

Leadership and Career Development



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Objectives for Attendees

- Understand the nature of leadership
- Assess your capability as a leader
- Identify impediments to performance
- Determine where you are in your career
- Appreciate the power of clear thinking
- Start working on values and commitment
- Plan for the rest of your career

Main Topics

- What Is Leadership?
- Leadership Skills and Assessment
- Where Are You Now?
- Your Leadership Personality
- Personal Development
- Organizational Leadership Development



What Is Leadership?

What Leaders Do

- ❑ Provide direction for an organization or group, or take initiative in a situation that needs it
- ❑ Communicate organizational goals, or state purpose for immediate action
- ❑ State policy for moving forward, or ask participants to perform needed tasks
- ❑ Be determined to achieve results, and encourage others to do the same
- ❑ Report results and policy changes, and thank all for their effort

Leadership and Careers

- Leadership is part of organizational life
- Most careers are pursued in organizations
- Career success depends on leadership skills as well as technical ability
- We need leadership skills to be effective in working with others
- Leadership skills are not given at birth but are part of our personal development

Leaders and Followers

- We are leaders or followers depending on the situation
- We have position authority to help us when we are in a defined leadership position
- We assume a leadership role when we are not in a defined leadership position
- We are followers when it suits us or we have no choice

Wisdom From A Website

- ❑ We lead when we believe strongly in a cause or objective
- ❑ We have more potential for leadership than we realize
- ❑ Leadership ability is developed through experience
- ❑ One should approach leadership with integrity
- ❑ Adaptability is important in our complex world
- ❑ Adaptability requires emotional maturity
- ❑ Effective leaders understand complex relationships
- ❑ Understanding comes from intuition and knowledge

Ref: <http://www.businessballs.com/leadership.htm>



Leadership Skills and Assessment

Leadership Is Personal

- ASQ Human Development & Leadership Division (HD&LD) identifies leaders by what they do
- HD&LD defines leadership in terms of the roles leaders assume
- Six roles or competencies of leadership are defined
- Seven personal leadership characteristics provide the foundation for leadership action

Ref: "Leadership Is Personal" by Rudolph Hirzel,
Chair, ASQ Human Development & Leadership
Division, American Society for Quality, 2003

Leadership Competencies

- ❑ Navigator – creates shared meaning and provides direction
- ❑ Communicator – listens and articulates the shared meaning
- ❑ Mentor – helps others fulfill assigned roles
- ❑ Learner – continually develops personal knowledge, skills and abilities
- ❑ Builder – shapes processes and structures for achievement of goals and outcomes
- ❑ Motivator – influences others to take action to obtain desired results

Ref: “Leadership Is Personal” by Rudolph Hirzel,
Chair, ASQ Human Development & Leadership
Division, American Society for Quality, 2003

Personal Leadership Characteristics

- ❑ Accountability – take responsibility for the organization or group the leader serves
- ❑ Courage – mental or moral strength to overcome difficulty with firmness of mind
- ❑ Humility – an understanding that leaders are servants of those who follow them
- ❑ Integrity – ability to discern what is right from wrong and commit to the right path
- ❑ Creativity – ability to see possibilities and futures that don't exist yet
- ❑ Perseverance – sticking to a task or purpose no matter how hard or troublesome
- ❑ Well Being – ability to stay healthy in work and play

Ref: "Leadership Is Personal" by Rudolph Hirzel,
Chair, ASQ Human Development & Leadership
Division, American Society for Quality, 2003

Assessment Elements

- ❑ Leadership strengths and weaknesses
- ❑ Leadership behaviors to develop or suppress
- ❑ Leadership styles that work or don't
- ❑ Ideals and beliefs to keep or give up
- ❑ Role models to emulate or avoid
- ❑ Responsibilities to seek or avoid
- ❑ Problems with associates to resolve
- ❑ Compatibility with organizational culture

Ref: Assessing Leadership Skills
<http://www.rpnao.org/sites/default/files/Assessing%20Leadership%20Skills.pdf>

Leadership Circle Profile™

- ❑ Deals with creative competencies and reactive tendencies
- ❑ Measures underlying assumptions and motivating habits of thought
- ❑ Tells you what is and is not contributing to effectiveness
- ❑ Reveals a leader's operating system – internal assumptions or beliefs that guide behavior

Ref: Leadership Circle Profile

<http://www.theleadershipcircle.com/assessment-tools/profile>

Creative Competencies

- ❑ Relating – caring connection, fosters team play, collaborator, mentoring & developing, interpersonal intelligence
- ❑ Self-Awareness – selfless leader, balance, composure, personal learner
- ❑ Authenticity – integrity, courageous authenticity
- ❑ Systems Awareness – community concern, sustainable productivity, systems thinker
- ❑ Achieving – strategic focus, purposeful & visionary, achieves results, decisiveness

Ref: The Leadership Circle Assessments & Tools

<http://www.thecoaches.com/images/uploads/CTI-360-tool.pdf>

Reactive Tendencies

- Complying – conservative, pleasing, passive
- Protecting – arrogance, critical, distance
- Controlling – perfect, driven, ambition, autocratic

Ref: The Leadership Circle Assessments & Tools
<http://www.thecoaches.com/images/uploads/CTI-360-tool.pdf>

Effective Leaders

- ❑ Inspire Vision – learn to paint a picture with words, talk to managers about it, keep the vision in mind every day
- ❑ Have Passion – employees want it, will live and die for it, and need to feel it
- ❑ Make Decisions – what is your process, be sure to consult others, be quick, committed, analytical and thoughtful
- ❑ Build Teams – develop a well oiled machine, delegate responsibility, be available, don't point fingers, support team members
- ❑ Have Character – its critical in any leadership style, take steps to learn about the role personality plays

Ref: 5 Key Traits of Great Leaders

<http://www.theleadershipcircle.com/5-key-traits-of-great-leaders>



Where Are You Now?

Maslow's Needs Hierarchy



Google Graphic

Achieve Personal Goals

Held in High Regard

Accepted by Family and Friends

Economic and Physical Security

Food, Sleep, Shelter

What System Are You In?

- ❑ Private Industry – farming, education, health care, financial, consumer products, industrial products, utilities, energy, basic materials, technology
- ❑ Non-profit – local, national, international development and support – associations, corporations, philanthropies, public service organizations
- ❑ Military – Army, Navy, Marines, Air Force, Coast Guard (in wartime), National Guard (all states and branches), Reserve (all branches)
- ❑ Civil Service – Executive Office, Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, Treasury, Veterans Affairs, Independent Agencies and Corporations

What Is Your Organization Like?

- Mission
- Vision
- Strategic Plan
- Current Objectives
- Executive Team
- Values and Culture

Where Do You Want To Go?



SWOT Analysis

Internal	Your Strengths	Your Weaknesses
	Opportunities in Your Career Field	Threats in Your Career Field
External		



Self-Management	Managing Others	Managing Business & Strategy
<ul style="list-style-type: none"> o CI Preparation - NQM Career Day Career Service Consultation o Interview Skills - NQM 188 Full-on Interview Seminar o Personal Development Planning-NQM PDI o Career development - Seminars e.g. Accenture/Fuchs/Power/Google o Interpersonal skills - Sales Programmes/Teamwork projects o Learning Competence - NQM Case Assignments e.g. 3SC Plan and Concha 	<ul style="list-style-type: none"> o Relationship Building - Social Network analysis o Leadership - Accenture Leaders of Tomorrow/Sports 11 o Conflict Management - Self Assessments o Motivation - Self Assessments o Teamworking - NQM workshop Group projects o Negotiation - Sales 	<ul style="list-style-type: none"> o Management e.g. Committee Member OCI/Boeing Club o Planning - PDP o Organising - Concha Budget allocation o Decision Making - Participated in IBM second challenge o Creative Thinking - Green Business Competition o Analysis - SPSS assignments o Strategic Thinking - Market Entry o Problem Solving - Accenture Leaders of Tomorrow o Business Acumen - Oil Services Sales o Customer Management and Focus - Committee Member OCI Boeing Club



Create A Career Development Plan

- ❑ Make A Self-Assessment – identify areas that need attention
- ❑ Set Realistic Goals – a doable path to follow
- ❑ Never Stop Learning New Skills – a major part of the plan
- ❑ Find Someone Willing To Coach You – to help achieve the goals
- ❑ Measure Your Progress – to know when progress has been made

Ref: 5 Steps to Creating a Career Development Plan
http://www.careerdevelopmentskills.com/personal/p_home.php

Are Women Disadvantaged?

- ❑ Women who marry and limit their careers to look after children can be disadvantaged
- ❑ Women who pursue careers at the expense of their families can also be disadvantaged
- ❑ Women who are single parents and support their families without childcare can be disadvantaged
- ❑ Companies try to help but our culture has not changed to distribute the burdens more equitably
- ❑ This is part of the organizational dynamics that leaders need to understand

Ref: Elsa Walsh, "A woman's quest for the 'good enough' life",
The Washington Post, Section B, April 21, 2013



Your Leadership Personality

Personality Science

- Type studies by Carl Jung in the 1920s
- Type indicator system developed by Isabel Myers and Katherine Briggs in the 1940s
- Five Factor Model developed by Ernest Tupes and Raymond Christal in the 1960s
- Free Trait Theory developed by Brian Little in the 2000s
- Personality can change with age or training

Ref: Brian Walsh, *What Type Are You*, The Science of You: The Factors That Shape Your Personality, TIME INC.SPECIALS, TIME Books, 2013

Jung's Personality Types

- ❑ Jung identified four mental functions or cognitive processes
- ❑ We focus our attention and gather information using Sensing (S) and iNtuiting (N)
- ❑ We organize our experiences and make decisions using Thinking (T) and Feeling (F)
- ❑ These processes play out in a person's Internal world (I) of thoughts, feelings, memories and imagination
- ❑ The External world (E) is one of actions, people, tools and organizations
- ❑ Thus, there are eight cognitive processes and sixteen classifications when introversion and extroversion are taken into account
- ❑ We have access to all eight cognitive processes but normally use two, the minimum needed to function

Ref: App Store, *Personality Types*

http://www.personalityapps.com/Personality_Types/Theory.html

Myers-Briggs Personality Types

- Extraversion (E) vs. Introversion (I) focus on outer vs. inner world
- Sensing (S) vs. Intuition (N) focus on information vs. interpretation
- Thinking (T) vs. Feeling (F) focus on logic vs. special circumstances
- Judging (J) vs. Perceiving (P) focus on deciding vs. keeping mind open

Ref: The Myers & Briggs Foundation
<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

Jung Typology Test™

- ❑ Based on Carl Jung's and Isabel Myers' personality type theories
- ❑ Independent but similar to the Myers-Briggs type indicator test
- ❑ Scored automatically by on-line system
- ❑ A good exercise for learning about self and others

Ref: HumanMetrics

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

Introverts vs. Extroverts

- ❑ Roughly 16 percent of us are introverts
- ❑ Another 16 percent are extroverts
- ❑ Remaining 68 percent are “ambiverts” in the middle range
- ❑ Introverts and extroverts tend to extremes in focusing internally vs. externally
- ❑ There is a large middle ground of people who are balanced in their focus on internal vs. external worlds

Ref: Gina Stepp, “People: Who Needs Them?” Vision Journal, 2011
<http://www.vision.org/visionmedia/printerfriendly.aspx?id=50363>

Five Factor Model

- ❑ Extroversion - tendency to be sociable and assertive – considered the most important factor in leadership
- ❑ Conscientiousness - tendency to be organized, controlled, decisive, and dependable – considered the second most important factor in leadership
- ❑ Openness - tendency to be curious, creative, insightful, and informed – moderately related to leadership
- ❑ Agreeableness - tendency to be trusting, nurturing, conforming, and accepting - weakly related to leadership
- ❑ Neuroticism - tendency to be anxious, hostile, depressed, vulnerable, and insecure - negatively related to leadership

Ref: Kirkpatrick and Locke, *Personality Theories of Leadership*,
Journal of Applied Psychology, 87, 639-642 (1991)

Free Trait Theory

- ❑ Inborn traits can be suspended and replaced by “free traits”
- ❑ We can pursue important goals that are in conflict with parts of our personality
- ❑ We can use inborn traits, cultural norms, and personal values in balance to achieve goals

Ref: Brian R. Little, *Personal Projects and Free Traits: Personality and Motivation Reconsidered*, Social and Personality Psychology Compass, Volume 2, Issue 3, Pages 1235-1254, May 2008

Emotional Intelligence

- Ability to perceive, express, understand, and manage emotions in oneself and others
- Has been linked to leadership ability and success in life

Ref: Kirkpatrick and Locke, *Personality Theories of Leadership*, Journal of Applied Psychology, 87, 639-642 (1991)



Personal Development

Be Encouraged/Look Ahead

- ❑ Leadership ability is not static and can be improved at any time
- ❑ Leadership ability is a collection of skills and dispositions, nearly all of which can be learned
- ❑ Effective leadership does not involve formulas or quick solutions but rather personal effort
- ❑ Effective leadership is a way of thinking about your role and the value of the work you do every day
- ❑ Transformation occurs from the inside out

Ref: Prof. Paula Bloom, *Leadership as a Way of Thinking*, National-Louis University, Wheeling, IL

Personal Transformation

- ❑ Most development psychologists agree that what differentiates leaders is their internal “action logic”
- ❑ This is the mechanism by which they interpret their surroundings and react to challenges to power or safety
- ❑ Seven types of action logic were identified – Opportunist, Diplomat, Expert, Achiever, Individualist, Strategist, Alchemist – from least to most effective
- ❑ Leaders who engaged in personal development moved up the action logic scale to higher levels of performance

Ref: David Rooke and William R. Torbert, *Seven Transformations of Leadership*, in HBR's 10 Must Reads On Leadership, Harvard Business Review Press, 2011

Being Good at Anything

- ❑ You can systematically build physical, emotional, mental and spiritual capacity
- ❑ To do it push past your comfort zone, then rest, and do it again
- ❑ It is not inherited talent that determines how good you are but rather how hard you worked to develop your skills
- ❑ Practice is the most important element in achieving excellence
- ❑ You can expect frustration, setbacks and failures, but being good at something will be very satisfying

Ref: Tony Schwartz, *Six Keys to Being Excellent at Anything*, HBR BLOG Network, August 24, 2010

Critical Thinking

- ❑ Everyone thinks but much of it is subconscious, biased, distorted, uninformed, and prejudiced
- ❑ The quality of our thinking determines our quality of life and success in our careers
- ❑ Developing critical thinking skills requires hard work over an extended period of time
- ❑ The process involves many cycles of practice-assessment-practice as you improve

Ref: Richard W. Paul and Linda Elder, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*, Pearson Education, Inc., 2002

Deliberate Practice

- ❑ Originated with Anders Ericsson and his associates who studied the performance of concert violinists in West Berlin, Germany in 1991
- ❑ Abilities of violinists correlated with the amount of practice they had devoted to music in their early years
- ❑ The best had practiced an average of 10,000 hours, the good violinists an average of 8,000 hours, and the violinists who become music teachers an average of 4,000 hours
- ❑ There were no exceptions to the pattern, and it applies to other skills such as athletics, chess, and purely mental activities

Ref: Mathew Syed, *Bounce: Mozart, Federer, Picasso, Beckham, and the Science of Success*, HarperCollins Publishers, 2010

Limiting Beliefs

- ❑ Our deepest core beliefs are based on early fearful experiences
- ❑ The greater the early stress the greater the entrenchment of fear-based beliefs
- ❑ Core beliefs filter our experience of things that happen now
- ❑ We can train ourselves to recognize that while fear from core beliefs is real it is not true
- ❑ The way to change is to shift attention from fear-based thoughts to present-moment experiences

Ref: Tara Brach, *Loosening the Grip of Core and Limiting Beliefs*, HUFFPOST, 11/29/2012

Use Feedback

- ❑ Valuable input to personal development
- ❑ Find an objective source – a mentor
- ❑ If unsolicited or negative, use it to improve
- ❑ Understand the context and point of view of the source
- ❑ Adjust personal development to make use of feedback

Develop Strengths

- ❑ It is easier to improve strengths than to eliminate weaknesses
- ❑ Effective leaders know it pays to invest in strengths
- ❑ Effective leaders recruit others with strengths they don't have
- ❑ It is a wise strategy to identify and invest in your strengths

Ref: Tom Rath and Barry Conchie, *Strengths Based Leadership*, Gallup Press, 2008



Organization Leadership Development

Corporate Leadership Development

- ❑ Typically includes classroom, on-the-job, and mentoring training – TRW example below
- ❑ Is offered to executives and lasts 10-7-3 days in campus classroom, global worksite, and headquarters location
- ❑ Classroom training includes communication, global strategy, and team building
- ❑ Worksite training includes application of learned skills and cultural adaptation
- ❑ Headquarters training includes exposure to senior executives and corporate strategies
- ❑ Attendees learn new leadership styles, how to tolerate ambiguity, and how to utilize diversity

Ref: *Highlights of Effective Leadership Programs*, Corporate Leadership Council, Corporate Executive Board, 2003

Army Leadership Development

BE – KNOW - DO

- ❑ The BE component is the most challenging because who you ARE requires effort to change
- ❑ Developing leadership is a process of gaining experience in assignments and training interventions
- ❑ We construct understandings of self from our experiences
- ❑ Effective leaders have a high level of psychological maturity

Ref: Martha Lagace, *How the U.S. Army Develops Leaders*, interview with HBS Professor Scott A. Snook, retired Army colonel, HBS Working Knowledge, 07 Apr 2003

Navy Leadership Competencies

- Five core competencies:
 - Accomplishing Mission
 - Leading Mission
 - Leading Change
 - Working With People
 - Resource Stewardship
- Applies to every level and position of leadership
- Level of knowledge and skills required increases with level of position

Ref: “Navy Leadership Competency Model (NLCM)”

<http://www.netc.navy.mil/centers/cppd/News.aspx?ID=0>

Marine Corps Leadership Principles

- ❑ Know yourself and seek improvement
- ❑ Be technically and tactically proficient
- ❑ Know your Marines and look out for their welfare
- ❑ Keep your Marines informed
- ❑ Set the example
- ❑ Ensure the task is understood, supervised, and accomplished
- ❑ Train your Marines as a team
- ❑ Make sound and timely decisions
- ❑ Develop a sense of responsibility among your subordinates
- ❑ Employ your command in accordance with its capabilities
- ❑ Seek responsibility and take responsibility for your actions

Ref: The Website for Young Marines, “Leadership Principles”
<http://www.chadduck.com/y Marines/useful/principles.htm>

Air Force Leadership Competencies

- ❑ Personal Leadership – exercising sound judgment; adapting; inspiring trust; leading courageously; demonstrating tenacity; leading by example; assessing self
- ❑ Leading People/Teams – inspiring, empowering and exercising authority; influencing & negotiating; attracting, developing & retaining talent; fostering effective communication; fostering teamwork & collaboration; mentoring/coaching/counseling; building relationships
- ❑ Leading the Institution – shaping strategy; translating strategy; thinking/working across boundaries; applying resource stewardship; driving execution; commanding; creating and demonstrating vision; driving transformation; driving continuous improvement; integrating systems

Ref: “Air Force Leadership Development Model”
<http://leadership.au.af.mil/af/afldm.htm>

Insights

- ❑ Leadership comes from inside
- ❑ Leaders know instinctively when to act
- ❑ The need to speak up or act is part of a persons identity
- ❑ Wanting to fit in and get along is the antithesis of wanting to lead
- ❑ Wanting to change things is the mark of a leader
- ❑ Desire for self fulfillment is a path to leadership
- ❑ One can make a contribution as a leader or follower
- ❑ To want to lead, one needs to see himself as an actor who causes things to happen, not a passive object in the system

I'm Just Saying

- ❑ Everything we do is controlled by our brain and nervous system
- ❑ The brain has networks of neurons that support thinking and behavior
- ❑ The brain has plasticity which means we can develop new neural networks
- ❑ We think and do things consciously and out of subconscious habit
- ❑ We can change subconscious thinking by conscious effort
- ❑ This is the secret of personal development

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Thank You!