neutral
Approach	Focused, friendly, businesslike
Tips	<u>Direct Reports</u> — probe benefits and consequences, show interest <u>Peers</u> — Probe acceptance, be friendly <u>Manager</u> — Help plan & implement, probe benefits and consequences

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### Skills to Emphasize — Q4 Behavior

Needs	Independence, self-realization
Benefits Around	Challenge, influence direction, business results involved
Probes	Open, summary, neutral
Approach	Involve, listen, collaborate
Tips	<u>Direct Reports</u> — Involve, expect differences <u>Peers</u> — Listen, participate <u>Manager</u> — Disagree with reasons, participate

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Part II: What skills will I need to improve my overall communications ability?

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Body Language

- Message impact: 07–38–55
  - Seven percent is verbal
  - Thirty-eight percent is nonverbal
    - Volume, tone, pitch, voice quality, rate of speaking, accent, stress, nature and number of speech errors, etc.
  - Fifty-five percent is body language

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Communications –  
The Twin Sister of Leadership

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**Communications – the Language of Leadership**

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**It is not sufficient to know what to say, but one must know how to say it.**

**Aristotle**

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**The man who can think and does not know how to express what he thinks is at a level of him who cannot think.**

**Pericles**

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Unless you are receiving as well as transmitting; unless you are getting playback, you really aren't communicating at all.

Don Mitchell, President  
General Telephone and  
Electronics Corporation

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The higher the leadership position the more critical is the communications process.  
The leader is always on!

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Variables of Communications:

- How you see yourself
- How you see others
- How you feel
- How you think (assumptions, beliefs)
- How you behave (expressions, gestures)
- How you dress

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In the 4th Century BC, Aristotle wrote *Rhetoric* and used five Greek words to outline the communications process . . .

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- Ethos (Character) — establishment of reputation with the receiver; communicator must be trustworthy and likable
- Pathos (Emotions and feelings) — must have a strong positive and emotional commitment to the message

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- Logos (reason or arguments) — message must “make sense” to the listener; must persuade by logic
- Taxis (structure) — message must be organized logically
- Lexis (style)

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Good writing and speaking is simply putting the right word in the right place.

Samuel Johnson

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Good communications is simply conveying essential information and understanding to the right people in the right way at the right time.

James L. Hudgins

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**Barriers to Effective Communication**

- Poor knowledge of subject
- Different vocabularies
- Cultural differences
- Professional differences
- Different assumptions
- Outside interference, distractions
- Pressure of time
- Negative or hostile reactions to other person
- Unintentional miscommunication

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### Why Communication Is So Difficult

- We see and describe things in terms of our own experience – our values, beliefs, attitudes, knowledge, and feelings
- A stimulus affects no two people the same way. Our perceptions do not come only from what we see. They come from within us. We do not see with the eye as much as we see with the I (the ego).

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- We see things largely as we have seen them before. We tend to see things the way we are used to seeing them.
- We tend to find that for which we are looking.
- We tend to simplify things we do not understand.
- The heart of communication is not words but understanding, and understanding is a joint process. It takes two to complete it. Effective communication moves freely in both directions. It implies not only to be understood, but also to understand.

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*Most people don't listen with the intent to understand; they listen with the intent to reply.*

— Steven Covey

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### Listening

- Maintain eye contact
- Be aware of your expressions
- Let the other person finish
- Acknowledge emotions
- Pause
- Probe for clarification
- Summarize what the other person has said
- Confirm understanding
- Take notes

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### Communication Channels

- **WRITING**
- **VERBAL — FACE-to-FACE**
- **VERBAL / ELECTRONIC / VISUAL**

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### Writing

- Note
- Letter
- Memorandum
- Community Newspaper
- School Bulletin
- Internet
- Electronic Chalkboard
- Palm Top Computer

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### Verbal / Electronic / Visual

- Telephone
- P.A. System
- Overhead/Slide/Projector
- LCD Projector Panels
- Radio
- Television
- Videotapes
- Electronic Mailboxes
- Intranet
- Laser Disk
- CD-ROM
- DVD

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### Red Carpet Schools satisfy the six criteria of customer service:

1. **Friendliness:** Polite and courteous treatment of the customer
2. **Understanding and Empathy:** Understanding and appreciation of the customer's feelings
3. **Fairness:** Just and impartial treatment of all customers

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4. **Control:** Perceived ability of the customer to impact the decision-making process
5. **Options and Alternatives:** Belief by the customer that all avenues to satisfy their request will be explored
6. **Information:** Access to information, policies, and procedures provided to the customer

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