

Maximizing Your Leadership Potential

N3CSDPA 2007 Conference

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A Case Study

Board Room

Friday, 3:00 p.m.- Brad Townsend, Chairman of the Board of Trustees of Clearwater Community College, calls the special board meeting to order.

“I think I speak for the entire board when I say that this college owes an immense debt of gratitude to Paul Baxter,” Townsend begins. The board members murmur their agreement. “For 21 years Paul provided strong and solid leadership through some difficult times. But we all know that, with his recent open-heart surgery, the old warhorse has wisely chosen to retire. And now, our search committee has finished its work, and we must select our college’s next president.”

Jill Hamilton’s Office

Meanwhile, the two candidates for president nervously await the board’s decision alone in their offices. Jill Hamilton is the VP for Administration and Carl Bradford is the VP of Instruction.

Jill reaches for her phone and dials Carl’s extension. “Hi, Carl. It’s Jill. I’m not getting much accomplished here, and you probably aren’t either. Why not sit this thing out together?” With a suspicious chuckle, Carl agrees.

Board Room

In the board meeting, Harvey Wilson – head of the search committee – begins his report: “We approached this task with the basic commitment that, if at all possible, we would promote from within the executive staff. As you know, we’ve come up with two names: Jill Hamilton and Carl Bradford. I have to tell you, the search committee is evenly divided. But I must say, Paul has given very strong personal support for the election of Carl Bradford. Of course, the weight you give that recommendation is entirely up to you.”

Jill Hamilton’s Office

Jill welcomes her rival, Carl, into her office. They sit and exchange pleasantries, then Jill turns more serious. “Carl, you remember about five years ago when I took part in the evaluation committee for your promotion to VP? I want to apologize for something I did then that I feel you heard about – something that’s put a wall between us ever since.”

“Jill,” Carl says with a trace of irritation, “I’m sure you did what you felt you had to do. I haven’t nursed a grudge or anything!”

“I just felt I voted against you in a spirit of competition. I wasn’t objective, and I’m sorry about that. I considered you a threat and ...”

“Carl interrupts. “Let’s just drop it, okay? What happened, happened.”

“Okay, but whatever comes out of the board meeting, I’d like for us to be friends.”

“Sure, we have to work together no matter who wins,” Carl says with a stiff smile. “Let’s . . . just drop it.”

Board Room

Mr. Garvey, on of the board members, is emphatic. “Well, if Paul Baxter wants Carl, that’s good enough for me.”

Mr. Freeman interrupts. “But it’s a question of what the college needs right now. Let’s be perfectly frank, Paul is a tough guy.”

“He got results!” Mrs. Nelson adds.

“He was an old-fashioned boss,” Freeman continues. “The question is, do we want to continue with that philosophy.”

“We have to deal with what Paul said about Jill,” Garvey says. “He doubts Jill’s dedication. Carl is a man who puts the college first.”

Townsend adds, “The college was Paul’s life. He saw it as a ship, and he was the captain.”

“But what was the effect of all that?” Freeman asks. “Paul used a kind of divide-and-conquer routine with his own executives. That’s what I’m worried about with Carl. I think it’s time for a change.”

Nelson speaks up again, “Do we want a strong leader or not? Tom Jill seems . . . weak!”

“Why?” Freeman asks. “Because on a couple of occasions Jill refused to take a trip she felt was unnecessary? I think Paul’s overreacting to that simply because Jill faced up to him!”

“I think we need a strong, aggressive leader – like we’ve had,” Garvey concludes.

“This college is stagnant,” Freeman says. “The enrollment reports for the last three years prove it. And why? Some community leaders feel the problem is internal. I for one feel Paul encouraged too much competition between department heads. He fostered a kind of dog-eat-dog contest because that’s what he understood. But internal infighting is sapping the strength of this college!”

Jill Hamilton’s Office

As the two candidates try to relax, Jill says, “I’ll tell you something, when I look at my personal goals and values, I wonder if I really even want this job as president.”

Carl stands up. “Now wait a minute, are you going to sit there and try to make me believe you really don’t want to be president of this college? Come on, what do you take me for?”

“I’m just trying to be honest with you, Carl.”

Carl stares at her. “I don’t know what your game is, Jill, but I’m not playing it.”

“Okay. It’s no game . . .”

“Everything around here is a game!” Carl says, pacing. “Including your inviting me over here! Apologies . . . soul searching . . . come off it, Jill. You are dying to be head of this college, and so am I!”

Board Room

Garvey continues: “Carl has been with the company a long time and has a fine record. Jill has some excellent personal qualities, but compared to Carl, she really hasn’t proven herself.”

“Hasn’t proven herself?” Freeman interjects. “According to Harvey’s committee, she has the smoothest running division in the entire college!”

“Nelson interrupts. “I’m beginning to agree. From what I’ve learned here this afternoon, Jill has demonstrated she can get results.”

“But can she lead the whole college?” Garvey says pounding the table. “Does she have the drive? Can she take hold of it and make it move? Does she have any guts?”

“Well, it must have taken something to stand up against Paul and tell him she wouldn’t take those trips!” Townsend says.

“But as president, Jill would have to spend whatever time is needed to do the job,” Garvey argues.

“If Jill takes the job,” Freeman insists, “she’ll give it her best. She’s that kind of person.”

“Aren’t we ready to vote?” Nelson asks. “I call the question!”

“The question has been called,” Townsend announces.

Jill Hamilton’s Office

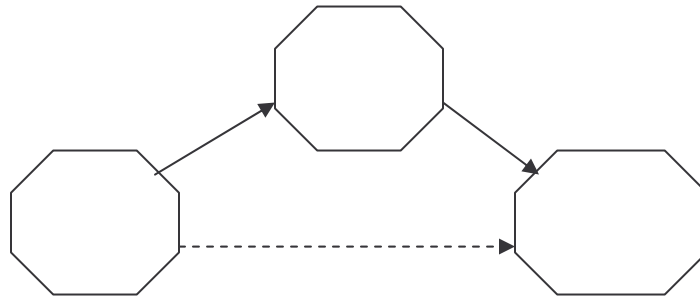
Jill’s phone rings. She glances at Carl, then answers it. “Jill? This is Brad Townsend. I understand Carl is there with you. We have some news for you both . . .”

Questions

1. As a member of the board, how would you vote and why?

2. What qualities would you look for in a leader?

Three Dimensions of Leadership



Leadership is a _____ who influences _____
to accomplish a _____.

Characteristics of Good Leaders

Persistence
Resistance
Servanthood
Sensitivity to mentor others
Integrity
Self-mastery (Competence)
Attitude
Confidence
Ambition
Commitment
Others:

Distinctions Between Manager and Leader

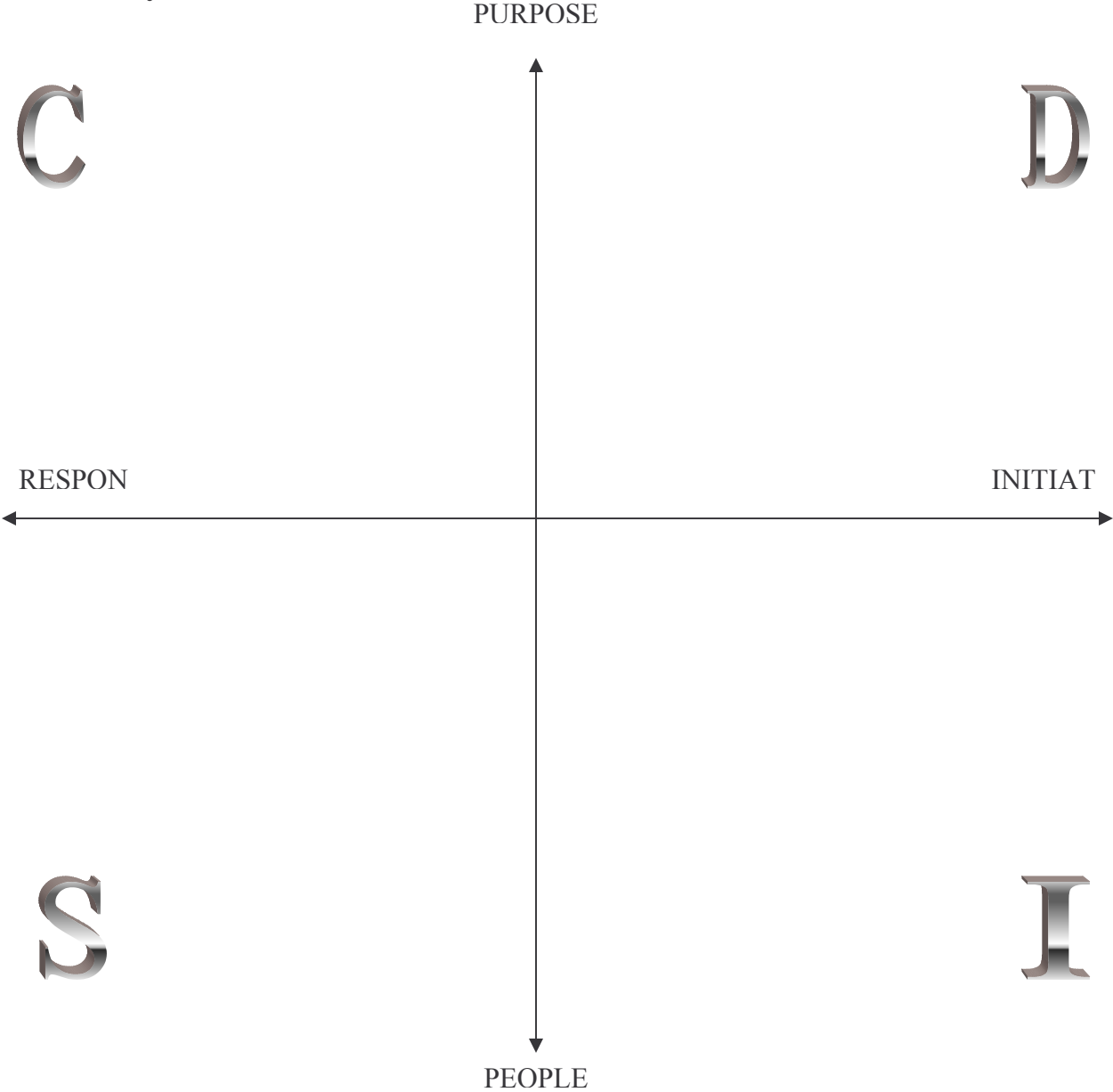
The manager administers; the leader innovates.
The manager is a copy; the leader is an original.
The manager maintains; the leader develops.
The manager accepts reality; the leader investigates it.
The manager focuses on systems and structure; the leader focuses on people.
The manager relies on control; 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 her eyes always on the bottom line; the leader has her 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 her own person.
The manager does things right; the leader does the right thing.

Leadership Inventory

	Managing	Your Assessment	Leading
Seeks situations of	Stability Prosperity	←————→	Change Uncertainty
Focuses on goals of	Continuity Optimization of Resources	←————→	Improvement Innovation
Bases power on	Position of authority	←————→	Personal Influence
Demonstrates skills in	Technical competence Supervision Administration Communication	←————→	Diagnosis Conceptualization Persuasion Dealing with ambiguity
Works toward outcome of	Employee compliance	←————→	Employee commitment
Planning strengths	Tactics Logistics Focus	←————→	Strategy Policy formation Seeing the big picture
Staffing approach	Selection based on qualifications	←————→	Training for positions Networks Developing shared values
Directing methods	Clarifying objectives Coordinating Establishing reward systems	←————→	Coaching Role modeling Inspiring
Controlling methods	Standard operating procedures Monitoring	←————→	Motivation Self-management Policy formation
Performance evaluation approach	Rewards Discipline	←————→	Support Development
Decision-making qualities	Analytical Risk-averse Rational	←————→	Intuitive Risk-taking Ambiguous
Communication style	Transactional Exchange Reciprocal	←————→	Transformational Committing people to action Persuasive
Oriented toward	Programs Procedures	←————→	People Concepts
Resources valued	Physical Fiscal Technological	←————→	People Informational
Information base of	Data & Facts	←————→	Intuition & Learning

Human resources as	Assets to meet current organizational needs	↔	Corporate resources for today & future development
Change attitude	Implements change by translating vision	↔	Sees change as the innate purpose
Defines success as	Maintenance of quality Stability and consistency Efficiency	↔	Employee commitment Mutuality/trust Effectiveness
Does not want to experience	Anarchy Employee disorientation Surprise	↔	Inertia Lack of motivation Boredom
Is unsuccessful when experiencing	Deviation from authority Employee resistance Low performance	↔	Consequences of selecting wrong direction Failure to communicate vision Lack of buy-in

Personality – DISC



High D's

- Personal Motivation: Results, Challenge
- Leadership Strength: Taking the initiative
- Leads through: Forcefulness and persistence
- Desires Leadership Situations providing: Continual challenges, Freedom, Authority, and Varied activities
- Behavior under tension: Autocratic
- Would improve effectiveness by: Greater trust and reliance on people, Listening more, and Verbalizing “why” they have reached a conclusion.
- This persons says:
 - My ideal world is where I have control.
 - I want to do it my way.
 - I like to change things
 - To convince me, I need to know what (bottom line).
 - My greatest fear is losing control or no challenge.

High I's

- Personal Motivation: Public recognition and approval
- Leadership Strength: Influencing others
- Leads through: Verbal Skills
- Desires Leadership Situations providing: New and exciting opportunities, freedom from control and detail, Opportunity to motivate others, Chance to verbalize ideas, and Friendly relationships.
- Behavior under tension: Attacks.
- Would improve effectiveness by: Better control of time, Pausing, and a little less optimism.
- This person says:
 - My ideal world is where I have Fun.
 - I want to do it the exciting way
 - I like to dream things
 - To convince me, I need to know who?
 - My greatest fear is losing face.

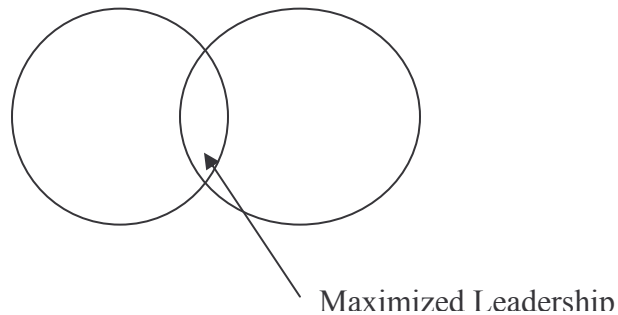
High S's

- Personal Motivation: Personal relationships and appreciation
- Leadership Strength: Implementing plans with people
- Leads through: Relationships
- Desires Leadership Situations providing: An area of specialization, Working with a group, Consistent/familiar environment, Clearly defined goals and their role in reaching them, and Opportunity to help others.
- Behavior under tension: Acquiesces.
- Would improve effectiveness by: Recognizing change can provide opportunity, Being more decisive, and Initiating more.
- This person says:
 - My ideal world is where I have peace.
 - I want to do it the easy way.
 - I like to watch things.
 - To convince me, I need to know why?
 - My greatest fear is losing stability/relationships.

High C's

- Personal Motivation: To be Right, Quality
- Leadership Strength: Commitment to excellence
- Leads through: Structure and methodology
- Desires Leadership Situations providing: Clearly defined tasks, Limited risk, Precision and planning, and Methodology and structure to reach the objective
- Behavior under tension: Avoids.
- Would Improve Effectiveness by: Taking more risks, showing feelings, and Declaring themselves more (speaking up).
- This person says:
 - My ideal world is where I have perfection.
 - I want to do it the right way.
 - I like to research things.
 - To convince me, I need to know how?
 - My greatest fear is being wrong.

Maximized Leadership



Action Plan

Characteristics I wish to improve:

- 1.
- 2.
- 3.

Personality strengths I want to build on:

- 1.
- 2.
- 3.

Situations or tasks where I excel:

- 1.
- 2.
- 3.

I need others who:

- 1.
- 2.
- 3.

To be more effective I need:

- 1.
- 2.
- 3.

References

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