

Table 2.1. Characteristics of Admired Leaders.

Characteristic	Percentage of Respondents Selecting That Characteristic		
	2002 edition	1995 edition	1987 edition
HONEST	88	88	83
FORWARD-LOOKING	71	75	62
COMPETENT	66	63	67
INSPIRING	65	68	58
Intelligent	47	40	43
Fair-minded	42	49	40
Broad-minded	40	40	37
Supportive	35	41	32
Straightforward	34	33	34
Dependable	33	32	33
Cooperative	28	28	25
Determined	24	17	17
Imaginative	23	28	34
Ambitious	21	13	21
Courageous	20	29	27
Caring	20	23	26
Mature	17	13	23
Loyal	14	11	11
Self-Controlled	8	5	13
Independent	6	5	10

Note: These percentages represent respondents from six continents: Africa, North America, South America, Asia, Europe, and Australia. The majority are from the United States. Since we asked people to select seven characteristics, the total adds up to 700 percent.

Source: *The Leadership Challenge* by James M. Kouzes and Barry Z. Posner. Copyright © 2002.

"Frohnmayer's Rules of Order"
Dave Frohnmayer, President
University of Oregon

1. Everything is confidential (unless otherwise agreed)
2. Everyone is equal (ideas count, not rank)
3. Speak for yourself (no passive voice, "people are saying that...")
4. No monologues (get to the point)
5. No sidebars (pay attention to speakers—no rolled eyes, knowing winks or whispered conversations)
6. No hidden agendas
7. No personal attacks (focus on issues, not personalities)
8. Own the problem. Turn issues into "Problem Statement". Make everyone "own the problem," only then will they...
9. Own the solution. After consensus, no distancing from the group.
10. Some final thoughts (observations, not rules)
 - a. There rarely are dumb questions.
 - b. Silence is not golden.
 - c. Disagreement is good.
 - d. Creativity is a high value.
 - e. Recognize sacred cows. Should you require them to graze in smaller pastures?
 - f. If you were suddenly gone tomorrow, what would you have left behind?
 - g. Stress and enthusiasm are both contagious. Choose fun.

From Warren Bennis, On Becoming a Leader

“I tend to think of the differences between leaders and managers as the differences between those who master the context and those who surrender to it. There are other differences, as well, and they are enormous and crucial:

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his eye always on the bottom line; the leader has his eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his own person.
- The manager does things right; the leader does the right thing.”

“What Makes an Effective Executive?”

Peter Drucker

Harvard Business Review June, 2004

p. 58

“An effective executive does not need to be a leader in the sense that the term is now most commonly used.”

The best business and nonprofit CEOs followed the same eight practices.

1. They asked, “What needs to be done?”

- Not the same question as asking “What do I want to do?”
- Answer to question almost always contains more than one urgent task. Do not take on more than two.
- Set priorities and stick to them.
- Reset priorities after completing the task: What must be done now?
- Concentrate on tasks you are personally best suited to undertake: delegate others.

2. They asked “What is right for the enterprise?”

- Do not limit inquiry just to one or more stakeholders (e.g., stockholders).
- Promote family members in small enterprises only if demonstrably superior.
- Failure to ask the “What is right....?” question virtually guarantees the wrong decision.

3. They developed action plans.

- Knowledge is useless until translated into deeds: Executives execute.
- Need to plan and assess before action.
- Consider commitments to results, deadlines and restraints (legal and ethical) on actions.
- An action plan is a statement of intentions, not a commitment or straitjacket: revise often.
- Plan should create system for checking results against expectations.
- Plan must be basis for executive time management; otherwise executive is a prisoner of events.

4. They took responsibility for decisions.

- Decision is not even made until people know:
 1. name of person accountable for carrying out;
 2. deadline;
 3. names of people affected who must know, understand and approve (or at least not oppose) it; and
 4. names of people who need to be informed of decision even if not directly affected.
- Review decisions periodically—at time agreed in advance.
 1. Especially important in hiring and promotion decisions.
 2. Executives must not tolerate non-performing individuals in important jobs.
 3. Give failing individuals opportunities to return to prior assignment (increases willingness and capacity to take risks).
- Decision review is powerful tool for self-development.
 1. Shows weaknesses.
 2. Mistake to assume only senior executives make decisions that matter.
 3. Need to teach making good decisions as a crucial skill at every level.

5. They took responsibility for communicating.

- Effective executives make sure both their action plans and their information needs are understood.
- Pay attention to peers' and superiors' information needs, not just those of subordinates.
- Organizations are held together by information rather than ownership or command.
- Push until you get needed information.

6. They focused on opportunities rather than problems.

- Problem solving does not produce results, it prevents damage. Exploiting opportunities produces results.
- Treat change as opportunity, not as a threat.
- List opportunities before problems.
- Assign best people to opportunities, not problems.

7. They ran productive meetings.

- Even junior executives are in some sort of meeting more than half of each day: make these meetings productive.
- Decide in advance what meeting is to be—each level requires different preparation and produces different results (e.g., statement, report, inform, etc.)
- Decide what type of meeting is appropriate and stick to that format.
- Good follow-up is as important as the meeting itself (summarize, assign, set deadlines or follow-up meetings)

8. They thought and said “we” rather than “I”.

- Executive responsibility can neither be shared nor delegated. But authority comes only from the trust of the organization.
- Needs of organization come before personal needs.
- Listen first; speak last.

Higher Education Leadership Issues
Year 3
II. Leadership Expectations

Leadership in Higher Education:
Six Expectations

1. Develop a collaborative ethic.

Team behavior is new, even foreign, to many high-performance individuals. The entrepreneurial soloist model is often more typical in higher education. Tenure & promotion; endowed chair holders; principal investigators reinforce individual more than group goals. The leader's first challenge is to develop a culture where shared missions and values are central. Group members must talk across disciplinary lines and be provided incentives to do so.

"If you don't own the problem, you won't own the solution."

2. Create, manage, and raise expectations.

The leader needs to be a communicator, and the communications and messages *must be consistent*. The leader possesses, often unconsciously, a megaphone effect. Leaders are watched. Reward systems and even individual actions all create, manage, or raise expectations of performance. The culture's ethical norms should be an explicit part of the leader's consistent communication.

3. Require goal setting.

This admonition applies both to individuals and groups. If goals are related to missions and missions are related to ultimate values, then the leader and the group can engage in "*right to left thinking*." Otherwise one risks descending into the pluralism or even anarchy of individualized actions.

4. Continuously remind the group to focus on priorities.

The leader focuses on the important as opposed to the immediate and tries to match resources to priorities. Remember that money is not always the highest motivator.

5. Measure and assess performance.

Accountability is essential and usually cannot occur without measurement. Assessment should be contemporaneous and includes regularly catching people “doing good.” Long-range assessments, for example academic tenure and promotion processes, can be crucial but also can appear draconian and deadly.

6. Participate in development of the university’s vision.

Remember the one-third, one-third, one-third rule. Concentration on fulfillment of your own job description even to an exemplary degree is only one-third of your assignment. The second third is the enhancement of performance by those around you; the final third is engagement with the nurturing and building of the institution. “That’s not my job” is a corrosive acid.

I. Four Types of Leadership: The Continuum

- A. From least efficient to most efficient—
- B. From most common to most rare—
- C. From easiest to most difficult to achieve—
- D. From most crisis-oriented to most enduring and change-oriented (potential)—

II. Conduct Patterns

- A. Brute force: “You do what I tell you to do, or I will hurt you.”
(personally, professionally or psychologically)
 - Likely reactions?
- B. Stripes: “You do what I tell you to do, because I outrank you.
[Organized hierarchy]
 - Likely reactions?
- C. Expertise: “You do what I ask you, and show you to do,
because I can do it better than you.” [teaching organization]
 - Upsides and downsides?
- D. Espirit /“referent power”: “We will do, together, what we know
needs to be done, because we share trust and common vision
together.” [Learning organization—vulnerable and powerful]
 - Highly efficient (at times); very rare in sustainability over
time.
 - Upsides and downsides?

Four types

- ◆ From least to most efficient
- ◆ From most common to most rare
- ◆ From easiest to most difficult to achieve
- ◆ From most crisis-oriented to most motivating and most strategic.

- ◆ Models may co-exist in an organization.
- ◆ Thoughtful leader may move from one mode to another in order to force change or adaptation.
- ◆ Leaders need to be conscious of the strengths or drawbacks of each.
- ◆ Note that structure and style of organization dictates culture and culture strongly dictates behaviors.

Analogies to Child Rearing

- ◆ Do it or you'll be punished
- ◆ Do it because I'm your mother
- ◆ Do it because it's for our collective good
- ◆ Do it because it helps the family

Authority Patterns

Brute Force

**“You do what I tell you to do, or I
will hurt you.”**

Motivational Core:

Fear of punishment

- ◆ “Hurt” usually economic or psychological
not physical
 - The “kick-ass manager”

Likely Reactions

- ◆ Total insecurity and paralysis
- ◆ Passive/aggressive responses
- ◆ Minimalist Performance
- ◆ “Payback”--you SOB

Likely Reactions

- ◆ Orders necessary all the time - 24 hr job for “leader.”
- ◆ Produces authoritarian relationships within (even outside) the organization
- ◆ Persons seek control because they lack emotional and psychic self-control: we don't respect that person.
- ◆ Consequence over time--very inefficient

Why is it Common?

- ◆ Human instinct of aggressiveness or irrational “will to power”; also control freaks and perfectionists
- ◆ “Rational” response to insecurity of a Hobbesian world.
- ◆ Natural response to another’s brute force tactics. The entire style is heavily reactive.
- ◆ *Crisis seems to drive it*

Why is it Common?

- ◆ Historical milieu (ancient China; medieval Europe)
- ◆ Determinism of historical forces: Marxist-Leninist theory of means of production generating political governance
- ◆ Can even Jack Welch succumb? Firing 10% a year is barbaric and arbitrary. Suggests you hire poorly, or need a number (10%) chosen at random to produce veneer of rationality.

Stripes

“You do what I tell you to do, because I outrank you.”

Motivational Core: Order & Security

Stripes

- ◆ Very common - in older models of military organizations
- ◆ May be automatic “sorting” into hierarchies in organizations - by age, length of service, gender or function.
- ◆ Can produce bargained-for behaviors: James McGregor Burns calls this “transactional leadership”

Stripes

- ◆ Can be quite stable in short run
- ◆ Follower has some stake (eventual promotion) in health of the organization

Likely Reactions

- ◆ Can be dumb leader - wrong direction
- ◆ But hope for advancement (increased stake in organization success)
- ◆ Less insecurity
- ◆ Little innovation

Dangers

- ◆ Capacity for mischief and wrongdoing:
“just following orders.”
- ◆ Can be huge imbalance in privilege.

Expertise

**“You do what I ask you, and show
you to do, because I can do it
better than you.”**

Motivational Core: Rationality

Advantages

- ◆ Command becomes request
 - Less overt energy to affect behavior
- ◆ Organization becomes more efficient
 - Following and doing leads to improvement
 - Both for self and organization
- ◆ Members engage in rational behaviors
 - Can help create a “learning organization”

Advantages

- ◆ Members have significant stake in success and longevity of organization
- ◆ More equality based on skill and performance rather than favoritism or longevity
 - “Merit” has meaning and value.

Dangers

- ◆ Expertise may be time-limited and not renewing. Not necessarily innovative or change-friendly
- ◆ Expert likely to be “on duty” 24/7. Teaching as constant responsibility. Can lead to organizational burnout.
- ◆ May be hard to tell real expert from phony expert

Dangers

- ◆ Responses to expertise may be sub-optimal
- ◆ Challenge over time: Reaction to changes in the external environment
- ◆ Followers’ passivity, not engagement and advancement
- ◆ Expert may be threatened by quick-study student

Dangers

- ◆ Learners may depend on “expert” to catch all errors.
- ◆ Expert may be promoted beyond competence (“Peter Principle”).
- ◆ Experts in task management may be terrible at people management.
- ◆ Some people may prefer security and routine to learning and challenge.

Leadership by “Espirit”

**“Everyone leads at some time and
no one always leads.”**

**Motivational Core:
Values & Aspirations**

Leadership by “Esprit”

- ◆ Efficient and powerful
 - Values are shared and mutual skills are understood instinctively
 - Leaders have expertise and respect.
 - Have stripes for force but rarely use.
- ◆ Instead of the “total quality management”, or even “learning organization” metaphor, model identifies “continuous improvement” as its objective.

Leadership by “Espirit”

- ◆ Nurturing and welcoming of innovation
- ◆ May find this model more frequently in a task force or voluntary group in short-term crises rather than in a sustaining organization
- ◆ Work is joy; achievement is its own reward – you are what you do.

Prerequisites

- ◆ Clearly understood common mission which is deeply shared
- ◆ Frequent and easy pattern of communication
- ◆ Very high level of trust and mutual integrity regarding the purpose of the organization

Dangers

- ◆ Zealousness for the wrong purposes
- ◆ “Groupthink” can lead to seductive leveling-down.
- ◆ Can exile non-adherents without recognizing need for change-agents and creative non-conformists

Dangers

- ◆ Communication and value sharing take time: model may not work in all crises
- ◆ Difficult to sustain energy over time. And conformity to values is hard, not easy. They constrain behavior and force concentration on outcomes.
- ◆ Some suggest model may work optimally only when “face to faceness” is possible. Are there outer limits of organizational size?

Dangers

- ◆ Is the model “accountable” for performance? Yet another reason for designated leader as coach, or one who measures real outcomes and results.
- ◆ Formal or designated leader is still necessary because:
 - Someone must decide when to act
 - Someone must always set or articulate direction

Dangers

- ◆ Charlatans can ape the ethic of this model. Beware the “values fad”